

Academic Standards

DHS students are expected to report to school on time and well-prepared, be ready for instruction at the bell, participate in class work, complete all homework assignments as per the two-week study guide (TWS), and attend after school tutoring sessions as needed. The school requires rigorous and consistent effort from all students. DHS scholars should demonstrate academic integrity in their work habits and schoolwork.

- If a student receives a first-semester grade point average (GPA) of less than 2.0 in core subjects, he/she will be placed on academic probation. If a student does not achieve a cumulative GPA of 2.0 or higher in the core subjects by the end of the academic year, he/she will not be registered for the next school year.
- A second-semester grade of D or F in core subjects (Math, English, Science, History, and Armenian) needs to be repaired during the summer. The school will offer the necessary summer school classes, but in the event that a class is not offered, teachers or Department Chairs can arrange for independent study.

Homework

Daily homework is a requirement for all students. It aims to reinforce the content of subjects taught in the classroom and to sharpen acquired skills. It develops sound home study habits and the valuable practice of independent work. Middle school students should use assignment books adopted by the school to record all assigned homework. DHS students are provided two-week schedules of assignments, quizzes, and tests (TWS), which can be accessed online by parents. Approximate time needed to complete daily homework is thirty to forty-five minutes per subject.

Testing

Students are tested at regular intervals depending on the subject, at the teacher's discretion. A teacher may quiz students at any time, whether it is planned or unannounced. Parent signature on tests is required up to 8th grade. Students are recommended to keep a portfolio of all tests for review purposes. In case of an absence, it is the student's responsibility to meet with the teacher and schedule a make-up quiz or test.

Each year a series of standardized tests are taken by students to assist teachers and parents in assessing the progress, strengths and needs of students in different academic areas. Freshmen, sophomores, and juniors are administered the PSAT/NMSQT; juniors and seniors take the SAT Reasoning and SAT Subject Tests as well as the ACT. Our school is a registered SAT test site.

Evaluation

The school evaluates each student on a broad basis, which includes the results of tests and quizzes, homework, classroom participation and cooperation, effort, and other pertinent factors. It is a recommended practice for teachers and students to maintain portfolios of all work done.

Reporting

Reporting the progress of students to parents is a major school responsibility. In middle school and high school, grading is done on a quarter system outlined below:

Quarter 1 grade = 40% of Semester 1 grade

Quarter 2 grade = 40% of Semester 1 grade

Midterm Exam = 20% of Semester 1 grade

Quarter 3 grade = 40% of Semester 2 grade

Quarter 4 grade = 40% of Semester 2 grade

Final Exam = 20 % of Semester 2 grade

Average of Semester 1 and Semester 2 grades = Cumulative grade

Note: the term **core subjects** = English, Armenian, Math, History and Science

Parents and students can use the school's web-based program to check grades and progress in classes on an ongoing basis at any time. Transcripts are issued to graduating seniors and transferring students at no charge.

Parent-Teacher Conferences

The purpose of these meetings is to assess student performance and involve parents in the academic progress of their child early on. However, parents are encouraged to participate in their children's education on a daily basis throughout the year. Appointments with teachers can be made by phone or email. Generally, teachers are available for meetings after school.

Academic Eligibility

The eligibility to participate in team sports and extra-curricular, school-sponsored activities and/or clubs is determined by each student's academic performance (minimum 2.0 GPA in core subjects per quarter). Each case is reviewed throughout the quarter.

Add/Drop Course Procedures

In high school, adding/dropping courses applies only to Honors and Advanced Placement classes. A student may drop an Honors or AP course and instead enroll in a college-preparatory class during the first five weeks of the semester. Honors and AP courses cannot be added after the beginning of the year or after the start of the course.

Academic Probation and Class Promotion Criteria

A student will be placed on academic probation if he or she has not achieved a first semester 2.0 GPA in core subjects (English, Armenian, Math, History, Science). Being placed on academic probation would bar a student from participation in sports teams and from extra-curricular, school-sponsored activities and/or clubs.

AGBU Manoogian-Demirdjian School is committed to maintaining high standards in education, because our graduates will be stepping into a challenging and rapidly changing job market. The school has set the following minimum requirement for class promotion: 2.0 cumulative GPA in core subjects (English, Armenian, Math, History, Science). All students are encouraged to use summer opportunities in order to improve their chances of academic achievement during the following year. A second semester grade of D or F in core subjects must be made up during summer school.

High School Graduation Requirements

Successful completion of school graduation requirements entails that all second semester grades of D or F in core subjects have been made up during summer school or senior year. A total of 80 hours of community service is to be accumulated during four years of high school education. Additionally, seniors cannot have an F as a semester grade during senior year if they are to graduate and receive a diploma. Seniors are held to the cumulative 2.0 core GPA minimum requirement. Not achieving this average during the first semester would place a senior on academic probation, and not achieving that cumulative GPA at the end of the year would prevent a senior from graduating and receiving a diploma.

Extra-Curricular Activities

Extra-curricular activities form an important part of a student's growth and overall development. An extra-curricular block is part of the daily schedule for students, grades 6-11. These classes lead to a culminating activity, performance, competition, or product (see our school's Curriculum Guide for more details). In addition, the school offers a wide range of club activities that offer leadership, organization, and participation skills to all interested students. Election to the Student Council offers students an opportunity to participate in the decision-making process affecting a wide range of student issues. CIF and local league participation involves student athletes in training and competition in and out of school.

Student Support Services

Personal (School) Counseling

The purpose of personal/social/academic counseling is to assist students to gain self-confidence in their everyday school life, to pursue academic goals successfully and improve performance, to resolve personal and social conflicts, and to help high school students plan classes. Group counseling is offered to help improve communication, to help students grow personally as they relate to each other, discuss common concerns, and gain social skills to resolve conflicts. Confidentiality is always strictly maintained. Students may be referred to counseling by parents, teachers, and administration, or they may seek counseling on their own.

College Counseling

DHS students continue on to college as a natural continuation of their studies. To meet this goal the school provides a comprehensive college counseling program beginning in the ninth grade. Students and parents are advised about curriculum plans that will affect future college and career options. Juniors and seniors, both individually and in small groups, meet with the college counselor to discuss and plan the various aspects of the college application and admission process, as well as to learn about financial aid opportunities. Parents and students attend informative and planning sessions organized by the college counseling office to facilitate the smooth transition of our students from high school to college.

The college counseling office provides resources needed for the college search and application process. Reference books, college catalogues, publications, and computer software programs are available for use by students. The staff also schedules guided college tours, college representative visitations, guest speakers, and needed workshops throughout the year.

The school curriculum and course offerings adequately meet, and in many areas exceed, the admission requirements for the University of California system, California State University system, and many private colleges and universities. In general, admission to a four-year program is based on:

- High school academic record (GPA),
- Standardized test scores (SAT Reasoning, SAT II, ACT),
- Personal qualifications and recommendations, and
- Thorough completion of application forms.

November is the month of college applications, and responses come in the spring. All seniors must take the senior year curriculum with utmost importance, because outcomes of senior courses will be part of their permanent high school transcript. In fact, many colleges and universities will confirm final acceptance on the basis of the final transcript, submitted at the conclusion of the senior year.

Preparation for College and University

University of California A-G Requirements	
A	Two years of history/social science, including one year of world history, cultures and geography; and one year of US history or one half year of US history and one half year of civics or American government.
B	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
C	Three years of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two and three dimensional geometry. Approved integrated math course may be used to fulfill part or this entire requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math course.
D	Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry or physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.
E	Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
F	A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual arts.
G	One year in addition to those required in “a-f” above, chose from the following areas: visual and performing arts (non-introductory level), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

California State University A-G Requirements	
A	English: 4 years
B	Mathematics: 3 years
C	US History or US History and Government: 1 year
D	Laboratory Science (biology, chemistry, physics, or other acceptable laboratory science): 2 years
E	Modern Languages: 2 years in the same language
F	Visual and Performing Arts: 1 year of same type of art
G	Electives: 1 year

Comparison of Requirements and A.G.B.U. DHS Curriculum			
Subject	UC	Cal State	A.G.B.U. DHS
English	4 years	4 years	✓ 4 years
Mathematics	3 or 4 years	3 years	✓ 4 years
History	2 years	1 year	✓ 4 years
Laboratory Science	2 or 3 years	2 years	✓ 3 years
Foreign Language	2 or 3 years	2 years	✓ 4 years
Visual Performing Arts	1 year	1 year	✓ 1 year
Electives	1 year	1 year	✓ 2 years

Middle School and High School Core Subject Offerings

	English	Math	Science	Soc. Sciences	Armenian
6th Grade	English	Course I	Earth Science	Ancient History	Armenian
7th Grade	English	Course II or Pre-Algebra	Life Science & Health	World History & Geography	Armenian
8th Grade	English	Pre-Algebra or Algebra I	Physical Sci.	US History	Armenian
9th Grade	English I or English I H	Geometry or Geometry H	Biology or Biology H	Anc. Wld. Hist. or Anc. Wld. Hist. H	Armenian I or Arm. I H
10th Grade	English II or English II H	Algebra II Algebra II H or Geometry	Earth Science or AP Biology	Modern Wld. Hist. or AP Euro History	Armenian II or Arm. II H
11th Grade	English III or AP Lang./Comp.	Algebra II Pre-Calc. H	Chemistry or AP Chem.	US History or AP Am. History	Armenian III or Arm. III H
12th Grade	English IV or AP Lit./Comp.	Pre-Calc. AP Statistics or AP Calculus	Env. Science or Physics H	Am. Govt./Econ. or AP Am. Govt.	Armenian IV or Arm. IV H

Explanation of symbols: H=Honors AP=Advanced Placement

Elective and Extra-Curricular Courses

The school curriculum offers a wide range of elective and extra-curricular courses for high school students. The goal is to enrich every student's core subject college-preparatory education and encourage exploration of various talents and interests. All high school students are required to take two elective courses of five (5) units every semester in addition to one extra-curricular course; middle school students are enrolled in one extra-curricular course per semester.

List of Elective and Extra-Curricular Courses:

- AP Statistics
- Writers' Club
- Yearbook/Journalism
- English Writing
- Speech II and Speech Team
- Model UN
- Genocide Studies
- AP Psychology
- Introduction to Business/Junior Achievement
- AP Environmental Science
- Science Bowl
- Academic Decathlon
- Cisco
- Dance
- Art I/II
- Drama I/II and Drama III/IV
- Spanish
- Personal Development/College Success
- Gardening and Home Economics
- Auto Mechanics
- Lego Robotics
- Radio Broadcasting
- Rosetta Stone
- History of Art

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 upper school 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, and with additional expectations of research, projects, and homework.

Admission to Honors courses is by approval of instructor, department head and counselor. The pre-requisites for each of these courses are in the course descriptions at the end of the 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 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.

List of AP Courses:

- Statistics
- Calculus AB
- English Literature and Composition
- English Language and Composition
- Biology
- Chemistry
- European History
- US History
- American Government/Politics
- Psychology
- Environmental Science

~ English Department

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

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

Middle School English

(Grades 6, 7, & 8)

The middle school English curriculum aims to establish reading as a life-long habit and to encourage independent thinking, imagination and a personal voice in writing. Through the reading program students are introduced to all the literary genres, such as the short story, drama, poetry, the novel, non-fiction and folk tales. Students are assigned outside readings and book reports to hone their reading skills and interpretation of literature. They are also encouraged to read for pleasure. The focus in reading is on developing skills in literal and figurative comprehension, as well as, on learning the characteristics of each major genre. The curriculum includes extensive writing instruction and practice in a variety of styles. Writing is taught as a process including pre-writing, drafting, editing and rewriting. Students are trained to incorporate into their writing the proper organization, specific detail, clarity of ideas, variety of sentence structures, and correct grammatical usage and mechanics. This rigorous reading-writing program is further enhanced by emphasis on oral communication skills and vocabulary development through a variety of resources.

English I

(Grade 9, two semesters)

This course is designed to augment basic skills in language and literature, including critical thinking, expository composition, and oral communication. The content is intended to challenge the student intellectually, to offer a solid foundation in college preparatory work, and to motivate the student towards acquiring depth of learning and experience in this subject. The nature of the subject is such that the student is required to conform to the rules of language and encouraged to develop a strong sense of individualism in responding to a variety of themes in literature. The course is intended to be an opportunity to become technically proficient in grammar and usage and to embark on a process of self-discovery through literature. English I is a survey course in literature, incorporating many genres in a multicultural reading list designed to prepare the students for college level work. Authors include Homer, William Shakespeare, Charles Dickens, Edgar Allan Poe, Mark Twain, Leslie Marmon Silko, Amy Tan, Gabriel Garcia Marquez, Rudolfo Anaya, Joan Didion, and Margaret Atwood.

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

English I Honors is designed to be a challenging and rewarding language arts course, which will afford the dedicated student an opportunity to hone the strong scholastic skills necessary for literary interpretation and literary criticism. This course strives to develop the critical and responsive skills in reading, writing, thinking, and speaking required of academically proficient students through a balance of traditional and contemporary literary genres presented in a genre-oriented framework. Students will read the works from a diverse representation of writers including Allende, Dickinson, Homer, Poe, Shakespeare, Saroyan, Steinbeck, Tan, Teasdale, and Williams. Ultimately, the first year high school honors track course employs the College Board's recommended strategy of "Vertical Teaching" to prepare students to pursue placement in their junior and senior years into Advanced Placement English classes.

Prerequisites: Grade of A- or higher in English grade 8, English grade 8 teacher recommendation and English 9 Honors teacher approval.

English II World Literature**(Grade 10, two semesters)**

This course is designed to augment basic skills in language and literature, including critical thinking, expository composition, and oral communication. The content is intended to challenge the student intellectually, to offer a solid foundation in college preparatory work, and to motivate the student towards acquiring a depth of learning and experience in this subject. The course is an opportunity to advance not only the technical skills of the language, but also individual growth through embracing the thematic richness of literature. English II is a multicultural survey course in literature utilizing works written in English as well as other languages and included in the anthology in translation. Authors read include Sophocles, William Shakespeare, Anita Desai, Mark Twain, Ray Bradbury, Doris Lessing, Toshio Mori, Colette, Edgar Allan Poe, Chinua Achebe, Lawrence Ferlinghetti, John Knowles and Miguel de Cervantes.

English II Honors**(Grade 10, two semesters)**

English II Honors is a comprehensive language arts course designed to challenge students through a demanding and rewarding approach to the study of English. This course aims to prepare the individual student for future high school and college scholastic success through a genre-based literary approach to literature appreciation, criticism, composition and vocabulary. Students will develop an independent maturity in mastering works from a wide survey of classic and contemporary selections of world literature which includes the following writers: Ovid, Shakespeare, John Knowles, Albert Camus, Hermann Hesse, Thornton Wilder, Arthur Miller, and a variety of poets of all eras. Utilizing the College Board's recommended strategy of "Vertical Teaching," this course also serves as an introduction to the rigorous format of Advanced Placement Examinations in English, as well as the University of California Subject "A" Examination.

Prerequisites: Grade of B or higher in English 9 Honors and English 10 Honors teacher approval.

English III, American Literature
(Grade 11, two semesters)

English III is a college preparatory language arts course designed to challenge students' reading comprehension, composition and vocabulary skills through a demanding and rewarding approach to the study of the English language. English III focuses on a historical survey of American literature organized chronologically according to genre. This structure provides students with insight into diverse multicultural and sociopolitical values represented in the vast literary culture of America represented by the following writers: Bradstreet, Chopin, Dickinson, Emerson, Fitzgerald, Miller, Steinbeck, Tan, Thoreau and Whitman. The holistic emphasis of this course material further develops each individual student's progress in critical reading, writing, thinking and speaking.

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

This course offers a college level curriculum in writing and literature study. Using nonfiction and American literature as core reading, students expand and sharpen writing skills in a variety of areas including, personal experience/memoir, analytical essay, persuasive essay, descriptive/informational essay, and political theory/critical writing. Intellectually, students enrolled in this course are also required to think critically, evaluate the writing of their peers as well as model authors, and exhibit a strong sense of the possible ways one can use the power of the written word to convey layers of meaning in a piece. The course culminates in a portfolio of written work that demonstrates clearly the student's writing ability in multiple genres and styles and includes several pieces suitable for publication. In addition, students enrolled in this course take the Advanced Placement Exam in Language and Composition during the second semester. Writings used: Norton Anthology of Nonfiction, Alan Lightman, Mark Twain, Sylvia Plath, F. Scott Fitzgerald, Cormac McCarthy, Tim O'Brien, J.D. Salinger and others.

Prerequisites: Grade of B or better in English 10 Honors; recommendation of instructor in English 10 Honors; approval of 11th grade AP instructor.

English IV, British Literature
(Grade 12, two semesters)

This course serves to provide students with a foundation for college-level work in literature and composition. Emphasis is placed upon the students' cultivation of a mature, critical response to each of the works read as well as a clear understanding of the literary genre from which these works originate. In writing, students are asked to compose works in a variety of styles and genres, including personal experience, analytical, descriptive, persuasive, research, narrative, and informational essays. Students use the same critical thinking skills applied to the writers they read to analyze their own writing, using the Writing Process to revise and develop their work to a level suitable for publication. The bulk of the works read for this course are drawn from the major eras and literature of England. Writers include William Shakespeare, William Wordsworth, Jane Austen, George Orwell, and Geoffrey Chaucer.

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

This honor level, college-oriented course prepares students to take the Advanced Placement Examination in Literature and Composition offered annually in May. Emphasis is placed upon the students' cultivation of a mature, critical response to and rhetorical analysis of each literary genre with particular focus on British and World literature. Periods of literature to be explored include Anglo-Saxon, Medieval, Renaissance, the Seventeenth Century, Restoration, Romantic, Victorian, and contemporary works. Students will receive intensive practice in the areas of timed reading passages and timed essays response for examination preparation. Additional emphasis is placed on the refinement of expository and creative writing composition. This course is recommended to serious students who have demonstrated exemplary strength in their language skills and are willing to master the required summer reading texts independently.

Prerequisites: Grade of B or higher in AP English Language/Composition and approval of AP instructor.

~ 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 opportunity to develop and display individual and group projects. Students also participate in county and state science competitions.

Earth Science**(Grade 6, two semesters)**

This course is designed to teach a selection of Earth 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 the Earth's structure, explain the Earth's geological processes, and analyze the 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.

Life Science/Health**(Grade 7, two semesters)**

This course is intended to give students a complete overview of living things, from single cell to advanced organisms. The topics include reproduction, heredity, classification of living things, an extensive study of the human body, as well as units on staying healthy, science and technology, science and literature, and careers in science fields. Traditional concepts of internal balance are highlighted throughout the human body and health units.

Physical Science**(Grade 8, two semesters)**

This course familiarizes the student with the basic concepts of physics and chemistry. 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 and introduction to organic compounds. Teaching of the subject is enhanced by the use of technology, demonstrations, as well as lab 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)**

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.

Prerequisite: Honors Biology will be offered to 9th grade level students who have completed Life Science and Physical Science with a grade of A- or better and teacher recommendation.

Earth Science**(Grade 10, two semesters)**

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

Advanced Placement Biology

(Grade 10, two semesters)

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.

Prerequisite: A grade of B+ or better in Physical Science or B- or better in Honors Chemistry.

Chemistry

(Grade 11, two semesters)

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

Advanced Placement Chemistry

(Grade 11, two semesters)

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

Environmental Science

(Grade 12, two semesters)

This course provides a contemporary, accessible and interdisciplinary introduction to the most important and useful concepts in the study of our environment. It places the study of the environment on a sound scientific basis. The course deals with information presented from an analytical and interdisciplinary perspective, necessary to address environmental issues and to deal successfully with them. Finally, the course thoroughly covers the spectrum of relationships between people and the environment. Students will be exposed to multiple hands-on experiences related to environmental sciences.

Honors Physics**(Grade 12, two semesters)**

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.

Prerequisites: A grade of B or better in honors level science courses.

~ Mathematics Department

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

Math Course I**(Grade 6, two semesters)**

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

Math Course II**(Grade 7, two semesters)**

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

Pre-Algebra

(Grade 7 or 8, two semesters)

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

Prerequisite: For 7th graders A- or better in Math Course I taken in 6th grade. Consent of instructor and department.

Algebra I

(Grade 8 or 9, two semesters)

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

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

Geometry

(Grade 9 or 10, two semesters)

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

Prerequisite: For 9th graders B or better in Algebra I taken in 8th grade. Consent of instructor and department.

Geometry Honors

(Grade 9, two semesters)

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

Algebra II Honors**(Grade 10, two semesters)**

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

Algebra II**(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.

Pre-Calculus**(Grade 11, two semesters)**

This college-prep course will cover quadratic equations, systems of equations, logarithmic and exponential functions, polynomials, rational algebraic expressions, sequence and series, numeric trigonometry, circular trigonometric functions, identities, equations, graphs and inverse trigonometric functions. Graphing calculators are required.

Honors Pre-Calculus**(Grade 11, two semesters)**

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.

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

Advanced Placement Calculus**(Grade 12, two semesters)**

Advanced Placement Calculus 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.

Prerequisite: Grade of B or better in Pre-Calculus Honors, recommending score on appropriate diagnostic test, and consent of instructor and department.

Advanced Placement Statistics**(Grade 11 and 12, two semesters)**

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.

Prerequisite: Grade of B or better in Algebra II and consent of instructor and department.

~ 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. The department offers honors and advanced placement courses to qualified and motivated students, both to challenge their intellectual abilities and to prepare them for the AP Examinations.

Ancient History**(Grade 6)**

Sixth Grade World History and Geography focuses on significant historical cultures, area, people, events, and achievements from Paleolithic times through the rise of the Romans. Students will learn about cultures, religions, and countries that had great influences on Western Civilizations, specifically ancient Mesopotamia, ancient Egypt, ancient Israel, ancient Greece, and the Roman Empire. Students will also learn about cultures, religions, and countries of non-western influence specifically, ancient China, India, and the Byzantine Empire.

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

Understanding will be gained through text readings, individual homework, class discussion, in-class group activities, quizzes and tests. Students' learning experiences will be further enhanced through videos and other multimedia sources.

World History and Geography
(Grade 7)

Seventh Grade History explores world history and geography from the Fall of Rome to the Age of Exploration and the Enlightenment. The course investigates the social, cultural, and technological changes during this period. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages, the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. Students will recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in world history.

Understanding will be gained through text readings, individual homework, class discussion, in-class group activities, quizzes, and tests. Student's learning experiences will be further enhanced through videos and other multimedia sources.

US History
(Grade 8)

This course is to serve 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 emergency 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, thinking, and writing will be incorporated, encouraged, and advanced. Eighth graders will be well prepared to meet the challenges of the high school curriculum.

Ancient World History
(Grade 9, two semesters)

In this course, students will begin to understand and appreciate the development of human civilization, beginning with the Stone Age and culminating the year with a study of the world of the 17th century. The year will be spent learning and analyzing the evolution of the societies of Africa, the Americas, Asia, and Europe. All areas will be studied according to their cultures, economies, politics, and religion, and the role each one has played in the advancement of these regions.

Considerable focus will be placed on the events of the eras to be learned, in addition to the reading of primary and secondary sources and maps. The skills of interpretation, making inferences, differentiating fact from opinion, drawing conclusions and discussion of ideas will be incorporated and encouraged. The ability to use these skills to ultimately compare, contrast and

comprehend the roots of these civilizations is a primary goal of this course. To achieve these goals, reading, lecture, discussion and effective communication of thoughts through writing skills are evaluated and improved as the school year progresses.

By the culmination of this course, students are hoped to have acquired a more complete empathy, tolerance, and comprehension of the diverse people who have contributed to the civilizations of the world.

Honors Ancient World History

(Grade 9, two semesters)

In this course, students will address the same topics that are included in the College Prep Ancient World History class. The difference is that the level of instruction, depth of analysis, level of reading material and expectations of writing skills will be of a more advanced nature, preparing students to be successful in the 10th grade Advanced Placement history course that they probably will take. An increased focus on analysis and interpretation of historical evidence is used to enhance the material.

Prerequisite: Grade of B or better in 8th grade US History and consent of instructor.

Modern World History

(Grade 10, two semesters)

This course covers world history from the 1400's to the present and expands on the intellectual, social and political concerns presented in traditional western civilization courses. 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 European History

(Grade 10, two semesters)

AP European History is a two-semester survey of European History from the Renaissance to the present. This is a challenging course that is meant to be the equivalent of a freshman course in college. It introduces students to the cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of primary source documents and historiography. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European History, an ability to analyze

historical evidence and historical interpretation and an ability to express historical understanding in writing. Students who take this course are required to take the AP exam at the end of the year.

Prerequisite: Grade of B or better in Honors Ancient World History and consent of the instructor.

US History

(Grade 11, two semesters)

US History is a two-semester course in which students will study the major turning points in American history, beginning with the colonization of the Americas and carrying through to the present. Following a review of the nation's beginnings and the impact of the Enlightenment on US democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. The students will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women and the role of the US as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students will consider the major social problems of our time and trace their causes in historical events. They will learn how the US has served as a model for other nations and that the rights and freedoms enjoyed are not accidents, but rather the result of a defined set of political principles that are not always basic to citizens of other countries. Lecture, discussion, reading and class projects are all implemented in this class.

Advanced Placement American History

(Grade 11, two semesters)

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.

Prerequisite: B or better in 10th grade European History and consent of the instructor.

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

Advanced Placement American Government**(Grade 12, two semesters)**

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

Prerequisite: B or better in 11th grade US History and consent of the instructor.

~ Armenian Department

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

Middle School Curriculum

(Grades 6, 7, and 8)

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

High School

(Grades 9 and 10)

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

(Grades 11 and 12)

Junior and senior year Armenian continues the in-depth study of modern Armenian literature, written in the eastern and western dialects of the Armenian language. Oral language development and writing skills continue to be the focus of the curriculum as much as appreciation of literature and culture of the Armenian people. Weekly discussion of current Armenian topics, with the help of the Internet and recollections of the junior class trip to Armenia, play an essential role in developing the Armenian identity in students.

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

~ Physical Education

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

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

~Electives

Yearbook/Journalism

(one semester)

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

Speech

(one semester)

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

Junior Achievement

(one semester)

This course covers credit, taxes, and other subjects that help students achieve knowledge for their current and future finances. Upon completion of the course, students will attend Finance Park, a day where what has been learned in class can be applied to real world situations. JA Worldwide is the world’s largest organization dedicated to educating students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs. Junior Achievement helps prepare youth for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their community economies more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities.

Fine Arts I/II

(two semesters)

This course is based on the four main components of fine arts as a discipline: art production, art history, art criticism, and aesthetics. Throughout the curriculum students will react effectively to analyze, talk about, write about, and create art. Instruction is concept centered, sequential, and cumulative, integrating the four components named above. The making of art will be interrelated to the cultural and historical influences of art. Therefore this course will equip students to:

- define, recognize, use elements of art and principles of design
- recognize, distinguish and appreciate art and cultural influences of different cultures and historical periods

- develop an awareness and sensitivity to art in both natural and man-made environments
- analyze, compare, interpret, evaluate art of self, other students in the class, and major artists
- communicate ideas and feelings through creative and visual expression
- develop skills in producing art, visual art, in a wide variety of media and techniques
- exhibit proficiency in terminology and techniques related to areas of art study
- explore careers in the field of art
- develop skills in the care and safe use of art supplies and equipment

Drama I/II

(two semesters)

The acting elective is a course offered to the student with little or no experience in performance. The goal of the class is to provide an opportunity for physical and emotional play and development of theatre vocabulary.

The first semester begins with exercises designed to develop trust, self-awareness and focus. We introduce simple physical and vocal warm-up techniques as well as some basic Viewpoints/Laban exercises designed to give students a sense of physical space and their own movement within space. As the group begins to grow and become more comfortable, we move on to improvisational games and exercises to spark imagination and a sense of play such as “Declarations,” “Two Characteristics Make a Character” and “Talk Show.”

In the next unit, students use nursery rhymes, fables and contemporary film plots to create Compositions using gesture and movement to tell the story. Using Blank Circumstance dialogue (A,B dialogue) we introduce the basic theatre vocabulary: Objectives, Intentions and Tactics. We employ this new vocabulary with basic text exercises and small contemporary scenes.

Finally, the course commences with a short unit in Commedia whereby students are introduced to the historical archetypes of comedy. Students will create statues, gesture and declarations using their knowledge of the character and their own imagination. The first year class culminates with an original lazzi utilizing their new theatre vocabulary and Commedia skill set.

Students in this class will be participating in the spring show in either a technical theatre or performance capacity as part of their VPA requirement.

Drama III/IV

(two semesters)

After completing their first year of acting, students have the invitation to move on to Advanced Acting at the High School level. For three days of the week class will focus on creating a foundation for truth in acting. Using basic acting exercises rooted in Stanislavski Technique and Sanford Meisner Technique, students begin to explore self, character and awareness. We build on students’ understanding of text analysis by adding Meaning Work, Fantasy/Sense Memory “The Magic if” and the “How” of tactical scene play. Students work on contemporary scenes and monologues in order to solidify their knowledge of the basics and are evaluated on scene work.

Two days a week students are exploring further physical work with Viewpoints, Laban and some Suzuki. They will complete more advanced physical composition work as well as physical improvisations using Epic Style, Restoration and further Commedia lazzis.

Students in this class will be required to participate in the fall and spring show in some technical or performance capacity.

AP Psychology

(two semesters)

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.

AP Environmental Science

(two semesters)

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.

Spanish

(two semesters)

The first half of the one-year sequence in Spanish gives students a basic understanding of the Spanish language through listening, speaking, reading and writing instruction. The course also provides an understanding of the civilization, culture, and customs of Spanish-speaking people since this will enhance student understanding and mastery of language concepts and mechanics. The course is designed for beginners; by course completion time, students will have gained competence in Spanish grammar, reading, speaking, and understanding conversational and basic Spanish in the real world.

Model UN

(one semester)

Model United Nations (MUN) is a semester-long course designed to simulate the functions of the United Nations and its related organizations. Students research and debate current international affairs, politics and economics, as well as diplomacy. They represent countries in committees, argue for and against positions on global issues, give speeches, build consensus, and write resolutions. The course culminates in a spring-time MUN conference, where students represent a selected country at a United Nations simulation event.

Introduction to Business/Junior Achievement

(one semester)

JA Worldwide is a nonprofit organization dedicated to inspiring and preparing young people to succeed in a global economy. Therefore, the JA elective is designed to help students assess their personal skills and interests, understand the economic benefits of education, explore career options, learn job-hunting skills, and proactive personal and family financial management. In partnership with businesses, this course brings the real world to students. By the end of the semester, students will better understand the relationship between what they learn in school and their successful participation in the economy.

Personal Development/College Success

(one semester)

This class is designed to help students prepare for life after high school as the transition into college life is made. The course content throughout the semester explores academic, career, and social issues related to higher education campus life. Students will learn basic study skills, test taking strategies, and other key skills in preparation for college level courses. Students will know how to choose a major and how to effectively explore career options; additionally, students will gain a deeper understanding of social issues as they pertain to college life. Finally, students will become conscious of life choices and the impact of those choices on their future. Therefore, there are many opportunities for introspection and positive personal change and growth.

Speech II

(one semester)

Speech II is an advanced public speaking course designed to help you become a more effective and competent communicator. This course will introduce you to advanced phases of critical thinking, research, and public speaking. In addition to preparing and presenting various types of speeches, we will focus on persuasive speaking, debate, and argumentation. This class is great for anyone who wants to take public speaking to the next level and developing this art.

Cisco

(one semester)

This course builds upon the foundation that was introduced in the IT Essentials course. Students will begin to learn about computer networking in more detail. Networking terminology, local area and wide area networks, protocols, cabling, and routers, and other important concepts will be mastered and demonstrated whenever possible. Students will have the opportunity to apply the terminology and concepts learned in this course to hands-on activities and situations. Participation is a crucial component to success and growth in this course.

Genocide Studies

(one semester)

Few events in history are inevitable. Most are determined by real people making real decisions. At the time, those choices may not seem important. Yet together, little by little, they shape a period in history and define an age. Those decisions also have consequences that may affect generations to come. This course will consider the outcome of those choices.

During this course, students will study genocides in world history. Students will examine case studies of mass violence, including the slave trade, the treatment of Native Americans in the United States, Armenians in Turkey, The Holocaust, Cambodia, Bosnia, Rwanda and Darfur.

This course will also examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We will examine the questions of what enables individuals collectively and individually to perpetrate evil/genocide and examine the impact of apathetic bystanders on human violence. Emphasis will be placed on the response to genocide, including both American and International.

College Writing

(one semester)

This course is a vigorous preparation for the SAT essay and writings sections as well as for required kinds of writing on the college level. Students will write up to one finished piece of writing per week utilizing the writing process. Genres of writing to be covered include: timed writing, personal essay, analysis essay, research writing, and writing within the rhetorical modes of narration, description, persuasion, and exposition. By the completion of this course, a student should significantly enhance their overall writing skills, understanding of writing techniques, and effectiveness in communicating clearly and precisely.