



AGBU
Vatche & Tamar Manoukian
High School

COURSE CATALOG

2018-2019



**AGBU
VATCHE & TAMAR MANOUKIAN
HIGH SCHOOL**

*The Quality Choice for Your Child's
High School Education*

COURSE CATALOG

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Mission

AGBU Vatche and Tamar Manoukian High School is steadfastly committed to cultivating the potential of each student-scholar in an inclusive and collaborative setting which promotes academic excellence, cultural appreciation, and ethical conduct. The four-year program will graduate students who are creative as well as critical thinkers, effective communicators, lifelong learners, and capable leaders, intellectually and socially equipped to meet the challenges of the future.

Goals:

- To immerse our students in rigorous, standards-based college-preparatory curricula in all core subjects, thereby fully preparing them for higher education and subsequent professional achievement
- To instill in our students a deep and lasting appreciation for their Armenian identity, which will empower them to promote and preserve Armenian culture and heritage both locally and globally
- To inform our students about the fundamental ideals and outstanding accomplishments of Armenian General Benevolent Union (AGBU)
- To provide our students with individualized attention in nurturing and supportive environment conducive to success
- To inspire our students to become informed, responsible, and socially conscious Armenian-Americans who embrace cultural diversity and make significant leadership contributions humanity

Vision

AGBU Vatche and Tamar Manoukian High School will be a premier Armenian educational institution of unparalleled excellence. It will be recognized for its outstanding and unprecedented contributions to the edification of successive generations of Armenian-American youth.

Goals:

- 100% acceptance of graduating seniors to the world's most prestigious universities
- An expansive, state-of-the-art, solar powered, and environmentally friendly campus
- An all-inclusive campus that cultivates resounding success in every endeavor by housing superior teaching facilities, an exceptional library, an impressive visual and performing arts center, and an incomparable sports complex
- Wide-ranging utilization of the latest technological innovations for instruction, study, information dissemination, and security
- An unsurpassed comprehensive counseling program that expertly serves students' personal as well as pre-professional needs

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Welcome

AGBU Vatche & Tamar Manoukian High School is a 9-12 co-educational institution serving the Armenian community of the San Gabriel Valley.

Previously known as AGBU High School - Pasadena, since its founding in 2006, the school has developed a comprehensive academic program, planned with the goal of developing fundamental scholastic skills, analytical and critical thinking, study skills and self-confidence in students to pursue college and career objectives in the near future. The school strives to foster student inquiry, creativity, and true love of learning in a supportive and caring school environment. Our rigorous college-preparatory academic program, including Honors and Advanced Placement-level classes in many subjects, meets and exceeds UC, CSU, and private university admission requirements.

Armenian studies are an integral part of the curriculum. It is intended to offer each student the opportunity to develop proficiency in the Armenian language and gain knowledge in Armenian history, contemporary issues, culture, and traditions.

The administration and faculty trust that every student can learn and excel at the highest levels, given the proper opportunities and guidance. When it comes to a child's future, we believe no door should be closed, and no opportunity left unexplored. AGBU Vatche & Tamar Manoukian exists and operates to make a positive difference in the future of our youth and to prepare them for life and career in a safe and caring environment.

We thank you for your interest in our school and hope that the information provided on the following pages will be useful as you plan your child's high school education.

EXPECTED SCHOOL WIDE LEARNING RESULTS

Students graduating from AGBU Vatche & Tamar Manoukian High School will achieve the following Expected School Wide Learning Results (ESLRs):

I. Become skilled learners and independent thinkers who:

- Can capably analyze and synthesize information from multiple sources;
- Can creatively and efficiently apply critical-thinking skills and practical problem-solving procedures in academic and real-life situations;
- Demonstrate effective communication skills through different modes of expression.

II. Becoming academically capable individuals who:

- Have acquired a comprehensive knowledge base in all disciplines offered at school;
- Have developed sound study habits and organizational skills;
- Are confidently prepared to meet the rigors of higher education and subsequent professional endeavors in a complex and diverse environment.

III. Become students aware of their Armenian background who:

- Have acquired fundamental knowledge of the Armenian language, literature, history, and culture;
- Have a strong sense of identity and pride in their Armenian heritage;
- Are prepared to participate in Armenian community life according to the core ideals of the AGBU;
- Have a clear sense of responsibility to Armenia.

IV. Become effective utilizers of technology who:

- Can expertly employ all facets of technology in their education;
- Can gather, select, and apply information appropriate to academic and work demands;
- Consistently remain aware of technological innovations and implement them as needed.

V. Become socially responsible and productive global citizens who:

- Are aware of civic responsibilities and democratic principles;
- Contribute to improve the quality of life for themselves, their families, school, society and the environment by applying moral and ethical values;
- Demonstrate constructive and collaborative work ethics, healthy competitiveness, self-discipline, applied knowledge, and positive character traits in everyday life;
- Understand, respect, and appreciate individual and cultural differences
- Are prepared to make significant leadership contributions to humanity.

ADMISSION PROCESS

The admissions process is competitive and requires records from the student's previous school(s), recommendations, an interview with school administration, and a campus tour. Applicants for the ninth grade are required to take the High School Placement Test (HSPT) administered at AGBU Vatche & Tamar Manoukian High School.

AGBU Vatche & Tamar Manoukian is committed to providing a college-preparatory high-school education.

INITIAL PROCESS

Complete Prospective Student Interest Form and submit it to the school office.

I STEP ONE

1. Submit a transcript reflecting the last two academic years.
2. Complete Student Application and Student Questionnaire/Essay.
3. Submit two letters of recommendation, completed by current teacher(s) and/or principal familiar with the applicant.

II STEP TWO (For Eligible Applicants Only)

1. Schedule an interview with school administration.

III STEP THREE (Upon Acceptance)

1. Submit birth certificate.
 2. Submit immunization records.
 3. Pay registration
 4. After acceptance, take placement test (9th grade only) at AGBU MHS.
 5. Submit official completed final transcript from previous school at the end of the academic year.
- For additional information, please visit the school website at www.agbumhs.org or contact the school office at (626) 794-0363

SELECTION CRITERIA

Students are selected for admission from qualified applicants based on the following:

- Transcripts and standardized test results from current school
- Personal qualifications as reported by the students' teacher and/or principal recommendation from current school.
- Student transcript must reflect a minimum GPA of 2.0 or above and not include D or F letter grades in any subject.
- Personal interview by a member of AGBU Vatche & Tamar Manoukian High School faculty/administration
- Review of the applicant's file by the Admission's Committee – A committee reviews individual students strengths and strives to maintain a balanced student body. Final admission decisions are based on available student space and assessment of the students' ability to complete the school's academic program, and the students' capacity to live out the mission, values and vision of AGBU Vatche & Tamar Manoukian High School.

ACADEMICS

AGBU Vatche & Tamar Manoukian High School offers a challenging and enriched academic program for students in grades 9-12. The curriculum fosters intellectual and personal growth through a rigorous academic program that includes Honors and Advanced Placement classes in all core subjects. Classroom teaching, homework, written and oral assignments, research papers, and projects aim to develop fundamental skills in all subject areas and prepare graduating high-school students for the challenges of higher education and lifelong careers. The school's academic program requires the highest levels of student concentration, effort, and motivation, as well as, parental support.

The school's college-preparatory program at all levels is based on the California State Standards incorporated with the rigorous college-preparatory Common Core standards. Our program offers guidance and preparation for successful admission to the California State University system, University of California system, and other private universities and colleges. The college-preparatory curriculum consists of four years of English, History, Science, Mathematics, and Armenian Language. To meet the visual and performing arts (VPA) requirement, students are required to take one year of fine arts elective. Students are also offered a wide array of UC and CSU-approved college-preparatory electives. Classes are offered at three levels: College Preparatory, Honors, and Advanced Placement. Students are enrolled in courses based on core course pre-requisites.

Advanced Placement courses are taught at the same level of rigor and depth equivalent to that of an entry level university course. By enrolling in AP classes and passing the AP exams with a score of three or above on a scale of five, students can earn college credit at most colleges and universities. The objectives of Advanced Placement courses are: developing college study habits, enhancing intellectual inquiry and discovery, acquiring independent investigation skills, creating a stronger college admission record, earning college credit, and completing lower-division college requirements early.

Besides emphasizing academics, the school encourages student involvement in the arts, athletics, community service, and extra-curricular activities to refine their personal talents, cultivate new interests, and ultimately prepare them for the future as well-rounded and responsible individuals.

GRADING, GPA AND CLASS RANK

Report cards are issued every quarter (9 weeks). Semester averages (80% for two quarters and 20% for final exam) are recorded in the permanent records of AGBU Vatche & Tamar Manoukian High School students. A mid-term progress report is sent to every student. Grades are assigned according to the A-F scale. Letter grades have a numerical basis and GPA equivalence as follows:

A+	99 -100	4.3
A	94 - 98	4.0
A-	90 - 93	3.7
B+	87 - 89	3.3
B	84 - 86	3.0
B-	80 - 83	2.7
C+	77 - 79	2.3
C	74 - 76	2.0
C-	70 - 73	1.7
D+	67 - 69	1.3
D	64 - 66	1.0
D-	60 - 63	0.7
F	Below 59	0

The school uses the standard 4.0 scale for reporting GPA. Grades in all subjects, namely core academic and elective classes, are used to compute GPA.

Honors and Advanced Placement course grades are weighted as follows:

A=5 points, B=4 points, C=3 points, D=2 points and F=0.

The school does not rank students.

ACADEMIC STANDARDS

Students are expected to report on time and be well prepared, and ready for instruction at the bell. They are also expected to participate in class work, and complete all homework assignments per the two-week study guide (TWS). The school requires rigorous and consistent effort from all students. Other academic expectations include:

1. Students will maintain a minimum 2.0 GPA and receive no D's or F's.
If a student does not maintain these academic standards, he/she will be placed on probation and will be placed on an academic probationary contract which will be reviewed by the student, parent, teachers, counselor, and/or Administrator.
If the student does not follow the contract, put forth a strong effort toward improvement, and does not raise GPA, enrollment may be revoked.
2. Students may attend Teacher Office Hours, for extra help, support, and academic assistance, after school Mondays-Fridays.
3. Students who receive a semester grade of D or F in core subject areas must improve the grade during the summer. Proof of satisfactory attendance and course completion must be shown before enrollment is permitted for the new academic year. Students cannot receive academic credit (units) towards graduation with D or F grades.
4. All students are required to take all core subjects, all four years, as well as electives that meet university admission requirements. The designed academic program at AGBU Vatche & Tamar Manoukian High School meets and exceeds University of California (UC), California State University (CSU), and leading private college and university admission requirements.
5. All students have several opportunities throughout the school year to meet with the school counselor to discuss future university and career plans, in order to prepare a portfolio that presents the most competitive application possible for university admission upon graduation from AGBU Vatche & Tamar Manoukian High School.

UNIVERSITY AND COLLEGE ADMISSIONS

COLLEGE COUNSELING

AGBU Vatche & Tamar Manoukian High School students continue onto 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. Aside from appropriate tests geared to identify interests and strengths, students and parents are advised about coursework available at the school that may affect future college and career options.

The college counseling process spans all four years of high school. All students, ninth through twelfth grade meet individually and in small groups with the college counselor to discuss and plan various aspects of the college-application and admission process, financial-aid opportunities, and career paths.

During freshmen year, college counseling is focused on the adjustment to the high-school curriculum, study skills for success in a college-preparatory environment, and planning for all four years of high school, while providing students the opportunity to begin to reflect on interests and future goals.

During sophomore year, the counseling department organizes the PSAT test for the 10th graders, to provide a glimpse into students' preparation levels for their future college entrance exams. In addition, the student and counselor complete interest/and career inventories to assist students in making long term plans for college and career aspirations.

During junior year, one-on-one meetings are held more frequently between the college counselor and students to begin formalizing their college choices and also to think more concretely about careers. The college counselor creates job shadowing opportunities for students to receive a better orientation regarding possible career choices. In addition, the college counselor organizes PSAT tests for the students, while providing guidance and opportunities for students to prepare for admission tests.

Finally, during the first semester of senior year, the counselor and students complete college applications and all activities related to the college-application process for submission to universities. Assistance to apply for financial aid is also provided.

AGBU Vatche & Tamar Manoukian High School's college counselor strives to maximize a student's college choices and minimize the stress that often accompanies the college application and admissions process. The college counselor is always available for students and parents.

The college-counseling office and the school library provide needed resources for the college search and application process. Reference books, college catalogues, publications, and up-to-date computer software programs are available to students. The counselor also schedules annual guided tours to colleges and universities, attendance at local college fairs, college representative visitations, guest speakers, and needed workshops throughout each year.

UNIVERSITY OF CALIFORNIA

University of California has subject requirements referred to as “A-G” requirements:

A. History / Social Science: 2 Years Required

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. English: 4 Years Required

Four years of college-preparatory English that include 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. Mathematics: 3 Years Required, 4 Years Recommended

Three years of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two and three dimensional geometry. An approved integrated math course may be used to fulfill part of this 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. Laboratory Science: 2 Years Required, 3 Years Recommended

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 part of this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

E. Language other than English: 2 Years Required, 3 Years Recommended

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. Visual and Performing Arts (VPA): 1 Year Required

A single year-long approved art course from a single VPA discipline: dance, drama/theater, music or visual arts.

G. College-Preparatory Electives: 1 Year Required

One year (two semesters), in addition to those subjects required in “A-F” above, chosen from the following areas: Visual and Performing Arts (non-introductory level courses), 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. 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 Same Language

F. Visual and Performing Arts: 1 Year of Same Type of Art

G. College-Preparatory Electives: 1 Year

PRIVATE COLLEGES AND UNIVERSITIES

Requirements for private colleges vary from one institution to another. To find out more about each specific private institution, students can research the Internet, visit the university or consult with the school college counselor.

COLLEGE PREPARATORY COURSE OF STUDY BY GRADE

The Curriculum

The academic program is organized on a traditional semester schedule. All students carry six classes per semester with students taking all six classes daily.

Student Academic Placement

All students are enrolled in courses based on individual academic performance using established course prerequisites.

Grade	English	Foreign Language	Math	Science	Social Science	Electives
9	English I or English I Honors	Armenian I, Armenian I Enrichment, or Armenian I Honors	Algebra I or Geometry Honors	Biology or Biology Honors	Civics/World Geography or Human Geography Honors	Must take one elective
10	English II or English II Honors	Armenian II or Armenian II Honors	Geometry or Algebra II Trigonometry Honors	Chemistry or Chemistry Honors	Modern World History or AP World History	Must take one elective
11	English III or AP English Language and Composition	Armenian III or Armenian III Honors	Algebra II or Pre-Calculus Honors	Environmental Science or AP Environmental Science	U.S. History or AP U.S. History	Must take one elective
12	English IV or AP English Literature and Composition	Armenian IV or Armenian IV Honors	Pre-Calculus, Calculus, or AP Calculus	Physics or AP Physics 1	Government/Economics or AP U.S. Government and Politics	Must take one elective

Honors classes are offered in the following disciplines:

Armenian I, II, III and IV
English I and II

Geometry, Algebra II and Pre-Calculus
Biology and Chemistry

Advanced Placement (AP) classes are offered in the following:

Calculus AB
English Language and Composition
English Literature and Composition
Environmental Science

Physics 1
United States Government and Politics
United States History
World History

UNIVERSITY AND COLLEGE PREPARATORY

All classes offered at AGBU Vatche & Tamar Manoukian High School meet the “A-G” requirements for admission to all University of California and California State University campuses. The course offerings also meet the admission requirements of private colleges and universities throughout the United States.

The college-preparatory high-school curriculum fosters personal and intellectual growth through a rigorous academic program and extra-curricular activities, including interscholastic competitive sports and clubs organized by students to foster specific interests and hobbies. Students are encouraged to do their best in a safe and nurturing environment to develop independence and life-long learning skills.

Class size averages 14 students in each section. Class advisors offer direct personal support to each student and maintain ongoing communication with the home. Faculty members are available to students and families during their daily conference period and scheduled office hours at the end of the school day.

COMPARISON BETWEEN REQUIREMENTS UC, CAL STATE, AND AGBU VATCHE & TAMAR MANOUKIAN HIGH SCHOOL

Subject	University of California	California State University	AGBU Vatche & Tamar Manoukian High School
English	4 years	4 years	4 years
Mathematics	3*	3	4
History	2	1	4
Laboratory Science	2*	2	4
Foreign Language	2*	2	4
Visual Performing Arts	1	1	1
Elective Courses	1	1	4

* Extra year recommended by university.

HIGH SCHOOL GRADUATION REQUIREMENTS

To complete graduation requirements, high-school students must successfully complete 240 credits, and complete 80 hours of community service during the course of high school.

COMMUNITY SERVICE

As part of graduation requirements, students must complete 80 hours of community service. Participating in community service is a great opportunity for students to become socially developed, productive citizens who are prepared to contribute to the betterment of American society. Through service, students can see that their time and efforts can have a positive impact on the lives of others. Volunteering provides opportunities for students to contribute to the improved quality of life for themselves, family, school, society, and the environment. Service to community also helps students to develop work ethic, self-discipline, apply knowledge, and positive character traits.

Community service is any activity which involves spending time, unpaid, doing something which aims to benefit someone (groups or individuals) other than or in addition to close relatives, or to benefit the environment through a group or organization. Wonderful opportunities are plentiful. Students can find opportunities on their own or feel free to stop by the counseling office for ideas and find places to volunteer their service. AGBU Vatche & Tamar Manoukian High School requires that students participate in a minimum of 80 hours of community service prior to graduation. All students need to complete and submit student community service record forms for each agency they volunteer to receive credit to the counseling office.

ACADEMIC DEPARTMENTS

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 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. From ninth through twelfth grade the complexity of course material increases in a graduated manner to parallel the intellectual growth capacity of students. 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. 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. The Socratic Method and cooperative learning are also utilized regularly. The English Department implements diversity in both thought-provoking lesson plans and evaluation strategies designed to challenge students individually to achieve and realize the highest potential for personal growth.

English I (Grade 9, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

This course is designed to augment basic skills in language and literature, including critical thinking, expository composition, and oral communication. The nature of the subject requires the student to conform to the rules of language and also develop a strong sense of individualism in responding to a variety of themes in literature 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. 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) - 10 Credits

Prerequisites: Grade of A- average or above in both 7th and 8th grade English and a score of 50% or above on the English section of the HSPT and a score of 50% or higher on the Reading section of the HSPT, along with the recommendation of the English department after an evaluation of a sited based writing sample.

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 criticism. This course strives to develop critical and responsive skills in reading, writing, thinking, and speaking through a balance of traditional and contemporary literary genres. Students will read works from a diverse representation of writers, including Allende, Dickinson, Homer, Poe, Shakespeare, Saroyan, Steinbeck, Tan, Teasdale, and Williams. This first-year high-school honors course employs the College Board's recommended strategy of "Vertical Teaching" to prepare students to pursue placement into Advanced Placement English classes during the junior and senior years.

English II (Grade 10, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

This course is designed to continue developing the basic skills of high-school students in language and literature, including critical thinking, expository composition, and oral communication. The course is an opportunity to advance technical skills in English as well as individual growth through embracing the thematic richness of literature. English II is a multicultural survey course in literature. Authors 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) - 10 Credits

Prerequisites: Grade of B or higher in English I Honors or an A in English I and teacher recommendation.

English 10 Honors is a comprehensive language arts course designed to challenge accelerated 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. Readings include a wide survey of classic and contemporary selections of world literature by the following writers: Brooks, Collette, Dinesen, Fitzgerald, Morrison, Orwell, Shakespeare, Sophocles, Yevtushenko, and Wiesel. 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.

English III (Grade 11, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

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 and according to genre, providing students with insight into diverse multicultural and sociopolitical values represented in our vast literary culture represented by the following writers: Bradstreet, Chopin, Dickinson, Emerson, Fitzgerald, Miller, Steinbeck, Tan, Thoreau, and Whitman. The course material further develops each student's progress in critical reading, writing, thinking, and speaking.

AP English Language and Composition (Grade 11, Two Semesters) - 10 Credits

Prerequisites: Completion of a high school level honors English course with a grade of B or above; or completion of an English II course with a grade of B+ or above and teacher recommendation. Students, who meet the prerequisites, elect to enroll in AP coursework.

This course offers a college-level curriculum in writing and literature study. Using 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. Students enrolled in this course are required to think critically, evaluate the writing of their peers, 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 ability in writing. Students enrolled in this course take the College Board's AP English Language and Composition Exam in May. The literature for this course is arranged chronologically following the history of the United States. Authors include Cotton Mather, Anne Bradstreet, Phyllis Wheatley, Thomas Jefferson, Thomas Paine, Emily Dickinson, Walt Whitman, Stephen Crane, Mark Twain, Kate Chopin, John Steinbeck, Ernest Hemingway, Sylvia Plath, Alice Walker, Joan Didion, and Alan Lightman, Arthur Miller, and F. Scott Fitzgerald.

English IV (Grade 12, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

This course serves to provide students with a foundation for college preparatory work in the study of 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. The bulk of the works read for this course consist of what would be termed "the classics," including the Epic of Gilgamesh, Biblical literature, Chinese literature, Indian literature, the religious writings of Buddhists, Hindus, and Muslims, the Greek epics and plays, Roman literature, roots of ancient western philosophy, Arthurian and other literature from the Middle Ages, Dante, Shakespeare, and modern literature from cultures around the globe.

AP Literature and Composition (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Completion of a high school level honors English course or an AP English course with a grade of B or above and teacher recommendation. Students, who meet the prerequisites, elect to enroll in AP coursework.

This college level course prepares students to take the Advanced Placement Examination in Literature and Composition offered by the College Board annually in May. Students receive intensive practice in the areas of timed reading passages and timed essays for examination preparation. 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.

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, and careers in science fields. Students in all science classes are required to complete a science fair project in which they carry out independent study and experimentation in a topic of their choice.

Biology (Grade 9, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

This course is an introduction to biology with an emphasis on the practical applications of biological concepts in everyday life. Major topics include the structure and composition of cells, classification of organisms, plants and animals, human biology, and ecology. The laboratory program and extensive use of charts and models provide the hands-on experience for a fuller grasp of the topics covered.

Biology Honors (Grade 9, Two Semesters) - 10 Credits

Prerequisites: Average grade of A- or higher in 7th and 8th Grade Science.

Using highly theoretical principles of biology, students compare and contrast the aspects of the living world by a systematic study of several branches of biology. The course covers life functions: biochemistry, genetics, ecology, cell biology, evolution, physiology, and technical advances. Emphasis will be on laboratory investigations of the topics to be covered. Lab reports completed in the Honors level course require students to analyze data they discover through experimentation and compose the conclusion of the experiment independently. Research papers and science investigation project are required. The honors curriculum presented prepares students for advanced high school science courses and for college-level coursework.

Chemistry (Grade 10, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

The major topics of study presented in Chemistry include atomic theory, atomic structure, chemical bonding, gas laws, chemical reactions, equilibrium, thermochemistry. The laboratory component of the course helps students develop lab-performing skills, including the manipulation of apparatus and chemicals, collecting, recording, and interpreting data.

Chemistry Honors (Grade 10, Two Semesters) - 10 Credits

Prerequisites: B or higher in Biology honors or A- or higher in Biology and B or higher in Geometry honors or A- or higher in algebra I and teacher recommendation.

The major topics of study include atomic theory, atomic structure, chemical bonding, gas laws, chemical reactions, chemical kinetics, equilibrium, thermo chemistry, and nuclear chemistry. Students in honors chemistry will rely on highly theoretical or mathematical principles while learning the concepts presented. 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. Lab reports completed in the Honors level course require students to analyze data they discover through experimentation and compose the conclusion of the experiment independently. Honors level students are required to work on specific projects to hone their skills in critical thinking, scientific research, and problem solving. Students in honors Chemistry are required to analyze and evaluate data presented in this course in an in-depth manner. The honors level curriculum presented in this course prepares students for advanced high school science courses and for college-level coursework.

Environmental Science (Grade 11, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

This course provides 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 human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

AP Environmental Science (Grade 11, Two Semesters) - 10 Credits

Prerequisite: B or Higher in Biology, Chemistry, Algebra I and Geometry.

This course provides a contemporary 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 in addressing environmental issues and learning how to deal successfully with them. Students will be exposed to multiple hands-on experiences related to environment issues. The goal of the AP Environmental Science 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 human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Physics (Grade 12, Two Semesters) - 10 credits

Prerequisite: Completion of Algebra I, Biology and Chemistry with a C or above.

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 in scientific research.

AP Physics (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Completion of Algebra II/ Trigonometry with an average grade of B or higher, Completion of Biology honors and Chemistry honors with an average grade of B or above and teacher recommendation.

This course covers the major topics of mechanics, heat, optics, electricity and atomic physics, with an emphasis on conceptual approach. Conceptual Physics provides comprehensive content and a three-step learning sequence that builds conceptual understanding and offers computational reinforcement. The three steps are: (1) Exploration, (2) Concept Development, and (3) Application. 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 in scientific research.

MATHEMATICS DEPARTMENT

A major goal 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 Geometry in the 9th grade, culminating in Advanced Placement Calculus in the senior year. Teaching strategies include lecture, discussion, note taking, individual and group work, presentation of solutions on the board, use of technology, and reinforcement through extensive class work and homework. Student evaluation is based on class work 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 most courses.

Algebra I (Grade 9, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

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

Geometry Honors (Grade 9, Two Semesters) - 10 Credits

Prerequisites: Completion of Algebra I with an average grade of B or higher and a score of 70% or higher on the Math skills section of the HSPT and a score of 60% on the Quantitative section of the HSPT.

This is the second course in the college-prep sequence of math courses, which includes the study of point and line in relation to 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. The pacing of the first three chapters of the text will be accelerated in order to allow time to explore more complex material in the later chapters. Topics that are explored in depth include Areas of Polygons and Circles, Extending Surface Area, and Extending Volume.

Geometry (Grade 10, Two Semesters) - 10 Credits

Prerequisites: Completion of Algebra I.

This course focuses on concepts of Geometry. This is the second course in the college-prep sequence of math courses, which includes the study of point and line in relation to plane and space. The key content involves understanding basic geometric terms, such as lines, planes, and angles and how they can be used to prove theorems. Students use a variety of representations, tools, and technology to solve meaningful problems by representing and transforming figures and analyzing relationships. Students also explore proportional relationships between similar triangles, the relationships among the angles and sides of right triangles, and transformations in the coordinate plane. In this Geometry course there is also an emphasis on calculating measures in two- and three-dimensions and use the properties of circles.

Algebra II Honors (Grade 10, Two Semesters) - 10 Credits

Prerequisites: Completion of Geometry Honors with an average grade of B or higher and teacher recommendation.

This course is for students who have shown special aptitude and excellence in Algebra I and Geometry, as well as a commitment to dedicate more effort and time to enhance their knowledge in the study of mathematics. The course will complete the study of algebra in the first semester, with the second semester devoted to the study of trigonometry, which includes trigonometric functions and applications, triangles and applications, vectors and graphs of trigonometric functions, and trigonometric identities and equations. The pacing of the first three chapters of the text will be accelerated in order to allow time to explore more complex material in the later chapters. Topics that are explored in depth include in Conic Sections, Sequences and Series, Probability and Statistics, Trigonometric Functions, and Trigonometric graphs and Identities.

Algebra II (Grade 11, Two Semesters) – 10 Credits

Prerequisites: Completion of Algebra I and Geometry.

This course is a continuation of Algebra I and its successful completion fulfills the minimum mathematical requirements for enrollment in the CSU and UC systems. This 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 Honors (Grades 11, Two Semesters) - 10 Credits

Prerequisites: Completion of Algebra II/Trigonometry Honors with an average grade of B or higher and teacher recommendation.

This course is designed for students who are ready to take on the challenge of higher mathematics and the rigors of AP Calculus in the senior year. Topics include quadratic equations, systems of equations, logarithmic and exponential functions, polynomials, rational algebraic expressions, sequences and series, trigonometric functions, identities, equations, graphs and inverse trigonometric functions. Topics that are explored in depth include Analytic Geometry in Three Dimension, Limits and Introduction to Calculus, and Sequences, Series and Probability. The course concludes with an introduction to Calculus.

Pre-Calculus (12, Two Semesters) - 10 Credits

Prerequisites: Completion of Algebra II.

This course is designed for accelerated students who are ready to take on the challenge of higher mathematics and the rigors of Advanced Placement Calculus in the senior year. Topics include quadratic equations, systems of equations, logarithmic and exponential functions, polynomials, rational algebraic expressions, sequence and series, numerical trigonometry, circular trigonometric functions, identities, equations, graphs, and inverse trigonometric functions. The Honors course covers topics in greater depth, focusing on sharpening student skills and competency in all areas of the subject. The course concludes with an introduction to Calculus.

Calculus (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Completion of Pre-Calculus Honors with an average grade of A- or higher and teacher recommendation.

This course is designed for students who have completed Pre Calculus. Students will study the mathematics of change, velocities and accelerations, also the mathematics of tangent lines, slopes, areas, volumes, arc lengths, centroids, curvatures, and a variety of other concepts that have enabled scientists, engineers, and economists to model real-life situations. Although Pre calculus mathematics also deals with velocities, accelerations, tangent lines, slopes, and so on, here is a fundamental difference between Pre calculus mathematics and calculus. Pre calculus mathematics is more static, whereas calculus is more dynamic. Calculus is a “limit machine” that involves three stages. The first stage is Pre calculus mathematics, such as the slope of a line or the area of a rectangle. The second stage is the limit process, and the third stage is a new calculus formulation, such as a derivative or integral.

AP Calculus AB (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Completion of Pre-Calculus Honors with an average grade of A- or higher and teacher recommendation.

AP Calculus AB is designed to be taught over a full high school academic year. It is expected that students who take this course will seek college credit, college placement, or both, from institutions of higher learning. It is possible to spend some time on elementary functions and still cover the curriculum within a year. However, if students are to be adequately prepared for the Calculus AB Exam, most of the year must be devoted to the topics in differential

and integral calculus. These topics are the focus of the AP Exam questions. AP Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multipresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. This course is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of this course. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

HISTORY/SOCIAL SCIENCE DEPARTMENT

The History/Social Science Department pursues the goal of instilling in students an understanding of historical, economic, social, religious, artistic, intellectual, and technological developments through the ages by considering the complex interplay between continuity and change. The purpose is to assist students in understanding the complexities of the world we live in through all perspectives, as well as the hopes, aspirations, and challenges that stimulate the actions of individuals and nations by developing their critical thinking skills and bringing history to life. Teachers use teaching methods such as lecture, note taking, in-class simulations, Socratic seminars, cooperative learning, analytical and critical reading, class discussion, analysis and research using primary and secondary sources. Evaluation of student progress is based on various types of testing, research papers, projects, oral presentations, and participation. The department offers honors and advanced-placement courses to qualified and motivated students, to challenge their intellectual abilities and to prepare them for the AP Exams offered by the College Board in May of every year.

Human Geography Honors (Grade 9, Two Semesters) - 10 Credits

Prerequisites: 12th grade reading level, A- average in social studies courses from middle school, strong work ethic and independent study skills.

Human Geography Honors is a college-level course that goes well beyond the memorization of facts and the simple recall of details. Students taking this course should be prepared for a minimum of 1 hour of homework per night and regular college-board style testing, which includes multiple choice and essays. If reading and writing are not your strengths or favorite type of activity, please see me and we will consider what is best for you as a student.

Students are expected to use thinking skills that require comprehension, application, analysis, evaluation, and synthesis. They must not only master the basic information in the course Human Geography, but also be able to apply information learned to meaningful real-world case studies that are currently in the news. Among other things, the course teaches the use of spatial concepts and landscape analysis to examine human organization of space, spatial relationships at different scales ranging from the local to the global, and how to use and interpret maps (including GIS, aerial photographs, and satellite images), data sets, and geographic models. You will be expected to be self-motivated, thoughtful, and to complete assignments on your own.

Civics (Grade 9, One Semester) - 5 Credits

Prerequisite: This course is open to all students.

Ninth grade civics is designed to provide students with a knowledge base in contemporary American political, social, and economic institutions, and to instill in them an appreciation of the nature and operation of participatory democracy. The course introduces the idea of responsibilities of citizenship in American democracy and the importance of involvement in the political process. The course also dwells on economic theories, practices, and policies as potent forces affecting political developments and national institutions.

World Geography (Grade 9, One Semester) - 5 Credits

Prerequisite: This course is open to all students.

The purpose of the World Geography course is to prepare young people to become knowledgeable citizens of a diverse, global society. After mastering the competencies in this course, students will have knowledge of the various regions and cultures and be able to interpret maps, analyze cultures, and assess geographical information from a multicultural perspective. This course is a study of people, places, and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations. All efforts are made to increase students' understanding and awareness of the world around them, as well as to enhance their critical-thinking skills.

Modern World History (Grade 10, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

The objective of this course is to give students a clear overview of economic, political, social, and cultural developments in a historical context beginning from the Renaissance to the present. Students will learn about significant historical events, ideas and forces, as well as the important role played by individuals in shaping the course of world history in modern times. Writing of a research paper is a requirement of this course.

AP World History (Grade 10, Two Semesters) - 10 Credits

Prerequisites: Average grade of B or higher in 9th grade Social Science course or an A in high school level Social Science course, teacher recommendation, completion of summer assignments and student elects to enroll in AP coursework.

This course follows a curriculum based on the College Board standards. This is a fast-paced, comprehensive class and students will be expected to participate and achieve at the college level. Although you will be expected to learn details, the core of this class is focused on gaining a deep understanding of significant trends in world history, notably causal and correlative relationships. In this class we will be focusing on four major historical skills, five course themes and six chronological periods from approximately 8000 BCE to the present.

U.S. History (Grade 11, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

The objective of this course is to expand upon the basic ideas and principles of US History. The curriculum begins with the constitutional convention and covers major developments in US history up to the present time. Lectures, discussions, and readings from the textbook and other sources will help students to gain a thorough understanding of US history and be prepared for further study of the subject on the college level.

AP U.S. History (Grade 11, Two Semesters) - 10 Credits

Prerequisites: Completion of a honors or AP level history course with an average grade of B+ or higher or an average grade of A or above in World History, teacher recommendation, completion of summer assignments and student elects to enroll in AP coursework.

AP US History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two semester survey of American History from the pre-Columbian era to the present. It is in some ways, more difficult than a college course in that our examination of American history must be finished more than a month before the end of the school year and culminates in a rigorous, nationally administered exam. The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

US Government (Grade 12, One Semester) - 5 Credits

Prerequisite: Completion of US History Course and Concurrent enrollment in English class.

This course is designed to provide students with a comprehensive understanding of the institutions and policymaking process of the government of the US. Students will learn about the organization of the various branches of government and investigate the process by which the body politic contributes and influences the decisions made by elected officials. Students are expected to take notes, participate in class discussion, and research current political issues.

Economics (Grade 12, One Semester) - 5 Credits

Prerequisite: This course is open to all students.

This course is designed to provide students with a comprehensive understanding of the institutions and policymaking process of the government of the US. Students will learn about the organization of the various branches of government and investigate the process by which the body politic contributes and influences the decisions made by elected officials. Students are expected to take notes, participate in class discussion, and research current political issues.

AP US Government and Politics (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Grade of B or better in AP U.S. History or A or better in U.S. History and teacher approval.

This course is an intensive study of the philosophy, structure, and decision-making process of the American system of government. It will follow the curriculum guidelines for this subject as established by the College Board in preparation for the AP Exam. Emphasis will be on the construction of the national government, the historical and current meaning of Federalism, and the body politic rights and responsibilities of the citizenry. Students will be required to do extensive research on state and local government organization, as well as on current political and intellectual issues facing the nation in order to supplement their standard sources of information and to better prepare them for the AP Exam. This course requires supplemental (mandatory) instruction during office hours and Saturday review classes.

ARMENIAN DEPARTMENT

Armenian language, literature, history, religion, and culture form an integral part of the school curriculum. The foundation of the Armenian language arts program is a literature-based approach to the study and use of the Armenian language. A central objective is the understanding and appreciation of Armenian ethnic as well as universal values through the study of Armenian classical and contemporary literature. The curriculum concentrates on the cultural evolution of the Armenian people through the ages, highlighting the dedication of the Armenian people, to preserving and protecting their cultural heritage, and their contributions to world civilization. Course content increases from year to year gradually, parallel to the knowledge growth of students. Grammar, composition, and literature form the basis of instruction in the high school years. Evaluation of students' efforts is based on creative and analytical writing, tests, quizzes, oral, and written projects, hands- on assignments, book reports, homework, and class participation.

The program includes the following

- Publishing an Armenian newsletter
- Student participation in Armenia Fund and Armenian assemblies or current events
- Guest speakers from Armenia and local community
- Armenian essay and history knowledge competitions
- Participation in Armenian club
- Armenian programs showcasing traditional dances, poetry, artwork, and theatrical presentations
- An annual educational junior class trip to Armenia and Nagorno-Karabagh

In addition to implementing an Armenian enrichment program, the Armenian Department engages students in cultural activities such as the celebration of special events, cooking traditional dishes, and creative representations of cultural and historical key events. Through all of the above-mentioned activities students' sense of connection with their roots becomes more concrete. These experiences teach students to be sensitive to and tolerant of other ethnic backgrounds and cultures as well, which is vital for functioning in our multicultural society. The Armenian curriculum becomes more alive as students engage in personal participation learning outside of classroom instruction.

Honors Armenian is offered at all grade levels.

Armenian Enrichment (Two Semesters) - 10 Credits

Prerequisite: Enrollment in an LOTE course and Teacher recommendation.

The Armenian enrichment program is designed for students with little to no Armenian reading and writing skills, in order to mainstream them into the regular standard classes. The Armenian enrichment curriculum includes the instruction of the Armenian language, history, and culture. The emphasis is on reading, writing, speaking, comprehension, application of the fundamental principles of the Armenian grammar, and the development and awareness of the Armenian language, and heritage. All students participate in various programs organized to showcase Armenian holidays, and traditions.

Armenian I (Grade 9, Two Semesters) - 10 Credits

Prerequisite: This course is open to all students.

Armenian I concentrates on fluent reading, comprehension, vocabulary development, writing, and translation. The course takes a literature-based approach to the study and use of the Armenian language. Classical as well as contemporary works of various genres are incorporated in order to impart an understanding of and appreciation for Armenian ethnic and universal values. The course focuses upon the cultural evolution of the Armenians over time and underscores their various contributions to world civilization.

Armenian I Honors (Grade 9, Two Semesters) - 10 Credits

Prerequisites: Average grade of an A- or higher in 7th and 8th grade Armenian courses.

Armenian I Honors is designed to be a challenging and rewarding language arts course, which will afford the dedicated student an opportunity to enhance the strong scholastic skills necessary for advanced and nuanced interpretation of literary works. This course emphasizes speaking, carrying on a sustained conversation, understanding, and thinking critically. The Armenian reading component of the course concentrates upon fluent reading, comprehension, and vocabulary development. Discussions based upon reading selections offer the opportunity to improve student oral language, communication, and development of ideas and values for the enhancement of their Armenian identity. Oral presentations and projects based upon Armenian traditions, customs, and holidays further enhance oral communication skills, confidence, and the knowledge base of students. Poetry recitation and dramatization provide special enrichment as well. Teaching of grammar pursues the goal of improving the writing skills of students. The writing component focuses upon advanced expression through a variety of genres.

Armenian II (Grade 10, Two Semesters) - 10 Credits

Prerequisite: Satisfactory grade in Armenian I.

Armenian II builds upon the foundation established in Armenian I. Study focuses upon improving reading fluency, enhancing comprehension, enriching vocabulary, honing writing ability, and sharpening translation skills. The course takes a literature-based approach to the study and use of the Armenian language. Classical as well as contemporary works of various genres are incorporated in order to impart an understanding of and appreciation for Armenian ethnic and universal values. The course focuses upon the cultural evolution of the Armenians over time and underscores their various contributions to world civilization.

Armenian II Honors (Grade 10, Two Semesters) - 10 Credits

Prerequisites: Average grade of a B+ or higher in Armenian I honors or an A in Armenian I and teacher recommendation.

Armenian II Honors is designed to be a stimulating and rewarding language arts course, one which will afford the dedicated student an opportunity to further develop the strong scholastic skills necessary for advanced and nuanced interpretation of literary works. This course assumes the ability to carry on a sustained conversation, and it requires critical thinking and writing. The Armenian reading component of the course concentrates upon fluent reading, comprehension, and additional vocabulary development. Discussions based upon reading selections offer the opportunity to further hone spoken expression. Fundamentals of rhetoric are introduced and considered in order to identify various ideas and values that provide the foundation for Armenian identity. Oral presentations and projects based upon Armenian traditions, customs, and holidays further enhance oral communication skills, confidence, and the knowledge base of students. Poetry recitation and dramatization provide special enrichment as well. Teaching of grammar pursues the goal of improving the writing skills of students. The writing component focuses upon advanced expression through a variety of genres.

Armenian III (Grade 11, Two Semesters) - 10 Credits

Prerequisite: Satisfactory grade in Armenian II.

Armenian III continues in-depth study of modern Armenian literature written in the Eastern and Western dialects of Armenian. Oral language development and writing skills continue to be the focus of instruction as much as the appreciation of the literature and culture of the Armenian people. Weekly discussion of both key historical events as well as current Armenian topics plays an essential role in developing the Armenian identity in students. Students are involved in an enriched program of co-curricular activities, such as cultural programs, celebration of holidays, Armenian Genocide commemoration, and the reenactment of Armenian traditions. The culmination of the year's instruction is a class trip to Armenia and Nagorno-Karabagh. The trip concretizes a sense of belonging and connection to the motherland.

Armenian III Honors (Grade 11, Two Semesters) - 10 Credits

Prerequisites: Average grade of a B+ or higher in Armenian II honors or an A in Armenian II and teacher recommendation.

Armenian III Honors engages the diligent scholar in more challenging and meticulous study of Armenian language and literature. This course assumes the ability to carry on a semantically rich conversation, and it requires advanced critical thinking and writing. The Armenian reading component of the course concentrates upon detailed evaluation and analysis as well as sophisticated vocabulary development. Discussions based upon reading selections offer the opportunity to further hone rhetorical expression. Additional fundamentals of rhetoric are introduced and considered in order to identify various ideas and values that provide the foundation for Armenian identity. Extensive presentations and projects based upon Armenian traditions, customs, and holidays further enhance the knowledge base of students. Poetry recitation and dramatization provide special enrichment as well. Teaching of complex grammar pursues the goal of further polishing written expression, which focuses upon creative writing as well as a number of other forms. The culmination of the year's instruction is a class trip to Armenia and Nagorno-Karabagh. The trip concretizes a sense of belonging and connection to the motherland.

Armenian IV (Grade 12, Two Semesters) - 10 Credits

Prerequisite: Satisfactory grade in Armenian III.

Armenian IV focuses on acquiring a broader base of knowledge and higher skills through the study of post-Genocide Armenian literature vis-à-vis key historical events. It also emphasizes the relevance of medieval Armenian secular poetry for the literature of this period. The forces that shape Armenian identity are explored at length. The curriculum offers technology-based enrichment activities, seminars, and Socratic debate. Armenian prose and poetry is analyzed with its political, social, and cultural contexts in mind.

Armenian IV Honors (Grade 12, Two Semesters) - 10 Credits

Prerequisites: Average grade of a B+ or higher in Armenian III honors or an A in Armenian III and teacher recommendation.

Armenian IV Honors is a culmination of the intellectual development of the assiduous student. This course assumes the ability to carry on a semantically rich conversation, and it requires highly advanced critical thinking and writing. The Armenian reading component of the course concentrates upon multifaceted evaluation and analysis as well as the sophisticated use of an extensive lexicon. Extremely engaging discussions based upon reading selections offer the opportunity to further hone rhetorical expression. Comprehensive rhetorical devices are employed in order to identify and examine various concepts and assumptions that provide the foundation for Armenian identity. Extensive presentations and projects based upon Armenian traditions, customs, and holidays further enhance the knowledge base of students. Poetry recitation and dramatization provide special enrichment as well. Written expression focuses upon creative writing as well as a number of other forms.

ELECTIVES

Elective classes provide a meaningful and enriching experience for students. Elective courses which are usually outside of the academic core classes, provide students with the opportunity to be exposed to subject matter beyond their traditional math, science, English, Armenian and history courses. Classes ranging from psychology to visual performing arts allow students to develop interests through electives which provide occasion to develop creativity, intellectual curiosity, as well as create knowledge of conceptual skills, depending on students' choice of study.

Anatomy and Physiology (Two Semesters) - 10 Credits

Prerequisite: Biology I, completed with a grade of B or higher.

This one-year course is designed for students who exhibit interest in the study of biological science with an emphasis on human biology. Topics under discussion include the structure and function of the following human body systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive.

Armenian Drama (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

The Armenian Drama is designed to introduce students to the three genres of Armenian drama including monologues, comedies and tragedies. Students will be exposed to the prominent Armenian dramatic works and their authors. Through this year-long Visual and Performing Arts course, students will acquire ability to research and choose scripts, analyze and compare them with theatrical works of other cultures, write, design, produce and perform using their knowledge of dramatic structure. All students participate in various programs organized to showcase Armenian holidays, and traditions.

Armenian Poetry (Two Semesters) - 10 Credits

Prerequisite: Average grade of a B+ or higher in Armenian I Honors or Armenian II Honors.

Armenian Poetry is a two-semester elective class, which explores the wealth of Armenian lyricism, from 13th to 20th century. The class is a discovery laboratory of rare, secular poems written in Middle and Modern Armenian languages. The class also explores the beginnings of modern Armenian poetry. (13th century, the Armenian Renaissance)

Art I (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

The purpose of this course is to introduce students to the subject of visual arts. This course is intended provide students with an introduction to the production and discussion. Students will accomplish the production aspect by creating works of art. The discussion aspect will incorporate areas of Art History, aesthetics and criticism. Students will be introduced to a new vocabulary specific to the field of visual arts to aid them in the discussion aspect. This course will begin by familiarizing students with the seven basic Elements of Art. These elements include line, shape, form, color, texture, value and space. Students will gain knowledge of these elements by exploring various 2-Dimensional art techniques such as drawing, printmaking, painting, and collage while simultaneously examining a diverse group of artists. Students will create and discuss works of art, often times, with a focus on self/cultural relevance as well as those with historical significance. Following a unit on the Elements of Art, students will delve into a unit where they will investigate and research art with a concentration on the theme “Facing History and Ourselves.” The “Facing History and Ourselves” will continue to incorporate the seven Elements of Art. For this unit students will create a series of Artist Trading Cards in which they will trade their cards with students from another school. This unit will provided students with a multi-cultural art education and allow/drive them to explore areas of self-interest while exploring issues such as stereotyping, racism, nationalism, civic participation and membership in society, identity, etc. Finally, students will examine the six Principles of Design through a variety of 2-D and 3-D mediums such as pencil and charcoal drawing, painting, wire sculpture and clay while continuing to look at a diverse group of artists. Student work will be assessed through a variety of assessment tools including, but not limited to writing assignments, discussions, graphic organizers, group-work, rubrics, and daily warm-up questions.

Business Economics (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

Business Economics is a business course designed for students to develop the skills of leadership, entrepreneurship, planning, and management needed to succeed in the modern business world and life. A moderate understanding of math, current events, and solid grasp of the mechanics of English are form the strong foundation for this course. Students will develop understanding and analysis of microeconomics and macroeconomics theory, theories of supply and demand, pricing, marketing, the stock market, taxation, banking, leadership, emerging markets, business plans, and strategies of residual income, to name a few.

The curriculum is designed to help students fulfill their roles as citizens, consumers, employers, employees, investors, inventors, and entrepreneurs. This course offers multiple opportunities to develop, use, and integrate new skills in consumer education, economics, personal finance, marketing, management, information technology, accounting, career development, basic business, entrepreneurship, and--most importantly--personal accountability and leadership.

Choir (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

Choir is a beginning visual performing arts course designed for students with little or no experience in singing. Throughout the year students will learn international folk songs, as well as songs that can be performed during school/community events, how to use and maintain their voices. The repertoire will focus on traditional songs, and its historical development, as well as music suitable for school programs, and national days.

Conversational Spanish I (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

Spanish I is a broad based course designed to introduce the student to all aspects of foreign language study. Grammar, reading, writing, speaking, and listening skills are included. Cultural information is provided and taught throughout the duration of the course. Students will do research on various cultural topics. This is achieved by groups, partners and individual practice dependent on the subject. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

Dance I and II (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students

Dance I/II is a beginning course designed for students with no experience or background in dance. Throughout this year-long visual performing arts course, students will learn modern and classical ballet, tap, Armenian dance, Russian techniques, and jazz. Through the introduction and exposure to the techniques of these dance genres, the students will gain a working vocabulary and repertoire that will allow them to progress into improvisational work, in addition to choreography as directed by the instructor. Students will have the opportunity to participate in performances throughout the school year in various school productions/events/assemblies. In addition, students will attend live performances and provide written critiques. When students are learning various forms of dance techniques, the instructor will provide historical and cultural background; this will be based on information from the textbook. The instructor will also provide vital information on maintaining balanced diet, overall health as it pertains to dance, and injury prevention.

Drama I and II (Two Semesters) - 10 Credits

Prerequisite: This one year elective course is open to all students.

Drama is a two-semester course where students receive a dual perspective of the subject as a major branch of literature and also as a performing art since ancient times. The objective of the course is to introduce student actors to basic performance styles and techniques, to increase awareness of and appreciation for the craft of acting, and to empower students to become better public speakers, performers and artists. The final outcome will be for students to perform monologues and scenes from selective plays to an audience of the school community. To enrich their appreciation of the theatre, students are required to see a full-length play and critique it in the classroom.

International Issues, Globalization & Public Policy (Two Semesters) – 10 Credits

Prerequisite: This two semester elective course is open to all students.

Students will do sufficient reading, viewing, speaking and writing to prepare them for success in college and life. Some of the major themes discussed include globalization, international relations, global poverty, human rights, the environment, international organization, etc. The students will be exposed to a wide range of key readings, videos, and opinions to analyze the development of globalization. The students will be learning about current events to be able to make informed opinions about the topics. In addition, students will become familiar with social studies skills and concepts such as well-structured essay writing and Bloom's Taxonomy.

Marine Biology (Two Semesters) – 10 Credits

Prerequisite: Completion or concurrent enrollment in Biology and Algebra I; Completion of one life science course recommended.

Marine Biology is an introductory course about the physical aspect of the ocean environment and its impact on marine life. It is the study of the rich diversity of living organism and their interactions with each other and their environment. The course is divided into four major themes: Principles of Marine Science, Life in the Marine Environment, Structure and Function of Marine Ecosystems, and Humans and the Sea.

Sociology of Sports (Two Semesters) – 10 Credits

Prerequisite: This one-year elective course is open to all students that enjoy playing sports and are ready to try new things!

Sociology of Sports is a project-based athletic course that seeks to highlight the importance of sports in the 21st century. Throughout the year we will explore some of world's most popular sports as well as some lesser known games from across the country! Along with participating in sports, students will also explore important aspects of being an athlete from building confidence in themselves and their team mates to creating healthy meals for the young athlete. Students looking to register for this class should have a passion for sports and positivity! Both male and female athletes are encouraged to join!

Speech and Debate (Two Semesters) – 10 Credits

Prerequisite: This one semester elective course is open to all students.

This course is designed to introduce and further develop students' public speaking and debate skills. Students will develop and improve their speaking, listening, storytelling, composing, reasoning and critical thinking skills. Speaking skills will focus on diction, articulation, enunciation and projection. Additionally, students will be introduced to a wide range of debate skills such as researching, argumentation, debate and rebuttal skills, as well as disciplines such as Congressional debates and public forum debate. Students will also have the opportunity to participate in public speaking events and local debates. Students are required to participate in competitions throughout the school year outside of class time.

ADMINISTRATION, FACULTY AND STAFF

AGULIAN, LENA – Science Teacher – *Bachelor of Science in Biological Sciences, University of La Verne. Graduate work towards Biotechnology/ Genetic Engineering Cal State University Los Angeles.*

AHOUBIM, TINA – Dean of Students – *Doctorate of Psychology in Organizational Management and Consulting: Phillips Graduate Institute; Bachelor of Arts in Psychology: California State University Northridge.*

ASSILIAN, HRAIR – Event Coordinator – *Bachelor of Arts in Education: Michigan University; Accountants Certificate: AGBU Technical School Beirut; Certificate in Graphic Design: Pacific Career Academy.*

BADAWI, MAYDA – Executive Assistant – *AA Degree: Whittier Rio Honda College; Certificate in Armenian Language, Certificate in Banking Industry and Real Estate.*

BEZATYAN, TAGUHI – Dance Teacher – *Nairi Dance School; Dance Teacher and Choreographer at Parvana Dance school.*

CHINCHINIAN, VARANT – Director of Technology, Chief Yearbook Advisor, Math Teacher – *Bachelor of Science in Electrical Engineering: Aleppo University; Single Subject Clear Teaching Credential in Mathematics: California State University - Northridge, California State University - Fullerton, College of New Jersey.*

DADURYAN, NORAYR – Armenian Teacher – *Bachelor of Arts in Philosophy: Bosphorus University; Certificate of Armenian Studies: Khatchudur Apovian Pedagogical Institute.*

DAVIDIAN, ZAREH – Math and Science Teacher – *Bachelor of Science in Physics: Tehran University; Master of Arts in Education: Point Loma Nazarene University; Single Subject Math and Science Credentials: Point Loma Nazarene University.*

EMORY, TOBIAS – Social Science Teacher – *Bachelor of Science in University Studies, a composite of Political Science and International Studies: Brigham Young University-Idaho.*

FLORES, ROD – English Teacher – *Bachelor of Arts in English Literature from California State University, Los Angeles, with an Option in Single Subject Credential. Graduate work towards Master of Arts in English Literature from California State University, Los Angeles.*

GULUMIAN, BARTHEV – Music and Armenian Teacher – *Master of Arts in Theology: Pontifical Oriental Institute, Rome, Italy.*

KARADANAIAN, VERONIKA – Office, Admissions & Communications Coordinator – *Bachelor of Arts in English, with a minor in Sociology: California State University, Los Angeles.*

KUYUMJIAN, LORA – Armenian Teacher – *Bachelor of Arts in Armenian Studies and Armenian History: St. Joseph University.*

MARKARIAN, ANOUSH – English Language and Literature Teacher – *Bachelor of Arts in English Literature from Notre Dame University, Lebanon; Master of Arts in Adult Education from Columbus University; Master of Arts in TESOL from New York University; Teaching Business English Certificate from London Chamber of Commerce.*

MARMOR, DAN – College Counselor, English Teacher – *Bachelor of Arts in English Literature from Stanford University; Master of Fine Arts in Dramatic Writing from New York University's Tisch Program; Master of Science in Education from St. John's University.*

MARTINEZ, WENDY – Business Manager – *Bachelor of Arts in Art History: Sonoma State University.*

PRATT, MICHAEL – Head of School – *Bachelor of Arts in History and Political Science, North Carolina Wesleyan College; Master of Science in Education and History, Old Dominion University.*

RATKOVICH, LUKA – Math and Science Teacher – *Bachelor of Science in Physics: University of California, Riverside; Master of Science in Physics: California State University, Fullerton*

SAFI, ZACH – Social Science Teacher – *Bachelor of Arts in U.S. History: University of California, Irvine; Master of Arts in World History: California State Polytechnic University, Pomona.*

STAMBOLYAN, GOHAR – Director of Educational and Student Services – *Masters of Science in Educational Counseling, State of California Clear Pupil Personnel Services Credential from National University, San Diego. Bachelor of Arts in Liberal Studies, Option in Subject Matter Teacher Preparation from California State University, Los Angeles. Professional Affiliation: American School Counseling Association (ASCA) and Western Association of College Admissions Counseling (WACAC).*

TYSON, IAIN – Science Teacher – *Bachelor of Science in Petroleum Geology/Geophysics: University of Aberdeen, Scotland, United Kingdom; Master of Science in Secondary Science Education: Keele University, England, United Kingdom; California Credentialed, Highly Qualified – Geosciences.*

WIEBE, THOMAS – History Teacher – *Bachelor of Arts in History, Master of Arts in Education; University of Oregon; Single Subject Teaching Credential in Social Studies, English Literature and English as a Second Language.*

YERVANDYAN, VAHAN – Art Teacher – *Bachelor of Arts: Fine Art Institute in Yerevan; Associate of Arts: Pasadena City College; Bachelors in Graphic Design: Platt College; Bachelors in Web Design: Platt College.*

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