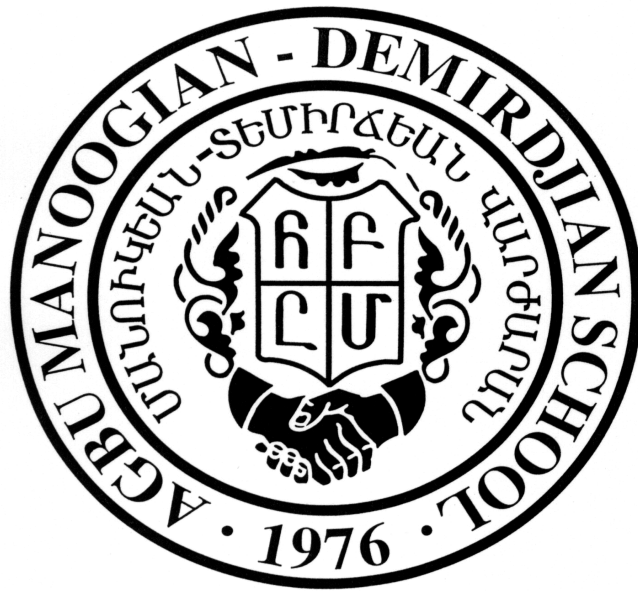


AGBU MANOOGIAN-DEMIRDJIAN SCHOOL

ՀԲԸՄ Մանուկեան-Տեմիրճեան Վարժարան

Accredited by the Western Association of Schools and Colleges



Middle and High School

Curriculum Guide

2026-2027

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OUR 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 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.

OUR VISION

AGBU MDS is committed to being a premier school for educating and developing the character and intellect of Armenian youth.



OUR PILLARS



**ARMENIAN
HERITAGE**



**ACADEMIC
EXCELLENCE**



**SCHOOL
CULTURE**



**OPERATIONAL
SUPPORT**



ՄԵՐ ԱՌԱՔԵԼՈՒԹԻՒՆԸ

ՀԲԸՄ Մանուկեան-Տեմիրճեան Վարժարանը յանձնառու է ծաղկոցէն 12-րդ կարգի աշակերտութեան մէջ սերմանելու հայկական ժառանգութիւնը, խրախուսելով կրթական գերազանցութիւն՝ ապահով եւ դաստիարակիչ միջավայրի մէջ:

Համալսարանի նախապատրաստող մեր ծրագիրը կ'ոգեշնչէ աշակերտները ձեռք բերելու քննադատական մտածողութիւն, որ կ'արժեւորէ իրենց հայկական մշակոյթն ու ինքնութիւնը եւ կը պատրաստէ զիրենք դիմակայելու անընդհատ փոփոխուող աշխարհի մարտահրաւերներուն:

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ՀԲԸՄ Մանուկեան-Տեմիրճեան Վարժարանը յանձնառու է ըլլալ առաջնակարգ դպրոց՝ ի խնդիր հայ աշակերտին նկարագիրն ու մտային իմացութիւնը զարգացնելու եւ մշակելու գործընթացին:



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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 commitment to helping others. 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.

AGBU MDS Schoolwide Learner Outcomes (SLOs)

I. 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.

II. 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.

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.

Curriculum and Instruction Framework

AGBU MDS is committed to a rigorous, well-rounded, college-preparatory education guided by the school's Mission, Vision, and Pillars. Every curriculum decision is evaluated for academic quality, alignment to standards, developmental appropriateness, and consistency with the school's educational goals.

Curriculum selection and review are collaborative processes involving teachers, Department Chairs, Principals, and the Director of Curriculum, Instruction & Innovation, ensuring that instructional materials meet high standards and support students' intellectual growth and communication skills. Course materials, including literature, are selected for literary merit, educational value, and alignment with course objectives. Teachers, as trained professionals, facilitate student learning and ensure that students build essential skills across grade levels and content areas.

AGBU MDS values its partnership with families and welcomes questions about curriculum. For a comprehensive explanation of the School's curriculum selection and review process, please see the [AGBU MDS Curriculum Philosophy and Review Framework](#).

Technology and AI Use

AGBU Manoogian-Demirdjian School approaches technology as a deliberate and carefully vetted tool in service of learning, not as a substitute for it. Digital learning platforms and one-to-one devices are adopted only after a thorough review to ensure genuine instructional value, supporting differentiation, adaptive assessment, and skill-building alongside, never in place of, the teacher's expertise. This intentionality extends to daily practice: cell phones in DHS are secured in YONDR pouches throughout the school day, Chromebook and device use is purposefully limited, and classrooms continue to rely on physical textbooks and paper-and-pencil work so that the essential cognitive effort of learning remains with the student.

The school takes the same intentional approach to artificial intelligence. AI use follows a clear, grade-based progression: students in preschool through Grade 7 have no direct access to AI platforms, formal AI literacy instruction begins in Grade 8 under trained educators, and guided, teacher-authorized use follows in high school as students prepare for college and beyond. Academic integrity, student safety, and the protection of personal information guide every aspect of this approach, and unauthorized AI use is treated with the same seriousness as plagiarism. Faculty are held to the same standard, using AI only to support their professional judgment, never to replace it in communication, feedback, or instruction.

At the center of every decision is the student, not the device or the app. Technology and AI are tools the school uses thoughtfully in service of that commitment.

For a comprehensive explanation of the School's philosophy, please see the full [Technology and AI Use Statement](#).

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 four 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 start of the following school year to recover this coursework. Seniors who fail coursework during the senior year are ineligible to participate in the graduation ceremony.

Middle School and High School Core Subject Offerings

	English	Math	Science	Soc. Sciences	Armenian
6th Grade	English	General Math 6	Integrated Science I	Ancient History	Armenian or Armenian ABC
7th Grade	English	General Math 7 or Pre-Algebra	Integrated Science II	Medieval Times	Armenian
8th Grade	English	General Math 8 or Algebra I	Integrated Science III	US History	Armenian
9th Grade	English I or English I H	Algebra I or Algebra II H	Biology or Biology H	Civics and Intro. to Business	Armenian I or Armenian I H
10th Grade	English II or English II H	Pre-Calculus, Algebra II	Chemistry or Chemistry H	Modern World History or AP World History	Armenian II or Armenian II H
11th Grade	English III or AP Lang./Comp.	Pre- Calculus (H), Algebra II or, AP Calculus AB	Earth Science or Earth Science H or AP Physics A	US History or AP American History	Armenian III or Armenian III H
12th Grade	English IV or AP Lit./Comp.	Statistics H, College Algebra, AP Calc. AB, AP Calc. BC	AP Environmental Science, Physics (H), or Physics	Am. Govt./Econ. or AP Am. Govt./Econ H.	Armenian IV or Armenian IV H

Explanation of symbols: H=Honors AP=Advanced Placement

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. Higher level core classes that have been offered depending on student academic needs and interest include: AP Calculus BC, AP Chemistry, AP Physics C- Mechanics, AP Physics C- Electricity & Magnetism, and Multivariable Calculus. Below are the electives offered for the 2026-2027 school year:

Academic Decathlon	Economics of Personal Finance
Anatomy & Health	History & Influence of Rock (MS)
AP Biology	International Wars
AP Computer Science Principles	Introduction to Data Science
AP Drawing	Introduction to Public Policy
AP Human Geography	Introduction to Technology & Engineering
AP Psychology	LEGO Robotics (MS)
AP Seminar	Media, Influence, and Society

AP Statistics	Mock Trial
Armenian Culture, Traditions, & Cooking	Music & Choir (MS)
Armenian History	Music I/II
Art (MS), Art I, II, III, IV (HS)	Political Philosophy & Theory
Digital Storytelling & Media Production	Science in Action (MS)
Dance (MS), Dance I/II, III/IV (HS)	Speech and Debate (MS)
Drama (MS), Drama I/II	Yearbook

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 academic team. 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. Students accepted into AP courses must agree to the terms listed in the school's AP Contract. 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 offered in 2026-2027:

Biology	Physics A
Calculus AB	Psychology
Computer Science	Seminar
English Language and Composition	Statistics
English Literature and Composition	US History
Environmental Science	US Government
Human Geography	World History

Dual Enrollment

In 2026-2027, AGBU MDS will continue with *Project Advance* through Syracuse University. The program will allow students to take Syracuse University courses that are taught by AGBU MDS faculty, who undergo training and are approved as adjunct professors for the university. Students will have the opportunity to earn Syracuse University credits which are transferable to 90% of universities including the UC’s, CSU’s, and most private colleges. The cost of a 3-credit class is \$345, which can save families thousands of dollars in college tuition costs. *Introduction to the Analysis of Public Policy and Economics of Personal Finance* will be taught this year. Overall, Project Advance empowers students to accelerate their academic progress and gain valuable college experience, setting a strong foundation for their future educational and career endeavors.

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.

Student Assessment and Support

Students in Kindergarten through 9th grade take the NWEA MAP Growth assessment in Reading and Math at the beginning, middle, and end of the school year. Elementary students in Kindergarten through 5th grade also complete the MAP Reading Fluency assessment three times a year to measure foundational reading skills. Together with ongoing classroom assessment, this data helps teachers and administrators understand each student's growth and tailor instruction to

individual needs.

Following each testing window, results are reviewed by the School administration, faculty, and the Counseling Department. When a student scores at or below the 50th percentile in Reading and/or Math in more than two of the last five testing sessions, the school conducts a closer review of that student's academic progress. If additional support would be beneficial, the school schedules a meeting with the student, parents, and relevant teachers to develop a Learning Support Plan. Support options vary by grade level and may include resource and RTI services in elementary school, or the Academic Support Lab in middle and high school.

AGBU MDS believes that students are most successful when families and the school work together, and this process is designed to identify and respond to academic needs as early as possible.

For the complete guide, including full details on the MAP Growth and MAP Reading Fluency assessments and the school's support process, please see [*NWEA Assessment & Student Support – A Guide for Students and Families*](#).

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. The selection of valedictorian and salutatorian honors is determined based on each student's cumulative GPA, calculated from the fall semester of 9th grade through the spring semester of 12th grade. Beginning with the 2025–2026 academic year, students eligible for these awards must also have maintained good disciplinary standing, having not been placed under disciplinary review or probation during their high school years.

Additionally, 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.

National Honor Society

During their junior and senior years of high school, students can be inducted into the AGBU Manoogian-Demirdjian chapter of the National Honor Society. To be eligible, students must have a cumulative weighted GPA of 4.0, faculty support of induction, and exhibit the four pillars of NHS: leadership, scholarship, service and character. Candidates must also complete the required amount of tutoring hours at AGBU MDS, assisting students. The induction ceremony is held each February.

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 Schedule (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 2.4.
 - A student who cannot maintain this academic standard at each reporting period (every 5 weeks) will be placed on academic review and/or probation with the signing of an Academic Review/Probationary Contract reviewed by the teacher, parent, counselor, student, and/or the administration.
 - Summer remediation and credit 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 credit 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 Monday through Thursday 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 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 (OWS) 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 2.4 grade point average (GPA) at each reporting period (every 5 weeks) including their final semester grade 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 school counselor provides support, guidance, consultation and academic counseling to ensure students are meeting academic expectations. Those students who demonstrate the need for increased support and intervention will be provided with Tier based support following an RTI (Response To Intervention) model.
- The college counselor plays an important 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.
- 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.

Academic Review Process:

Initial Flagging: During the first five-week review period, students whose grades fall below a 2.4 GPA will be flagged for closer observation. A student can also be flagged at each additional 5-week period, as progress reports are evaluated. Flagged students will receive targeted assistance, which may include additional tutoring, academic counseling, or other support services. Our aim is to help these students improve their performance before the next review period.

Second Review & Probation: If a student who was flagged for academic concerns does not demonstrate significant improvement by the next five week report, his or her situation will be reviewed again, and the student will be placed on academic probation. This status signifies that the student is at risk of falling further behind and requires enhanced support to improve their academic standing. Students on probation will be closely monitored with regular check-ins to track their progress. A student will remain on probation until the end of the semester. If a student goes on probation as a result of grades at the end of the semester, the student will start the following school year on probation. Academic contracts will be provided to the student with the requirement to clear that probation in during the next grading period.

Student After-School Academic Support Lab

The **Student After-School Academic Support Lab** is designed to provide additional academic assistance to middle school students who have earned a failing grade in a core academic subject. **At this time, the program is offered only for Mathematics, English, and Armenian.**

Students who receive a failing grade in one or more of these subjects will be required to participate in the After-School Academic Support Lab as part of their academic intervention plan. The program provides structured time for students to complete assignments, receive individualized instruction, review challenging concepts, and strengthen the foundational skills necessary for academic success.

After-school support sessions are held on designated days throughout the week. Mathematics, English, and Armenian teachers will be available to provide targeted assistance and monitor student progress in their respective subject areas.

Participation in the After-School Academic Support Lab is **mandatory** for eligible students. Regular attendance, punctuality, active participation, and appropriate behavior are expected at all times. Failure to attend required sessions without prior approval may result in additional academic or disciplinary interventions.

The After-School Academic Support Lab is intended to help students improve their academic performance, develop effective study habits and organizational skills, and build the confidence and strategies necessary for long-term success. Parents and guardians will be notified when their child is required to participate and will receive updates regarding their child's progress throughout the school year.

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

(6th – 8th Grade)

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.

Speech & Debate

(Middle School, two semesters)

The Speech and Debate elective course is designed to equip students with the necessary tools to become effective speakers, thinkers, and leaders. Students will become familiar with various forms of Public Speaking as well as Debate. Students will plan, write, and present Informative, Impromptu, and Persuasive speeches while they build their argumentation skills through a style of debate known as Lincoln-Douglas Debate. Furthermore, this course will provide students with analytical and critical thinking skills that will translate to their other courses as well as their everyday life.

HIGH SCHOOL

(9th – 12th Grade)

Two tracks of study are offered to students at the high school level, College Prep and Honors. Predicated on student performance, there is an option to transfer between tracks each year of high school. Individual course descriptions and the prerequisites for the College Preparatory, Honors and Advanced Placement courses are outlined below.

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, Edgar Allen Poe, George Clason, and Phil Knight.

Prerequisites:

- *A passing grade for both semesters of 8th grade English*
- *Any student who did not pass both semesters of English needs to satisfactorily complete summer school*

English I Honors

(Grade 9, two semesters)

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.

Prerequisites:

- *an 85% or higher in 8th grade English (overall and assessments)*
- *a reading Lexile score from NWEA testing that is 'exceeding' grade level expectations*
- *correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in the written response*
- *recommendation by the 8th grade English teacher*
- *approval by the 9th grade Honors teacher*

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.

Prerequisites:

- *A passing grade for both semesters of 9th grade English*
- *Any student who did not pass both semesters of English needs to satisfactorily complete the course online with BYU under the supervision of the College Counselor*

English II Honors

(Grade 10, two semesters)

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.

Prerequisites:

From 9th Honors English

- *a 'B' grade or higher in English I Honors*
- *a reading Lexile score from NWEA testing that is 'exceeding' grade level expectations*
- *correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in the written response*
- *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 reading Lexile score from NWEA testing that is 'exceeding' grade level expectations*
- *correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in the written response*
- *recommendation by the 9th grade English teacher*
- *approval by the 10th grade Honors teacher*

Advanced Placement Seminar

(Grade 11, two semesters)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. Junior students may choose this course as one of their early elective courses.

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.

Prerequisites:

- *A passing grade for both semesters of 10th grade English*
- *Any student who did not pass both semesters of English needs to satisfactorily complete the course online with BYU under the supervision of the College Counselor.*

Advanced Placement English Language and Composition **(Grade 11, two semesters)**

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.

Prerequisites:

From 10th Honors English

- *a 'B' grade or higher in English II Honors*
- *a reading Lexile score from NWEA testing that is 'exceeding' grade level expectations*

- *correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in in the written response*
- *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 reading Lexile score from NWEA testing that is 'exceeding' grade level expectations*
- *correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in in the written response*
- *recommendation by the 10th grade English teacher*
- *approval by the 11th grade AP teacher*

English IV British Literature **(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.

Prerequisites:

- *A passing grade for both semesters of 11th grade English*
- *Any student who did not pass both semesters of English needs to satisfactorily complete the course online with BYU under the supervision of the College Counselor.*

Advanced Placement Literature and Composition **(Grade 12, two semesters)**

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.

Prerequisites:

From 11th AP Lang

- a 'B' grade or higher in AP English Lang
- correct answers on at least half of the questions on the May English benchmark and evidence of sound comprehension demonstrated in the written response
- 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 and evidence of sound comprehension demonstrated in the written response
- recommendation by the 11th grade English teacher
- approval by the 12th grade AP teacher

Media, Influence, and Society

(Grades 10-12, two semesters)

This course develops students' ability to critically analyze, evaluate, and create media in a rapidly evolving digital landscape. Students will examine how media messages are constructed, how bias and perspective shape information, and how media influences public opinion and behavior. Through the study of news, advertising, social media, and visual media, students will build advanced skills in evaluating sources, analyzing rhetoric, and creating ethical media. Emphasis is placed on critical thinking, digital citizenship, and real-world application, with students engaging in sustained analysis, independent inquiry, and evidence-based reasoning to better understand and navigate today's media environment.

Academic Decathlon

(Grades 10-12, two semesters)

Academic Decathlon is a yearlong, interdisciplinary elective course aligned with the United States Academic Decathlon (USAD) curriculum. It prepares students to participate in all levels of USAD competition (regional, state, and national) by introducing them to content in seven core academic disciplines: Literature, Mathematics, Science, Social Science, Art, Music, and Economics. Students also develop communication skills through events in Speech, Interview, and Essay. The course prioritizes the development of high-level skills such as advanced critical thinking, public speaking, and collegiate-level writing. The course is also geared toward students aiming to compete at the regional, state, or national level with more time being spent mastering all ten decathlon subjects in depth.

~ 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.

In high school, the Science Department determines placement into Honors/AP courses by looking at previous class grades. Students should score a **94%** or higher both semesters **and** receive Department approval to be placed into an Honors/AP Class. Certain classes may have an entrance exam where students need to demonstrate understanding of concepts and critical thinking as well.

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:

To enroll in 9th Grade Honors Biology, students must maintain a minimum of 90% on assessments for both semesters of 8th Grade Science. There is also an end of year entrance exam that will also be factored into this calculation. Integrity, class attendance and discipline related issues will also be factored into class placement. The top students will then be placed in the class based on space.

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:

To enroll in AP Biology, students must maintain a minimum of 90% on assessments for both semesters of Honors Biology and a 93% if in CP Biology. There is also an end of year entrance exam that will also be factored into this calculation. Integrity, class attendance and

discipline related issues will also be factored into class placement. The top students will then be placed in the class based on space.

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:

To enroll in 10th Grade Honors Chemistry, students must maintain a minimum of 90% on assessments for both semesters of Honors Biology and a 93% if in CP Biology. There is also an end of year entrance exam that will also be factored into this calculation. Integrity, class attendance and discipline related issues will also be factored into class placement. The top students will then be placed in the class based on space.

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:

To enroll in 11th Grade Honors Earth Science or Honors Astronomy, students must maintain a minimum of 90% on assessments for both semesters of Honors Chemistry and a 93% if in CP Chemistry. Integrity, class attendance and discipline related issues will also be factored into class placement. The top students will then be placed in the class based on space.

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.

Honors Astronomy

(Grade 11, two semesters)

This course offers a comprehensive introduction to astronomy, beginning with an exploration of the night sky, the history of astronomy, and modern observational techniques. Students will study the structure and formation of our Solar System, including planets, moons, and the Sun, as well as planetary geology, atmospheres, exoplanets, and the search for extraterrestrial life. The course then expands to the broader universe, examining stars, galaxies, black holes, neutron stars, relativity, stellar evolution, and other key phenomena that shape our understanding of the cosmos.

Advanced Placement Environmental Science

(Grade 12, two semesters)

Prerequisite:

To enroll in 12th Grade AP Environmental Science, students must maintain a minimum of 94% on assessments for both semesters of Honors Earth Science or Honors Astronomy. Integrity, class attendance and discipline related issues will also be factored into class placement. The top students will then be placed in the class based on space.

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.

AP Physics 1: Algebra-Based Physics _____
(Grade 11, two semesters)

Prerequisites:

- *Grade of B or better in AP/Honors science courses*
- *Department Recommendation*

AP Physics A is an algebra-based college-level science course designed for students who are interested in understanding how the physical world works. Students investigate fundamental concepts including motion, forces, energy, momentum, rotation, waves, electricity, and simple circuits through hands-on laboratory investigations and real-world applications. The course emphasizes scientific inquiry, critical thinking, problem-solving, and the development of analytical reasoning skills. Students learn to design experiments, collect and analyze data, and communicate scientific findings using evidence-based explanations. Collaboration, mathematical reasoning, and conceptual understanding are essential components of daily instruction. Throughout the year, students prepare for the Advanced Placement examination by practicing free-response and multiple-choice questions aligned with the College Board curriculum. Successful completion of this course provides students with a strong foundation for future study in physics, engineering, medicine, and other STEM fields.

AP Physics C: Mechanics; Electricity and Magnetism _____
(Grade 12, two semesters)

Prerequisites:

- *Completion of AP Physics with a B or better.*
- *Department Recommendation*

AP Physics C is a calculus-based, college-level physics course that provides students with a rigorous introduction to the fundamental principles of mechanics and electricity and magnetism. Students develop a deep understanding of motion, forces, energy, momentum, rotation, gravitation, electric fields, electric potential, circuits, and electromagnetic phenomena. The course emphasizes the use of differential and integral calculus to model and solve complex physics problems. Students engage in laboratory investigations that require them to design experiments, collect and analyze data, evaluate uncertainty, and communicate scientific conclusions. Mathematical reasoning, graphical analysis, problem-solving, and scientific argumentation are integrated throughout the course. Students apply physics principles to increasingly sophisticated real-world and interdisciplinary problems while developing the analytical skills expected in college-level STEM programs. The course prepares students for the AP Physics C examinations and provides a strong foundation for further study in physics, engineering, mathematics, and other technical fields.

~ 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:

- 86% 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 11, 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 10, two semesters)

Prerequisite:

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

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

Advanced Placement Calculus AB

(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.

Multivariable Calculus

(Grade 12, one semester)

Paired with AP Calculus BC, Multivariable Calculus (offered in semester 2 of senior year) covers multivariable topics—extending the principles of single-variable calculus into higher dimensions. Key topics include vectors and the geometry of space, parametric curves, partial derivatives, double and triple integrals, and vector calculus in 2- and 3-space. Applications will

involve arc length, surface area, optimization, mass and center of mass, line integrals, Green's Theorem, and Stokes' Theorem.

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.

Honors Statistics

(Grade 12, two semesters)

Prerequisite:

- *Completion of Pre-Calculus Honors in 11th grade.*
- *Consent of instructor and department.*

Honors Statistics is designed to provide students with a deeper understanding of statistical concepts and methods beyond the standard curriculum. Through a combination of theory, practical applications, and real-world examples, students will develop critical thinking skills necessary for analyzing and interpreting data. Emphasis will be placed on advanced topics such as probability distributions, hypothesis testing, regression analysis, and experimental design. This higher level statistics course is designed for students who have had success in Algebra II Honors and Pre-Calculus Honors.

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)**

The introductory College Algebra (College Preparatory) course 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.

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.

Geography

(Grade 9 & 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.

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.

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.

Economics Honors

(Grade 12, one semester)

Prerequisite:

- *Completion of AP American Government*
- *Consent of the instructor.*

The Economics Honors course is a one-semester honors course that follows the one semester AP Government course. It is designed to teach students the basic principles of macroeconomics and microeconomics, as they function in an American capitalistic society. The basic economics terms and reasoning, and the differences of these terms and reasoning as they are practiced in different economic systems, will also be addressed. Having already studied the workings of the American government, the correlation between fiscal and monetary policies and how the economy and lives of American citizens are affected are also discussed and analyzed. The aggregate economic behavior of the U.S. economy, and how it relates to the global economy, is an area that will hopefully trigger student interest and understanding.

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.

Introduction to the Analysis of Public Policy (PST 101) (Grades 11-12, one semester)

In an effort to understand public policy, students will deconstruct local, state, and international issues drawn from present-day current events. They develop the social science skills to define and identify policy components; and they will use graphs, tables, and statistics to analyze and communicate their ideas. Ultimately, students will identify a social problem and propose a policy to deal with it—defending the costs and outlining the expected benefits—becoming a more informed citizen, worker, and consumer. In addition, students are required to read and analyze articles from various news outlets on local, state, and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. The course is offered through Syracuse University and awards students 3 university credits that are transferable to 90% of nationwide universities. Students will receive an official transcript from the university. The cost of the university course for AGBU MDS students is \$345 (not \$2250- the cost to take the course on campus), which goes directly to Syracuse.

Economics of Personal Finance (ECON 305)

(Grades 11-12, one semester)

This course introduces key aspects of household personal finance, including budgeting, banking, saving, credit, loans, investing, insurance, taxes, and retirement planning. Students will learn essential institutional facts about financial tools such as bank deposits, mutual funds, bonds, stocks, credit cards, mortgages, retirement accounts (IRAs and 401(k)s), tax credits and deductions, and insurance. The material is framed within basic economic and financial analysis, providing a conceptual foundation for evaluating financial products and adapting to changes over time. The course equips students to make informed, reasoned financial decisions throughout their personal and professional lives. The course is offered through Syracuse University and awards students 3 university credits that are transferable to 90% of nationwide universities. Students will receive an official transcript from the university. The cost of the university course for AGBU MDS students is \$345 (not \$2250- the cost to take the course on campus), which goes directly to Syracuse.

Political Philosophy and Theory

(Grades 10-12, one semester)

This writing-intensive course explores the foundations of political thought from antiquity to the modern era. Students will engage major ideas that have shaped governments, societies, and political movements. Through analytical reading, writing, and discussion, students will examine themes such as truth, justice, liberty, authority, equality, ethics, and the common good. Students will develop skills in argumentative writing and intellectual discussion. Weekly journals and discussions will build toward deeper analysis, preparing students for college-level work. Each unit builds on prior learning to trace the evolution of political ideas across time.

International Wars

(Grades 10-12, one semester)

The study of international relations is an attempt to understand events in an analytical manner. The primary focus of this class is study of the events of international wars, through the theories of international relations. International wars and conflicts create a new world order, new borders, new balance of power, new leadership and new ideologies. This class will assess certain wars and dissect the given conflict using the prominent theories in international relations.

~ Armenian Department

Armenian language, literature, history, religion, culture form an integral part of the school curriculum. Eastern and Western Armenian dialects are offered to students. 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.

6th Grade Armenian

Students will focus on reading fairy tales, memorizing poems, the noun, verb, tenses and exploring short stories. They will learn punctuation, parts of speech, and foundational grammar concepts, such as the use of adjectives, adverbs, and transitional words to start sentences. They will also study simple and compound sentences. Weekly spelling quizzes will help them improve their spelling skills, phonetics, and other basic grammar elements as part of their 6th grade curriculum.

7th Grade Armenian

Building on the 6th grade foundation, students will explore a wider range of genres and become familiar with Armenian poets and writers, along with foreign authors whose works are translated into Armenian. They will focus on grammar, punctuation, and parts of speech, and learn how to make language more engaging by expanding their vocabulary. Weekly spelling and vocabulary

quizzes will further develop their skills. They will also have bi-weekly oral and written assessments on the topics they read, enhancing their reading, writing, and speaking abilities.

8th Grade Armenian

Students will narrate stories both orally and in written form. They will explain vocabulary in context, interpret morals, and analyze sayings, metaphors, and figurative language. At this level, students will use direct and indirect speech, punctuate paragraphs accurately, write short essays, and develop and answer questions both orally and in writing. The curriculum emphasizes vocabulary expansion, understanding word roots, and using transitional words in storytelling. Additionally, they will study compound words, suffixes, and prefixes.

Through engaging texts, interactive projects, and diverse activities, students will:

- Improve vocabulary, grammar, and sentence structure.
- Practice reading comprehension through stories, poetry, and historical texts.
- Develop writing skills, including essays, short stories, and creative projects.
- Engage in conversations and presentations to build speaking confidence.
- Explore Armenian culture, history, traditions, and geography.

The class emphasizes a supportive environment where students can comfortably practice the language, ask questions, and express themselves creatively. Activities are tailored to suit different learning styles, ensuring each student has the opportunity to progress at their own pace. The goal is to foster a lifelong appreciation and understanding of the Armenian language and heritage.

High School

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.

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.

9th Grade Armenian

The 9th Grade Armenian curriculum emphasizes the development of students' oral and written communication skills. Oral fluency is nurtured through expressive reading, dramatizations of literature, poetry recitation, and oral presentations. Writing activities include journal entries, translations, text-based exercises, and creative writing projects. Grammar instruction covers parts of speech, noun-verb distinctions, vocabulary building through suffixes and prefixes, verb tenses, and various writing styles. Additional topics include punctuation, spelling, idiomatic expressions, and vocabulary enrichment. Teachers incorporate historical and literary lessons connected to contemporary contexts, using diverse media to highlight the achievements of Armenians who have made significant contributions to Armenian culture and history.

10th Grade Armenian

Building on the 9th Grade foundation, Grade 10 focuses on advancing skills in summarizing, analyzing, and interpreting stories and poems. Students study the biographies of notable Armenian writers, practice creative writing, and explore various writing styles. Grammar and advanced punctuation are reinforced through activities such as speech delivery, essay writing, and exploring key historical events and figures that shaped Armenian culture.

11th Grade Armenian

The junior year centers on modern Armenian literature, studied in both Eastern and Western dialects. Students continue to develop oral language and writing skills while gaining a deeper appreciation of Armenian literature and culture. Weekly discussions address current Armenian issues, incorporating internet research and reflections on the junior class trip to Armenia. The curriculum fosters a strong Armenian identity and includes reading, writing, and classroom discussions that strengthen students' connection to their heritage.

12th Grade Armenian

The senior year serves as the culmination of the Armenian language program, preparing students to achieve fluency. In addition to studying short novellas, seniors read two major books and

watch their film adaptations, fostering critical thinking through comparative analysis. The curriculum emphasizes extensive reading, writing, general discussions, and knowledge about prominent Armenian figures and current events. A comprehensive review of previously studied topics such as punctuation, parts of speech, correct speech, and writing is integrated to ensure mastery as students complete their Armenian studies.

Armenian Culture, Traditions, and Cooking

(Middle School, two semesters)

The Armenian Culture, Traditions, and Cooking (ACTC) Elective offers a diverse range of activities to explore Armenian heritage. From plays, debates, and speeches to dance, cooking, and art, students will delve into various aspects of Armenian culture. Field trips will complement classroom learning. This yearlong course focuses on developing creativity and artistic skills through project-based learning.

7th grade Armenian History

(two semesters)

The course provides a comprehensive yet concise foundation of ancient Armenian history and knowledge on the Middle Age of Armenian history 5th -17th centuries and an overview of the geography of Armenia, the relationship of Armenia with Indo-Europeans, Armenian governance structures, Armenian origination, the Armenian liberation movements, to the fall of the royal dynasty of the Bagratunis, as well as the Armenian Kingdom of Cilicia. Also emphasis has been placed on the Armenian kingdoms, Armenian governance structures, and the objectives of Armenian independence, social, political, economic and cultural development.

8th grade Armenian History

(two semesters)

The course provides comprehensive yet concise knowledge on the Middle Age of Armenian history 5th -17th centuries. The course provides an overview of the Armenian liberation movements, the second partition of Armenian territory, Early Medieval Armenian culture, the sectarian movements in Armenia and the new royal dynasty of the Bagratunis. The course is accessible to a large audience. Emphasis has been placed on the geography of Armenia, Armenian governance structures, the objectives of Armenian independence, social, political and economic development and on the history of the Armenian Church. The partition and the fall of the royal dynasty of the Bagratunis, the Seljuk Turks campaigns, the Armenian liberation movements, as well as the Armenian Kingdom of Cilicia. Also emphasis has been placed on the Armenian kingdoms, Armenian governance structures, and the objectives of Armenian independence, social, political, economic and cultural development.

Armenian History

(Grades 9-11, one semester)

Armenian History examines the political, cultural, and social development of the Armenian people from the eighteenth century to the present. Students study major events including the Russo-Persian War, the Armenian national liberation movements, the Armenian Genocide, the First Republic of Armenia, Soviet rule, and Armenia's independence following the collapse of the USSR. Primary sources, historical documents, survivor testimonies, and scholarly works are used to analyze historical events and evaluate multiple perspectives. The course also explores the Armenian diaspora, the Nagorno-Karabakh conflict, and contemporary political, economic, and social issues facing Armenia. Students complete research papers, essays, multimedia presentations, and current events projects that emphasize historical research, writing, and critical analysis. By the end of the course, students will have a strong understanding of the events and forces that have shaped modern Armenia and the Armenian people.

~ Computer and Technology 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.

Robotics

(High School, two semesters)

Robotics is a project-based engineering course that introduces students to mechanical design, programming, electronics, and the engineering design process through hands-on learning. Students collaborate to design, build, program, test, and refine competition robots while developing critical thinking, creativity, and problem-solving skills. The course emphasizes teamwork, project management, technical communication, and the application of real-world math and science concepts. As members of AGBU MDS's FIRST® Robotics Competition (FRC) team, students participate in the annual international robotics challenge. Students design and construct industrial-sized robots and compete at regional FIRST Robotics competitions against teams from across California and beyond. Throughout the season, students gain experience using industry-standard tools, programming software, and engineering practices while working alongside mentors and peers. The program also promotes leadership, innovation, and community outreach through presentations, demonstrations, and service activities. This course provides an excellent foundation for students interested in engineering, computer science, robotics, and other STEM careers.

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.

Choir

(6th,7th, 8th Grades, two semesters)

In the 6th Grade Choir, students will embark on an exciting musical journey that fosters both individual talent and collaborative spirit. They will learn essential vocal techniques, including proper posture, breath control, and tone production, while exploring fundamental music theory concepts such as rhythm and pitch. The course emphasizes ensemble skills, encouraging students to work together in harmony and build confidence through group singing. Students will engage with a variety of musical genres, from classical to contemporary, gaining an appreciation for diverse styles and cultures. They will have opportunities to showcase their growth and enthusiasm in classroom performances and school concerts. With a focus on creativity and expression, this choir is designed for all skill levels, providing a supportive environment for every young singer.

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.

Drama MS

(Middle School, two semesters)

Drama offered in middle school is a beginning-level theatre class designed for students with little or no acting experience. This course provides a fun, welcoming, and supportive environment where students build confidence, creativity, and teamwork while exploring the world of theatre. Students will learn the basics of acting by using their voices, bodies, and imaginations to tell stories and express emotions. Through games, improvisation, movement activities, character development, scene work, and group performances, students will develop communication skills, self-confidence, and creativity. They will also learn basic theatre vocabulary, stage directions, and performance techniques while working together as an ensemble. By the end of the course, students will feel more comfortable performing in front of others and will gain an appreciation for the art of theatre.

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.

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.

Art 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.

Art 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.

Drama I-II

(High School, two semesters)

Drama I-II is a beginning/intermediate theatre class designed to encourage each student to be comfortable, confident, and courageous in their artistic expression through the understanding and practice of theatre.

The students will develop physical, vocal, and imaginative awareness and learn how to communicate through their bodies, voices, and creative impulses, giving them discipline and freedom as performers. Students will perceive and respond using the elements of theatre. They will demonstrate performance skills, process sensory information, and describe dramatic action using the vocabulary of theatre. Through movement training, improvisation, mask work, animal studies, character exploration, and ensemble-based exercises, the student will become expressive, creative, collaborative, and physically and mentally engaged.

Digital Storytelling & Media Production

(High School, two semesters)

Digital Storytelling & Media Production is a project-based Media Arts course in which students learn to tell meaningful stories through journalism, photography, graphic design, video production, broadcasting, podcasting, and publication design. Throughout the year, students serve as the school's media production team, documenting school events, highlighting members of the community, and producing professional-quality content for authentic audiences. Students will develop technical and creative skills while learning the complete media production process, from story development and editorial planning to production, revision, and publication. The course emphasizes collaboration, project management, ethical journalism, visual communication, and creative problem solving

Music Appreciation

(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.

AP Drawing

(High School, two semesters)

In AP Drawing, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. There are no prerequisites for this course, but any experience creating art and design work through drawing, in or out of the classroom, will be helpful. Students must submit all three AP Art and Design portfolio components as final in the AP Digital Portfolio for their opportunity to be awarded AP credit for the course.

~ Physical Education

Physical education supports students' physical, mental, and social well-being. Aligned with the California Physical Education Standards and Framework, the program develops physical literacy and helps students build the skills and knowledge needed to participate safely and confidently in physical activity throughout their lives. Students develop fitness, motor skills, and strategies through individual and team activities while learning about personal fitness, nutrition, hydration, sleep, stress management, and injury prevention. They also develop teamwork, communication, decision-making, and sportsmanship. Students learn to set fitness goals, monitor their progress, and make healthy choices that support lifelong wellness.

Physical education is designed for all students, with team sports and cooperative activities providing opportunities for every student to participate, develop skills, and experience the benefits of movement and teamwork. Beyond the PE program, the school offers a robust interscholastic athletics program, including middle school leagues, CIF Valley League competition, and opportunities such as the KAHAM Games and varsity athletics.

Physical Education

(Middle School, two semesters)

Middle School Physical Education is designed to help students develop physical fitness, healthy habits, teamwork, and confidence through participation in a variety of individual and team activities. Students will develop the components of physical fitness, including muscular strength, muscular endurance, cardiovascular endurance, flexibility, coordination, and overall physical wellness. Instruction may include basketball, softball, table tennis, tennis, soccer, volleyball, dodgeball, weight training, gymnastics, track and field, hockey, fitness activities, and other sports selected by the Physical Education instructors. Students will learn and apply physical fitness concepts, principles, and strategies that can be used to improve health, performance, and lifelong wellness. The course emphasizes teamwork, sportsmanship, communication, social interaction, and respect for teammates, opponents, and instructors. Middle school students are evaluated in part on their participation, effort, cooperation, sportsmanship, and ability to demonstrate appropriate skills and knowledge. Through a variety of activities and challenges, students will build physical skills and develop positive habits that encourage lifelong participation in physical activity.

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 all field trips
- ❖ Attend all guest speaker presentations
- ❖ Take one of the required courses (see options under each focus group)

- ❖ Intern/volunteer at a respected company or organization the summer before or during their senior year (minimum 80 hours). Summer internships in Armenia are available exclusively to 11th grade students who are part of the focus groups.
- ❖ 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.

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 Statistics

Health & Medicine

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

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 I

REQUIRED COURSE (at least 1): 2 years on Model UN, 2 years on Mock Trial, AP Stats, AP Psychology, Personal Finance/Public Policy, Political Philosophy & Theory.

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 I

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

(choose at least 1): 2. AP Statistics and/or AP Psychology, Personal Finance/Public Policy



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Advanced Placement (AP) Student Contract

2026-2027

AGBU Manooagian-Demirdjian School supports and encourages students who wish to challenge themselves by enrolling in Advanced Placement (AP) courses. These courses require a serious commitment of time, effort, and academic responsibility, as they are designed to reflect the rigor of college-level coursework. AP coursework requires a daily commitment throughout the academic year. Students must be prepared to master complex material and prepare diligently for the AP exam.

Because of the high demands of the course and instructional content, it is important that students thoughtfully consider their readiness and commitment before enrolling. Students are expected to complete all course requirements and remain enrolled unless they make a formal decision to withdraw within the designated drop period.

Course Drop Policy

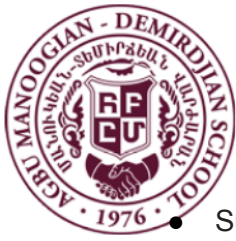
Students who choose to drop an AP course must do so within the first **5 weeks** of the semester. After this window closes, students will be expected to remain in the course and fulfill all academic obligations.

Student Expectations in AP Courses

Students enrolled in AP courses at AGBU MDS are expected to:

- Be independent and proactive learners, willing to read, research, and ask questions to deepen their understanding.
- Be prepared to take multiple assessments during a one- week period in the given AP course.
- Engage in class discussions and share relevant material in a respectful and collaborative manner.
- Dedicate time each week to studying, attending tutorials, or seeking additional help to keep pace with the curriculum.
- Balance academic demands with healthy habits such as sleep, nutrition, and screen time management.
- Understand that AP course enrollment does not guarantee a high grade (A or B) and that the grading reflects college-level standards (not high school-level standards).
- Take the AP subject exam provided by the College Board in May.
- Complete make-up assessments on the first day returning to class.

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- Submit assignments for other subjects on the days of their AP exams, after the exams are completed.
- Be open to feedback, assignments, and coaching from the AP teacher.
- Seek out help from the teacher to assure academic success.
- Uphold academic integrity, reflecting the ethical standards of a collegiate environment.
- Thoughtfully plan their course load, obtain written approval from counselors when taking more than 3 AP courses in a given year, and check in with the counselor twice each semester.
- Chronic absenteeism (10 accrued absences per semester) could result in the student being removed from the AP course. The student would then be placed in a non-honors alternative.

Communication and Support

Success in AP courses depends heavily on proactive communication and a strong support system.

Students agree to:

- Regularly check in with teachers if they feel overwhelmed or are falling behind.
- Notify their counselor if they experience increased stress, anxiety, or personal challenges that may impact performance.
- Utilize available academic support resources, including office hours, peer tutoring, and study groups.

Athletics and Extracurricular Absences

Student-athletes and students involved in extracurricular activities are responsible for all missed work due to absences. If a student will miss class for an approved school activity (e.g., athletic competition, performance, field trip), they **must meet with the teacher in advance** of the absence to discuss missed material and deadlines. All makeup work must be completed in a **timely manner**, as determined by the teacher's discretion. Additionally, students who miss school on a given day will not be allowed to participate in after-school athletic or extracurricular practices, club meetings, shows, or competitions.

AP Summer Assignment

Each AP course includes a summer assignment aligned with the course's learning objectives and College Board guidelines. These may involve readings, projects, or other academic tasks. Students are responsible for completing these assignments by the deadline.

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Please refer to each course's specific summer requirements, which may include online links, reading lists, and instructions.

Submission Requirements

In order to remain enrolled in an AP course, each student must:

- Submit a signed copy of this AP Contract.
- Complete and submit the summer assignment(s) by the designated deadline.

Failure to turn in a signed contract or complete the summer assignment by the deadline will result in the student being moved to an on-level course at the beginning of the school year.

STUDENT:

I acknowledge that I have read and understood the class expectations set forth in this AP Contract, and understand that I am responsible for the management of my time and the workload associated with this AP class.

Student Name: _____

Student Signature: _____

Date: _____

PARENT/GUARDIAN:

I acknowledge that I have read and understood the expectations set forth in this AP Contract, and confirm that I will support my child with time management and the prioritization of their commitment to the workload associated with this AP class.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

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