

AGBU Manoogian-Demirdjian School

Accredited by the Western Association of Schools and Colleges



Middle and High School Curriculum Guide 2023-2024

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School Mission

AGBU Manoogian-Demirdjian School is a preschool through twelfth-grade school committed to instilling Armenian heritage and fostering academic excellence in a safe and nurturing learning environment. Our college preparatory program inspires students to become critical thinkers who value their Armenian culture and identity, and are equipped to face the ever-changing world.

Middle and High School Philosophy of Education

At AGBU Manoogian-Demirdjian School, we are committed to providing our students with a rigorous, college preparatory academic program that prepares them for success in college and beyond. The school curriculum emphasizes the mastery of mathematics, English, and Armenian, while also providing students the opportunities to explore various disciplines within humanities, sciences, and visual arts. The curriculum is designed to challenge students to think critically and creatively, to develop strong analytical skills, and to build a deep understanding of key academic subjects.

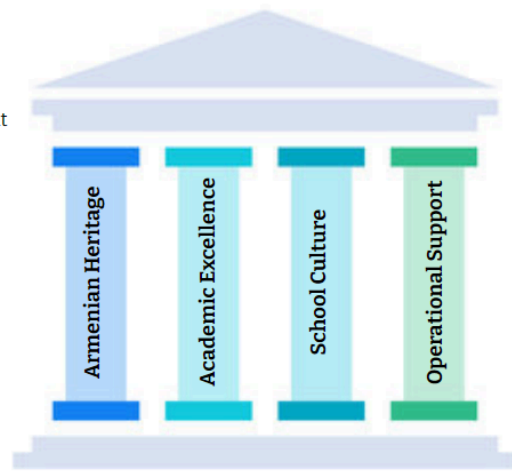
Academic excellence is not the only measure of success, however. At AGBU MDS, a strong emphasis is placed on empathy and compassion, and on creating a supportive community where students feel valued and heard. This focus on emotional intelligence and social awareness is essential for developing well-rounded individuals who are prepared to make positive contributions to the world. Students here are committed to helping others both locally and globally.

The teachers are highly qualified and dedicated professionals who are committed to helping each student reach their full potential. They work closely with students to provide individualized support and to create an environment that fosters intellectual curiosity and a love of learning. Whether in the classroom, in extracurricular activities, or in community service projects, the students are challenged to be their best selves and to develop the skills and values they will need to succeed in whatever path they choose.

At AGBU MDS, we are proud of our tradition of academic excellence and empathy. This unique combination of rigor, compassion, and community is what sets our school apart and prepares our students for success in all areas of their lives.

PILLARS of AGBU MDS

- 1. Armenian Heritage**
 - a. Culture, history, language
 - b. Curriculum, program
- 2. Academic Excellence**
 - a. Student learning environment, motivation, & achievement
 - b. Curriculum & Instruction
 - c. Athletics and after school enrichment opportunities
- 3. School Culture**
 - a. Student character and well-being
 - b. Safe & nurturing environment
 - c. Community & parent involvement
- 4. Operational Support**
 - a. Technology & communication
 - b. Student services
 - c. Facilities & operations
 - d. Risk management
 - e. Development



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.

Middle and High School Preparation for College and University

University of California A-G Requirements	
A	History/social science (“a”) – <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	English (“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.
C	Mathematics (“c”) – <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.
D	Laboratory science (“d”) – <i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
E	Language other than English (“e”) – <i>Two years</i> of the same language other than English or equivalent to the second level of high school instruction.
F	Visual and performing arts (“f”) – <i>One year</i> chosen from dance, music, theater or the visual arts.
G	College-preparatory elective (“g”) – <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.

California State University A-G Requirements		
A	History and Social Science (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)	2 years
B	English (4 years of college preparatory English composition and literature)	4 years
C	Math (4 years recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3 years
D	Laboratory Science (including 1 biological science and 1 physical science)	2 years

E	Language Other than English (2 years of the same language; American Sign Language is applicable)	2 years
F	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1 year
G	College Preparatory Elective (additional year chosen from the University of California "a-g" list)	1 year

Comparison of UC and Cal State Requirements and AGBU DHS Curriculum Required for Graduation			
Subject	UC	Cal State	AGBU DHS
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 Graduation Requirements

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. Students who fail to meet the course requirements will have their registrations for the following year placed on hold, until the necessary courses have been recovered. Students will have until the 15th of July to recover this coursework.

Middle School and High School Core Subject Offerings

	English	Math	Science	Soc. Sciences	Armenian
6th Grade	English	Course I	Earth Science	Ancient History	Armenian or Armenian ABC
7th Grade	English	Course II or Pre-Algebra	Life Science & Health	World History & Geography	Armenian
8th Grade	English	Math II or Algebra I	Physical Sci.	US History	Armenian
9th Grade	English I or English I H	Algebra I, or Geometry H	Biology or Biology H	Civics and Intro. to Business	Armenian I or Arm. I H
10th Grade	English II or English II H	Algebra II H or Geometry	Chemistry, Chemistry H, or AP Biology	Modern World Hist. or AP World History	Armenian II or Arm. II H
11th Grade	English III or AP Lang./Comp.	Algebra II, Pre-Calc. H, AP Calculus AB	Earth Science or Earth Science H	US History or AP American History	Armenian III or Arm. III H
12th Grade	English IV or AP Lit./Comp.	AP Calculus AB, AP Calculus BC, or College Algebra	AP Env.Science, Physics H, or Physics	Am. Govt./Econ. or AP Am. Govt.	Armenian IV or Arm. IV H

Explanation of symbols: H=Honors AP=Advanced Placement

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.

Anatomy & Health
 AP Computer Science Principles
 AP Environmental Science
 AP Human Geography
 AP Psychology
 AP Statistics
 Art (MS), Art I,II (HS)
 Dance (MS), Dance I,II,III,IV (HS)
 Fitness
 Geography
 Introduction to Business
 Introduction to Data Science

History & Influence of Rock
 Introduction to Technology
 LEGO Robotics
 Mock Trial
 Music (MS), Music (HS)
 Science in Action
 Tadron (Armenian Theater)
 Video Production (MS)
 Writing for Research

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 the 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.

Students interested in enrolling in AP coursework must have the approval of their teachers, department heads, and counselors. For some AP courses, students must complete an entrance exam. The exam will be scored, and the highest scoring students will be offered a place in the AP course. Students will be accepted into the AP courses based on class size, availability, and scheduling. Students who perform well on the College Board AP exams may receive a grade increase at the discretion of the teacher. The maximum grade boost for a semester grade is an “A” for a score of a “5”, a “B” for a score of a “4”, and a “C” for a score of a “3.”

AP Courses:

Computer Science Principles
Biology
Calculus AB
Calculus BC
English Language and Composition

Human Geography
Psychology
Statistics
US History
US Government and Politics

English Literature and Composition
Environmental Science

World History

Dual Enrollment

Beginning in 2023-2024, AGBU MDS will be partnering with Pierce College to offer several college courses per semester in a dual enrollment program. The program offers high school students an exceptional opportunity to simultaneously earn college credits while completing their high school education. Through this program, students can enroll in college-level courses at Pierce College, one of the leading community colleges in the region, while still attending their high school classes. This collaboration between Pierce College and local high schools provides a seamless pathway for students to experience the rigor and depth of college coursework, enabling them to get a head start on their higher education journey.

By participating in the dual enrollment program, students gain several advantages. They have access to a wide range of college courses, allowing them to explore diverse academic disciplines and tailor their educational experience to their interests and career goals. Additionally, the program fosters a smooth transition from high school to college, as students become familiar with the academic expectations, study habits, and campus environment. With the opportunity to earn college credits, students can significantly reduce their future college expenses and potentially accelerate their degree completion. Overall, the dual enrollment program with Pierce College offers a valuable bridge between high school and college, equipping students with the skills, knowledge, and confidence to excel in their academic pursuits.

For the 2023-2024 school year, courses that will be offered during the fall semester include *Introduction to Business*, *Administration of Justice*, and *Anthropology*. During the winter, *Public Speaking* and *America's Social Problems* will be offered. During the spring semester, *Introduction to Finance* and *Concepts of Criminal Law* will be offered.

Add/Drop Courses

During the first two weeks of a semester, high school students may go through the add/drop procedure, allowing them to modify their course schedules. Students may drop honors and AP courses up until the first progress report (5-week mark). This process involves adding new courses to their existing schedule or dropping courses they no longer wish to pursue, subject to the space availability and approval by the faculty.

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

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

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 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.

Students can be recognized for academic excellence at graduation in the following achievements:

- Distinguished Award- a student achieves a weighted GPA average of 4.0 or higher in all eight high school semesters.
- High Honors Award- a student needs to achieve a weighted cumulative GPA of a 4.0 or higher.
- Honors Award- a student needs to achieve a weighted cumulative GPA of a 3.6 or higher.

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.
 - Summer remediation and course recovery is required for any student receiving a D or F letter grade. Applications for the following school year will be placed on an academic hold until the student completes a course recovery of the D or F courses.
- Students can receive extra help, support, and/or academic assistance during Teacher Office Hours from Mondays through Fridays after school. Students will also be able to get assistance Mondays and Wednesdays after school in the homework lab.
- A student who receives a D or 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.
- Students are evaluated on a broad assessment basis, which includes the outcomes of tests and quizzes, projects, performances, presentations, homework, classwork, effort/improvement, and other applicable factors. Absences and tardiness from class

impact the student's grades. This aspect of grading cannot be made up by other means. To ensure fairness across the board, all classrooms have a "no extra credit" policy. Accordingly, students cannot raise their grades by arranging with teachers to do additional assignments for extra credit.

- Daily homework is a requirement for all students. It aims to reinforce the content of subjects taught in the classroom and to sharpen newly acquired skills. It helps develop sound home study habits and fosters the valuable practice of independent work. Middle and high school students are provided one week-schedules (OWLP) of assignments, quizzes, and tests, which can be accessed on the school website by parents.
- The eligibility to participate in team sports, extra-curricular, and school-sponsored activities (such as major field trips) is determined by each student's academic performance and/or attendance record. Students must have a 2.0 grade point average (GPA) per semester to participate in team sports, extra-curricular, and school-sponsored activities. Students who are excessively absent may not be able to participate in such activities. For additional eligibility requirements to participate in team sports, see the "Athletic Policies and Procedures" policy in this Handbook.
- The college counselor plays a crucial role in guiding and supporting students throughout their college application process. College options, assistance with creating a balanced list of schools, guidance on standardized testing, the application process, and advice on scholarships and financial aid opportunities are provided by the counselor. As a college preparatory school, AGBU MDS is committed to setting up students with the best opportunities for success.

Volunteerism

Volunteerism plays a vital role in fostering compassion, empathy, and a sense of responsibility within the students at AGBU MDS. By requiring students to complete a minimum of 20 hours of volunteer work per year, they are encouraged to actively engage with their communities and contribute positively to society. This commitment not only instills a strong civic mindset but also helps students develop essential life skills, such as teamwork, communication, and problem-solving, preparing them to become well-rounded and socially conscious individuals in the future.

Middle School and High School Course Offerings

~ English Department

The DHS English Language Arts (ELA) program is a literature-based college preparatory program of study aligned with California Common Core state standards. Students' written, analytical and critical thinking skills are expanded through the study of classic and contemporary texts, developing knowledge by:

- Close reading to determine explicit and implicit means, drawing logical inferences, and citing textual evidence to support conclusions drawn from the text.
- Determining central ideas and themes of a text and analyzing their development.
- Analyzing how and why characters, events and ideas develop over the course of a text.
- Interpreting words and phrases; determining technical, connotative, and figurative meanings; and analyzing how specific word choices shape meaning and/or tone.
- Analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Assessing how point of view and purpose shape the content and style of a text.
- Integrating and evaluating content presented in diverse media and formats.
- Delineating and evaluating the argument and claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
- Analyzing how two or more texts address similar themes or topics, building knowledge and comparing author approaches.

Middle School English **(Grades 6-8)**

The middle school English curriculum develops a strong foundation for the higher order analytic skills utilized in high school. These skills are developed through critical reading and thinking about texts, analysis of figurative language, understanding of implied meanings, and the expression of those understandings through written journals, pen-to-paper analysis, reader responses, and essays as well as through dialogic discussions.

Planning frames are utilized to organize and clarify ideas and provide a frame for structure and textual evidence to support ideas.

A broad range of contemporary and traditional poetry, short stories, excerpts, nonfiction texts, and full-length novels are studied as part of the literature driven curriculum. Works include texts written by Charles Dickens, Leo Tolstoy, Edgar Allan Poe, Alfred Noyes, Emily Dickinson, George Orwell, Mildred D. Taylor, Lois Lowry, Michael Rosen, Marie Lu, Rick Riordan, Emily Carroll, David Kherdian, Ray Bradbury, and Maya Angelou. A wide variety of authors are read through the HMH Into Reading program, the anchor of the English 6 literary curriculum.

Throughout the curriculum, students develop a sound understanding of grammar, punctuation, and enrich their vocabulary knowledge and usage, the mechanical aspects of comprehension, language, and writing. Research opportunities are integrated into every unit of work to further broaden student understanding and to develop research skills.

Public Speaking (Elective) **(Middle school, two semesters)**

Public speaking is a vital life skill which you can use to enhance your academic and professional careers. This class is designed to help students become a more effective and competent communicator. During the course of this semester, you will learn how to prepare and present various types of speeches in a fun and exciting environment. The required textbook for this class is *A Pocket Guide to Public Speaking* (2007) by Dan O’Hair, Hannah Rubenstein, and Rob Steward (please note that this course uses the second edition of this text). Students who want to join this class should have the textbook by the second class session.

English I **(Grade 9, two semesters)**

In English I, a survey course of literature, students actively expand their comprehension of text through critical thinking, expository and argumentative writing, and dialogic discussions. Student comprehension is developed through analysis of the text connotatively and figuratively to determine central themes and how word choices shape meaning and tone, while broadening understanding of genres, periods, and cultural influences.

A broad range of contemporary and traditional poetry, short stories, excerpts, nonfiction texts, and full-length novels are studied as part of the literature driven curriculum. Works include texts written by: John Steinbeck, Alfred Lord Tennyson, William Butler Yeats, William Shakespeare, Richard Connell, O. Henry, Guy de Maupassant, Amy Tan, Harper Lee, Rudyard Kipling, Dylan Thomas, Sylvia Plath, Robert Frost, Seamus Heaney, and Edgar Allen Poe.

English I Honors

(Grade 9, two semesters)

Prerequisites:

- *an 85% or higher in 8th grade English*
- *a Lexile score of 'exceeding'*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 8th grade English teacher*
- *approval by the 9th grade Honors teacher*

English I Honors, a survey course in literature, is a rigorous course intent on accelerating college preparation through the study of increasingly complex texts utilizing critical thinking, expository and argumentative writing, and dialogic discussions. Student comprehension is developed through the understanding of central themes and analysis of how word choices shape meaning and tone

Understanding is broadened through understanding of genre, historical period, and cultural influences of literary works by authors such as: Emily Dickinson, Charles Dickens, Homer, Edgar Allan Poe, William Shakespeare, Amy Tan, John Steinbeck, Mark Twain, Zora Neale Hurston, F. Stockton, Richard Connell, and Harper Lee. This course is vertically aligned to prepare students for English II Honors and Advanced Placement (AP) courses in their junior and senior year.

English II

(Grade 10, two semesters)

English II is a multicultural study of classic and contemporary world literature. Analyzing texts with similar themes, students become discerning readers by considering how point of view and purpose shape the content and style of the text as well as identifying the author's message within the text. Students continue to develop their comprehension of text by comparing, contrasting, and synthesizing their ideas through participation in Socratic seminars and academic writing.

Literary works studied include pieces by: Robert Cormier, Ray Bradbury, William Shakespeare, Cornelius Eady, William Blake, Roald Dahl, Rudyard Kipling, T.S. Eliot, William Golding, and Art Spiegelman.

English II Honors

(Grade 10, two semesters)

Prerequisites:

From 9th Honors English

- *'B' grade or higher in English I Honors*
- *a Lexile score of 'exceeding' on the NWEA exam*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 9th grade English teacher*
- *approval by the 10th grade Honors teacher*

From 9th CP English

- *an 'A' grade in 9th English I*
- *a Lexile score of 'exceeding'*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 9th grade English teacher*
- *approval by the 10th grade Honors teacher*

English II Honors is a comprehensive course that rigorously challenges students through a multicultural study of classic and contemporary world literature. As discerning readers, students analyze texts with similar themes, considering how point of view and purpose shape the content and style of the text as well as understanding the author's underlying message within the text. Greater depth and breadth of study is developed through comparing, contrasting, and synthesizing ideas through Socratic seminars, academic writing, and intensive independent study. Literary works studied include pieces by: Amy Tan, William Shakespeare, Mary Shelley, Jane Austen, William Faulkner, Charles Dickens, Shirley Jackson, Tennessee Williams, and Flannery O'Connor. This course is vertically aligned to prepare students for Advanced Placement (AP) courses in their junior and senior year.

English III, American Literature

(Grade 11, two semesters)

English III, a study of classic and contemporary American literature, refines, applies and extends students comprehension and analysis of texts. As well as analyzing texts with similar themes, considering how point of view and purpose shape the content and style, and understanding the author's underlying message within the text, students will consider the influences of the author's background and the period the text was written for socioeconomic and political values. Greater depth and breadth of study continues to be developed through comparing, contrasting, and synthesizing ideas in Socratic seminars, academic writing, and independent study. Literary works studied include pieces by: Thomas Foster, J. Alfred Prufrock, F. Scott Fitzgerald, Fredrick Douglass, Ernest Hemingway, William Shakespeare, Edmund Spenser, Christopher Marlowe, Edgar Allen Poe, Emily Dickinson, Ezra Pound, Robert Frost, Arthur Miller, Mark Twain, and Art Spiegelman.

Advanced Placement English Language and Composition

(Grade 11, two semesters)

Prerequisites:

From 10th Honors English

- *a 'B' grade or higher in English II Honors*
- *a Lexile score of 'exceeding' on the NWEA exam*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 10th grade English teacher*
- *approval by the 11th grade AP teacher*

From 10th CP English

- *an 'A' grade in 10th English II*
- *a Lexile score of 'exceeding'*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 10th grade English teacher*
- *approval by the 11th grade AP teacher*

AP English Language and Composition is a college level course of study. Students analyze, interpret, and discuss the American voice in literature. Cultural, ethnic, and period influences are analyzed as students chart the development of American Literature from its Puritan origins through the late twentieth century. Students build an academic portfolio of written work that demonstrates their ability in multiple genres and styles. Depth and breadth of study continues to be developed through comparing, contrasting, and synthesizing ideas through Socratic seminars, academic writing, and intensive independent study. Literary works studied include pieces by: Mark Twain, Nathaniel Hawthorne, Arthur Miller, Thomas Paine, Benjamin Franklin, Henry David Thoreau, Ralph Waldo Emerson, Walt Whitman, and F. Scott Fitzgerald. This course is vertically aligned to prepare students for the Advanced Placement (AP) course in their senior year.

English IV

(Grade 12, two semesters)

English IV, a study of classic and contemporary British Literature, provides the foundation for college-level literature and composition. Students critically evaluate the intricate arguments and points of view for complex works with an appreciation for the divergent perspectives, cultures, and experiences studied in the course. The depth and breadth of comprehension is demonstrated through comparing, contrasting, and synthesizing ideas in Socratic seminars, academic writing, and independent study. Knowledge of the MLA guidelines for academic writing is refined for college entrance. Literary works studied include pieces by: Khaled Hosseini, William Shakespeare, Albert Camus, Franklin Foer, and Thornton Wilder.

Advanced Placement Literature and Composition

(Grade 12, two semesters)

Prerequisites:

From 11th AP Language

- *a 'B' grade or higher in AP English Lang*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 11th grade English teacher*
- *approval by the 12th grade AP teacher*

From 11th CP English

- *an 'A' grade in 11th English III*
- *correct answers on at least half of the questions on the May English benchmark*
- *recommendation by the 11th grade English teacher*

- *approval by the 12th grade AP teacher*

AP English Language and Composition is a college level course focused on 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 that demonstrates their written ability in multiple genres and styles. The periods of literature studied include: Anglo-Saxon, Medieval, Renaissance, Romantic, Victorian as well as Modern and Post-modern.

~ Science Department

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 opportunities 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)

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)

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 are 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

(Grade 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.

Honors Biology

(Grade 9, two semesters)

Prerequisite:

- *Honors Biology will be offered to 9th grade level students who have completed Life Science and Physical Science with a grade of 95% or better*
- *Department 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 10th grade AP Biology course. It is a lab based course which will include both virtual and hands-on lab experiments.

Advanced Placement Biology

(Grade 10-12, two semesters)

Prerequisite:

- *A grade of 93% or better in Physical Science or 93% or better in Honors Chemistry.*
- *Department Recommendation.*

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.

Honors Chemistry

(Grade 10, two semesters)

Prerequisite:

- *A grade of A in the Honors math course for 9th grade otherwise students need to take a placement exam to take the class.*
- *Department Recommendation.*

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 11th 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.

Honors Earth and Space Science

(Grade 11, two semesters)

Prerequisite:

- *95% or better in Honors Biology or Honors Chemistry*
- *Department Recommendation*

This course will lead students through a journey on unlocking what makes our planet special and how it is influenced by space. 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, conservation, celestial phenomena, 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 and an end of year project will tie all the learning together.

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 Environmental Science

(Grade 12, two semesters)

Prerequisite:

- *A or better in Biology*
- *Department Recommendation*

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.

Honors Physics

(Grade 12, two semesters)

Prerequisites:

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

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.

Health and Anatomy

(Grades 11-12, 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

The mathematics department provides a challenging college preparatory program for students at different stages of development, accommodating different ability levels and interests. The Department utilizes the California Common Core state standards with the aim of developing students' mathematical knowledge by:

- understanding that mathematics is a network of ideas and how to connect new ideas to what students already know;

- making sense of mathematics and reason analytically;
- becoming creative problem solvers;
- embracing independent and collaborative work to solve complex and challenging math problems;
- using technology wisely to engage in mathematical problem solving and investigations;
- connecting mathematical ideas to real life situations; and
- utilizing a variety of methods and strategies to approach and solve problems.

The mathematics department caters to the students' needs and interests through two levels of study; College Prep and Honors. Individual course descriptions and the prerequisites for the Honors and AP courses are outlined below.

General Mathematics 6

(Grade 6, two semesters)

This is the first of three integrated middle school mathematics sequences that prepares students for algebra. The foundational concepts developed in the course include: connections of ratio and rate to whole number multiplication and division; using concepts of ratio and rate to solve problems; completing understanding of division of fractions; extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

General Mathematics 7

(Grade 7, two semesters)

This is the second of three integrated mathematics sequences in middle school. Students develop a deeper understanding of fractions as they utilize all operations with rational numbers and extend them by solving equations and inequalities. Topics include operations with rational numbers, equations and inequalities, ratios and proportions, percents, probability, statistics, geometric shapes, as well as surface area and volume.

Pre-Algebra

(Grade 7, two semesters)

Prerequisite:

Two of the four of the following prerequisites must be met for a student to qualify for this course in 7th grade:

- A- or better in General Math 6.
- A score of 'high average' or 'high' in the Math portion of the NWEA spring test.
- A score of 700 or higher in IXL diagnostic.
- A score of 'B; or above on the entrance exam given at the end of the 6th grade.

This is an accelerated 7th grade course in which students learn fundamental concepts and skills required to study Algebra I. The topics covered include solution of linear equations, graphing of

lines in the coordinate plane, solution of inequalities and their graphs, topics in geometry, area, volume and measurement. A great emphasis is placed on applications and problem solving.

General Mathematics 8

(Grade 8, two semesters)

This is the third and most rigorous of the three integrated mathematics sequences in middle school. Topics include a preview of algebra, properties of real numbers, signed numbers, solving equations and inequalities, graphs, slope, formulas, functions, systems of equations, exponents, sentences, radicals, polynomials, factorings, proportions, rational equations and quadratics. The course prepares students for high school Algebra I.

Algebra I

(Grade 8-9, two semesters)

Prerequisite for student taking Algebra I in 8th grade:

- *B or better in 7th grade pre-algebra*
- *Consent of instructor and department.*

This is the first course in the college-preparatory math sequence and includes operations with rational numbers and real numbers, solution of linear equations and inequalities, absolute value functions, graphing of linear equations in the coordinate plane, systems of linear equations and inequalities in two variables, operations with polynomials, factoring of polynomials, operations with radicals, rational exponents, and quadratic equations. A greater emphasis is placed on problems solving and applications of mathematics in the real world.

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 9, two semesters)

Prerequisite:

- *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/ Trigonometry Honors **(Grade 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.

Data Science **(Grade 9, one semester)**

Introduction to Data Science (IDS) is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data is everywhere, and this course will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. Instead of using small, tailored, curated data sets as in a traditional statistics curriculum, this curriculum engages students with a wider world of data that fall into the "Big Data" paradigm and are relevant to students' lives. In contrast to the traditional formula-based approach, in IDS, statistical inference is taught algorithmically, using modern randomization and simulation techniques. Students will learn to find and communicate meaning in data, and to think critically about arguments based on data.

Algebra II **(Grade 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.

Honors Pre-Calculus **(Grade 11, 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

(Grade 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.*

Statistics is a course designed to give students insight into 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

(Grade 11 & 12, two semesters)

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.

College Algebra (CP)

(Grade 12, two semesters)

College Algebra (College Preparatory) is designed to provide students with an enhanced understanding of algebraic concepts and techniques. The course builds on what had been previously learned in Algebra I, Algebra II, and Geometry. The course covers a wide range of topics, including eight units of advanced mathematical concepts. A large emphasis is placed on the students developing practical problem-solving skills and logical reasoning abilities through a variety of exercises and applications. The course includes various projects, tasks, and assignments that relate to real-life scenarios and problems that need mathematical analysis to solve them.

~ Social Sciences Department

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. Beginning in the fall of 2022, benchmark testing will be included to effectively monitor student progress. The department offers advanced placement courses to qualified and motivated students, both to challenge their intellectual abilities and to prepare them for the AP Examinations.

World History and Ancient Civilization **(Grade 6)**

Sixth Grade World History and Geography focuses on significant historical cultures, 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 the 2nd semester.

Medieval Times **(Grade 7)**

Medieval Times offers an exciting exploration of the historical period that shaped Europe from the 5th to the 15th century. Students will immerse themselves in the intriguing world of knights, castles, and chivalry as they learn about the hierarchical structure of medieval society, from kings and nobles to peasants. They will delve into the captivating tales of historical figures like Charlemagne, William the Conqueror, and Joan of Arc, understanding their impact on shaping this fascinating era. Through engaging lessons on medieval trade, art, and culture, students will develop a comprehensive understanding of the Middle Ages, gaining valuable insights into how this rich historical tapestry continues to influence modern society.

In this course, 7th-grade students will embark on a captivating journey through the heart of medieval Europe. By studying the rise of feudalism, students will grasp the political, social, and economic dynamics of the time. They will discover the importance of religion in shaping medieval societies, delving into the power and influence of the Roman Catholic Church and the significant events like the Crusades. The course will also explore the evolution of art, architecture, literature, and music, showcasing the creativity and ingenuity of medieval culture. By the end of the course, students will have gained a deeper appreciation for the complexities and enduring legacies of the Medieval Times, fostering critical thinking skills and a connection to our historical roots.

United States History

(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 20th 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.

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.

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 economics in the real world. 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.

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 Enlightenment, 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.

Advanced Placement Human Geography

(Grade 10, two semesters)

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

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 10th 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 2nd 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 one-semester economics course offers a comprehensive overview of key economic concepts, theories, and their real-world applications. Students will explore both microeconomics and

macroeconomics, examining topics such as supply and demand, market structures, national income, unemployment, inflation, and economic growth. They will analyze the role of government policies, fiscal and monetary measures, and international trade in shaping economic outcomes. Through case studies and data analysis, students will develop critical thinking skills and the ability to evaluate economic issues and propose solutions. By the end of the course, students will have a solid understanding of economic principles and be equipped to apply them in various contexts, making informed decisions and contributing to discussions on economic policy.

Advanced Placement American Government
(Grade 12, one semester)

Prerequisite:

- *B or better in 11th 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 to 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.

Advanced Placement Psychology
(Grades 10-12, two semesters)

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.

~ Armenian Department

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
(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
(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
(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 reports are also required annually.

Tadron (Armenian Theater) **(Middle School, two semesters)**

By joining the Tadron group, students acquire several skills. Indirectly, a boost is given to the Armenian language, students will have the opportunity to speak Armenian to each other, learn stage art, become more courageous, and see the world from a completely new perspective. The theater group will show the result of its work by putting on a performance at the end of the school year.

~Computer Department

The AGBU Computer Curriculum for Middle School **(3 years)**

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.
- Game development.

Robotics **(Middle School, 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.

Video Production, Photography, and Multimedia **(Middle School, two semesters)**

This year-long class explores video production, photography, and multimedia in a simple and collaborative student-friendly environment. In video production students will learn understanding video communication concepts, framing, angles of vision, sound, editing, directing basics, and scene composition. In photography students will learn the background of photography, editing tools, perspective, light and shadowing, and using multimedia to tell a story. Students will participate in photo and video contests during the school year.

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

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.

Advanced Placement Computer Science Principles **(Grades 10-12, two semesters)**

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.

~Visual & Performing Arts Department

At AGBU MDS, the visual and performing arts department offers a diverse and dynamic array of courses, catering to students with varying interests and skill levels. In the realm of dance, students learn a variety of dance techniques, spanning traditional Armenian dances, contemporary, ballet, hip-hop, and cultural dance forms. Music electives are offered to middle school and high school students. Aspiring artists can explore various mediums and techniques in

our art program, which includes drawing, painting, sculpture, and digital design. With passionate and experienced instructors guiding them, students have the opportunity to immerse themselves in the arts, fostering creativity, self-expression, and a lifelong appreciation for the rich world of visual and performing arts.

Art

(Middle School, 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.

Dance

(Middle School, 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.

Music

(Middle School, two semesters)

Students' interest and talent in voice and playing instruments will be fostered in this course. They will see how music theory and history relate to their listening skills and the pieces that are being practiced. Additionally, students will have the opportunity to participate in a choir and/or playing as part of an orchestra during a culminating performance.

History & Influence of Rock

(Middle School, two semesters)

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.

Fine Arts I/II

(High School, 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 9th grade, and it fulfills the Visual & Performing Arts requirement.

Fine Arts III/IV

(High School, two semesters)

Art III/IV is an intermediate/advanced class open to 10th, 11th, and 12th 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.

Dance I/II

(High School, 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 9th grade students and fulfills the Visual and Performing Arts requirement.

Dance III/IV

(High School, 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 at the end of the year.

Music I/II

(High School, two semesters)

This music appreciation course for 9th 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.

~ Physical Education

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.

Fitness

(High School, two semesters)

AGBU provides Fitness as an extra-curricular course for high school students who wish to improve their physical, mental, and cognitive performance on an overall basis. Our fitness course focuses on educating our youth about the lifetime benefits that accompany physical activities and exercise, nutrition, and the importance of personal care. Students in fitness learn how to safely navigate a gym setting including various forms of exercise that focus on overall fitness components which include, aerobic capacity, muscular strength and endurance, flexibility, agility, control, and meditation. Our goal in fitness is to promote the mindset of a healthy lifestyle as our students transition into adulthood.

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: Engineering & Technology, Visual & Performing Arts, Health & Medicine, Law & Politics, and Business & Communications.

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 a 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)
- Students are encouraged to take dual enrollment coursework to better facilitate their interests.

If you are interested, please fill out the attached application, answer the 2 required essay questions, and give a teacher and 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 Disciplines

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 typically major in: Engineering, Computer Science, or Aeronautics
PREREQUISITES: Algebra 1
REQUIRED COURSE (at least 1): AP Computer Science Principles, Physics, AP Calculus,
AP Psychology, or AP Stats

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. Students who choose this focus group tend to be interested in pursuing the following Careers: Doctor, Nurse, Dentist, Orthodontist, Physical Therapist, Veterinarian, and health administration.

Students typically major in: Biology, Chemistry, Pre-med or other Sciences
PREREQUISITES: Algebra 1
REQUIRED COURSES (at least 1): AP Biology, AP Chemistry, AP Environmental Science, AP
Stats, AP Psychology or Anatomy and Health

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.

Students typically major in: Dance, Art, Public Relations, Journalism and Communications

PREREQUISITES: VPA Department recommendation

REQUIRED COURSE (at least 1): Art III/IV, Dance III/IV, AP Psychology or AP Stats

Law & Politics

This focus group is geared toward students who are interested in exploring careers in the legal and political worlds. 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 politics. Those interested in law will be encouraged to take courses with an emphasis on higher level social sciences and college-level coursework.

Students typically major in: Political Science, History, or Pre-law

PREREQUISITES: Algebra 1

REQUIRED COURSE (at least 1): 2 years on Model UN, 2 years on Mock Trial, AP Stats, or AP Psychology

Business & Communications

This focus group offers a comprehensive curriculum that combines the core principles of business management with effective communication strategies. Students in this program benefit from a dynamic learning experience that includes field trips to local industries, providing first hand exposure to real-world business operations. Additionally, they have the opportunity to gain practical skills through internships with renowned companies and learn from industry professionals who share their insights as guest speakers, enriching the educational experience.

Students typically major in: Business Administration, Finance, Accounting, or Communications

PREREQUISITES: Algebra 1

2 REQUIRED COURSE 1. Introduction to Business (A- or better)

(choose at least 1 from each list): 2. AP Statistics and/or AP Psychology.