

# **AGBU Manoogian-Demirdjian School**

*Accredited by the Western Association of Schools and Colleges*



## **Curriculum Guide 2020-2021**

**6844 Oakdale Avenue  
Canoga Park, CA 91306  
Phone: (818) 883-2428  
Fax: (818) 883-8353**

## TABLE OF CONTENTS

Welcome	3
School Mission	4
Academics	4
An Overview of the School Curriculum	5
Preschool	5
Kindergarten	6
First through Fifth Grades	6
Language Arts	6
Math	6
Science	7
Social Studies	7
Armenian	7
Multimedia	7
Music & Art	8
Physical Education	8
Middle and High School Preparation for College and University	9
Middle School and High School Core Subject Offerings	10
Elective Courses	11
College-Preparatory Courses	11
Honors Courses	12
Advanced Placement Program	12
GPA, Grades, and Class Rank	13
Academic Standards	14
Middle School and High School Course Offerings	14
Focus Group Program	40
Admissions Eligibility	40
Program Requirements	40
Focus Group Courses	41

## **Welcome**

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

~ Dr. Martin Luther King, Jr.

AGBU Manoogian-Demirdjian School is a PK-12 educational institution accredited by the Western Association of Schools and Colleges, serving the San Fernando and surrounding Armenian community for over thirty years. A preschool for toddlers and three/four year-old children accredited by NAEYC has been part of school operations since the beginning. This division was recently renamed as the AGBU Artemis Nazarian Preschool. As of 2013, the preschool has been accredited along with the rest of the school by WASC.

Since its founding in 1976, the school has developed a strong academic tradition that has been the hallmark of the elementary, middle, and high school program. The curriculum is planned with the goal of developing in young minds fundamental skills, critical thinking, creativity and a genuine love for learning in a supportive and caring school environment.

For more than forty years, AGBU MDS has been a student-centered educational institution where we support and motivate student effort through interactive classroom instruction, after-school tutoring sessions, extra-curricular activities, local and overnight trips, visual and performing arts, athletics, Armenian culture, and schoolwide activities that encourage critical thinking and leadership skills. Our commitment to encourage and nurture the academic and personal development of every child entrusted to our care is at the foundation of our philosophy. Through cooperative and mutually supportive relationships students, parents, and teachers have come to form a trusting and intimate school community that remains in place even after graduation. We believe when it comes to a child's future success, no door should be closed and no opportunity left unexplored.

## **School Administration**

## **School Mission**

AGBU Manoogian-Demirdjian School is a preschool through 12th-grade Armenian educational community committed to challenging and supporting our students to excel in academic, athletic, and artistic realms. Each student is encouraged to become a caring and responsible global citizen who values collaboration, innovation, and critical thinking to impact our community and the world.

## **AGBU MDS Schoolwide Learner Outcomes (SLOs)**

### I. Become academically skilled learners and independent thinkers who:

- Acquire a strong interdisciplinary knowledge base;
- Develop collaboration skills, effective study habits, and self-discipline;
- Solve problems critically and analytically;
- Demonstrate effective communication through verbal, written, artistic, and technological modes of expression.

### II. Become individuals aware of their Armenian cultural heritage who:

- Acquire knowledge of Armenian language, literature, and history;
- Develop an appreciation for Armenian culture;
- Contribute to the Armenian community and its homeland;
- Value their Armenian American identity.

### III. Become socially developed and productive future citizens who:

- Understand civic responsibilities and democratic principles;
- Embrace individual and cultural differences;
- Exhibit positive character in everyday life;
- Contribute time, skills, and talents to improve the community at large.

## **Academics**

AGBU Manoogian-Demirdjian School offers a challenging and enriched academic program for all grades. In the elementary section, classroom teaching and student effort aim to develop fundamental skills in all subject areas to prepare students for the rigorous college-preparatory program at DHS (the school's middle and high school section). Parents should realize that the school's academic programs are demanding and require consistent levels of student concentration, effort, motivation, as well as daily home support.

## **An Overview of the School Curriculum**

### **Preschool**

The Artemis Nazarian Preschool program has in the past been accredited by the National Association for the Education of Young Children for its high quality early childhood education and is licensed by the State of California Department of Social Services. It is currently accredited by WASC along with the other school divisions.

The Preschool administration and teachers are committed to providing the best early childhood education in conjunction with the Armenian language and culture for students as young as 18-months to 5 years old.

Self-selected and center activities in a thoughtfully prepared and warm environment help children gain exposure to materials and experiences that promote age appropriate learning and growth in all four domains of child development—social, emotional, cognitive, and physical. Open-ended and structured activities are designed to provide children with academic, as well as social skills, which are essential for building a foundation for future success.

Some of the goals for each preschool student are:

- Develop self-awareness, self-expression, and self-control
- Develop self-confidence, independence, and sense of responsibility
- Acquire a sense of belonging, unity, and respect
- Be aware of cultural values and morals
- Develop creative problem solving and thinking skills
- Acquire mathematical and scientific thinking skills
- Acquire pre-reading and writing skills both in Armenian and English for a smooth transition to kindergarten
- Acquire proper language usage and expression both in Armenian and English
- Develop their physical and artistic abilities
- Develop understanding of sound health, safety, and nutritional practices

The goals and the objectives of the curriculum are implemented through activities and learning materials that focus on language arts, mathematics, science, arts and creative expression, social studies, dramatization, physical activities, music, and movement.

Our qualified teaching staff guide the students' growth and development on a daily basis and act as facilitators to their learning. The teacher to student ratio is 1:10.

The admission policy requires that a student reaches the appropriate age for the section by September 1st of that year—for example, two for ANP-2, three for ANP-3, and four for ANP-4.

Open communication between school and families is vital for every child's development and education, and the parents are active participants.

## **Kindergarten**

Building on the preschool program, reading in English and Armenian is the primary goal of the kindergarten curriculum. Classroom teaching is intended to focus directly and intensively on the development of every student's capability to listen, speak, read and write in both languages, as well as to think critically and search for meaning in reading materials. The curriculum includes mathematics, science, social studies, media, art, music, chess, and physical education for enrichment. Additionally, social-emotional learning is integrated into the curriculum by introducing them to the basics of brain development, emotions, and constructive social interactions. Textbooks are introduced and simple homework is assigned for practice. Children are trained to be responsible with their time and in their work.

Kindergarten students are given guidance and encouragement to develop their curiosity, learn the curriculum, and to develop socially, emotionally, intellectually, and physically in the caring, nurturing, and lively environment provided by dedicated teachers.

## **First through Fifth Grades**

**Language Arts:** The elementary language arts program involves the integration of reading, writing, listening, and speaking skills. In a stimulating and enjoyable environment, students work on developing reading and language skills including phonics, decoding, spelling, handwriting, writing, and grammar at their grade level. Young readers are provided with a variety of reading materials and activities to develop independent thinking, imagination, creativity, and the ability to communicate with others and express themselves with precision and clarity. The reading materials include literature-based readers, novels, short stories, non-fiction articles, poems, and plays. As students become independent readers, emphasis is placed on literary analysis, critical thinking, expanding vocabulary, grammar, spelling, and reference and study skills. Students are encouraged to develop and express their own reactions to literature and to listen to the viewpoints of others.

Writing is taught as a process, which includes pre-writing, drafting, revising, editing, and post-writing activities. Writing projects are generated from class readings, discussion, activities, and individual interests. Students write reports, stories, essays, and poetry.

Vocabulary enrichment is given special emphasis, through reading selections and phonics.

The elementary language arts curriculum is designed to foster a lifelong appreciation for literature, independent thought, and competency in the use of oral and written English.

Evaluation of students' strengths and progress in English is systematic and ongoing, reflecting the purpose of the curriculum. It includes a broad range of assessment methods. Regular feedback is provided to students and parents in order to ensure the optimal development of each student.

**Math:** The mathematics program combines the development of concepts, computation and application skills. A new Common Core aligned math curriculum for K-5 was adopted in the 2018-2019 school year. Additionally, in the same year, a new math lab was designed with a cooperative learning design to be utilized for 4th and 5th grade students. Math instruction is based

on children's concrete experiences, employing a variety of manipulative materials. The program moves from the concrete to the increasingly abstract in all strands in the upper elementary grades. Problem solving is a major objective of the math curriculum and students are given instruction and training in working through the logical stages of problem solving. Special care is given to developing the thinking and reasoning skills of our young learners. The math curriculum teaches the students to understand the structure and language of mathematics in theoretical and real life situations. The elementary math program is accelerated and aims to prepare students for the rigorous curriculum in middle school and high school.

**Science:** The science curriculum fosters children's curiosity about the natural world around them. Students acquire knowledge of the biological and physical sciences from a balanced curriculum, building on their understanding of concepts and developing basic skills of science, which include observing, comparing, organizing, inferring, relating, and applying data. The scientific method, experiments, hands-on activities, the process of inquiry, development of critical thinking and clear writing, and applications of science in everyday life are important parts of the elementary science program. As of the 2016-2017 school year, students in the 4th and 5th grades have had access to a new science lab with tables to encapsulate cooperative learning centers.

**Social Studies:** The elementary social studies curriculum covers the history and culture of people in our community, state, country, and the world. A new updated and comprehensive social studies curriculum was adopted in the 2018-2019 school year across all grade levels. It aspires to help students learn and appreciate other ways of life and time periods, and, in the process, develop an understanding of and respect for diverse people and cultures. Students come to appreciate the significance of the past in relation to their own lives and modern society. Through active participation and simulation of cultures, through projects and field trips, children gain knowledge of the wide array of similarities and differences that distinguish people and cultures of the world. They also gain a sense of responsibility about their role in their community and knowledge that their actions can make a difference.

**Armenian:** Armenian language, history, and religion form an integral part of the school curriculum. Mastery of the Armenian alphabet, its phonetic characteristics, word formations, spelling, basic grammar, composition, and fluent reading form the basis of instruction in elementary grades.

Performances of Armenian patriotic poems, songs, and plays in the classroom and during assemblies and public celebrations of Armenian holidays enrich the program. Projects, posters, pictures, objects, and maps help students learn and appreciate the culture, tradition, and values of their ancestors. Armenian history and religion are essential components of the elementary Armenian curriculum, giving students a sense of Armenian identity as well as emphasizing the importance of values and character development.

**Multimedia:** The multimedia curriculum is designed to provide students with the tools and applications for the successful development of media skills. Students learn about internet safety and what it means to be a "digital citizen." They gain an understanding of computers and programs and express their creativity through the completion of projects while improving their keyboarding skills. Instructional software is used to teach computer literacy, word processing, reading and math

enrichment. The program's focus is to teach students problem solving and critical thinking by the application of their skills in technology. The long-term objective is to emphasize the role and impact of computer technology in today's world, and educate students on the capabilities and applications of technology.

**Music:** The music program provides students with music skills that last a lifetime. When musical intelligence is developed, children become healthy, fully functioning adults who have not lost the capacity for wonder, the ability to feel deeply, and the urge to create something that expresses beauty. The development of these music skills help produce people who can focus their attention for longer periods of time, strive for and achieve excellence, work in cooperative teams, and solve problems in a creative way. In addition to their music classes, students have the opportunity to participate in a variety of programs, performances, and assemblies.

**Art:** The elementary art curriculum focuses on integrating aesthetics, studio art, collaboration, and art history in an engaging, creative, and imaginative environment. Art history/aesthetic visual discussions make frequent use of projected images. Students observe and discuss various aspects of the images, such as color, space, line, and form; how these images make them feel; what they see; what they like and dislike. Studio projects relate to concepts covered in the visual presentation and discussion. While students work on their projects, images are displayed for continuous reference.

**Chess:** Chess was introduced to the elementary department in the 2016-2017 school year. Students have the opportunity to visit the chess classroom each week to learn the rules and strategies of chess with the teacher and their peers. The goal of the curriculum is to improve each child's cognitive development and critical thinking skills. Through weekly practice, students learn to analyze, evaluate, and calculate their strategies towards victory. Students are prepared to play in the annual Kaham tournament, as well as to participate in local, state, and national chess tournaments.

**Physical Education:** The physical education program promotes physical growth and skill development of each student, while cultivating a positive spirit of teamwork and sportsmanship. Students participate in a variety of units, including physical fitness, nutrition, rhythm and movement, motor development, and team sports.

**Armenian Dance:** Armenian dance was added to the elementary curriculum in the 2015-2016 school year. Each week, students visit the dance classroom to learn about different types of Armenian folk music and choreography. Through music and movement, students develop their large motor skills, hand-eye coordination, self-expression, and confidence. Students have the opportunity to participate in a variety of school programs and performances throughout the year.

**Middle and High School Preparation for College and University**

<b>University of California A-G Requirements</b>	
<b>A</b>	<b>History/social science (“a”)</b> – <i>Two years</i> , including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
<b>B</b>	<b>English (“b”)</b> – <i>Four years</i> of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
<b>C</b>	<b>Mathematics (“c”)</b> – <i>Three years</i> of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
<b>D</b>	<b>Laboratory science (“d”)</b> – <i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
<b>E</b>	<b>Language other than English (“e”)</b> – <i>Two years</i> of the same language other than English or equivalent to the second level of high school instruction.
<b>F</b>	<b>Visual and performing arts (“f”)</b> – <i>One year</i> chosen from dance, music, theater or the visual arts.
<b>G</b>	<b>College-preparatory elective (“g”)</b> – <i>One year</i> chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

<b>California State University A-G Requirements</b>		
<b>A</b>	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government <i>AND</i> 1 year of social science)	<b>2 years</b>
<b>B</b>	<b>English</b> (4 years of college preparatory English (4 composition and literature)	<b>4 years</b>
<b>C</b>	<b>Math</b> (4 years recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	<b>3 years</b>
<b>D</b>	<b>Laboratory Science</b> (including 1 biological science and 1 physical science)	<b>2 years</b>
<b>E</b>	<b>Language Other than English</b> (2 years of the same language; American Sign Language is applicable)	<b>2 years</b>
<b>F</b>	<b>Visual and Performing Arts</b> (dance, drama or theater, music, or visual art)	<b>1 year</b>

<b>G</b>	<b>College Preparatory Elective</b> (additional year chosen from the University of California "a-g" list)	<b>1 year</b>
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<b>Comparison of UC and Cal State Requirements and AGBU DHS Curriculum Required for Graduation</b>			
<b>Subject</b>	<b>UC</b>	<b>Cal State</b>	<b>AGBU DHS</b>
English	4 years	4 years	✓ 4 years
Mathematics	3 years	3 years	✓ 4 years
History	2 years	2 year	✓ 4 years
Laboratory Science	2 years	2 years	✓ 4 years
Foreign Language	2 years	2 years	✓ 4 years
Visual Performing Arts	1 year	1 year	✓ 1 year
Electives	1 year	1 year	✓ 4 years

AGBU MDS high school students are required to take four years of English, four years of mathematics, four years of history, four years of laboratory science, four years of foreign language, one year of visual and performing arts, and two years of electives in order to receive a diploma at the completion of their senior year.

In addition to the graduation requirements mentioned herein, seniors must also complete one of the following:

- Pass one community college class;
- An elective on campus;
- An 80-hour internship if they're a member of a focus group.

Students must meet with the college counselor before, during, and after the requirement, and show documentation where appropriate (registration confirmation, syllabus, grade, etc.) to confirm satisfactory completion.

**Middle School and High School Core Subject Offerings**

	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Soc. Sciences</b>	<b>Armenian (E/W)</b>
<b>6<sup>th</sup> Grade</b>	English	Course I	Integrated Science	Ancient History	Armenian or ABC Arm.
<b>7<sup>th</sup> Grade</b>	English	Course II or Pre-Algebra	Integrated Science	World History & Geography	Armenian or ABC Arm.
<b>8<sup>th</sup> Grade</b>	English	Pre-Algebra or Algebra I	Integrated Science	US History	Armenian or ABC Arm.
<b>9<sup>th</sup> Grade</b>	English I	Geometry	Biology	Civics & Intro to	Armenian I

	or English I H	or Geometry H	or Biology H	Business	or Arm. I H or ABC Arm.
<b>10<sup>th</sup> Grade</b>	English II or English II H	Algebra II Algebra II H or Geometry	Chemistry or Chemistry H	Geography & Modern Wld. Hist. or AP Wld. Hist.	Armenian II or Arm. II H or ABC Arm.
<b>11<sup>th</sup> Grade</b>	English III or AP Lang./Comp.	Algebra II or Pre-Calc. H or AP Calc.	Earth Science or AP Chem.	US History or AP Am. History	Armenian III or Arm. III H
<b>12<sup>th</sup> Grade</b>	English IV or AP Lit./Comp.	Pre-Calc. or Statistics or AP Calculus	AP Env. Science or Physics or AP Physics	Am. Govt./Econ. or AP Am. Govt.	Armenian IV or Arm. IV H

Explanation of symbols: H=Honors AP=Advanced Placement E/W=Eastern/Western  
ABC = Beginner's Armenian

### Elective Courses

The school curriculum offers a wide range of elective courses for middle and high school students. The goal is to enrich every student's core subject college-preparatory education and encourage exploration of various talents and interests.

- Academic Decathlon
- Anatomy Health
- AP Psychology
- AP Statistics
- English in the Workplace
- Entrepreneurship
- Introduction to Business
- Introduction to Technology
- Leadership
- LEGO Robotics
- Life Skills
- Middle school dance, Dance I (high school), and Dance II (high school)
- Middle school art, Art I (high school), and Art II (high school)
- Middle school drama, Drama I (high school), and Drama II (high school)
- Middle school History and Influence of Music, Music Appreciation (high school)
- Mock Trial
- Public Speaking
- Science in Action
- Yearbook/Journalism

### College-Preparatory Courses

All classes in high school are at the very minimum college preparatory (CP). They are designed to equip students with the skills, knowledge, and discipline necessary for admission and success

at the college and university level. Upon completion of the high school program, all students can expect to transition into the world of higher learning smoothly.

## **Honors Courses**

The high school curriculum offers Honors courses in most subjects to students who have demonstrated motivation, competence, and high levels of academic achievement to complete a demanding and rigorous academic program. Generally, these courses include more challenging work in greater depth, with additional expectations of research, projects, and homework.

Admission to Honors courses is by approval of instructor, department chair, and counselor. The prerequisites for each of these courses are in the course descriptions at the end of this Curriculum Guide.

## **Advanced Placement Program**

Advanced Placement courses offer students the opportunity to study academic subjects at a level of rigor and depth equivalent to college-level work. DHS students can earn college credit at most colleges and universities by enrolling in a number of Advanced Placement courses taught by highly qualified, experienced, and dedicated faculty, and by passing the AP Examination with a score of at least three on a scale of five. The objectives and benefits of the AP Program are several, including developing college-level study habits, enhancing intellectual inquiry and discovery, acquiring independent investigation skills, creating a stronger college admission record, earning college credit and early completion of undergraduate college requirements.

### AP Courses:

Biology  
Calculus AB  
Calculus BC  
Chemistry  
Computer Science Principles  
English Language and Composition  
English Literature and Composition  
Environmental Science  
Modern World History  
Physics I  
Psychology  
Statistics  
US History  
US Government and Politics

## GPA, Grades, and Class Rank

AGBU Manoogian-Demirdjian School utilizes A-F letter grades corresponding to numerical GPA equivalencies. The letter grade, raw score, and GPA score structure is as follows:

A+	99-100	4.3
A	94-98	4.0
A-	90-93	3.7
B+	88-89	3.3
B	84-87	3.0
B-	80-83	2.7
C+	78-79	2.3
C	74-77	2.0
C-	70-73	1.7
D+	68-69	1.3
D	64-67	1.0
D-	60-63	0.7
F	Below 59	0
I	Incomplete	n/a

GPA is calculated using grades in all subjects including core academic courses and electives.

Grades in Honors and Advanced Placement classes count as follows:  
 A = 5 points, B = 4 points, C = 3 points, D = 2 points, and F = 0 points.

Students receive report cards every 5 weeks, along with two semester report cards twice per year. The permanent records of AGBU Manoogian-Demirdjian School hold the student's semester averages (80% for each semester, and 20% for each final exam).

AGBU Manoogian-Demirdjian School does not rank its students.

## **Academic Standards**

When the bell rings, students should report to class prepared and on time. Students must complete classwork and homework as assigned by the teacher in class and/or in the weekly One Week Study Guides (OWS).

AGBU Manoogian-Demirdjian School expects all students to demonstrate a quality of work characterized by meticulousness and persistence. Academic standards also include:

- A minimum GPA of 2.0 and no D or F letter grades.
  - A student who cannot maintain this academic standard will be placed on probation with the signing of an Academic Probationary Contract reviewed by the teacher, parent, counselor, student, and/or the administration.
- Students can receive extra help, support, and/or academic assistance during Teacher Office Hours from Mondays through Fridays after school.
- A student who receives an F letter grade in a core subject:
  - Will not receive academic credits (or units) towards graduation.
  - Must improve their grade during the summer. Evidence of satisfactory completion of the course must be presented before the start of the forthcoming academic year.
- Students must take all core subjects during all four years of their high school careers, and electives satisfying university admissions requirements. AGBU Manoogian-Demirdjian School meets and exceeds admissions requirements expected from University of California (UC), California State University (CSU), and top-tier private colleges.
- The College Counselor works with students throughout their high school careers to prepare them for future plans in higher education and the workforce. Resources include but are not limited to assembling a competitive college application, standardized test preparation, college tours, information sessions, and much more. AGBU Manoogian-Demirdjian School is a college-preparatory institution committed to helping students succeed in their application to, studies during, and careers beyond higher education.

## **Middle School and High School Course Offerings**

### ***~ English Department***

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The foundation of the English language arts program is a literature-based approach to the study and use of the English language. Students in middle school and high school develop the skills necessary to become independent and proficient critical thinkers through the integrated exploration and appreciation of both classical and contemporary forms of all literary genres, emulation of grammatical and mechanical fluency, and an assimilation of a richer vocabulary. Complexity of course material increases in a graduated manner to parallel the intellectual growth capacity from one grade level to the next. Emphasis is placed upon the holistic development of each individual's ability to articulate one's self confidently and competently in written and spoken expression within

a wide variety of social and professional contexts. The department offers a complete selection of college preparatory, honors and advanced placement courses in literature and composition as well as language and composition. Instructional techniques include the traditional mode of lecture, note taking and teacher facilitated discussions, in addition to the progressive methodology of sensory experiences and experiments using music, visual arts and performance for literary analysis, interpretation and pre-writing stimuli. The Socratic Method and cooperative learning in team and group situations are utilized regularly. The English Department implements diversity in both thought-provoking lesson plans and evaluation strategies designed to encounter students individually to achieve and realize the highest potential for personal growth. Methods of grading include creative, analytical and expository composition, quizzes, unit tests and research papers. Multiple-choice exams are also incorporated to aid student proficiency in reading comprehension and analogy skills required in college entrance examinations.

### **Middle School English**

**(Grades 6-8)**

The Middle School English curriculum establishes a strong foundation for critical reading, literal and figurative comprehension, well-structured writing, and dialogic discussion. The curriculum is divided equally between English Language and English Literature.

English Language is focused on the study of the technical aspects of language. A solid knowledge of grammar, vocabulary, and punctuation provides the mechanical foundation for writing. Studies in English Language are being extended to include non-fiction text and journalistic writing.

English Literature begins the students' study of the classics through Greek mythology, period texts, poetry, and an introduction to Shakespeare. Aspects of text are considered in greater depth through exploration of figurative language, story structure, character development, and essay writing. Research is incorporated into every unit of work to encourage students to expand their understanding of allusions and historical references. Prior to writing, ideas are developed through collaborative work and dialogic discussion. Planning frames are utilized to organize and clarify ideas as well as identify textual evidence to support ideas. Essays are written to a five paragraph structure with a thesis statement and topic sentences. The rigorous read-write process includes use of imagery, variety in sentence structure, and rich vocabulary choices.

### **English I World Literature**

**(Grade 9, two semesters)**

In English I, students actively expand their comprehension of text through critical thinking expository writing, and dialogic discussions. A survey course in literature, students determine central themes, analyze how word choices shape meaning and tone, and broaden their understanding of genres, periods, and cultures. Students analyze texts connotatively and figuratively, citing textual evidence to support conclusions drawn. Students use Modern Language Association (MLA) guidelines for writing academic papers. This course lays the foundation for college preparation.

Reading includes work by: William Shakespeare, Charles Dickens, Edgar Allan Poe, Mark Twain, Amy Tan, Gabriel Garcia Marquez, Joan Didion, Margaret Atwood, and William Golding.

### **English I World Literature Honors**

**(Grade 9, two semesters)**

*Prerequisites:*

- *A grade of A- or higher in 8<sup>th</sup> grade English*
- *Recommendation by an 8<sup>th</sup> grade English teacher*
- *Approval by the 9<sup>th</sup> grade English Honors teacher*

English I Honors is a rigorous course intent on accelerating the study of increasingly complex text utilizing critical thinking, expository writing, and dialogic discussions. A survey course in English literature, students cite textual evidence to support conclusions drawn from the connotative and figurative analysis of the texts. Students determine central themes, analyze how word choices shape meaning and tone, and broaden their understanding of genres, periods, and cultures. Students use Modern Language Association (MLA) guidelines for writing academic papers. Vertically aligned to prepare students for advanced placement courses in their junior and senior year, reading includes works by: Emily Dickinson, Charles Dickens, Homer, Edgar Allan Poe, William Shakespeare, Amy Tan, John Steinbeck, and Harper Lee.

### **English II World Literature**

**(Grade 10, two semesters)**

In English II, students become discerning readers through a multicultural study of classic and contemporary **World Literature**. Analyzing texts of similar themes, students consider how point of view and purpose shape the content and style of the text. Students compare, contrast, analyze and synthesize their ideas through participation in Socratic seminars. Students compare, contrast, analyze and synthesize their ideas through participation in Socratic seminars. Students continue to develop understanding of Modern Language Association (MLA) guidelines for writing academic papers. This is the second year of college preparation. Reading includes works by: William Shakespeare, Mark Twain, Ray Bradbury, Colette, Edgar Allan Poe, Chinua Achebe, Amy Tan, and Miguel de Cervantes.

### **English II World Literature Honors**

**(Grade 10, two semesters)**

*Prerequisites:*

- *A grade of B or higher in 9<sup>th</sup> grade English I Honors*
- *Approval by the 10<sup>th</sup> grade English Honors teacher*

English II Honors is a comprehensive course that rigorously challenges students through a multicultural study of classic and contemporary **World Literature**. Greater depth and breadth of study is developed through comparing, contrasting, analyzing, and synthesizing ideas in Socratic seminars and intensive independent study. Students continue to develop understanding of Modern Language Association (MLA) guidelines for writing academic papers. Vertically aligned to prepare students for advanced placement courses in their junior and senior year, reading includes a variety of short works and poems as well as works by: Ovid, William Shakespeare, Jane Austen, Charles Dickens, and Tennessee Williams.

### **English III American Literature**

**(Grade 11, two semesters)**

Through the study of American Literature, English III challenges readers to comprehend as well as critique texts. Students question the author's assumptions, assess the veracity of claims, and argue the soundness of reasoning. Constructively evaluating evidence for relevance, students gain an insight into socioeconomic and political values. Students expand their use of Modern Language Association (MLA) guidelines for writing academic papers. Vertically aligned for entrance into college, reading includes works by: Kate Chopin, Emily Dickinson, Ralph Waldo Emerson, F. Scott Fitzgerald, Henry Miller, John Steinbeck, Amy Tan, Henry David Thoreau, Earnest Hemmingway, Frederick Douglas, and Walt Whitman.

### **Advanced Placement English Language and Composition**

**(Grade 11, two semesters)**

*Prerequisites:*

- *A grade of B or higher in 10<sup>th</sup> grade English II Honors*
- *Recommendation by the 10<sup>th</sup> grade English II Honors teacher*
- *Approval by the 11<sup>th</sup> grade AP English teacher*

AP English Language and Composition is college level curriculum. Students analyze, interpret, and discuss the formation of the American voice in literature. Cultural and ethnic influences are examined and evaluated as students chronologically chart the progression and development of American Literature from its Puritan origins through the late twentieth century. Texts are studied from historical and thematic perspectives. Students' build a portfolio of written work that demonstrates their writing ability in multiple genres and styles. Students expand their use of Modern Language Association (MLA) guidelines for writing academic papers. Reading includes short works in *Conversations in American Literature* and works by: Mark Twain, F. Scott Fitzgerald, Frederick Douglas, and Edith Wharton.

### **English IV British Literature**

**(Grade 12, two semesters)**

Through the study of British Literature, English IV provides the foundation for college-level work in literature and composition. Students evaluate intricate arguments and other points of view critically and constructively as they cultivate a mature, critical response to the complex works. Students' sound knowledge of Modern Language Association (MLA) guidelines means it is automatically incorporated into their writing. An appreciation of divergent perspectives, cultures, and experiences is cultivated throughout the course. Texts are drawn from the major British eras and include: William Shakespeare, William Wordsworth, George Orwell, and Kurt Vonnegut.

### **Advanced Placement Literature and Composition**

**(Grade 12, two semesters)**

*Prerequisites:*

- *Grade of B or higher in AP English Language/Composition*
- *Approval of AP instructor.*

AP English Literature and Composition is a college level curriculum that includes the study of British and American authors. Students consider each work's complexity and richness through the analytical study of structure, style and theme. Texts are studied from social, historical and thematic perspectives. Students build a portfolio of written work that demonstrates their writing ability in multiple genres and styles. Students' sound knowledge of Modern Language Association (MLA) guidelines means it is automatically incorporated into their writing. The periods of literature explored include: Anglo-Saxon, Medieval, Renaissance, 17<sup>th</sup> Century Restoration, Romantic, Victorian, and contemporary. Reading includes short works from *An Introduction to Fiction, Poetry, Drama, and Writing* as well as works by: George Orwell, Oscar Wilde, William Shakespeare, Khaled Hosseini, and Henry James.

### *~ Science Department*

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The science program provides students with the means to acquire an essential body of basic knowledge and necessary skills in order to develop a clear understanding of all the science subjects. Students learn to observe, question, infer, compare and categorize through a variety of classroom and laboratory activities. Throughout the program, the process of inquiry, use of the scientific method, and the development of critical thinking are emphasized. Demonstrations and hands-on experimentation in the laboratory further reinforce the concepts learned. Teaching methods and strategies include lecture, classroom discussion, cooperative learning, use of charts and models, technology, demonstrations, experiments and presentations. Student evaluation is based on class participation, note taking, homework, lab reports, independent research, individual and group projects, quizzes and tests, and a semester final. All courses include contemporary topics and applications such as ecology, healthy living, environmental issues, careers in science fields, etc. An annual science fair offers opportunity to develop and display individual and group projects. Students also participate in county and state science competitions.

#### **Course 1 Integrated Science** **(Grade 6, two semesters)**

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This course is designed to teach a selection of Earth, Physical and Life Science topics. Students will use inquiry as a discovery method in order to explain the relationship among objects to describe the properties and composition of matter and energy. There is a focus on the Earth's structure, geological processes, and interactions of living organisms within ecosystems. Scientific persona and events of historical significance will be integrated to support the curriculum and help students make relevant connections to their lives.

#### **Course 2 Integrated Science** **(Grade 7, two semesters)**

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This course is intended to give students a complete overview of living things, from single cells to advanced organisms. The topics include reproduction, heredity, classification of living things, a study of the human body, as well as units on: environmental impact, electricity, electromagnetic

radiation, and technology. Traditional concepts of balance of both within the body and populations is examined throughout the course.

### **Course 3 Integrated Science**

**(Grade 8, two semesters)**

This course familiarizes the student with the basic concepts of physics and chemistry with engineering application. Major topics include motion, force, work, energy, power, momentum, thermal energy, gas laws, fluid pressure and buoyancy, classification of matter, atomic structure, physical and chemical changes, periodic table, chemicals, genetics, evolution and introduction to organic compounds. Teaching of the subject is enhanced by the use of technology, demonstrations, as well as lab experiments.

### **Science in Action**

**(Grades 6-8, two semesters)**

This course helps students answer general science questions that may not be addressed in core science classes. In this elective course, students use strategies of Computer Supported Collaborative Science (CSCS) using Google Apps to explore science myths and many areas of science. This course is a “hands on” course where students apply gathered and accumulated knowledge into experiments

### **Biology**

**(Grade 9, two semesters)**

This course is an introduction to general biology with an emphasis on the practical applications of biological concepts in everyday life. It is intended to give students a strong foundation for future college work. Major topics include the structure and composition of cells, principles of ecology, classification of organisms, human biology, systems of the body, inheritance of traits, and genes and chromosomes. The laboratory program and the extensive use of charts and models provide the experience for a fuller grasp of the subject.

### **Biology Honors**

**(Grade 9, two semesters)**

*Prerequisite:*

- *Honors Biology will be offered to 9<sup>th</sup> grade level students who have completed Integrated Science II and Integrated Science III with a grade of A- or better*
- *Teacher recommendation*

This course is an introduction to biology with an emphasis on molecular genetics as well as classification of organisms. The course is designed to challenge students and will prepare them for the 10<sup>th</sup> grade AP Biology course. It is a lab based course which will include both virtual and hands on lab experiments.

### **Earth Science**

**(Grade 11, two semesters)**

Through this course students will gain understanding of the physical and chemical processes that formed and continue to operate here on Earth. Major topics include the Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere. The laboratory program and the extensive use of charts and models provide the experience for a fuller grasp of the subject.

### **Advanced Placement Biology**

**(Grades 10-12, two semesters)**

*Prerequisite:*

- *A grade of B+ or better in Integrated Science III or B- or better in Chemistry Honors*

This course is designed to be the equivalent of a college-level introductory Biology course. The course, which prepares students for the Advanced Placement Examination, examines topics such as cell and molecular biology, organismal classification, ecology, genetics, and evolution. Intensive lab work is an integral part of AP Biology.

### **Chemistry Honors**

**(Grade 10, two semesters)**

*Prerequisite:*

- *A grade of A in the Honors math course for 9<sup>th</sup> grade otherwise students need to take a placement exam to take the class.*

The major topics of study include atomic theory, atomic structure, chemical bonding, gas laws, stoichiometric calculations, and types of chemical reactions, chemical kinetics and equilibrium. The course is an accelerated course and is designed to prepare students for AP Chemistry in 11<sup>th</sup> grade. The laboratory component of the course helps students develop lab-performing skills, including the manipulation of apparatus and chemicals, collecting, recording, and interpreting data, and preparation of lab reports. This course is concurrently taken with either AP Biology or Earth Science. Taking this course, students understand that they will be taking AP Chemistry the following year as well.

### **Chemistry**

**(Grade 10, two semesters)**

The major topics of study include atomic theory, atomic structure, chemical bonding, gas laws, stoichiometric calculations, and types of chemical reactions, chemical kinetics, equilibrium, thermochemistry, and nuclear chemistry. The laboratory component of the course helps students develop lab-performing skills, including the manipulation of apparatus and chemicals, collecting, recording, and interpreting data, and preparation of lab reports.

### **Advanced Placement Chemistry**

**(Grade 11, two semesters)**

*Prerequisite:*

- *B+ or better in Honors Chemistry (10<sup>th</sup>)*

This course is equivalent to a general chemistry course taken during the first year in college. Both the textbook and lab manual are college-level publications. Major topics covered are atomic theory and atomic structure, chemical bonding, nuclear chemistry, gas laws, kinetic molecular theory, liquids, solids and solutions, colligative properties, phase diagrams, stoichiometric calculations, types of reactions, equilibrium, kinetics, thermodynamics, electrochemistry, descriptive chemistry, and introduction to organic chemistry. The laboratory program helps students gain lab performance skills such as physical manipulation of equipment and chemicals, observation and recording of data, group collaboration and preparation of lab reports.

### **AP Environmental Science**

**(Grade 12, two semesters)**

*Prerequisite:*

- B or better in Biology

The goal of this course is to provide students with the scientific principles, concepts, and methodologies, required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with those problems, and to examine alternative solutions for resolving or preventing them. This course is interdisciplinary in its approach, which means that it embraces a wide variety of topics from different areas of study. There are several themes that unify the many topics: science is a process, energy conversion in ecology abounds, Earth is an interconnected system, humans alter natural systems, environmental problems have a social and cultural context, and human survival depends on developing practices that will achieve sustainable systems. These themes will be explored in detail in preparation for the culminating AP exam in May.

### **Physics**

**(Grade 12, two semesters)**

This course covers the major topics of mechanics, properties of matter, heat, electricity, magnetism and astronomy. This course stresses laboratory experimentation so that students learn the procedures and skills necessary to use laboratory equipment, make observations, record data, and interpret experimental results. Students are required to work on individual science presentations to enhance their understanding of topics covered.

### **Physics Honors**

**(Grade 12, two semesters)**

*Prerequisites:*

- *A grade of B or better in honors level science courses*

This course covers the major topics of mechanics, heat, optics, electricity, and atomic physics, with an emphasis on the problem solving approach. Through laboratory experiments students learn the procedures and skills necessary to use laboratory equipment, make observations, record data, and interpret experimental results. Students are required to work on individual science projects to enhance their skills of scientific research.

### **AP Physics**

**(Grade 12, two semesters)**

*Prerequisites:*

- *A grade of B or better in Honors level Science and Honors level Math*

This course covers the major topics of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits with an emphasis on the problem solving approach. Students learn the procedures and skills necessary to solve laboratory problems, make observations, record data, and interpret experimental results. Students are required to attend an additional problem solving session to help prepare them for the AP Exam.

### **Health and Anatomy**

**(Grades 10-12, two semesters)**

*Prerequisites:*

- *A grade of B or better in Biology*

Health and Anatomy is a one year course designed to provide a foundation in human biology and diseases. The course is an introduction to the gross anatomy of the human body, and covers the structure and function of the human body. Students will be familiarized with basic anatomical organizations of the body and the diseases affecting different organ systems. Organ systems studied are the skin system, nervous system, skeletal and muscular system, cardiovascular system, and the immune system. This course will enable students to develop problem solving skills, gain scientific knowledge and skills through lectures, class discussions, and laboratory investigations.

### ***~ Mathematics Department***

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The aim of the mathematics curriculum is to develop students' analytical and reasoning skills. On every grade level, the math program emphasizes the understanding of mathematical knowledge in real-life situations. The major topics are taught in a sequence that facilitates the development of a sound mathematical foundation. An Honors track is available for motivated students, beginning with pre-algebra in 7<sup>th</sup> grade and leading to Advanced Placement Calculus in the senior year. Use of technology is integrated into the program. The teaching of math also intends to develop an appreciation of the role of mathematics in history, science, art, technology and modern living. Structured and cooperative teaching strategies include lecture, discussion, note taking, individual and group work, presentation of solutions on the board, use of technology, and reinforcement through extensive classwork and homework. Student evaluation is based on classwork and homework assessment, periodic evaluation of notebooks, weekly quizzes, chapter tests, semester

finals, and an overall evaluation considering participation, effort and progress in general. Graphic calculators are required in all courses beginning with Algebra II.

### **Math Course I**

**(Grade 6, two semesters)**

Math Course I is a comprehensive general course that reviews and reinforces basic math concepts to assist students in making the transition from elementary mathematics to algebra. Emphasis will be placed on the development of pre-algebra skills and concepts, such as variables, equation solving and problem solving.

### **Math Course II**

**(Grade 7, two semesters)**

In this course the student continue to build a sound foundation of basic mathematical concepts and relationships. Problem solving techniques as well as operational skills will be stressed. Students will be provided with a preview of topics in pre-algebra, aiming to help the student do extensive work in problem solving using a variety of strategies or processes that encourage greater analytical skills.

### **Pre-Algebra**

**(Grade 7 or 8, two semesters)**

*Prerequisite:*

- *For 7<sup>th</sup> graders A- or better in Math Course I taken in 6<sup>th</sup> grade.*
- *Consent of instructor and department.*

This course presents the fundamental concepts and skills required to study Algebra I. The topics covered include solution of linear equations, graphing of lines and points in a coordinate plane, solution of inequalities and their graphs, topics in geometry, area, volume and measurement. The course concludes with an introduction to polynomials.

### **Algebra I**

**(Grades 8-10, two semesters)**

*Prerequisite:*

- *B or better in pre-algebra*
- *Consent of instructor and department.*

This is the first course in the college-preparatory math sequence, which includes number line operations with rational numbers and real numbers, solution of linear equations and inequalities, absolute values and related word problems, graphing of points and lines in a coordinate plane, solution of systems of linear equations in two variables and related word problems, multiplication and division of polynomials, factoring, operations with radicals, rational exponents, and solution of quadratic equations.

## **Geometry**

**(Grade 10, two semesters)**

This is the second course in the college-prep sequence of math courses, which includes the study of point and line relation to both the plane and space. Theorems and postulates are studied, utilizing student understanding of the geometric concepts of planes, angles, polygons, congruence, similarity, types of quadrilaterals, relationships of geometric forms, circles, area and volume of various geometric forms or shapes. Students develop construction skills in this course.

## **Geometry Honors**

**(Grade 8 or 9, two semesters)**

*Prerequisite:*

- *For 9<sup>th</sup> graders B or better in Algebra I*
- *Consent of instructor and department.*

This course requires students to apply Geometry concepts at a more advanced level. Students will experience a more rigorous curriculum and pace. Topics such as right triangle trigonometry and complex proofs will be considered as students develop reasoning skills in an overall accelerated class environment.

## **Algebra II Honors**

**(Grade 9 or 10, two semesters)**

*Prerequisite: B or better in Honors Geometry*

This course provides further development of the fundamentals that were considered in Algebra I. Students will engage functions in a broader sense; they will work with linear, quadratic, exponential, and logarithmic equations. Finally, more intricate concepts will be analyzed such as complex numbers and conics.

## **Algebra II**

**(Grades 10-11, two semesters)**

This course is a continuation of Algebra I and its successful completion fulfills the minimum requirements for enrollment into the California State University and the University of California systems. The course is an overview and extension of concepts learned in Algebra I, covering the concepts of quadratic relations and applications, exponential and logarithmic functions, series and sequences, matrices and probability. Emphasis is placed on abstract thinking, graphing, and the algebraic solution of problems in various content areas.

## **Pre-Calculus**

**(Grade 11, two semesters)**

This college-prep course will cover quadratic equations, systems of equations, logarithmic and exponential functions, polynomials, rational algebraic expressions, sequence and series, numeric

trigonometry, circular trigonometric functions, identities, equations, graphs and inverse trigonometric functions. Graphing calculators are required.

### **Pre-Calculus Honors**

**(Grade 10, two semesters)**

*Prerequisite:*

- *Grade of B or better in Algebra II/Trigonometry Honors.*
- *Consent of instructor and department.*

This course is designed for committed students who are ready to take on the challenge of higher mathematics and the rigors of Advanced Placement Calculus in the senior year. Topics will include those in pre-calculus, covered in greater depth, focusing on sharpening student skills and competency in all areas of the subject. The course will conclude with an introduction to Calculus. Graphing calculators are required.

### **Advanced Placement Calculus AB**

**(Grades 11-12, two semesters)**

*Prerequisite:*

- *Grade of B or better in Pre-Calculus Honors,*
- *Recommending score on appropriate diagnostic test,*
- *Consent of instructor and department.*

Advanced Placement Calculus AB is a first semester college math course. Topics include analytical geometry; differentiation and integration of polynomials; trigonometric, transcendental and hyperbolic functions, including applications; differential equations; volumes and cross-sections. Students enrolled in this class will be prepared for the AP Examination in Calculus. Graphing calculators are required.

### **Advanced Placement Calculus BC**

**(Grade 12, two semesters)**

*Prerequisite:*

- *Advanced Placement Calculus AB*

The Calculus BC course includes all Calculus AB topics such as limits, continuity, differentiation, and integration of algebraic and transcendental functions. Additional topics include parametric and polar functions, length of vectors, slope fields, Euler's method, polynomial approximation and infinite series.

### **Statistics**

**(Grade 12, two semesters)**

*Prerequisite:*

- *Grade of B or better in Algebra II*

- *Consent of instructor and department.*

Statistics is a course designed to give students insight is not the use of statistical methods to describe and predict events in the world around them. The course does not include all concepts required to take the AP Statistics exam. It does include: graphical and numerical techniques to study patterns in data and departures from those patterns, methods and techniques for planning an experiment and gathering data, the fundamental concepts of probability which are the foundation for statistical inference, methods of linear regression, and hypothesis testing. Emphasis will be placed on real world applications as well as discussing and writing about statistics and its applications.

### **Advanced Placement Statistics** **(Grades 11-12, two semesters)**

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*Prerequisite:*

- *Grade of B+ or better in Honors Algebra II or A in CP Algebra II*
- *Consent of instructor and department.*

AP Statistics is a course that prepares college-bound students for mathematics in both liberal art majors, and business and engineering majors. The course content included descriptive statistics, probability, distributions, estimates and sample sizes, experimental designs, correlation and regression, and statistical inference. Statistical inference includes such topics as hypothesis testing, confidence intervals, and tests of significance.

### ***~ Social Sciences Department***

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The Social Sciences Department believes in the development of students' understanding and appreciation of the historical, economic and social relevance of the events and institutions of the past and present, in order to be better able to relate to the present and prepare for the future. Further, courses offered by the department pursue the objective of developing a realistic and mature understanding of our lives and our world. It is our goal to also help guide students to appreciate the complexities of our community and the hopes and aspirations, as well as the challenges and difficulties that stimulate the actions of individuals and nations. The department faculty use teaching methods such as interactive lecture, note taking, cooperative learning, analytical and critical reading, Socratic class discussion, and research using primary and secondary sources. Evaluation of student progress is based on various types of testing, research papers, oral presentations, and verbal participation. The department offers honors and advanced placement courses to qualified and motivated students, both to challenge their intellectual abilities and to prepare them for the AP Examinations.

### **Ancient History** **(Grade 6)**

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Sixth Grade Ancient History focuses on significant historical cultures, area, people, events and achievements from Paleolithic times through the rise of the Romans. Students will learn about

cultures, religions, and countries that had great influences on Western Civilizations, specifically ancient Mesopotamia, ancient Egypt, ancient Israel, ancient Greece, and the Roman Empire. Students will also learn about cultures, religions, and countries of non-western influence specifically, ancient China, India, and the Byzantine Empire.

Students will recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in world history. Students will analyze locations, regions, and specific connections, recognizing the natural and cultural processes that have impacted the way in which people and societies have lived and interacted with each other and their environments.

Understanding will be gained through text readings, individual homework, class discussion, individual homework, class discussion, simulations, dramatizations, presentations, in-class group activities, quizzes and tests. Students' learning experiences will be further enhanced through videos and multimedia sources. They will have one major written assignment during 2<sup>nd</sup> semester.

### **World History**

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#### **(Grade 7)**

Seventh Grade History explores world history from the Fall of Rome to the Age of Exploration and the Enlightenment. The course investigates the social, cultural, and technological changes during this period. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of Mayan, Inca, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages, the turbulent ages of the Renaissance, Reformation, and Scientific Revolution.

Students will recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in world history.

Understanding will be gained through text readings, individual homework, class discussion, in-class group activities, quizzes, and tests. Students' learning experiences will be further enhanced through videos and other multimedia sources. They will have one major written assignment during 2<sup>nd</sup> semester.

### **United States History**

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#### **(Grade 8)**

This course serves as a chronological study of the events of US History, beginning with early discovery and exploration of the lands of the New World and culminating with the condition and position of the nation as a world power in the 20<sup>th</sup> century. The instruction poses special concentration on the framing of the Constitution, followed by landmark events, working its way to the Great War with an emphasis on the role of the US in the war. The first semester reviews the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly as they apply to the shaping of the Constitution. This will be enhanced during the second semester by a study of the development of American politics,

society, culture, and economy and how they relate to the emergence of major regional differences. The students will then learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. As the academic year draws to a conclusion, the scope of the rise and progress of industrialization and contemporary social, economic, and political conditions in the US will be analyzed. Skills such as reading, critical thinking, and writing will be incorporated, encouraged, and advanced. Eighth graders will be well prepared to meet the challenges of the high school curriculum.

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### **Civics**

**(Grade 9, one semester)**

The grade 9 Civic course introduces the principals, functions, and organization of the American Government and political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in the political system. Content includes the American constitutional government, free-enterprise system, structure and functions of local, state and national government, free- enterprise system, structure and functions of local, state and national government within constitutional and economic frameworks, political and economic decision-making issues, rights and responsibilities of citizenship and the importance of political participation. Students are required to complete regular reading and homework assignments, successfully pass object tests and quizzes, analyze content through essay writing, and extend their understanding through research projects and presentations.

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### **Introduction to Business**

**(Grade 9, one semester)**

This is a course that introduces students to personal finance, how the economy works and the many choices they will make. Throughout the semester, basic concepts of business and economics will be introduced, while also exploring current events that deal with these disciplines. The major focus of the course is to participate in the Junior Achievement Program. JA Worldwide is a non-profit organization dedicated to inspiring and preparing young people to succeed in a global economy. The curriculum uses hands-on experiences to help young people understand the economics of life bring the real world to the students. The high point of the program is a visit to JA Finance Park site where the students will be involved in a full-day workshop. This workshop will provide an opportunity for these students to apply all they have learned during the course of the semester.

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### **Modern World History**

**(Grade 10, two semesters)**

This course offers a thematic approach to studying world history, enabling students to make sense of global events and their connection. The survey pays particular attention to the Scientific Revolution, the Enlighten, and the Age of Revolution. Comparative study between the countries of Europe and their counterparts in Africa, Asia, and the Americas provide a basis for a vital insight into the interrelations among the world's nations that exist to this day. More recent periods of industrial development, European imperialism and world conflict provide still more insight into modern decision-making. World War I and II, the Cold War, the Gulf Wars, and more recent global conflicts provide formidable topics for discussion and critical analysis. In addition to covering

basic events, this course develops an appreciation of recurring themes in history, an ability to analyze historical evidence, and the capacity to express historical understanding in writing. Interpretation of original documents is also a component. Therefore sufficient reading and writing skills are developed in order to fully grasp the importance of the subject.

### **Advanced Placement World History** **(Grade 10, two semesters)**

*Prerequisite:*

- *Grade of B+ or better in Civics.*
- *Consent of instructor and department.*

AP World History focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. It is a challenging course that is meant to be the equivalent of a freshman course at the university level. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe; Africa, the Americas, Asia, Europe, and Oceania. An additional emphasis is placed on the so-called "rise of the west" and why two ideas (Democracy/Capitalism) which sprang from one small corner of the globe came to dominate global affairs from the eighteenth through the twenty-first century.

### **Geography** **(Grade 10, one semester)**

The course is designed to help students better understand our constantly changing and complex world through a study of Geography. This class will study Geography from the physical, political, and cultural perspective through the five basic geographic themes of location, human-environment interaction, movement, and region. World Geography deals with Earth and how people interact with their environment. The course offers an understanding of the way people live in particular places and why they live as they do. Exploration of the physical and cultural features of the Earth, changing Earth's resources, people and the land, political boundaries, economic growth, and technological change will also be studied. The concept will be explored within regions.

### **United States History** **(Grade 11, two semesters)**

US History is a two-semester course in which students will examine prominent features of the America experience; the nature of colonial life, the reasons for the revolutionary break from England, the constitutional systems, the development of democracy and capitalism, reform

movements and the Civil War, the impact of the frontier, the changing nature of business and government, the changing role of the U.S. as a world power, and the struggle to achieve class, ethnic, racial and gender equality. Students develop the ability to listen and take notes, read historical material analytically and critically, and to pursue independent research. In addition to primary documents and historical narratives selections from American literature and audio visual materials are used.

### **Advanced Placement American History**

**(Grade 11, two semesters)**

*Prerequisite:*

- *B or better in 10<sup>th</sup> grade World History*
- *Consent of the instructor.*

The AP US History program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course is a survey of American history from the age of exploration to the present. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US history. Extensive use of historical data to support an argument or position is an important skill developed during the course of the year. Interpretation and application of data from original documents, including cartoons, graphs, letters, and other primary sources are practiced, with the understanding that this will be an integral part of the AP assessment at the end of the year. Analytical skills of evaluation, cause and effect, and comparison and contrast help to create a broader understanding and appreciation for the body of historical knowledge and chronology of events that are the components of a study of the history of the US. Students who take this course are required to take the AP exam at the end of the year.

### **American Government**

**(Grade 12, one semester)**

The Government part of the course is aimed at providing students with a deeper understanding of the institutions of American government. A substantial amount of time will be spent examining and evaluating those institutions, the people who run them and make public policies, as well as the American people's influence on those policies. By the end of the course, students will have an increased interest in public issues, and an ability to intelligently and civilly discuss issues, while appreciating their civic duties and responsibilities to the system that ensures their freedom and liberty. In addition to studying Government, the students will spend the 2<sup>nd</sup> semester mastering the fundamental concepts of economics and developing a deeper understanding of the functions and institutions of economic systems. Partially within a historic context, the course also addresses the basic economic principles of micro and macroeconomics and international economics, along with comparative economic systems, measurements, and methods. During both semesters, students will apply tools acquired from previous Social Science classes, as well as other subject areas, in order to bring a culmination to their Social Sciences education before entering institutions of higher learning.

### **Economics**

**(Grade 12, one semester)**

The Economics course will guide students through an understanding and analysis of the basic theories of economics around the globe. Discussions and illustrations of the application of the theories will enhance these analyses.

### **Advanced Placement American Government**

**(Grade 12, two semesters)**

*Prerequisite:*

- *B or better in 11<sup>th</sup> grade US History*
- *Consent of the instructor.*

This course is designed to teach students about how people behave politically, and about the design of the American system; that is, how the system is structured and how it functions as a pluralistic system of various individual and group interests, all promoting their own agendas as to what they claim is important and beneficial for the country. Throughout the course, the students will examine and try to evaluate the institutions of government, those who run those institutions, the public policies made by these institutions, and the influences of the electorate on policies. This course aims at providing a set of political values to take into life. By the completion of this course, it is hoped that the students will have an interest in public issues and can intelligently and civilly discuss the issues, have a reasonable understanding of what is right and wrong, and appreciate their responsibilities of the system. The analysis and interpretation of basic data relevant to the subject (charts, tables, other formats) are essential to a mastery of the discipline. Students who take this course are required to take the AP exam at the end of the year.

### **Entrepreneurship**

**(one semester)**

This course introduces students to the essential components of a practical business plan and challenges them to start an entrepreneurial venture while still in high school. During the course of class, the students will complete a program led by a Junior Achievement volunteer. This program analyzes and explores personal opportunities and responsibilities within a student-led company. This program will be supplemented with lectures and discussions with the instructor, as well as guest speakers.

### **Mock Trial**

**(one semester)**

Students will participate in the CRF's national Mock Trial competition. This program is aimed at helping students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of society. With assistance from the teacher and attorney coach, students will study a hypothetical case and prepare strategies and arguments for trial.

## *~ Armenian Department*

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Armenian language, literature, history, religion, culture form an integral part of the school curriculum. Besides teaching students reading, writing and speaking in the Armenian language, the program includes Armenian history and culture through the ages, highlighting the dedication of the Armenian people to preserving and protecting their cultural heritage. Course content increases from year to year in a graduated manner to parallel the knowledge growth of students. Instructional techniques include lecture, reading, note taking, translation, journal writing, discussions using the Socratic Method, discussion of Armenian current issues, and cooperative learning. Evaluation of student effort is based on participation, homework, classwork, quizzes, tests, projects and hands-on assignments.

### **Middle School Curriculum**

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#### **(Grades 6-8)**

The Armenian program concentrates on fluent reading, comprehension, and vocabulary development in these years. Discussions of reading materials offer opportunities to improve student oral language, communication, as well as development of ideas and values for the enhancement of their national identity. Oral presentations and projects are based on Armenian traditions, customs, Armenian current issues and holidays. Armenian websites on the Internet are used to enrich and broaden students' knowledge and interest in Armenian topics. Poetry recitation and dramatization of short stories provide special enrichment to the reading program. Teaching of grammar pursues the goal of improving the writing skills of students. Paragraph, short composition, journal writing, translation, outlining, note taking and book reports are components of the Armenian writing program in the middle school.

### **High School Curriculum**

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#### **(Grades 9-10)**

The curriculum of these grades continues to emphasize the student's oral and written communication skills. Fluency in oral expression is promoted by various activities, including expressive reading, dramatization of literature read, poetry recitation, and various types of oral presentations. Written work includes journal writing, translations, text-based activities, and creative writing. Throughout all activities, reviewing and reinforcing grammar rules and applications, spelling, idiomatic expressions and vocabulary help enhance the Armenian language skills of students. Whether teaching literature or history, teachers establish a connection between the past and the present, using all media available.

### **High School Curriculum**

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#### **(Grades 11-12)**

Junior and senior year Armenian continues the in-depth study of modern Armenian literature, written in the eastern and western dialects of the Armenian language. Oral language development and writing skills continue to be the focus of the curriculum as much as appreciation of literature and culture of the Armenian people. Weekly discussion of current Armenian topics, with the help

of the Internet and recollections of the junior class trip to Armenia, play an essential role in developing the Armenian identity in students.

Students in grades 9-12 are offered Honors level Armenian every year. The requirements of Honors Armenian include more extensive readings, written assignments, projects and independent work. A research paper and two book report are also required annually.

### ***~Computer Department***

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#### **AP Computer Science Principles** **(two semesters)**

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*Prerequisites:*

- Algebra 1 with a minimum of 3.0 GPA
- Introduction to Technology & Engineering (9th grade Intro to Tech) with a 3.0 GPA (or special permission from the instructor)

This course explores how computing and technology can impact the world around you. Students learn and apply the foundation of computer science to address real-world problems. Students will pursue their interests in digital projects that showcase their creativity. This course will be offered to grades 10, 11 & 12.

#### **Introduction to Technology & Engineering** **(Grade 9, one semester)**

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The class is divided into two parts. The first introduces the students to computational theories and the digital world, binary coding and the internet in general. It also introduces the students to computer hardware and different parts of the computer and their uses.

The second part is mainly devoted to introducing the students to Engineering in general and the roles that engineers play in society and real life.

#### **Computer Curriculum for Middle School** **(3 years)**

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This is a three year long course that starts in 6th grade and ends in 8th grade. It addresses the following:

- Cloud computing and online collaboration
- Multimedia creation and editing
- Coding and programming
- Digital concepts
- Desktop publishing
- Data basis concepts and analysis (Excel and Google spreadsheets)
- Web design concepts (html & Google Sites)
- Graphic Design and Photo Editing (Photoshop)
- App creation and game development

## **LEGO Robotics**

**(Grades 6-8, two semesters)**

The Robotics program at AGBU MDS is designed to teach students in grades 6-8 how to build, program, and solve problems using LEGO Mindstorm robots. Students will learn through observation, reasoning, prediction, and critical thinking in hands-on building, programming and missions, prioritization, and goal-development situations. Students in the class participate in the First LEGO League competitions and program, which helps students design, build, test, and program robots using LEGO Mindstorm technology; apply real-world math and science concepts; research challenges facing today's scientists; learn critical thinking, team-building, and presentation skills; participate in tournaments and celebrations.

## ***~ Physical Education***

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The basic premise of the school physical education program is that physical fitness is necessary for mental fitness and that it is an important component of children's overall growth, health and development. The overall physical education curriculum adheres to the California Physical Education Framework and Standards. To promote this objective the school is equipped with indoor and outdoor facilities and a staff of coaches who teach as well as coach various sports games and teams. DHS varsity boys and girls basketball, volleyball, and soccer teams participate in competitions sponsored by the California Interscholastic Federation (CIF Valley League), and have attained many championship titles over the years. Middle school teams compete in local leagues. Elementary and middle school teams participate in KAHAM games every year, competing competently and honorably with teams from other Armenian schools in southern California.

The physical education program also promotes the development of student athletes. The program offers opportunities for confidence building, teamwork, decision-making and learning, and practicing sportsmanship. Participation in inter and intramural competitions is an integral part of the athletic program. Skills refinement, game strategies, and the understanding of rules pertaining to different sports games are taught during P.E. classes and coaching sessions. This promotes successful participation in the competitive sports that are part of the school program. A cheerleading squad brings additional encouragement to team players and builds school spirit at the same time.

## ***~ High School Electives***

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### **Yearbook/Journalism**

**(two semesters)**

Students who are enrolled in this course will study all aspects of producing a school yearbook, including: staffing, advertising, story-writing, interviewing, photography, page layout, proofing, and publication requirements. By the end of the course each student will be proficient in Quark, and many students will also be proficient in the use of Photoshop. The result of the combined efforts of the students in class will be the final product: the school yearbook.

### **Entrepreneurship**

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**(one semester)**

This course is designed to provide a simulated business experience for other students who have an interest in acquiring knowledge and experience about the world of business. The program will include the learning of concepts such as advertisement, competitive advantages, demographics, financing, management and product development.

The skills developed will include analyzing information, categorizing data, decision making, evaluative alternatives, graphic presentation and oral and written communication.

Concepts such as choices, division of labor, expenses, and fixed costs, inventive and marketing will be discussed and analyzed. The skills developed will also include assembling products, consensus building, filling out forms, negotiating, problem solving, and teamwork.

The course culmination is a city completion in April.

### **Fine Arts I/II**

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**(two semesters)**

This course is at a beginning/intermediate level and is designed to encourage each student to examine, explore, and manipulate several mediums in art. Students will accomplish this through the process of art production, the study of art history, the practice of art criticism, and the exploration of aesthetics in art. Students will demonstrate an understanding of the element of art, the principles of design, the structure of 2D and 3D design. They will acquire technical skills and get comfortable using tools and mediums. Students will be assessed through participation, application, and evaluation of assigned projects. This class is open to 9<sup>th</sup> grade, and it fulfills the Visual & Performing Arts requirement.

### **Fine Arts III/IV**

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**(two semesters)**

Art III/IV is an intermediate/advanced class open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. They must complete Art I/II to participate in this course. Through the Art III/IV curriculum, students will have the opportunity to further their skills and techniques previously explored. They will master the ability to understand and apply the artistic process to analyze, interpret, and evaluate works of art, and create original works of art.

### **Drama I/II**

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**(two semesters)**

This course introduces the beginning actor to performance theories, theatre games, play, and performance. First semester students will participate in exercises and vocabulary that lay the foundation for scene study and character work. Students will learn improvisation technique, script writing techniques, and ensemble play that culminate in an improvisational show. Second

semester students will engage in a Voice/Shakespeare unit, Fight Combat Workshop, Modern Acting unit, and culminate the year-long study with a public performance scene night.

### **Drama III/IV**

**(two semesters)**

This course offers an opportunity for the more serious drama student to explore vocal and physical techniques, style work, and advanced scene study. Students spend the first semester immersed in learning the Michael Chekov Technique—a psycho-physical approach to acting, researching historical figures in theatre art, performing in the fall show, and participating in a modern acting competition. Second semester students engage in voice training, Shakespeare, style work, performance of a classical play scene night, and Shakespearean acting competitions.

### **Dance I/II**

**(two semesters)**

Dance I/II is a beginning/intermediate class designed to encourage each student to be comfortable, confident, and courageous in their bodies through the understanding and execution of dance. Students will assimilate kinetic awareness and learn how to communicate through their physical center, giving them discipline and freedom as dancers. Students will perceive and respond, using the elements of dance. They will demonstrate movement skills, process sensory information, and describe movement using the vocabulary of dance. Through different dance techniques, plus yoga and Pilates, the student will become flexible, strong, and physically and mentally fit. Students will participate and be assessed in the areas of dance performance and student choreography. This class is open to 9<sup>th</sup> grade students and fulfills the Visual and Performing Arts requirement.

### **Dance III/IV**

**(two semesters)**

Dance III/IV is an intermediate/advanced course with at least one year of dance training. A continuation of Dance I/II, students will increase their exploration of physical accuracy and sequencing of movement, while increasing body alignment, strength, agility, and technical skills, as they demonstrate more complex dance patterns. Students learn intermediate levels of modern dance, jazz, ballet, tap, while exploring the world of dance, including Armenian dance and Russian techniques. Exposure to these dance techniques allows students to acquire the language and vocabulary of dance and move them into higher levels of choreography, as directed by the instructor. Students will eventually transfer these techniques to a public performance as the end of the year.

### **Music Appreciation**

**(two semesters)**

This music appreciation course for 9<sup>th</sup> grade students provides an introduction to the elements, vocabulary, history, and development of music in Western civilization. There is also a music lab component in which students are asked to choose an instrument (piano or guitar) and learn to play beginning to advanced level songs. Students will additionally have solo recital opportunities.

### **AP Psychology** **(two semesters)**

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*Prerequisite:*

- *Grade of B+ or better in Honors English or A- in CP English*
- *Consent of instructor and department.*

The Advanced Placement Psychology elective parallels a college level introductory psychology course, covering biological, cognitive, and social aspects of human thought and behavior. The long-term goals for the course include preparing students for their transition into college, teaching a broad knowledge base regarding various aspects of psychology, as well as helping students gain awareness and understanding of human experience. The short-term, practical goal involves preparation for the Advanced Placement exam administered in the month of May. This course provides an enriching experience for students not only on an academic level, but also one of personal growth and self-awareness.

### **Anatomy and Health** **(Grades 10-12, two semesters)**

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This course is an introduction to human anatomy with a strong focus on health and disease. Students will learn about each body system as well as the pathologies associated with them. Case studies, labs, and hands on activities will be used to engage students and reinforce the material covered in each unit.

### **English in the Workplace** **(Grade 11, two semesters)**

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Upon successful completion of this course, students will be able to:

- Apply the fundamental theories and principles of effective business communication in individual, group, and organizational settings.
- Articulate the importance of interpersonal communication in a business setting, including listening, working and writing in teams, planning and conducting meetings, and making oral presentations.
- Construct diverse types of business communications including e-mails, letters, proposals and reports.
- Develop job hunting skills that include researching jobs, preparing resumes, participating in mock job interviews, and following up with potential employers.

**TEACHING METHODOLOGY AND TECHNIQUES:** The teaching methodology is based on an interactive approach. This implies involving students in the classroom so that they become self-directed learners. The course will employ an array of methods and techniques that include inquiry-based learning, teamwork and active learning.

### **Mock Trial** **(one semester)**

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Students will participate in the CRF's national Mock Trial competition. This program is aimed at helping students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of society. With assistance from the teacher and attorney coach, students will study a hypothetical case and prepare strategies and arguments for trial.

### *~ Middle School Electives*

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#### **Art**

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**(two semesters)**

This course is designed to encourage each student to examine, explore, and manipulate several artistic mediums. Students will accomplish this through the process of art production, the study of art history, the practice of art criticism, and the exploration of aesthetics in art. Ultimately, they will acquire design skills and become comfortable using a variety of tools to achieve their vision.

#### **Drama**

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**(two semesters)**

This course introduces the beginning actor to performance theories, theatre games, and performance. Students will participate in exercises and will learn the appropriate vocabulary that lays the foundation for scene study and character work. Students will also learn improvisation techniques, script-writing techniques, and ensemble acting that will culminate in an improvisational and/or scene show.

#### **Dance**

---

**(two semesters)**

This class is designed to encourage each student to be comfortable and confident through the expression of dance. Students will assimilate kinetic awareness and learn how to communicate through their physical center, giving them discipline and freedom as dancers. Through different dance techniques such as ballet and contemporary movement in addition to yoga and Pilates, the student will become flexible, strong, and mentally fit.

#### **History and Influence of Music**

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**(two semesters)**

The elective History and Influence of Music is available to middle-school students. This course is designed to explore the genre of rock and roll music in the 20th and 21st centuries and how rock has both reflected and impacted historical events nationally and globally.

#### **Leadership**

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**(Grade 8)**

The Leadership class is open to students who are highly motivated to improve their leadership skills by their involvement in classroom activities, student government, student and staff recognition programs, and student activities. The curriculum also includes teachers led lessons on

topics such as goal setting, communication, decision-making and leadership styles. The purpose of the elective class is to promote organization, leadership skills and character education. The staff and students will work together as a learning community to build the skills necessary for academic success. This course is meant to ensure that the students who have the potential and put-forth the effort can achieve academic success.

### **LEGO Robotics**

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**(two semesters)**

The Robotics program at AGBU MDS is designed to teach students in grades 6-8 how to build, program, and solve problems using LEGO Mindstorm robots. Students will learn through observation, reasoning, prediction, and critical thinking in hands-on building, programming and missions, prioritization, and goal-development situations. Students in the class participate in the First LEGO League competitions and program, which helps students design, build, test, and program robots using LEGO Mindstorm technology; apply real-world math and science concepts; research challenges facing today's scientists; learn critical thinking, team-building, and presentation skills; participate in tournaments and celebrations.

### **Life Skills**

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**(Grades 6-7)**

This course covers how one's quality of life, now and in the future, is intimately tied to avoiding major health risks. Necessary life-long skills in communication, decision making, self-esteem, and conflict resolution are taught. Basic life skills I health, cooking, nutrition finance, banking, relationships with family and friends, and the care and interaction with children are included in the course.

### **Mock Trial**

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**(one semester)**

A course on the fundamentals of oral communication along with practice in platform speaking in exposition and persuasion. Emphasis is placed on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will also participate in the national Mock Trial competition. This program is aimed at helping students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of society. With assistance from the teacher and attorney coach, students will study a hypothetical case and prepare strategies and arguments for trial.

### **Public Speaking**

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**(one semester)**

Public speaking is a vital life skill that students need to develop in order to enhance their academic success. This class is designed to help students become more effective and competent communicators. During the course of the school year, students will learn how to prepare and present various types of speeches in an engaging and supportive environment.

## **Science in Action**

(two semesters)

Students who are interested in the hands-on application of scientific principles will benefit from this course. The content combines instruction and activities from several areas of study and brings them to life as students design, plan, collaborate, execute, and evaluate their projects. Exploration and inquiry are highly encouraged, and students receive the proper guidance to fully understand major concepts.

## **Focus Group Program**

Our college-preparatory high school curriculum also incorporates the concept of focus groups. This setup will afford our students the opportunity to study subjects they love more in-depth, with internships and extracurricular activities embedded into the schedule. Our 9th grade curriculum is designed to provide students the full foundation necessary to apply for and thrive in our focus groups during sophomore, junior, and senior year. Students will gain awareness of different educational, professional, and career opportunities with the help of guest speakers and field trips. This program will allow students to focus their studies in one of the following fields: Business & Communication, Engineering & Technology, Health & Medicine, Law & Politics, and Visual & Performing Arts.

The Focus Groups provide the opportunity to dig deeper into various fields of interest through internships, required classes, field trips and extracurricular activities. This program is designed for highly motivated and determined students who want to make the most of their high school experience by partaking in a learning process where experience plays a key role. Our 9th grade curriculum is designed to provide students the full foundation necessary to apply for and thrive in our focus groups during sophomore, junior, and senior year.

Students may choose to apply to one of the following focus groups:

- Business & Communications
- Engineering & Technology
- Health & Medicine
- Law & Politics
- Visual & Performing Arts

## **Admissions Eligibility**

- Must be a rising Sophomore or Junior
- Minimum 3.0 GPA in 8th and 9th grade
- Interest in one of the above fields
- Good Disciplinary Record

## **Program Requirements**

In order to complete the program, and graduate as a member of a Focus Group, students must:

- Attend at least 2 field trips per year

- Attend at least 2 guest speaker presentations
- Take one of the required courses (see options under each focus group on back of this page)
- Intern/volunteer at respected company or organization the summer before or during their senior year (minimum 80 hours).
- Maintain a strong work ethic, good disciplinary record, commitment to the program, and good academic standing (3.0 GPA)

If you are interested, please fill out the attached application, answer the 2 required essay questions, and give a teacher and Dean of Students the appropriate recommendation form to fill out. Each student will also be required to partake in an interview with the focus group chair.

### **Focus Group Courses**

#### **Business & Communications**

This focus group is geared toward students who are interested in exploring careers in the business world, or the world of communications. Through field trips, lectures and internships, students will have the opportunity to develop research skills, knowledge, and an analytical understanding of key concepts and principles that drive our local economy as it fits into the global market, along with a basic understanding of what it takes to manage the internal and external communication of a company, and its representation to the outside world.

PREREQUISITES: Algebra I  
REQUIRED COURSES: 1. Entrepreneurship  
2. AP Statistics or AP Psychology

#### **Engineering & Technology**

The curriculum of this focus group will emphasize critical thinking and expose students to the many fields that fall under the scope of Engineering, Technology and Computer Science. In addition, students are encouraged to understand the use of technology as a tool for solutions. Students who join this focus group are required to take our AP Computer Science Principles class as it teaches them a broad knowledge of computers and technology.

PREREQUISITES: Algebra 1, and minimum A- average in Intro to Tech  
REQUIRED COURSES: 1. AP Computer Science Principles  
2. AP Physics or AP Calculus or AP Statistics

#### **Health & Medicine**

Exploration and experience are critical to preparing students for a path that can lead to a possible career in health care. Students will be exposed to many areas of the field, in hopes that when they are ready to apply to college, they will have a better understanding of what a career in health and Medicine entails.

PREREQUISITES: Algebra 1 or Honors Chemistry

- REQUIRED COURSES:
1. Honors Biology or AP Biology or AP Chemistry or AP Environmental Science or AP Physics
  2. AP Psychology or Anatomy & Health

**Law & Politics**

This focus group is geared toward students who are interested in exploring careers in the legal or political fields. Through field trips, lectures, and internships, students will have the opportunity to develop research skills, knowledge, and an analytical understanding of key concepts and principles that drive our court systems and political climate.

- PREREQUISITES: Algebra I
- REQUIRED COURSES:
1. 2 years on Model UN or 2 years on Mock Trial
  2. AP US History or AP Government or AP Statistics or AP Psychology

**Visual & Performing Arts**

Students in this focus group seek the opportunities to explore and discover the various disciplines of the arts, such as dance, fashion, fine art and film. Throughout the three-year program, students will gain exposure to a variety of mediums of expression through lectures, field trips and performances.

- PREREQUISITES: VPA Department Recommendation
- REQUIRED COURSES:
1. Art III/IV or Dance III/IV
  2. AP English Language or AP English Literature or AP Psychology