

# **KOREA KENT FOREIGN SCHOOL**



## **CURRICULUM GUIDE**

**CURRICULUM COURSES  
HIGH SCHOOL**

<b>CLASS ID:</b>	<b>CLASS NAME:</b>
ART 100	ART 1
ART 200	ART 2
COM 100	COMPUTER 1
COM 200	COMPUTER 2
ESL 100	ENGLISH AS A SECONDARY LANGUAGE
ENG 100	ENGLISH 1 [9 <sup>TH</sup> ]
ENG 200	ENGLISH 2 [10 <sup>TH</sup> ]
ENG 210	WRITING
ENG 220	SPEECH
ENG 300	ENGLISH 3 [11 <sup>TH</sup> ]
ENG 310	DRAMA
ENG 400	ENGLISH 4 [12 <sup>TH</sup> ]
ENG 410	ADVANCE WRITING
FLC 100	SPANISH 1
FLC 200	SPANISH 2
FLC 300	SPANISH 3
FLC 110	KOREAN 1
FLC 210	KOREAN 2
MAT 100	ALGEBRA 1
MAT 200	GEOMETRY
MAT 300	ALGEBRA 2 AND TRIGONOMETRY
MAT 400	PRECALCULUS
MAT 500	AP CALCULUS AB
MAT 550	AP CALCULUS BC
MUS 100	MUSIC THEORY AND AURAL SKILL
MUS 200	ORCHESTRA
SCI 100	EARTH SCIENCE
SCI 200	BIOLOGY 1
SCI 250	BIOLOGY 2
SCI 300	CHEMISTRY 1
SCI 400	INTRODUCTION TO PHYSICS
SCI 550	AP CHEMISTRY
SOC 100	WORLD GEOGRAPHY
SOC 200	US HISTORY
SOC 250	KOREAN HISTORY AND CULTURE
SOC 300	WORLD HISTORY
SOC 375	HEALTH
SOC 475	ECONOMICS
SOC 550	AP WORLD HISTORY
SOC 575	AP MICRO AND MACRO ECONOMICS
SOC 650	INTRO TO PSYCHOLOGY
SOC 675	INTRO TO SOCIOLOGY

**TITLE: ART 1**

**COURSE NUMBER: ART 100**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

Students will be introduced to a variety of practical (hands on) visual exercises based upon Theoretical, Historical and Aesthetic art concepts from the Paleolithic to the Renaissance period. The students will gain practical experience in various medias such as, drawing, painting, printmaking, sculpture and textiles.

The course is based on a problem-solving approach to visual art making, and one that will encourage the student to develop skills that are both creative and unique.

Students are expected to keep a visual sketch-book, attend and present weekly theoretical lectures, as well as deliver a body of work for assessment made in response to the problem solving exercises. Safety aspects of equipment and techniques will be promoted including the safe environment of the Art studio and respect for others using the space.

**MAJOR EVALUATION TECHNIQUES:**

Percentage grades may vary during the four terms, but will include the following components

- Practical work
- Long Essay
- Theoretical Presentation
- Exhibition Reviews
- Written exam
- Participation and Sketchbook

**SEMESTER GRADE SCALE:**

Examination	20%
Essay	10%
Practical Work	50%
Participation and Homework, including sketch book	10%
Exhibition review	10%

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Identify and discuss art using the vocabulary of Art including terms related to Art criticism and judgment.
- Distinguish art history periods and significant cultural happenings from the Paleolithic to the Renaissance.
- Demonstrate proficiency in using a variety of art media.
- Demonstrate the proper manner of caring for art materials and tools.
- Prepare and present a cogent research paper.

**TITLE: ART 2**

**COURSE NUMBER: ART 200**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: ART 100**

**MAJOR CONCEPTS:**

Students will continue a variety of practical (hands on) visual exercises based upon theoretical, historical and aesthetic art concepts taught in Art Theory and Practice 100.

The students will continue to gain experience and develop skills in various medias such as, drawing, painting, printmaking, sculpture and textiles. A survey of Art movements and artists from the late nineteenth to contemporary times will be examined in light of significant historical and cultural experiences of this period.

This art course is based on a problem-solving approach to visual art making, and one that will encourage students to develop skills that are both creative and unique. Safety aspects of equipment and techniques will be promoted including the safe environment of the Art studio and respect for others using the space.

**MAJOR EVALUATION TECHNIQUES:**

Students will be assessed on their keeping of a visual sketchbook, as well as delivering a body of work made in response to set problem solving exercises. Students are expected to attend Art exhibitions and prepare written critiques of their findings following formal art criticism operations. A fully referenced essay of no less than 2,000 words must be submitted each term responding to questions and topics set within the course.

Students will be evaluated on their individual contribution to produce and contribute to the school year book, designing layout, cover page and delegation of responsibility for year-book photographic documentation. Students must attend weekly theoretical lectures, and deliver an individual presentation to the class. Class participation and contribution is also evaluated. In Fourth term, students will be assessed on an individual research project and a body of work made in response to this research.

**SEMESTER GRADE SCALE:**

Practical work	45%
Long Essay	10%
Exams	20%
Theoretical Presentation	5%
Exhibition Review	10%
Participation and Sketchbook	10%

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Students will be able to identify and discuss art using advanced vocabulary of Art including terms related to Art criticism and Aesthetic judgment.
- Students will be able to distinguish art history periods and significant cultural happenings from the Paleolithic to the Renaissance.
- Demonstrate proficiency in using a variety of art media.
- Demonstrate the proper manner of caring for art materials and tools.
- Prepare and present a cogent paper based on individual research of an art movement and specific artists.
- Contribute to the design, construction and layout of the school year book

**TITLE: COMPUTER 1**

**COURSE NUMBER: COM 100**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is an introduction to the use of computers. Students will learn the basic structure of a computer, how it works, and how the user can take advantage of the technology available to them. Several software programs will be introduced, which will allow the student to practice keyboarding, word processing, spreadsheets, databases, and publishing. It is assumed that students enrolled in Computer 1 have little to no previous computer experience. Basic Windows, Microsoft Word, Excel, PowerPoint, and Access will be covered in Computer 100. Students will also learn to identify computer hardware and how to properly install it

**EVALUATION TECHNIQUES:**

The student Progress and understanding will be evaluated through a mixture of test, examinations, written and practical assignments, with consideration given to homework completion and class participation. It is the responsibility of the student to follow up on all materials covered and assignments on missed days.

**GRADE SCALE:**

In-class-work:	30%
Assignments:	30%
Quizzes:	20%
Projects:	10%
Participation:	10%

When applicable:

Final:	20%
Mid-term:	10%

**OBJECTIVES:**

Upon completion of course students should be able to:

- Identify the different parts of a computer and assemble them
- Start an application and use Windows Explorer and My Computer to manage files and folders
- Understand computer maintenance and care.
- Create, edit, and save a Word document
- Create and format table structures in Microsoft Excel
- Create, edit, save, print, and format simple spreadsheets

- Use formulas to perform calculations and manipulate data
- Create, modify, format, charts and graphs
- Understand what a relational database is and how to design and create an Access relational database
- Create a database form, enter records, and query a table.
- Create, edit and save PowerPoint presentations
- Discuss and identify ethical uses of a computer

**TITLE: COMPUTER 2**

**COURSE NUMBER: COM 200**

**GRADE LEVEL: 10-12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: COM 100**

**MAJOR CONCEPTS:**

This course is designed for students with previous experience on computers, who are interested in furthering their computer skills, specifically in the areas of web page development and basic programming. The students will be taught how to build a website using CSS and Adobe Dreamweaver CS4. In addition, students will gain a basic understanding of object-oriented computer programming using Microsoft Visual Basic. Students will also learn to identify computer hardware and how to properly install it.

**EVALUATION TECHNIQUES:**

The student Progress and understanding will be evaluated through a mixture of test, examinations, written and practical assignments, with consideration given to homework completion and class participation. It is the responsibility of the student to follow up on all materials covered and assignments on missed days.

**GRADE SCALE:**

In-class-work:	40%
Assignments:	30%
Quizzes:	20%
Participation:	10%

When applicable

Final:	20%
Mid-term:	10%

**OBJECTIVES:**

Upon completion of the course students should be able to:

- Create applications in the Visual Basic 2005 IDE.
- Understand controls and add objects and menus to a form.
- Describe the process involved in saving and running a Visual Basic application.
- Define terminology associated with object-oriented programming.
- Create an event-driven application and understand event procedures.
- Demonstrate the use of decision structures to control the flow of a program.
- Demonstrate algorithm design as a problem-solving strategy.
- Write compound Boolean expressions.
- Understand networking basics
- Define the purpose and target audience of a website.

- Determine the web pages and navigation structure of a website.
- Determine the content of a website.
- Explain what a style sheet is using appropriate terminology.
- Link and create a CSS style sheet document.
- Outline the process of publishing a website.
- Identify the different parts of a computer and assemble them

**TITLE: ENGLISH AS A SECONDARY LANGUAGE**

**COURSE NUMBER: ESL 100**

**GRADE LEVEL: 9-11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to allow an ESL student the opportunity to consolidate skills and knowledge taught in their other English-based subjects, by allowing them to complete homework activities, projects and assignments given. The student shall seek help and will receive assistance on a 1:1 basis. The teacher shall clarify learning activities that will enable the student to achieve success in their work. The student will have the opportunity to learn how to make study timetables, organize homework activities and improve memory retention through cognitive activities such as mind mapping.

**EVALUATION:**

Each student will be evaluated on his or her individual effort throughout this class.

**SEMESTER GRADE SCALE:**

The student will receive a pass or fail grade for this class.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Learn by working independently and by applying good study habits.
- Become confident in seeking assistance from the teacher.
- Learn how to use a dictionary and thesaurus.

**TITLE: ENGLISH I**

**COURSE NUMBER: ENG 100**

**GRADE LEVEL: 9**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to strengthen students' skills in all aspects of communication including reading, writing and speaking. The student will actively use a dictionary and thesaurus to improve vocabulary. The student will apply all aspects of the writing process, including prewriting activities, drafting and the editing of written work. The content includes: (1) critical analysis of English Literature (2) reading for enjoyment (3) understanding and application of poetic and persuasive language devices. The student will be guided through the process of writing properly cited essays (avoiding plagiarism) and other compositions. They will also prepare and present a series of speeches and presentations. The student will discover reading as a useful and pleasurable activity and that literature is written for various audiences and purposes.

**EVALUATION:**

The student will be evaluated based upon completion of reading and composition assignments and oral presentations, comprehension of literature, and improvement in written composition with major emphasis on content, organization, logic, and coherence.

**SEMESTER GRADE SCALE:**

Improvement and class work:	10%
Class participation and effort:	10%
Homework:	10%
Tests and Exams:	30%
Assessments:	30%
Listening:	10%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Complete vocabulary activities from the **Word Skills Textbook**.
- Critically analyze literary works.
- Speak and write clearly.
- Understand and use poetic and persuasive language devices.
- Develop reading for enjoyment.
- Write in various styles for various audiences and purposes.
- Read and appreciate various genres of literature.
- Work independently or as part of a small group or the whole class.

**TITLE: ENGLISH II**

**COURSE NUMBER: ENG 200**

**GRADE LEVEL: 10**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: ENG 100**

**MAJOR CONCEPTS:**

This course is designed to further develop and consolidate skills such as essay writing and reading for meaning. The student is given the opportunity to learn how to write in different styles and for different audiences and purposes. Discussion-based activities will include active participation in whole-class and small group work. The content includes: (1) Critical analysis of English Literature, enabling the student to engage in a discussion of philosophical questions as revealed in literary works. (2) Engage in perceptive reading. (3) Understand the application of poetic and persuasive language devices. The student will write properly cited research essays (avoiding plagiarism) as well as other compositions. They will also prepare and present a series of speeches and presentations.

**EVALUATION:**

The students will be evaluated based upon completion of reading and composition assignments and oral presentations, comprehension of literature, and improvement in written composition, with major emphasis on content, organization, logic, and coherence.

**SEMESTER GRADE SCALE:**

Improvement and class work:	10%
Class participation and effort:	10%
Homework:	10%
Tests and Exams:	30%
Assessments:	30%
Listening:	10%

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Complete vocabulary activities from the **Word Skills Textbook**.
- Critically analyze literary works.
- Speak and write clearly.
- Understand and use poetic and persuasive language devices.
- Develop reading for enjoyment.
- Write in various styles for various audiences and purposes.
- Engage in philosophical discussion.
- Work independently or as part of a small group or the whole class.

**TITLE: WRITING**

**COURSE NUMBER: ENG 210**

**GRADE LEVEL: 9-10**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

▪ **MAJOR CONCEPTS:**

Writing is an introduction to the essay writing process. This course is designed for students to refine grammar and the understanding of subject, audience and purpose. This course takes a holistic approach to the writing process, and will therefore not solely focus on the final written product, but stress the important foundations of brainstorming, researching, organizing, and revising each piece.

**SEMESTER GRADE SCALE:**

Essay:	50%
Grammar Seminars	15%
Homework	10%
Portfolio:	15%
Classroom Participation:	10%

**GRADING POLICIES**

- **Homework** assignments will *only* be accepted during class time. Exception will be given on a case to case basis.
- **Essays/Writing activities** must be handed in by 2:30, after which they are considered late.
- **Late assignments** will be accepted 3 days following due date.
- **Late assignments** will be penalized 5% per day.
- **Participation** will be evaluated daily. Students with unexcused absences should not expect to receive full credit for their classroom participation grade.
- *At my discretion, I will consider allowing an assignment deadline extension if I receive an email that gives a **valid reason at least a day before the due date.***
- **All assignments/homework** may be submitted via email or in person.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Organize and clearly articulate their views and those of others.
- Incorporate thoughtful and critical thinking into their writing.
- Read critically and consider complex issues from diverse points of view.
- Objectively consider evidence to examine and identify assumptions.
- Understand the importance of audience and recognize different writing style approaches for a variety of academic disciplines. Develop a deeper understanding of the language

conventions needed for essay writing.

- Research primary/secondary sources and use them in a variety of essay styles.
- Evaluate sources for reliability relevance to a subject and appropriateness to audience.
- Understand and follow **MLA** format and citation guidelines.
- Review and respond to peer writing in an honest and helpful way.

**TITLE: SPEECH**

**COURSE NUMBER: ENG 220**

**GRADE LEVEL: 11-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

The Speech course is designed for the student to learn the fundamentals of effective verbal communications in public. The course provides instructions in the preparation of the subject to include the following elements: (a) selection of subject, (b) draft of material, (c) voice inflection, (d) body motions and (e) rehearsal. Principles of communication theory are considered though special emphasis is given to the preparation and delivery of speeches to an audience.

**EVALUATION TECHNIQUES:**

Students' progress and understanding will be evaluated through a mixture of speech presentations, effort, written assignments and tests, with consideration given to homework completion and class participation. Individual students will be evaluated by weekly test and scheduled assignments.

**SEMESTER GRADE SCALE:**

Assignments	60%
Tests	20%
Homework Completion	10%
Class Work	10%

Semester 1 will be worth 40% of the final mark and Semester 2 will be worth 60%.

**OBJECTIVES:**

Upon completion of this course, students should be able to:

- Understand how messages are communicated from sender to receiver.
- Understand the factors that enhance or inhibit communication.
- Usage of voice inflection and body movements to emphasize points while speaking.
- Speak in public with a degree of confidence.
- Prepare appropriate speeches for a wide variety of situations.
- Deliver prepared speeches of up to 15 minutes in the classroom setting.

**TITLE: ENGLISH III**

**COURSE NUMBER: ENG300**

**GRADE LEVEL: 11**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITE: ENG200**

**MAJOR CONCEPTS:**

This course is designed to strengthen the student's skills in reading, writing, analyzing, discussing, and debating various literary works. The content also includes the development of an increasingly comprehensive vocabulary and grammar. The student will write argumentative and research essays as well as book critiques and summary essays (and will understand the difference between these essays). The student will also be required to complete weekly journals on specific topics, presentations, speeches, and creative work. Each student will be exposed to a wide range of historical and modern literary works of American writers-including those from major ethnic groups in the population-as well as the works of authors from other nations.

**EVALUATION TECHNIQUES:**

The evaluation will be based on the completion of assignments; comprehension of literature as measured by objective, essay, and oral examination; vocabulary and grammar with emphasis on comprehension and organization; and participation in discussions and debates.

**ASSIGNMENT GRADE SCALE:**

Spelling and grammar	10%
Structure and organization	40%
Content	40%
Creativity	10%

**SEMESTER GRADE SCALE:**

Vocabulary Workshop	15%
Assignments	20%
Quizzes	05%
Class Participation	10%
Essays/Presentations	25%
Exams	25%

**OBJECTIVES:**

Upon completion of this course, students should be able to:

- Infer conclusions from a series of oral or written statements
- Use an increasingly comprehensible vocabulary in discussion
- Develop reading for enjoyment
- Refine note-taking skills
- Research and cite sources properly, and avoid plagiarism
- Gather ideas and organize them coherently.

**TITLE: DRAMA**

**COURSE NUMBER: ENG 310**

**GRADE LEVEL: 10 - 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPT:**

This course is designed to strengthen students' skills in speaking, acting, self-discipline and cooperation. The student will learn to use voice projection/inflection and body movement to convey emotions. Students will learn to interact with other play actors to tell a story. Students will prepare and present a series of plays, and learn about other theatrical elements such as script writing, timing, blocking, costuming and props. They will also learn to analyze dramatic elements such as character motivation and character development.

**EVALUATION TECHNIQUES:**

Students will be evaluated by class participation, tests and performances.

**SEMESTER GRADE SCALE:**

Effort and improvement:	10%
Class work and conduct:	10%
Out of class preparation:	10%
In Class tests:	30%
Final performances:	40%

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Demonstrate vocal skills; especially correct pronunciation, emotive modulation, and projection.
- Understand the importance of body usage to express a message and/or emotion.
- Demonstrate an acting ability.
- Demonstrate an ability to work with others to convey a message.

**TITLE: ENGLISH IV**

**COURSE NUMBER: ENG400**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITE: ENG300**

**MAJOR CONCEPTS:**

This course is designed to strengthen the student's skills in reading, writing, analyzing, discussing, and debating various literary works. The content also includes the development of an increasingly comprehensive vocabulary and grammar. The student will write argumentative and research essays as well as book critiques and summary essays (and will understand the difference between these essays). The student will also be required to complete weekly journals on specific topics, presentations, speeches, and creative work. Each student will be exposed to a wide range of literary works from many different civilizations and cultures throughout history.

**EVALUATION TECHNIQUES:**

The evaluation will be based on the completion of assignments; comprehension of literature as measured by objective, essay, and oral examination; vocabulary and grammar with emphasis on comprehension and organization; and participation in discussions and debates.

**ASSIGNMENT GRADE SCALE:**

Spelling and grammar	10%
Structure and organization	40%
Content	40%
Creativity	10%

**SEMESTER GRADE SCALE:**

Word Skills	15%
Assignments	20%
Quizzes	05%
Class Participation	10%
Essays/Presentations	25%
Exams	25%

**OBJECTIVES:**

Upon completion of this course, students should be able to:

- Infer conclusions from a series of oral or written statements
- Use an increasingly comprehensible vocabulary in discussion
- Develop reading for enjoyment
- Refine note-taking skills
- Research and cite sources properly, and avoid plagiarism
- Gather ideas and organize them coherently.

**TITLE: ADVANCED WRITING**

**COURSE NUMBER: ENG 410**

**GRADE LEVEL: 11-12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: ENG 210**

**MAJOR CONCEPTS:**

Advanced Writing provides the skills to think and write clearly and critically to prepare students for post-secondary studies. This course takes a holistic approach to the writing process, and will therefore not solely focus on the final written product, but stress the important foundations of brainstorming, researching, organizing, and revising each piece.

**SEMESTER GRADE SCALE:**

Essay:	50%
Grammar Seminars	15%
Homework	10%
Portfolio:	15%
Classroom Participation:	10%

**GRADING POLICIES**

- **Homework** assignments will *only* be accepted during class time. Exception will be given on a case to case basis.
- **Essays/Writing activities** must be handed in by 2:30, after which they are considered late.
- **Late assignments** will be accepted 3 days following due date.
- **Late assignments** will be penalized 5% per day.
- **Participation** will be evaluated daily. Students with unexcused absences should not expect to receive full credit for their classroom participation grade.
- *At my discretion, I will consider allowing an assignment deadline extension if I receive an email that gives a **valid reason at least a day before the due date.***
- **All assignments/homework** may be submitted via email or in person.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Organize and clearly articulate their views and those of others.
- Incorporate thoughtful and critical thinking into their writing.
- Read critically and consider complex issues from diverse points of view.
- Objectively consider evidence to examine and identify assumptions.
- Understand the importance of audience and recognize different writing style approaches for a variety of academic disciplines.
- Research secondary/ primary sources and use them in a variety of essay styles.
- Evaluate sources for reliability relevance to a subject and appropriateness to audience.

- Understand and follow MLA format and citation guidelines.
- Review and respond to peer-writing in an honest and helpful way.
- Develop a better understanding and incorporate language conventions suitable for university level essay writing.

**TITLE: SPANISH I**

**COURSE NUMBER: FLC 100**

**GRADE LEVEL: 9-11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAYOR CONCEPTS:**

The course is designed to promote and improve the communicative competence in the Spanish Language. This course follows concepts from the 'learn to learn' approach, and the Task-Based Learning approach to help students construct their learning and make use of their own language learning strategies for the acquisition of the Spanish language. Lessons are communication oriented, and are implemented through the integration of grammar, listening and reading comprehension, writing, and conversation, as well as inter cultural and global awareness.

**GOALS:**

The primary goals are as follow:

- Learn to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language in a variety of topics.
- Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Other general standards for the course include:

- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities locally, by using the language both within and beyond the school setting.
- Connect with other disciplines and acquire information.

**ASSESSMENT TECHNIQUES:**

Students are evaluated through summative and formative assessment techniques. As follows:

**Quarter grade scale:**

Auto evaluation (Self assessment of the personal involvement in class)	20%
Use of the Spanish Language in class (Collective)	5%
Portafolio	5%
Chapter Tests (2)	10%
Mid Quarter Exam	10%
Vocabulary and Grammar Quizzes	10%

Homework	15%
End of Quarter Project	10%
End of quarter or semester Exam	15%

The students can undertake extra credit projects throughout the term. Those projects may include writing diaries in Spanish, writing to a Spanish-speaking pen-pal, reading books in Spanish, etc.

### **SPECIFIC OBJECTIVES**

Upon completion of the course, the student should be able to:

- Use expressions for greeting and leave-taking.
- Give and ask for personal information such as age, origin, and contact details.
- Describe himself, other people, things, and the weather.
- Talk about his/her school, daily routines and personal care.
- Express likes and dislikes, as well as discuss sports and favourite leisure-time activities.
- Make plans for the immediate future.
- Count to 1000
- Talk about food, family, and family celebrations.
- Talk about holidays and other Latino American /Spanish and international celebrations.
- Talk about clothes, shopping and prices.
- Understand cultural perspectives on shopping.

**TITLE: SPANISH II**

**COURSE NUMBER: FLC 200**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: FLC 100**

**MAYOR CONCEPTS:**

The course is designed to promote and improve the communicative competence in the Spanish Language. This course follows concepts from the 'learn to learn' approach, and the Task-Based Learning approach to help students construct their learning and make use of their own language learning strategies for the acquisition of the Spanish language. Lessons are communication oriented, and are implemented through the integration of grammar, listening and reading comprehension, writing, and conversation, as well as inter cultural and global awareness.

**GOALS:**

The primary goals are as follow:

- Learn to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language in a variety of topics.
- Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Other general standards for the course include:

- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities locally, by using the language both within and beyond the school setting.
- Connect with other disciplines and acquire information.

**ASSESSMENT TECHNIQUES:**

Students are evaluated through summative and formative assessment techniques. As follows:

**Quarter grade scale:**

Auto evaluation (Self assessment of the personal involvement in class)	20%
Use of the Spanish Language in class (Collective)	5%
Portafolio	5%
Chapter Tests (2)	10%
Mid Quarter Exam	10%

Vocabulary and Grammar Quizzes	10%
Homework	15%
End of Quarter Project	10%
End of quarter or semester Exam	15%

The students can undertake extra credit projects throughout the term. Those projects may include writing diaries in Spanish, writing to a Spanish-speaking pen-pal, reading books in Spanish, etc.

**SPECIFIC OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Give and ask for personal information such as age, origin, and contact details.
- Compare people and personality traits.
- Express likes and dislikes on sports, leisure-time activities, TV programs or films.
- Compare places and activities in the city or country.
- Talk about travel preparations, ask and give travel information, and describe trips.
- Tell others what to do or not to do in some situations.
- Describe past experiences, and discuss past events.
- Talk about Latino American, Spanish, and/or international food.
- Order a meal in a restaurant.

**TITLE: SPANISH III**

**COURSE NUMBER: FLC 300**

**GRADE LEVEL: 9-11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: FLC 100 & FLC 200**

**MAYOR CONCEPTS:**

The course is designed to promote and improve the communicative competence in the Spanish Language. This course follows concepts from the 'learn to learn' approach, and the Task-Based Learning approach to help students construct their learning and make use of their own language learning strategies for the acquisition of the Spanish language. Lessons are communication oriented, and are implemented through the integration of grammar, listening and reading comprehension, writing, and conversation, as well as inter cultural and global awareness.

**GOALS:**

The primary goals are as follow:

- Learn to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language in a variety of topics.
- Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Other general standards for the course include:

- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities locally, by using the language both within and beyond the school setting.
- Connect with other disciplines and acquire information.

**ASSESSMENT TECHNIQUES:**

Students are evaluated through summative and formative assessment techniques. As follows:

**Quarter grade scale:**

Auto evaluation (Self assessment of the personal involvement in class)	20%
Use of the Spanish Language in class (Collective)	5%
Portafolio	5%
Chapter Tests (2)	10%
Mid Quarter Exam	10%
Vocabulary and Grammar Quizzes	10%
Homework	15%

End of Quarter Project	10%
End of quarter or semester Exam	15%

The students can undertake extra credit projects throughout the term. Those projects may include writing diaries in Spanish, writing to a Spanish-speaking pen-pal, reading books in Spanish, etc.

**SPECIFIC OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Compare people and personality traits.
- Talk about family relationships, and family traditions both past and present.
- Discuss nature and the environment, and how we positive or negatively affect it.
- Write about the influence of the media and advertisements in our lives.
- Discuss about similarities and differences among the various cultures of the Spanish-speaking world.
- Talk about role models and how they influence us.
- Talk about creativity, fantasy, myths and reality.
- Create a fictional story.

**TITLE: KOREAN I**

**COURSE NUMBER: FLC 110**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The course is designed to introduce Korean I as a basic conversation for communication, basic vocabulary, and grammar. The student will view and discuss slides and videos on the cultural background of Korea. This course will provide opportunities for reading, writing, listening, and speaking Korean. Instructional activities will provide emphasis on communication, culture, reading, and writing skills. The activities will include listening to tapes, repeating, reading, and writing. To encourage communicating in Korean, asking simple questions and having the student respond in Korean will do this. The student's will be given field trips to enhance their conversational techniques.

**EVALUATION TECHNIQUES:**

The student will be given chapter test and quizzes. A Midterm and Final examination will cover the cumulative material. Student participation in class and projects will be given extra credit.

**SEMESTER GRADE SCALE:**

Class Participation:	10%
Chapter Test:	45%
Quizzes:	15%
Homework:	15%
Midterm / Final Test:	15%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Have the basic capability to understand the written Korean language.
- Imitate authentic patterns of intonation, stress, rhythm, linking, and pitch.
- Conduct routine and rudimentary conversation.
- Write short conversational sentences using appropriate grammatical forms.

**TITLE: KOREAN 2**

**COURSE NUMBER: FLC 210**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: KOREAN I**

**MAJOR CONCEPTS:**

The course is designed to introduce the student to a higher field of Korean language to include conversation for communication, basic vocabulary, and grammar. The student will gain knowledge through reading, discussions, view slides and videos. Instructional activities will provide emphasis on communication, culture, reading, and writing skills and to encourage communicating in Korean by asking simple questions and having the student respond in Korean. The student will go on field trips to enhance their conversational techniques.

**EVALUATION TECHNIQUES:**

The student will be given chapter test and quizzes. A Midterm and Final examination will cover the cumulative material. Student participation in class and projects will be given extra credit.

**SEMESTER GRADE SCALE:**

Class Participation:	10%
Chapter Test:	45%
Quizzes:	15%
Homework:	15%
Midterm / Final Test:	15%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Have the basic capability to understand the written Korean language.
- Imitate authentic patterns of intonation, stress, rhythm, linking, and pitch.
- Conduct routine and rudimentary conversation.
- Write short conversational sentences using appropriate grammatical forms.

**TITLE: ALGEBRA I**

**COURSE NUMBER: MAT 100**

**GRADE LEVEL: 9**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: PRE-ALGEBRA**

**MAJOR CONCEPTS:**

Algebra I is designed to provide students with an understanding of the basic concepts of Algebra. The course will review operations using rational numbers, and then move to solving equations and rational expressions. Operations with polynomials, rational numbers, factoring numbers, linear equations and quadratics will be covered. Concepts in probability and statistics will be introduced.

**EVALUATION TECHNIQUES:**

Homework assignments will be checked daily. Assessments: (Tests will be given after every chapter. Unannounced and announced quizzes will be given during the chapter study.) The Mid-term and Final exam will cover cumulative material.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Chapter Tests:	50%
Quizzes:	15%
Homework:	15%
Mid-term Test / Final Test:	10%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Solve equations and inequalities using rational numbers.
- Graph linear functions.
- Simplify polynomials and rational expressions using basic operations.
- Solve and simplify radical expressions.
- Factor and solve quadratic equations.
- Calculate probability.
- Understand the basics of Trigonometric functions.

**TITLE: GEOMETRY**

**COURSE NUMBER: MAT 200**

**GRADE LEVEL: 10**

**LENGTH LEVEL: 36 WEEKS**

**REMARKS: PREREQUISITES: ALGEBRA 1**

**MAJOR CONCEPTS:**

This course is designed to provide students with the foundation to develop their reasoning and problem solving skills involving geometric concepts. Topics will include the study of measurements, shapes, and size of objects. Area of study will include: parallels, similarity, area, circles, triangles and surface area. Real life applications will be used through out the course to show the practical use of Geometry.

**EVALUATION TECHNIQUES:**

Homework assignments will be checked daily. Assessments: (Tests will be given after every chapter. Unannounced and announced quizzes will be given during the chapter study.) The Mid-term and Final exam will cover cumulative material.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Chapter Tests:	50%
Quizzes:	15%
Homework:	15%
Mid-term Test / Final Test:	10%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Develop deductive reasoning in proofs by using axioms, theorems, and postulation.
- Use congruence theorems to compare angles and triangles.
- Use theorems on parallel lines to find angle measures.
- Calculate perimeter, area, and volume of two (2) and three (3) dimensional objects or geometric models.
- Identify similar figures.
- Use properties of general and special right triangles to solve problems.
- Use theorems to solve problems pertaining to circles.

**TITLE: ALGEBRA II AND TRIGONOMETRY**

**COURSE NUMBER: MAT 300**

**GRADE LEVEL: 11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: ALGEBRA I**

**MAJOR CONCEPTS:**

This course is designed to give students greater skills in using the techniques of advance Algebra. A review of Basic Algebra will be concluded before the course expands into the advance topics of linear functions, systems of equation and inequalities, polynomials, quadratic functions, matrices, complex numbers, sequences and series, and basic trigonometry.

**EVALUATIONS:**

Homework and class participation will be evaluated. Assessments (Tests or Quizzes) will be given after each chapter. The range of the mid-term and final exam will be cumulative.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Homework/Class work:	10%
Tests and Quizzes:	60%
Midterm/Final Exam:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Solve linear inequalities and equations.
- Analyze quadratic functions and solve quadratic equations.
- Compute polynomial functions.
- Perform basic matrix operations.
- Simplify and solve logarithm and exponential functions.
- Solve trigonometric problems and analyze graphs.
- Calculate combination, permutations, and probability problems.

**TITLE: PRECALCULUS**

**COURSE NUMBER: MAT 400**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: ALGEBRA II**

**MAJOR CONCEPTS:**

This course is designed to provide the student the skills and concepts which are required to take Calculus. Advanced concepts of Algebra and Trigonometry which include the graphs of functions, system of the equations, matrices, sequences and series, probability, and the introduction to analytic geometry will be discussed.

**EVALUATIONS:**

Homework and class participation will be evaluated. Assessments (Tests or Quizzes) will be given after each chapter. The range of the mid-term and final exam will be cumulative.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Homework/Class work:	10%
Tests and Quizzes:	60%
Midterm/Final Exam:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Graph polynomial functions.
- Analyze the rational, quadratic, radical and absolute value functions and inequalities.
- Solve trigonometric equations.
- Analyze exponential and logarithmic functions.
- Solve systems of the equations.
- Calculate probability, permutations and combinations.
- Analyze the polar coordinates and equations.
- Analyze conic sections and their graphs.

**TITLE: AP CALCULUS AB**

**COURSE NUMBER: MAT 500**

**GRADE LEVEL: 11-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: MAT 400**

**MAJOR CONCEPTS:**

This course is an introduction to college calculus. It is designed to introduce and develop the student's understanding of the fundamental concepts in the application of differentiation, integration, and exponential and logarithmic functions.

Students are allowed to use a graphing calculator (TI-84 plus or TI-89). Graphing calculator will be used to check the x-intercepts, graph of the functions, etc.

**EVALUATION:**

Quarter grades are based on homework, class work, quizzes, and tests. Each quarter grade represents 35 percent of the semester. The midterm or the final exams represent 20 percent of the semester grade. Class participation represents the remaining 10 percent of the grade. Questions and materials from the College Board, AP Calculus AB released exams, and the work books will be used.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Homework/Class work:	10%
Tests and Quizzes:	60%
Midterm/Final Exam:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Understand high degree polynomial functions and their graphs
- Understand rational functions
- Understand limits and their properties for Calculus
- Understand the basic derivative and differentiation rules
- Understand the applications of differentiation
- Understand the applications and basics of integration
- Understand logarithmic, exponential, and trigonometric functions
- Understand differential equations and slope fields

**TITLE: AP CALCULUS BC**

**COURSE NUMBER: MAT 550**

**GRADE LEVEL: 11-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: MAT 400**

**MAJOR CONCEPTS:**

This course is an introduction to college calculus. It is designed to introduce and develop the student's understanding of the fundamental concepts in the application of differentiation, integration, and exponential and logarithmic functions.

Students are allowed to use a graphing calculator (TI-84 plus or TI-89). Graphing calculator will be used to check the x-intercepts, graph of the functions, etc.

**EVALUATION:**

Quarter grades are based on homework, class work, quizzes, and tests. Each quarter grade represents 35 percent of the semester. The midterm or the final exams represent 20 percent of the semester grade. Class participation represents the remaining 10 percent of the grade. Questions and materials from the College Board, AP Calculus AB released exams, and the work books will be used.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Homework/Class work:	10%
Tests and Quizzes:	60%
Midterm/Final Exam:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Understand high degree polynomial functions and their graphs
- Understand rational functions
- Understand limits and their properties for Calculus
- Understand the basic derivative and differentiation rules
- Understand the applications of differentiation
- Understand the applications and basics of integration
- Understand logarithmic, exponential, and trigonometric functions
- Understand differential equations and slope fields

**COURSE NUMBER: MUS 100**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The purpose of the course is to increase students' skill and knowledge in general Music Theory and Western Music History from 1650-1900.

**REQUIRED TEXTS AND SUPPLIES:**

- 1) Music Theory Binder
- 2) Forney, Kristine, and Joseph Machlis. *The Enjoyment of Music*. 10<sup>th</sup> ed. Shorter Version: WW Norton and Company Inc.

You should also have a supply of music notebook, journal, pencil, and a eraser.

**GRADE SCALE:**

-Exams	30%	-Class participation	10%
-Quizzes	20%	-Attendance	10%
-Assignments	20%	-Concert report	5%
-Journal	5%		

**Assignments**

- Assignments are normally due in class, **before the start of class. Assignments turned in after class begins for any reason will be considered late.**
- Students who are absent from class will be responsible for all class notes and assignments.

**Tardy Policy**

I will take attendance in class each day. Your attendance will be taken into account in the case of borderline grade at the end of each quarter.

**OBJECTIVES:**

Students will try hard to acquire the following:

- The ability to notate pitch, rhythm, scales, interval, key signatures, chords, inversions, and meter.
- The ability to develop skills in ear-training, singing, playing keyboard, and playing recorder.
- The ability to use various music vocabulary words in discussing musical works.
- The ability to gain knowledge needed for a better understanding of music through the study of Western music history. This means to recognize and explain appropriately a number of representative compositions and composers from the major periods and styles of Western art music.

**TITLE: ORCHESTRA**

**COURSE NUMBER: MUS 200**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**PREQUISITES: Basic knowledge about music notation and reading**

**MAJOR CONCEPTS:**

The purpose of the course is to increase students' skill and knowledge in learning collaborative music. The course is designed for beginning to intermediate level students.

Students will learn the fundamentals of music notation, reading, musical expression, rhythm, and phrasing. Performance opportunities include school recital, in-class playing, and solo performances. Students are to prepare a weekly solo performance and group performance and are graded on their musicianship, technical exercises, and effort.

Students are to attend at least two concerts each semester and write a short essay about each concert.

**MAJOR EVALUATION TECHNIQUES:**

The evaluation of the course will be based on class participation, performance, concert attendance, attendance, and improvement.

**SEMESTER GRADE SCALE:**

Weekly performance	25%
Two short essays	10%
Participation	40%
Attendance	25%

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Play all twenty-four major and minor scales from memory
- Use various music vocabulary words when discussing musical works
- Sight-read short melody tunes as a group
- Understand and verbally explain basic musical forms in detail
- Characterize important musical aspects of each stylistic periods and composers
- Play in a group setting
- Lead a small group of ensemble

**TITLE: EARTH SCIENCE**

**COURSE NUMBER: SCI 100**

**GRADE LEVEL: 9**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR ACONCEPTS:**

This course introduces Earth Science to the student and the basic concepts needed for further scientific study, and to increase their interest in science and the world in which they live. Students will study selected topics in the Earth Sciences such as energy and natural resources, careers, geology, cartography, oceans, plate tectonics, and astronomy.

**EVALUATION TECHNIQUES:**

Written test and homework assignments will be the major evaluation techniques. Each student will be evaluated on their performance of project presentations and individual reports. Some research will be required.

**SEMESTER GRADE SCALE:**

**First Semester**

Class participation:	10%
Chapter Tests:	50%
Quizzes:	15%
Homework:	15%
Mid-term Test:	20%

**Second Semester**

Class participation:	10%
Chapter Tests:	50%
Quizzes:	15%
Homework:	15%
Final Test:	10%
Presentation:	10%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Increase his or her knowledge of scientific terms and vocabulary.
- Read passages on selected topics in the Earth Science book.
- Be able to demonstrate the ability to make simple computations with scientific data.
- To use their own thoughts and ideas to express and display Earth Science concepts to their fellow classmates.
- Establish the basic foundation of scientific knowledge so he or she can be ready for further studies in Biology, Chemistry and Physics.
- Have a better understanding of the world around him or her.

**TITLE: BIOLOGY 1**

**COURSE NUMBER: SCI 200**

**GRADE LEVEL: 10**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course provides students with an introduction to biological concepts, particularly the fundamental relationship that exists between structure and function in living things. Topics will include biological macromolecules, cells, microorganisms, invertebrates, plants, and ecology. Through out the course, the student should be able to understand the features that are common to living things and appreciate the complexity and variety that exists in the natural world.

**EVALUATION TECHNIQUES:**

Students' progress and understanding will be monitored and evaluated through tests, examinations, practical assignments, homework completion and class participation.

**SEMESTER GRADE SCALE:**

Tests	40%
Practical Assignments	20%
Exam	20%
Homework Completion	10%
Class work	10%

Semester 1 will be worth 45% of the final mark and Semester 2 will be worth 55%.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Relate biological macromolecules to their function.
- Recognize cell structures and describe their functions.
- Describe the structure of bacteria and explain their significance to human existence.
- Describe the structure and "lifecycle" of viruses and explain their mechanism of infection.
- Appreciate the variety of invertebrate life and relate structure to function for a variety of species from selected phyla.
- Explain the role of plants in the biosphere and relate their basic structures to function.
- Identify the different levels of ecological organization and explain how individuals and populations interact with each other and their environment.
- Demonstrate the use of a light microscope and other techniques for basic investigations in biology.

**TITLE: BIOLOGY 2**

**COURSE NUMBER: SCI 250**

**GRADE LEVEL: 11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: SCI 200**

**MAJOR CONCEPTS:**

This course extends upon and further develops the principles and concepts covered in Biology 1. Essential topics covered are complex biochemical pathways, protein synthesis, genetics, evolution, plant life cycles and reproduction, and vertebrate form and function.

**EVALUATION TECHNIQUES:**

The students' progress and understanding will be monitored and evaluated through tests, examinations, practical assignments, homework completion and class participation.

**SEMESTER GRADE SCALE:**

Tests	40%
Assignments	20%
Exam	20%
Homework Completion	10%
Class work	10%

Semester 1 will be worth 45% of the final mark and Semester 2 will be worth 55%.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Describe photosynthesis and cellular respiration as examples of complex biochemical pathways.
- Describe each phase of the cell cycle, in particular cell division by mitosis and meiosis.
- Comprehend the principles of Mendel's laws of genetics and their application to predicting patterns of inheritance.
- Explain DNA replication, the process of transcription of information from DNA to RNA, and the process of protein synthesis by translation.
- Comprehend the concepts of evolution and understand how they relate to the diversity and classification of different species.
- Appreciate the variety of vertebrate life and relate structure to function for a selection of species from representative classes.
- Understand plant life cycles and plant reproduction processes.
- Demonstrate an increased level of competence in carrying out biology-related investigations.

**TITLE: CHEMISTRY 1**

**COURSE NUMBER: SCI 300**

**GRADE LEVEL: 11**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: SCI 200**

**MAJOR CONCEPTS:**

This course will introduce students to foundational principles of Chemistry related to elements, atoms, ions, compounds and chemical reactions. Basic atomic theory, the Periodic Table of the Elements, and the scientific notation that is used to name chemical elements and compounds will be studied. Writing and balancing chemical equations will be another important skill taught during the course. Major emphasis will be placed on problem solving related to chemical composition and stoichiometry of chemical reactions, particularly in aqueous solutions. Students will also develop scientific practical skills through laboratory exercises.

**EVALUATION TECHNIQUES:**

Students' progress and understanding will be monitored and evaluated through tests, examinations, and laboratory assignments, with consideration given to homework completion and class participation.

**SEMESTER GRADE SCALE:**

Tests	40%
Laboratory Assignments	20%
Exam	20%
Homework Completion	10%
Class work	10%

Semester 1 will be worth 45% of the final mark and Semester 2 will be worth 55%.

**OBJECTIVES:**

Upon satisfactory completion of the course, students should be able to:

- Correctly use a wide range of scientific terms appropriate to the study of chemistry.
- Read and write chemical names, formulae, and balanced chemical equations.
- Comprehend the mole, molar mass, the laws of stoichiometry, and perform related calculations.
- Understand the development of basic atomic theory.
- Read the periodic table and have a basic understanding of its organization.
- Understand the factors that lead to reactions in aqueous solutions.
- Understand the principles of significant figures and uncertainty in scientific measurements.
- Use basic laboratory equipment in practical investigations.

**TITLE: INTRODUCTION TO PHYSICS**

**COURSE NUMBER: SCI 400**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: SCI 300**

**MAJOR ACONCEPTS:**

This course will introduce students to the three major branches of Physics:

- (1) Mechanics:
- (2) Waves and Optics:
- (3) Electromagnetism:

Major emphasis will be placed on problem solving and exercises.

**EVALUATION TECHNIQUES:**

Students will be evaluated on class work, homework, tests, and lab report. Assessments: Tests and Quizzes will be given after each chapter. A Mid-term and Final exam will cover the cumulative material. Students are required to submit lab report after doing lab.

**SEMESTER GRADE SCALE:**

Class participation:	10%
Chapter Tests and Quizzes:	50%
Homework / Class work:	15%
Mid-term Test / Final Test:	15%
Lab work / Reports:	10%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Increase his or her knowledge of scientific terms and vocabulary.
- Understand kinematics and dynamics, including Newton's Laws.
- Understand concepts of work and energy.
- Predict the behavior of waves, including light and sound.
- Understand the properties of lenses and mirrors.
- Understand the relationship between electrostatics, electricity, and magnetism.
- Give English explanations of physical phenomena.

**TITLE: AP CHEMISTRY**

**COURSE NUMBER: SCI 550**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: A or B grade in Chemistry 1 and a pass in Algebra 1.**

**MAJOR CONCEPTS:**

This course extends students' understanding of general principles of Chemistry in the broad areas of atomic structure, states of matter, chemical reactions and descriptive chemistry. In particular, the relationship between electronic configuration, atomic properties, molecular structure, chemical reactivity and the Periodic Table of the Elements is studied. The properties of solids, liquids, gases and solutions are discussed in terms of intermolecular forces and the kinetic molecular theory. Chemical reactions are studied from the viewpoint of chemical equilibrium and kinetics, as well as their associated energy changes and spontaneity. A comprehensive laboratory program helps students gain a deeper understanding of concepts as well as providing valuable practical experience in laboratory techniques and use of scientific instruments.

**MAJOR EVALUATION TECHNIQUES:**

Student progress in the course is evaluated through a combination of chapter quizzes, unit tests and semester exams, laboratory reports, class participation and homework completion (problem sets and pre-laboratory questions).

**SEMESTER GRADE SCALE:**

Tests/quizzes	60%
Laboratory reports	25%
Homework Completion/participation	15%

**OBJECTIVES:**

- Students will broaden their knowledge of General Chemistry in the content areas of Structure of Matter, States of Matter, Reactions and Descriptive Chemistry.
- Students will deepen their understanding in General Chemistry through a mathematical formulation of fundamental principles and concepts.
- Students will gain competence in solving chemical problems in a clear and logical way.
- Students will expand their laboratory experience through carrying out a wide range of experiments involving manipulation of glassware and use of various scientific instruments.
- Students will improve their skills in making observations and collecting data on chemical systems, and in calculating and interpreting results based on those data.
- Students will learn to communicate the results of experimental work more effectively, both informally with fellow students, and formally through written reports.
- Students will obtain an acceptable grade on the AP Chemistry exam.

**TITLE: WORLD GEOGRAPHY**

**COURSE NUMBER: SOC 100**

**GRADE LEVEL: 9**

**LENGTH LEVEL: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course examines geography in all its facts, with both a global and regional emphasis. Thus, although the physical characteristics and dynamics of various geographical features (e.g., landforms, water, atmosphere, etc) will provide a point of departure, this series of classes also examines how people and cultures influence the environment we inhabit. Moreover, this course also delves into how political and economic forces determine the contours of particular geographical considerations (e.g., What effects do certain mining industries have on fragile ecosystems?). An important focus of this course, therefore, looks at the effects of human activity on the environment and how this activity determines the geography of our world.

**EVALUATION TECHNIQUES:**

Students will be required to fully participate in class discussions and to take notes pertaining to the subject material. Regular assignments shall be given as homework. Four major assignments, in report and project form, will be assigned to students during the course. The January and July exams will cover cumulative material.

**GRADE SCALE:**

Class participation:	10%
Homework:	10%
Major assignments:	20%
Unit Tests:	20%
January Exam:	20%
June Exam:	20%

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Appreciate the physical characteristics of our world
- Identify particular environments
- Understand regional and global environmental issues
- Critically think about human-environment interaction
- Identify the characteristics of culture
- Understand how cultures develop
- Comprehend political, economic, and historical geography

**TITLE: US HISTORY**

**COURSE NUMBER: SOC 200**

**GRADE LEVEL: 9 - 12**

**LENGTH OF THE COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is designed to give students an introduction to the history of the United States. The course will begin with a study of Native Americans, followed by Spanish colonization and life in colonial America. The course will progress through the American Revolution and the creation of the world's first modern democracy, including in-depth study of the Declaration of Independence and the US Constitution. Other essential concepts that will be explored include: American expansion, the Civil War, the destruction of Native American culture, the Industrial Revolution, the First World War, the Great Depression, the New Deal, the Second World War, the Korean War, and the 1960's, with special attention given to the Vietnam War and the Civil Rights Movement.

**EVALUATION TECHNIQUES:**

The following assessments will determine the successful completion of the course: chapter tests, homework, posters, political cartoons, essays, class participation, and Mid-term and Final examinations.

**SEMESTER GRADE SCALE:**

Classwork:	10%
Online work:	20%
Unit Projects:	30%
Unit Essays:	40%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Retain a basic knowledge of US history, particularly the above major concepts.
- Compare and contrast the American role in both world wars.
- Describe economic patterns of growth and development.
- Recognize patterns of cross-cultural influences.
- Identify failures in U.S. policy, like the destruction of Native American culture.
- Describe the strengths and weaknesses of no fewer than seven presidents.
- Explain the development of the U.S. into a world power.

**TITLE: KOREAN HISTORY AND CULTURE****COURSE NUMBER: SOC 250****GRADE LEVEL: 11 - 12****LENGTH OF COURSE: 36 WEEKS****REMARKS: PREREQUISITES: NONE****MAJOR CONCEPTS:**

This course is designed to give students an introduction and basic knowledge of Korean History and Culture. The course begins with the study on the establishment of the nation and the different governments that governed the country, and the customs that influenced life to the present. This course is designed to teach student, with emphasis based on writing proper essays, preparing them for any university courses. Class time will be spent researching Korean themes from assigned class books, the Internet, DVDs, videos, and from library sources. Field trips will also be conducted to historical sites.

**EVALUATION TECHNIQUES:**

Evaluation and grading will be determined by the successful completion of five first semester assignments, and six, second semester assignments (seven for non-seniors). These assignments will be reviews, presentations, and essays. Assignments will be graded on content, research, writing, oral presentations and class participation. Research will be required for all assignments.

**GRADE SCALE:**

First Semester will be worth 40% of the Final grade. Second Semester will be worth 60% of the Final grade. The assignments of each semester have different values.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Have a basic knowledge of Korean History and Culture.
- Understand the development of the Korean Government through time.
- Have knowledge of key events, periods and people throughout Korean history.
- Describe the economic and cultural changes through time.
- Recognize patterns of cross-cultural influences.
- Know how to conduct and compile research on a specific topic.
- Write a presentable essay and perform proper presentations.

**TITLE: WORLD HISTORY**

**COURSE NUMBER: SOC 300**

**GRADE LEVEL: 9-12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS/CONTENTS:**

The World History course is designed to help the students explore the historical development of world cultures and civilizations. Students will investigate concepts and knowledge regarding the birth of humanity, the birth of civilization, Egypt, India, China, Sub-Saharan Africa, Greece and Rome, the Byzantine Empire, the Islamic Empire, Medieval Europe, the Renaissance, the Enlightenment, and the American and French Revolutions.

**MAJOR EVALUATION TECHNIQUES:**

The following assessments will determine the successful completion of the course: chapter tests, homework, class participation, model and art projects, concept cartoons, essays, and Mid-term and Final examinations.

**SEMESTER GRADE SCALE:**

Class work: 10%

Online work: 20%

Unit Projects: 30%

Unit Essays: 40%

**ESSENTIAL OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Describe the transition from prehistoric times to the development of the first civilization in Mesopotamia.
- Compare and contrast early civilizations throughout the world, particularly Egypt, China and India.
- Compare and contrast the major economic and political revolutions.
- Compare and contrast the Middle Ages with the Renaissance and Reformation.
- Describe the development of Islam and the golden age of the Islamic Empire.
- Discuss the importance of the Byzantine Empire in preserving European culture.
- Compare and contrast the American and French Revolutions and state how they changed the world.
- Be knowledgeable of the connection between Geography and History.

**TITLE: HEALTH**

**COURSE NUMBER: SOC 375**

**GRADE LEVEL: 11-12**

**LENGTH LEVEL: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course explores both personal and social dimensions of health. That is, issues to do with personal well-being (mental, emotional, and physical) as well as the well-being of societies (community health issues) are focused on in this course. The primary aim of this course is to get students to critically think about health issues that either personally affect them or affect the well-being of communities. More precisely, students will be encouraged to articulate their personal views, through discussion and writing, about health issues.

**EVALUATION TECHNIQUES:**

Students will be required to fully participate in class discussions and to take notes pertaining to the subject material. Regular assignments shall be given as homework. Four major assignments, in essay and project form, will be assigned to students during the course. The January and June exams will cover cumulative material.

**GRADE SCALE:**

Class participation:	10%
Homework:	10%
Major assignments:	20%
Unit Tests:	20%
January Exam:	20%
June Exam:	20%

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Better understand personal health issues
- Appreciate community health issues
- Critically examine substance abuse
- Think about personal and social relationships
- Comprehend the importance of physical fitness
- Have a holistic understanding of well-being

**TITLE: ECONOMICS**

**COURSE NUMBER: SOC 475**

**GRADE LEVEL: 11-12**

**LENGTH LEVEL: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course covers the fundamentals of economics: both microeconomic and macroeconomic areas of economic activity will be studied. The aim of this course is to expose students to various features of economic systems. In particular, students will be expected to more fully appreciate markets and the role of governments in either facilitating or shaping markets. Furthermore, students will also be expected to gain a basic "picture" (from varying media sources) of what different economic "actors" do in different markets. It is also envisaged that students will learn how to critically think about economics and how they function. More precisely, students will be expected to evaluate economic activity, in terms of supply and demand and the decisions that affect this dynamic.

**EVALUATION TECHNIQUES:**

Students will be required to fully participate in class discussions and to take notes pertaining to the subject material. Regular assignments shall be given as homework. Four major assignments, in essay and project form, will be assigned to students during the course. The January and July exams will cover cumulative material.

**GRADE SCALE:**

Class participation:	10%
Homework:	10%
Major assignments:	20%
Unit Tests:	20%
January Exam:	20%
June Exam:	20%

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Critically think about domestic and global economic activity
- Identify pertinent economic actors
- Understand microeconomic and macroeconomic issues
- Comprehend investment markets
- Understand the role of government in economic activity
- Analyze the characteristics of supply and demand
- Understand various forms of financing

**TITLE: AP WORLD HISTORY**

**COURSE NUMBER: SOC 550**

**GRADE LEVEL: 11 - 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The Advanced Placement World History course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The course covers all periods of World History with emphasis on political, economic, cultural, and social history from the time of the first civilizations through the modern era. Students will read and write extensively, and develop individual and group projects throughout the course.

**EVALUATION TECHNIQUES:**

Quarter grades are based on homework, class work, quizzes, and chapter test. The Mid-term and Final exams will use multiple-choice questions that follow the AP exam format.

**SEMESTER GRADE SCALE:**

Class work: 10%

Online work: 10%

Unit Exams: 40%

Unit Essays: 40%

**OBJECTIVES:**

Students will describe and analyze the:

- Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).
- The relationship of change and continuity across the world history periods covered in this course.
- Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
- Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
- Cultural and intellectual developments and interactions among and within societies.
- Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

**TITLE: AP ECONOMICS-MICROECONOMICS**

**COURSE NUMBER: SOC575**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 17 WEEKS**

**PREREQUISITES: MAT 300**

**MAJOR CONCEPTS:**

Students will learn a variety of topics in microeconomics including: the ten principles of economics, opportunity cost, marginal decision making, the role of incentives the gains from trade, efficiency of market allocations, the market forces of supply and demand, elasticity and its application, consumers, producers and efficiency of markets, firms in competitive markets, monopoly, oligopoly and monopolistic completion. The economics of labor markets will be introduced if time permits.

**EVALUATION PROCESS:**

The students will be evaluated using formative and summative assessment techniques. They will be instructed using individual and group instruction methodologies and will be given unit tests, quizzes, assignments as well as mid-term and final exam.

**GRADE SCALE:**

Unit Tests:	25%
Quizzes:	15%
Mid Term & Final Exam:	35%
Homework:	10%
In Class Performance & Assignments:	15%

(summative assessment and group participation)

**OBJECTIVES:**

After completing this course the students will be able to:

- Understand the viewpoint of an economist.
- Understand market forces and why specialization and trade can benefit everyone as well as construct graphs such as the production possibility curve.
- Develop the supply and demand curve and determine market equilibrium.
- Be able to analyze consumer and producer surplus and distinguish the link between producers' cost of production and the supply curve.
- Understand efficiency the efficiency of market allocations.
- Analyze the behavior of price taking firms & derive the market supply curve.
- Have an understanding of monopoly and the inefficiency of monopoly pricing.
- Understand market structure under oligopoly and monopolistic competition.

**TITLE: AP ECONOMICS-MACROECONOMICS**

**COURSE NUMBER: SOC575**

**GRADE LEVEL: 12**

**LENGTH OF COURSE: 17 WEEKS**

**PREREQUISITES: MAT 300**

**MAJOR CONCEPTS:**

Students will learn a variety of topics in microeconomics including: supply, demand and government policies, the costs of taxation, international trade and its policies, applications of international trade, measuring a nations income, measuring the cost of living, production and growth, the types of financial institutions in our economy, the basic tools of finance, unemployment and the monetary system.

**EVALUATION PROCESS:**

The students will be evaluated using formative and summative assessment techniques. They will be instructed using individual and group instruction methodologies and will be given unit tests, quizzes, assignments as well as mid-term and final exam.

**GRADE SCALE:**

Unit Tests:	25%
Quizzes:	15%
Mid Term & Final Exam:	35%
Homework:	10%
In Class Performance & Assignments:	15%
(summative assessment and group participation)	

**TERMINAL OBJECTIVES:**

After completing this course the students will be able to:

- Examine price controls such as rent control, minimum wage laws and tax incentives and understand why taxation results in dead weight loses and what determines them.
- Present and debate protectionist trade policies as well as understand why wins and loses from international trade.
- Discuss GDP and related statistics and the measurement of the CPI.
- Describe the long run behavior of the real economy and the behavior of money and prices.
- Understand the monetary system, inflation, unemployment, and discuss the costs that inflation imposes on a society.

**TITLE: INTRODUCTION TO PSYCHOLOGY**

**COURSE NUMBER: SOC 650**

**GRADE LEVEL: 11 – 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

Introduction to Psychology will provide students with a broad understanding of the practice and study of psychology. Students will learn the major contemporary perspectives of psychology, including the natural, developmental, and social branches of psychology. Students will also examine issues related to individual behavior, mental health, and social interactions.

**SEMESTER GRADE SCALE:**

Tests:	40%
Assignments:	30%
Online assignments	10%
Participation and Homework:	20%

**GRADING POLICIES :**

- **Homework** assignments will *only* be accepted during class time. Exception will be given on a case to case basis.
- **Assignments** must be handed in by 2:30 on the due date, after which they are considered late.
- **Late assignments** will be accepted 3 days following due date. After which the assignment will receive a zero.
- **Late assignments** will be penalized 5% per day.
- *At my discretion, I will consider allowing an assignment deadline extension if I receive an email that gives a **valid reason at least a day before the due date.***
- **All assignments/homework** may be submitted via email or in person.
- **Online discussions/ writing assignments** are mandatory. Responses must be completed by due date, there will be no extensions.
- **Participation** will be evaluated daily. Students with chronic lateness, absences *should not* expect to receive full credit for their classroom participation grade.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Understand major contemporary perspectives of psychology.
- Design and complete psychological experiments.
- Have full knowledge of the nervous system and other relevant physiological processes.
- Understand the process of learning and cognition.

- Describe the psychological development of humans from birth to adulthood.
- Have full understanding of personality, and tests associated with personality.
- Understand psychological health and disorders, and different types of therapy.
- Apply social psychological theory to explain social behavior.
- Examine the methodology of psychological studies including statistical analyses.

**TITLE: INTRODUCTION TO SOCIOLOGY**

**COURSE NUMBER: SOC 675**

**GRADE LEVEL: 11 – 12**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

Introduction to Sociology will provide students with a broad understanding of the practice and study of sociology. Students will become familiar with contemporary perspectives of sociology and their applications. Specific areas of study will include societal and cultural practices, social structure, socializing individuals to their societies, social inequality, social institutions, and contemporary social movements.

**SEMESTER GRADE SCALE:**

Tests:	40%
Assignments:	30%
Online assignments	10%
Participation and Homework:	20%

**GRADING POLICIES**

- **Homework** assignments will *only* be accepted during class time. Exception will be given on a case to case basis.
- **Assignments** must be handed in by 2:30 on the due date, after which they are considered late.
- **Late assignments** will be accepted 3 days following due date. After which the assignment will receive a zero.
- **Late assignments** will be penalized 5% per day.
- *At my discretion, I will consider allowing an assignment deadline extension if I receive an email that gives a **valid reason at least a day before the due date.***
- **All assignments/homework** may be submitted via email or in person.
- **Online discussions/ writing assignments** are mandatory. Responses must be completed by due date, there will be no extensions.
- **Participation** will be evaluated daily. Students with chronic lateness, absences *should not expect to receive full credit for their classroom participation grade.*

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Understand major contemporary perspectives of Sociology.
- Describe and account for cultural diversity, conformity, and adaptation.
- Understand societal structure and stratification.
- Examine an individual's social development from birth through adulthood.
- Understand divisions within society including race, ethnicity, gender, age, and health.

- Describe the organization and influence of social institutions including family, economics, politics, education, and religion.
- Account for social change related to urbanization, collective behavior, and other social Movements.

<b>MIDDLE SCHOOL COURSES</b>	
<b>CLASS ID:</b>	<b>CLASS NAME:</b>
	<b>6<sup>TH</sup> GRADE:</b>
6 - 100	ENGLISH 6
6 - 150	SPELLING/VOCABULARY
6 - 175	READING
6 - 199	PHYSICAL EDUCATION
6 - 200	AMERICAN HISTORY
6 - 400	SCIENCE/DISCOVERY WORKS
6 - 500	ART 6
6 - 558	6 <sup>th</sup> GRADE MATH
6 - 700	MUSIC 6
	<b>7<sup>TH</sup> GRADE:</b>
7 - 100	LITERATURE 7
7 - 199	PHYSICAL EDUCATION
7 - 200	ANCIENT WORLD HISTORY
7 - 500	ART 7
7 - 550	LIFE SCIENCE
7 - 558	7 <sup>TH</sup> GRADE MATH
7 - 575	HEALTH 7
7 - 800	COMPUTER 7
	<b>8<sup>TH</sup> GRADE:</b>
8 - 100	LITERATURE 8
8 - 125	GEOGRAPHY
8 - 199	PHYSICAL EDUCATION
8 - 400	PHYSICAL SCIENCE
<b>MAT100</b>	<b>ALGEBRA 1</b>
8 - 650	AMERICAN CIVICS
8 - 800	COMPUTER 8
8 - 900	INTRO TO SPANISH

**TITLE: LANGUAGE NETWORK**

**COURSE NUMBER: 6-100**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to improve student's grammar skills and learn how to integrate grammar with reading, writing, and speech.

**EVALUATION TECHNIQUES:**

Homework and class work will be evaluated and graded on a daily basis. Tests will be conducted after every lesson for an assessment of the students understanding. Chapter test will be given after the end of each chapter. Students will be required to submit written assignments with the correct grammar usage. There is a Mid-term and Final examination.

**SEMESTER GRADE:**

Class participation and effort:	5%
Class work and Homework:	15%
Lesson Test:	40%
Chapter Tests:	40%
Mid-term/Final Exams:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Improve their grammar structure.
- Differentiate between the "correct" and "incorrect" grammar usage.
- Develop and use correct grammar in writing.

**TITLE: SPELLING/VOCABULARY**

**COURSE NUMBER: 6-150**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to broaden the scope of the students' vocabulary and word study skills, and learn strategies necessary for increasing his or her depth of comprehension. The spelling and vocabulary portion of this course is designed to learn reliable spelling strategies that the student can apply to both familiar and unfamiliar words. Students will learn the major principles and patterns of English spelling.

**EVALUATION TECHNIQUES:**

Weekly assessments will begin on each Monday for the spelling portion of the class with a pre-assessment (pretest) of the words that are to be studied during the week. At the end of the week, a post-assessment will be administered. Homework will be checked on a daily basis. Written tests, story essay reviews, and activity workbook assignments will be the major evaluation techniques for the reading and vocabulary sections.

**GRADING:**

Spelling Tests:	25%
Reading Tests:	25%
Homework:	20%
Class Participation:	10%

Mid-Term/Final Exam: 20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Use vocabulary words in proper context.
- Have a better understanding of spelling-meaning relationships.
- Read short stories and be able to evaluate the theme.
- Read and understand critically acclaim books and articles.

**TITLE: READING**

**COURSE NUMBER: 6-175**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to broaden the scope of the students' reading development, vocabulary and learn the reading strategies necessary for increasing his or her depth of comprehension. Skills include mastery of decoding, thinking, and writing, references and study skills. Emphasis during the First Semester is on the study of grammar, including parts of speech, compositions, prepositional phrases, capital letters, punctuation, paragraphs using the dictionary, and vocabulary. The Second Semester refines those skill areas and develops skills in structure, speaking and listening, writing exploration and reports, letter writing, and using the library.

**EVALUATION TECHNIQUES:**

Weekly assessments will begin on each Monday for the spelling portion of the class with a pre-assessment (pretest) of the words that are to be studied during the week. At the end of the week, a post-assessment will be administered. Homework will be checked on a daily basis. Written tests, story essay reviews, and activity workbook assignments will be the major evaluation techniques for the reading and vocabulary sections.

**GRADING:**

Spelling Tests:	25%
Reading Tests:	25%
Homework:	20%
Class Participation:	10%
Mid-Term/Final Exam:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Use vocabulary words in proper context.
- Have a better understanding of spelling-meaning relationships.
- Read short stories and be able to evaluate the theme.
- Read and understand critically acclaim books and articles.
- Improve their language arts skills

**TITLE: PHYSICAL EDUCATION**

**COURSE NUMBER: 6-199**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The Physical Education course is designed to provide the Middle School student with an enjoyable and successful experience in a school sport and to provide the basis for each individual to participate in physical activities. Emphasis is placed on teaching sportsmanship, improving motor skills through calisthenics and gaining knowledge unique to each sport.

**EVALUATION TECHNIQUES:**

The student evaluation will be based on demonstrated skills, mannerisms, activity record and social skills. The course grade will be given on participation, demeanor and physical improvement with no written examination.

**MAJOR INSTRUCTIONAL ACTIVITIES:**

Instructional activities will provide the student with an opportunity to select any sport activity, either as an individual and or as a team sport. Selection is dependent upon the facilities and equipment available. The list is not inclusive.

***BASKETBALL: SOCCER: VOLLEYBALL: BOWLING.***

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Participate in a sport activity that best suits the individual.
- Improve the individual motor skills through calisthenics.
- Understand the rules and their applications for each sport.
- Develop social skills of cooperation, self-control and teamwork.

**TITLE: AMERICAN HISTORY**

**COURSE NUMBER: 6-200**

**GRADE LEVEL: 6**

**LENGTH OF THE COURSE: 36 WEEKS**

**REMARKS: PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is designed to give students an introduction to the history of the United States. The course will begin with a study of Native Americans, followed by Spanish colonization and life in colonial America. The course will progress through the American Revolution and the creation of the world's first modern democracy, including in-depth study of the Declaration of Independence and the US Constitution. Other essential concepts that will be explored include: American expansion, the Civil War, the destruction of Native American culture, the Industrial Revolution, the First World War, the Great Depression, the New Deal, the Second World War, the Korean War, and the 1960's, with special attention given to the Vietnam War and the Civil Rights Movement.

**EVALUATION TECHNIQUES:**

The following assessments will determine the successful completion of the course: chapter tests, homework, posters, political cartoons, essays, class participation, and Mid-term and Final examinations.

**SEMESTER GRADE SCALE:**

Homework-10%

-Homework will not be given every day, but occasionally I will assign reading, writing and research homework that will be given a due date. I will only except late work if you talk to me BEFORE it is late and give me a reason. Homework will mostly be graded on a completion basis.

Projects-30%

-This is the biggest part of your grade and I expect the most out of you for this part of my class. These projects may be as simple as a research essay, but this will be graded on a rubric that includes creativity, merit and effort.

Journals-20%

-This will be the most common way you will be assessed in my class. Bring your journal to class everyday and write nothing else inside these notebooks. I will be grading these journals completely on effort, if you put in effort on every entry, you will be given a good grade.

Class participation-15%

-This grade is completely up to my discretion. Come to class every day, participate and give effort.

Quizzes-10%

-Occasionally I will give informal assessments in both short answer and essay format.

**NO MULTIPLE CHOICE TESTS.**

**Mid-term/Final Exam-15%**

-Both of these tests will have study guide and a review day.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Retain a basic knowledge of US history, particularly the above major concepts.
- Compare and contrast the American role in both world wars.
- Describe economic patterns of growth and development.
- Recognize patterns of cross-cultural influences.
- Identify failures in U.S. policy, like the destruction of Native American culture.
- Describe the strengths and weaknesses of no fewer than seven presidents.
- Explain the development of the U.S. into a world power.

**TITLE: DISCOVERY WORKS**

**COURSE NUMBER: 6-400**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The course is designed to give students a broad understanding in the major areas of Science: Earth Science, Physical Science and Life Science. Students will learn how to use the scientific method. They will receive an overview of Science that will provide them with a satisfactory understanding of scientific principles that will be built upon subsequent Science courses.

**EVALUATION TECHNIQUES:**

Homework will be evaluated after each lesson. Assessments: (Quizzes are given after each section and test are given after each chapter). The Final Exam will cover cumulative materials.

**SEMESTER GRADE SCALE:**

⇒ **Labs: 5 %** Each lab grade will be based on completion, accuracy, care, results, and conclusions – all shown in a lab write-up. Class demonstrations and observations will also be incorporated into the lab grade.

⇒ **Attendance/Participation: 20 %** A large portion of your grade will be based on whether you come to class and are prepared (i.e. having materials, having done what I assigned, participating in class discussions, and contributing to the learning environment). The daily Do Now question will be a part of this grade.

⇒ **Homework: 20 %** Most of the assignments will consist of questions from the book and from handouts. There will also be homework assignments that require research and original writing. Plagiarized papers will receive no credit and will be referred to the administration.

⇒ **Duo-tangs: 10 %** We will compile a series of 6 separate duo-tangs containing class notes, definitions, writings, current events, worksheets, handouts, do now papers, etc organized by units. Each duo-tang should be a different color so that you can easily identify it based on unit. Essentially it should be the place you store everything done for your science class. It will be graded based on neatness, detail, dating material, and keeping papers in chronological order.

⇒ **Quizzes: 20 %** This is a cumulative grade for each semester. If you have an **unexcused** absence for the date of a quiz you will **not be able to make it up.**

⇒ **Tests: 25 %** Tests questions will be similar to homework and quiz questions. There will be a midterm and final exam given at the end of the fall and spring semester. The final exam will be accumulative.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Think like a scientist (use scientific methods).
- Have a better understanding of and describe the major features of our planet.
- Understand and describe the characteristics of matter.
- Understand the concepts of forces and motion.
- Understand the taxonomy and characteristics of all living things.

**TITLE: ART 6**

**COURSE NUMBER: 6-500**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

Students in grade six art will begin to explore art in a more in depth manner. Students will go beyond saying that they like or dislike an artwork and begin to explore artist intention and their own personal reactions. Students will study a variety of art pieces from different eras and countries. Students will learn art vocabulary and terms and begin to use them while discussing art. Art projects and units in grade six will work in conjunction with themes and units taken in social studies, history and other courses taught in grade six.

Students will learn practical skills such as art vocabulary, safety precautions, and use of materials that will help them get ready for art 100 and 200. Students will use a variety of media including pencil, pencil crayons, watercolor pencil and paint, acrylic paint etc. Students will create a variety of different projects including paintings, sketches, drawings, simple printmaking, mixed media, collage and more. Students will practice their skills and show awareness of safety while using materials.

Units in grade six strongly center on self of sense and the world around us. Students will explore themselves through art through asking: who I am? What do I like? What is my background? Students will spend much of grade six exploring how they can express themselves through visual art.

**EVALUATION TECHNIQUES:**

Students will be evaluated and graded based on the following components:

- Practical work
- Oral critique of visual art
- Project presentation
- Participation/class discussion
- Sketchbook
- Effort, knowledge and care of materials

**GRADE SCALE:**

- Sketchbook..... 15%
- Participation..... 10%
- Practical work..... 60%
- Personal project..... 15%

## **OBJECTIVES:**

Upon completing this course students will be able to:

- Begin to use the art vocabulary and terms discussed in class
- Respond to and analyze various artworks
- Demonstrate care for materials, tools and classroom atmosphere
- Describe their artworks and art-making process
- Demonstrate proficiency in using a variety of materials
- Transpose thoughts and ideas into tangible visual art projects

## **Grade Six Units:**

Grade six units are cross curricular whenever possible in subject areas such as social studies, history, and literature. Other art strands such as drama, dance and music may be woven into visual art lessons as needed to enrich and deepen a topic or theme.

**Sample units (subject to change according to units and topics addressed in other subjects)**

**Where I'm from:** self-portrait collage, flag of home country activity, personal coat of arms, home country subject matter painting, drawing or sketch

**Aboriginal art:** look at traditional Native American art forms, create beadworks, weaving, symbols

**Pioneer art:** look at traditional colonial art around the time of contact, discuss and view art works made in response to the relationships between Native Americans and settlers

**American art history:** view and discuss artworks from the periods that relate to the social studies and history units, create various artworks based on stimuli from this timeline

**Oceanography:** ocean landscapes, underwater ocean paintings, ocean life stills, marine life study

**TITLE: 6<sup>TH</sup> GRADE MATH**

**COURSE NUMBER: 6-558**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is the entry level course for the middle school math courses. The students will cover a wide array of topics that will give them the fundamental foundations for future higher level classes. Topics that will be covered in this class will include: whole number operations and estimation, measurement: scale drawings, frequency tables, bar graphs, circle graphs, mean, median and mode, decimal and fractions addition, subtraction, multiplication and division, prime factorization and related principles, ratio, proportion and percent, geometric figures and introductory geometry, equations and functions and an introduction to probability and statistics.

**EVALUATION PROCESS:**

The students will be evaluated using formative and summative assessment techniques. They will be instructed using individual and group instruction methodologies and will be given unit tests, quizzes, assignments as well as mid-term and final examinations.

**GRADE SCALE:**

Unit Tests:	25%
Quizzes:	15%
Mid Term & Final Exam:	35%
Homework:	10%
In Class Performance & Assignments: (summative assessment and group participation)	15%

**OBJECTIVES:**

After completing this course the students will be able to:

- Add, subtract, multiple and divide: whole numbers, fractions and decimals
- Create and understand various graphs
- Measure and calculate geometric functions
- Calculate ratio, proportion, mean, median and mode
- Understand basic statistics and probability
- Have introductory data analysis skills.

**TITLE: MUSIC 6**

**COURSE NUMBER: 6-800**

**GRADE LEVEL: 6**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The focus of the course is to continue developing students' skills in rhythm, melody, tone color, tempo, dynamics, form, harmony/texture, and style through exploring many genres of music.

**MATERIAL NEEDED:**

- a) Music Binder/ music notebook
- b) Journal
- c) Pencil and eraser
- d) Folder

**GRADE SCALE:**

- homework 10%
- participation 60%
- journal writing 10%
- attendance 20%

**ATTENANCE POLICY:**

Be on time for class. Students who are not in their seats on time, they will be marked tardy. Your attendance will be taken into account in the case of borderline grade at the end of each quarter.

**OBJECTIVES:**

**National Standards:**

- The learner will sing, alone and with others, a varied repertoire of music
- The learner will play on instruments, alone and with others, a varied repertoire of music.
- The learner will improvise melodies, variations, and accompaniments.
- The learner will compose and arrange music within specified guidelines.
- The learner will read and notate music.
- The learner will listen to, analyze, and describe music
- The learner will evaluate music and music performances
- The learner will understand music in relation to history and culture.

**TITLE: LITERATURE 7**

**COURSE NUMBER: 7-100**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

The course is designed to improve students' vocabulary building, reading and grammar skills. The focus of the course is independent study practice and whole groups lessons. Reading is designed to improve the student's skills in the areas of sequencing, recognizing details, main idea, character analysis, predicting outcomes, similarities and differences, cause and effect, classification and evaluation. Reading assignments will be given to increase comprehension and summarization. The students' summarization of Vocabulary and Grammar assignments is designed to improve the student's skills and to strengthen correct usage in the area of speech.

**EVALUATION TECHNIQUES:**

Homework and class work will be evaluated and graded on a daily basis. Tests will be conducted after every lesson and an assessment of the students understanding of the whole chapter will be conducted after the end of each chapter. Each student will be encouraged to investigate new vocabulary. The student will be required to maintain a daily journal and to submit written assignments along with a brief presentation. There is a Mid-term and Final examination.

**SEMESTER GRADE:**

Grammar: 30% out of 100%

Class work and Homework:	20%
Lesson Test:	40%
Chapter Tests:	40%

Vocabulary 30% out of 100%

Class work:	20%
Homework:	30%
Tests:	35%
Projects:	15%

Literature: 40% out of 100%

Class work and Homework:	20%
Tests:	30%
Scholastic Reading Tests:	30%
Projects/Essays:	20%
Mid-term/Final Exams:	20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Read essays and journals and be able to evaluate their main ideas.
- Improve their vocabulary skills.
- Improve their grammar structure.
- Write in-class essays in response to a short prompt.
- Write effective sentences, paragraphs, essays, and journals.

**TITLE: PHYSICAL EDUCATION**

**COURSE NUMBER: 7-199**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The Physical Education course is designed to provide the Middle School student with an enjoyable and successful experience in a school sport and to provide the basis for each individual to participate in physical activities. Emphasis is placed on teaching sportsmanship, improving motor skills through calisthenics and gaining knowledge unique to each sport.

**EVALUATION TECHNIQUES:**

The student evaluation will be based on demonstrated skills, mannerisms, activity record and social skills. The course grade will be given on participation, demeanor and physical improvement with no written examination.

**MAJOR INSTRUCTIONAL ACTIVITIES:**

Instructional activities will provide the student with an opportunity to select any sport activity, either as an individual and or as a team sport. Selection is dependent upon the facilities and equipment available. The list is not inclusive.

***BASKETBALL: SOCCER: VOLLEYBALL: BOWLING.***

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Participate in a sport activity that best suits the individual.
- Improve the individual motor skills through calisthenics.
- Understand the rules and their applications for each sport.
- Develop social skills of cooperation, self-control and teamwork.

**TITLE: ANCIENT WORLD HISTORY**

**COURSE NUMBER: 7-200**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS/CONTENTS:**

The Ancient World History course is designed to help the student explore the historical developments of various world cultures and civilizations. The student will explore in depth the birth of civilization in Mesopotamia, Egypt, India, China, Greece, Rome, the Islamic Empire, Medieval Europe, and the Renaissance and will also explore the different religions and philosophies that developed throughout different cultures.

**MAJOR EVALUATION TECHNIQUES:**

The following assessments will determine the successful completion of the course: Chapter tests, homework, projects, lesson quizzes, in class participation. The Mid-term/Final exams will cover the cumulative materials of each semester.

**SEMESTER GRADE SCALE:**

Homework-10%

-Homework will not be given every day, but occasionally I will assign reading, writing and research homework that will be given a due date. I will only accept late work if you talk to me BEFORE it is late and give me a reason. Homework will mostly be graded on a completion basis.

Projects-30%

-This is the biggest part of your grade and I expect the most out of you for this part of my class. These projects may be as simple as a research essay, but this will be graded on a rubric that includes creativity, merit and effort.

Journals-20%

-This will be the most common way you will be assessed in my class. Bring your journal to class everyday and write nothing else inside these notebooks. I will be grading these journals completely on effort, if you put in effort on every entry, you will be given a good grade.

Class participation-15%

-This grade is completely up to my discretion. Come to class every day, participate and give effort.

Quizzes-10%

-Occasionally I will give informal assessments in both short answer and essay format.  
**NO MULTIPLE CHOICE TESTS.**

Mid-term/Final Exam-15%

-Both of these tests will have study guide and a review day.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Compare and contrast different religions that developed around the world including Judaism, Buddhism, Hinduism, Christianity, and Islam.
- Describe the similarities through the rise of civilizations of Egypt, Mesopotamia, India, and China.
- Trace the modern political systems; accomplishments and achievements back to the ancient Greek and the Roman civilizations.
- Describe the development of Islam and the Golden Age of the Islamic Empire.
- Describe the development stage of the Renaissance and accomplishments of the Renaissance thinkers, artists and writers.
- Compare and contrast the Reformation and the Counter-Reformation.
- Recognize the past events that influence modern events around the world.

**TITLE: ART 7**

**COURSE NUMBER: 7-500**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

Students in grade seven will be introduced to more complex art vocabulary concepts and terms than those introduced in grade six. Students in grade seven will continue to grow their analytical skills when viewing art. Students will explore what eras, periods, styles and artists are of interest to them. Grade seven students will gain the skills needed in art 100 and 200. The grade seven art course works in conjunction with other subjects such as history, social studies and other subject areas that provide exciting and insightful connections to visual art. Students will learn the interconnectedness of art to other subject areas.

Students will continue to develop problem solving approaches to creating art. Students in grade seven will develop skills that allow them to become increasingly independent while transposing their thoughts and ideas into artworks.

**MAJOR EVALUATION TECHNIQUES:**

Students will be evaluated and graded based on the following components:

- Practical work
- Oral and written critiques of visual art
- Project presentation
- Participation/class discussion
- Sketchbook
- Effort, knowledge and care of materials
- Group work

**GRADE SCALE:**

- Sketchbook..... 15%
- Participation..... 10%
- Practical work..... 60%
- Personal project..... 15%

## **OBJECTIVES:**

Upon completing this course students should be able to:

- Discuss art orally and through short written assignments using the elements of art and principles of design discussed in class
- Demonstrate proficiency in using a variety of materials independently
- Demonstrate problem-solving approaches in creating their own art works
- Demonstrates knowledge and care for materials, tools and classroom etiquette
- Be able to transpose ideas and thoughts into works of art

## **Grade Seven Units:**

**Grade seven art units are cross curricular with other subject areas such as social studies, history and literature. The art units that correlate with other subjects will be coordinated with the other middle school teachers. Other art strands such as drama, dance and music may be incorporated into the visual art units to enrich and deepen a topic, theme or idea.**

### **Sample units (subject to change)**

**Advertising:** view and discuss ad campaigns from past and present, compare and contrast, create stencil patterns with symbols from big corporations, create a poster board for a new product, invent a logo and slogan

**World Art: Egypt:** Look at Egyptian art, make an Egyptian self portrait, use Egyptian symbols

**World Art: Roman:** Look at and discuss Roman art works, discuss significance, create paper mache ruins

**World Art: China:** View and discuss traditional and contemporary Chinese art, view and make wall scrolls, clay sculpture, landscapes

**World Art: Ancient Greece:** view and respond to ancient Greece artwork, create artworks that respond to stimuli from this era

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**TITLE: LIFE SCIENCE**

**COURSE NUMBER: 7-550**

**GRADE LEVEL 7**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is designed to reinforce scientific methods and give students the insight into how scientists think. Students will learn the basic principles and laws pertaining to the two branches of Physical Science: (Physics and Chemistry). They will construct a knowledge base about the properties and relationships of matter and energy and that knowledge will be used to understand the interactions between the different kinds of matter, and conversions between those energies. Throughout the course, students will be introduced to practical applications of what they are learning and develop their critical thinking skills through inquiry-based education.

**EVALUATION TECHNIQUES:**

Homework will be evaluated after each lesson. Assessments: (Quizzes are given after each section and test are given after each chapter). The Final exams will cover the cumulative materials.

**SEMESTER GRADE SCALE:**

⇒ **Labs: 5 %** Each lab grade will be based on completion, accuracy, care, results, and conclusions – all shown in a lab write-up. Class demonstrations and observations will also be incorporated into the lab grade.

⇒ **Attendance/Participation: 20 %** A large portion of your grade will be based on whether you come to class and are prepared (i.e. having materials, having done what I assigned, participating in class discussions, and contributing to the learning environment). The daily Do Now question will be a part of this grade.

⇒ **Homework: 20 %** Most of the assignments will consist of questions from the book and from handouts. There will also be homework assignments that require research and original writing. Plagiarized papers will receive no credit and will be referred to the administration.

⇒ **Duo-tang folders: 10 %** We will have a series of 8 separate duo-tang folders containing class notes, definitions, writings, current events, worksheets, handouts, do now papers, etc organized by unit. Each duo-tang should be a different color so that you can easily identify it based on unit. Essentially it should be the place you store everything done for your science class. It will be graded based on neatness, detail, dating material, and keeping papers in chronological order.

⇒ **Quizzes: 20 %** This is a cumulative grade for each semester. If you have an **unexcused** absence for the date of a quiz you will **not be able to make it up.**

⇒ **Tests: 25 %** Tests questions will be similar to homework and quiz questions. There will be a midterm and final exam given at the end of the fall and spring semester. The final exam will be accumulative.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Describe the properties, states, and characteristics of matter.
- Understand about forces, motion, and energy and know how to calculate the measurements.
- Understand about electricity, electromagnetism and electronic technology.
- Understand and describe the properties of waves, sound and light.
- Understand atomic theory, and be able to interpret the Periodic Table of Elements.
- Understand and describe the interactions of matter within Chemistry.
- (7) Understand the relationship between matter and energy.

**TITLE: 7<sup>TH</sup> GRADE MATH**

**COURSE NUMBER: 7-558**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: 6<sup>TH</sup> GRADE MATH**

**MAJOR CONCEPTS:**

This course is a continuation of the grade 6 math course. Topics that will be covered include: variable expressions, fraction, decimals and percent, solving equations, first quadrant and coordinate graphs, powers and exponents, proportional reasoning, inequalities, functions, proportions, percent equations, geometric formulas and probability and data analysis. Students will also further enhance their mathematical skills by continuing their studies in proportional reasoning and solving equations. Topics in geometry will also be covered including Pythagorean Theorem.

**EVALUATION PROCESS:**

The students will be evaluated using formative and summative assessment techniques. They will be instructed using individual and group instruction methodologies and will be given unit tests, quizzes, assignments as well as mid-term and final examinations.

**GRADING SCALE:**

Unit Tests:	25%
Quizzes:	15%
Mid Term & Final Exam:	35%
Homework:	10%
In Class Performance & Assignments: (summative assessment and group participation)	15%

**OBJECTIVES:**

After completing this course the students will be able to:

- Use equations to solve various types of problems.
- Thoroughly understand topics in geometry such as angles, congruency, parallel and perpendicular lines, planes and angles and Pythagorean Theorem.
- Converting percent, decimals, and fractions.
- Calculate the greatest common factors, least common multiples and solve square roots and powers.
- Students will be able to analyze data using various graphs.

**TITLE: HEALTH**

**COURSE NUMBER: 7-575**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to teach each student how to grow mentally, emotionally, physically and socially. Mental and emotional health, prevention of injuries and disease, human growth and development, physical fitness and nutrition are some of the topics that are covered in health education.

**EVALUATION TECHNIQUES:**

Written tests, weekly quizzes, and homework will be the major evaluation techniques. There will be a Mid-term and Final examination, and students will be required to participate in classroom activities.

**SEMESTER GRADE:**

Tests:	30%
Quizzes:	20%
Homework:	15%
Class Participation:	10%
Mid-Term/Final Exam:	25%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Acquire and evaluate health-related information.
- Make knowledgeable decisions to improve health.
- Apply decisions to improve their own physical, mental, and social well being and that of peers, families, and communities.
- Learn how to avoid harmful social behaviors.
- Apply health knowledge in daily life in order to increase health-enhancing behaviors.

**TITLE: COMPUTER 7**

**COURSE NUMBER: 7-800**

**GRADE LEVEL: 7**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is designed to introduce students to the world of modern computers. Students will learn how to easily and efficiently incorporate computers into their daily scholastic lives. To achieve this, students will be introduced to basic working environment of the Microsoft operating system, Windows XP, and Microsoft Office 2007. Students will also be instructed on proper typing techniques.

**EVALUATION TECHNIQUES:**

Student progress and understanding will be evaluated through a combination of in-class-work, projects, exams, completion of homework, and class participation. It is the student's responsibility to follow-up on all worked missed due to illness or absence from class.

**SEMESTER GRADING SCALE:**

In-class-work:	30%
Assignments:	20%
Quizzes:	20%
Projects:	20%
Participation:	10%

**OBJECTIVES:**

Upon completion of the course students should be able to:

- Type 20 WPM (Words per Minute)
- Start an application and use Windows Explorer and My Computer to manage files and folders
- Be familiar with a Windows operating system
- Discuss the terminology of computers
- Create, edit, and save a Word document
- Create, edit and save an Excel document
- Create, edit and save PowerPoint presentations
- Use technology ethically and with integrity

**TITLE: LITERATURE & LANGUAGE****COURSE NUMBER: 8-100****GRADE LEVEL: 8****LENGTH OF COURSE: 36 WEEKS****REMARKS: PREREQUISITE: NONE****MAJOR CONCEPTS:**

This course is designed to prepare the student for in-depth High School Literature courses that will integrate reading, writing, and speaking. Throughout the year, the student will read extensively to increase their reading comprehension level, learn new vocabulary from the textbook and other sources and to expand their vocabulary knowledge. Each student will participate in debate sessions to communicate his or her opinions clearly and concisely. The student will learn how to write essays from elements of fiction, non-fiction, poetry, and drama and become familiar with literary terms. Book reports on Modern Literary or Classics by American and English writers will be covered to improve their summarization and presentation skills.

**EVALUATION TECHNIQUES:**

Homework and class work will be evaluated on a daily basis and Journals will be checked weekly. Students will have one or two reading quizzes per week with a vocabulary quiz given once a week. On completion, each student will be given a Unit/Chapter test with essay assignments given after each sub-unit. Essay assignments and Oral presentations will be graded. The Mid-term and Final exams will be cumulative over each semester.

**SEMESTER GRADE:**

Grammar: 30% out of 100%

Class work and Homework: 20%

Lesson Tests: 35%

Chapter Tests: 40%

Lesson Presentation: 5%

Vocabulary: 30% out of 100%

Class work: 20%

Homework: 30%

Tests: 35%

Projects: 15%

Literature: 40% out of 100%

Class work and Homework: 20%

Tests: 30%

Scholastic Reading Tests: 30%

Projects/Essays: 20%

Mid-term/Final Exams: 20%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Increase their vocabulary.
- Write proper essays.
- Read and understand the difference between fiction and non-fiction writings.
- Give proper oral presentations.

**TITLE: GEOGRAPHY**

**COURSE NUMBER: 8-125**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course will place emphasis on the basic Geographical Concepts with special attention to Physical and Human Geography. This course will introduce the student to other cultures, encouraging them to find ways in which all people are alike while simultaneously gaining an appreciation for the diversity that each culture offers.

**EVALUATION TECHNIQUES:**

Written tests, weekly quizzes, and homework assignments will be the mandatory components of evaluation for this course. There will be a Mid-term and Final examination. Each student will be required to actively participate in classroom activities.

**GRADING:**

Tests:	30%
Quizzes:	20%
Homework:	15%
Class Participation:	10%
Mid-Term/Final Exams:	25%

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Describe the major landforms, bodies of water, climates, and resources found throughout the world.
- Demonstrate an understanding of geographic influences on historical issues and events.
- Have a better understanding and respect for the many cultures and countries of the world.
- Use critical thinking skills to analyze social studies information.
- Develop an enthusiasm for learning and an appreciation for their world.

**TITLE: PHYSICAL EDUCATION**

**COURSE NUMBER: 8-199**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The Physical Education course is designed to provide the Middle School student with an enjoyable and successful experience in a school sport and to provide the basis for each individual to participate in physical activities. Emphasis is placed on teaching sportsmanship, improving motor skills through calisthenics and gaining knowledge unique to each sport.

**EVALUATION TECHNIQUES:**

The student evaluation will be based on demonstrated skills, mannerisms, activity record and social skills. The course grade will be given on participation, demeanor and physical improvement with no written examination.

**MAJOR INSTRUCTIONAL ACTIVITIES:**

Instructional activities will provide the student with an opportunity to select any sport activity, either as an individual and or as a team sport. Selection is dependent upon the facilities and equipment available. The list is not inclusive.

***BASKETBALL: SOCCER: VOLLEYBALL: BOWLING.***

**OBJECTIVES:**

Upon completion of this course, the student should be able to:

- Participate in a sport activity that best suits the individual.
- Improve the individual motor skills through calisthenics.
- Understand the rules and their applications for each sport.
- Develop social skills of cooperation, self-control and teamwork.

**TITLE: PHYSICAL SCIENCE**

**COURSE NUMBER: 8-400**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

This course is designed to introduce the student to Life Science: the science of living things. The student will learn about the basic structure of all life, genes, chromosomes, DNA and how living things reproduce. The student will learn the history of life on earth, ecology and the theories of natural selection. They will learn how AND WHY scientists have classified living things the way they did. Finally, the student will learn about his/her own bodies, e.g., major organ systems and their functions. Throughout the course, the student will learn how these things relate to themselves and how to keep him or herself healthy. To reinforce the principles of healthy living, the student will be introduced to a special unit on health at the end of the course.

**EVALUATION TECHNIQUES:**

Homework will be evaluated after each lesson. Assessments: (Quizzes are given after each section and test are given after each chapter). The Final exam will cover cumulative materials.

**SEMESTER GRADE SCALE:**

⇒ **Labs: 5 %** Each lab grade will be based on completion, accuracy, care, results, and conclusions – all shown in a lab write-up. Class demonstrations and observations will also be incorporated into the lab grade.

⇒ **Attendance/Participation: 20 %** A large portion of your grade will be based on whether you come to class and are prepared (i.e. having materials, having done what I assigned, participating in class discussions, and contributing to the learning environment). The daily Do Now question will be a part of this grade.

⇒ **Homework: 20 %** Most of the assignments will consist of questions from the book and from handouts. There will also be homework assignments that require research and original writing. Plagiarized papers will receive no credit and will be referred to the administration.

⇒ **Duo-tang folders: 10 %** We will compile a series of 8 separate duo-tang folders containing class notes, definitions, writings, current events, worksheets, handouts, do now papers, etc organized by unit. Each duo-tang should be a different color so that you can easily identify it based on unit. Essentially it should be the place you store everything done for your science class. It will be graded based on neatness, detail, dating material, and keeping papers in chronological order.

⇒ **Quizzes: 20 %** This is a cumulative grade for each semester. If you have an **unexcused** absence for the date of a quiz you will **not be able to make it up.**

⇒ **Tests: 25 %** Tests questions will be similar to homework and quiz questions. There will be a midterm and final exam given at the end of the fall and spring semester. The final exam will be accumulative.

**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Describe the properties of all living things.
- Understand and identify the structure of cells and describe the functions of cellular organelles.
- Understand the processes involved in heredity and reproduction of living things.
- Understand the theory of natural selection and history of life on earth.
- Understand standard taxonomy of living things and be able to classify living things accordingly.
- Know the six kingdoms of living things and the major characteristics of each.
- Understand the interactions of all living things both to each other and their environment.
- Know basic human anatomy and physiology.
- (9) Know how to keep one's body healthy.

**TITLE: ALGEBRA 1**

**COURSE NUMBER: MAT 100**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: 7<sup>TH</sup> GRADE MATH OR EQUIVALENT**

**MAJOR CONCEPTS:**

This course will further develop the skills the student has acquired in the grade 7 math course in addition to being an introductory algebra course. Variables and equations, opposites and absolute values will be covered along with translating sequences and problems into equations. The students will also work with real numbers, whole numbers and integers and learn the distributive, commutative and associative properties and how to implement them. Costs, income and value problems, polynomials, monomials, rate – time – distance formulas, factoring, various applications with fractions, ratios, proportions and percent, an introduction to functions, systems of linear equations, inequalities, rational and irrational numbers and quadratic functions will also be covered.

**EVALUATION PROCESS:**

The students will be evaluated using formative and summative assessment techniques. They will be instructed using individual and group instruction methodologies and will be given unit tests, quizzes, assignments as well as mid-term and final examinations.

**GRADING SCALE:**

Unit Tests:	25%
Quizzes:	15%
Mid Term & Final Exam:	35%
Homework:	10%
In Class Performance & Assignments: (summative assessment and group participation)	15%

**OBJECTIVES:**

After completing this course the students will be able to:

- Use equations to solve problems.
- Add, subtract, multiply and divide polynomials.
- Add, subtract, multiply, divide and simplify fractions.
- Understand linear and quadratic equations.
- Solve systems of linear equations, inequalities and quadratic functions.
- Add, subtract, multiply, divide, and simplify radicals.

**TITLE: AMERICAN CIVICS**

**COURSE NUMBER: 8-650**

**GRADE LEVEL: 8**

**LENGTH OF THE COURSE: 36 WEEKS**

**REMARKS: PREREQUISITE: NONE**

**MAJOR CONCEPTS:**

This course is designed to give the student an introduction to the foundation of the United States Government by exploring the different branches of government and will explore the Articles of Confederation, Constitution, Executive Branch, Legislative Branch, and Judicial Branch. The student will learn the election system of the United States and the foreign policies that shaped the United States Government. The student will learn how to manage their money by learning the different economic systems.

**MAJOR EVALUATION TECHNIQUES:**

The following assessments will determine the successful completion of the course: Chapter tests, homework, projects, lesson quizzes, in class participation. The Mid-term/Final exams will cover the cumulative materials of each semester.

**SEMESTER GRADE SCALE:**

Homework-10%

-Homework will not be given every day, but occasionally I will assign reading, writing and research homework that will be given a due date. I will only except late work if you talk to me BEFORE it is late and give me a reason. Homework will mostly be graded on a completion basis.

Projects-30%

-This is the biggest part of your grade and I expect the most out of you for this part of my class. These projects may be as simple as a research essay, but this will be graded on a rubric that includes creativity, merit and effort.

Journals-20%

-This will be the most common way you will be assessed in my class. Bring your journal to class everyday and write nothing else inside these notebooks. I will be grading these journals completely on effort, if you put in effort on every entry, you will be given a good grade.

Class participation-15%

-This grade is completely up to my discretion. Come to class every day, participate and give effort.

Quizzes-10%

-Occasionally I will give informal assessments in both short answer and essay format.  
**NO MULTIPLE CHOICE TESTS.**

Mid-term/Final Exam-15%

-Both of these tests will have study guide and a review day.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Demonstrate the characteristics of citizenship.
- Tell the different forms of the government that developed around the world.
- Compare and Contrast the **Articles of Confederation** and the **Constitution**.
- Demonstrate the knowledge of the **Constitutional Amendments**.
- Identify the duties and powers of the **Legislative, Executive, and Judicial Branches**.
  
- Demonstrate the checks and balances of powers between each of the three branches.
- Describe the major election process of the **US**, i.e. the presidential election.
- Recognize the difference between foreign policies and diplomacies.
- Retain a basic knowledge of economic system.

**TITLE: COMPUTER 8**

**COURSE NUMBER: 8-800**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: GRADE 7 COMPUTER**

**MAJOR CONCEPTS:**

This course is designed to build upon the student's successes of the previous year. To achieve this, students will be introduced to a few of the more advanced features of the Microsoft operating system, Windows XP, along with some of its applications. Students will learn how to use the Internet explorer 8 ethically and responsibly for educational purposes. Students will learn how to use Microsoft Outlook 2007. Students will also be instructed on how to increase their typing speed and accuracy. Finally students will be introduced to the world of computer programming using the graphical interface program, Scratch.

**EVALUATION TECHNIQUES:**

Student progress and understanding will be evaluated through a combination of in-class-work, projects, exams, completion of homework, and class participation. It is the student's responsibility to follow-up on all worked missed due to illness or absence from class.

**SEMESTER GRADING SCALE:**

In-class-work:	40%
Assignments:	30%
Quizzes:	20%
Participation:	10%

When applicable:

Project:	10%
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**OBJECTIVES:**

Upon completion of the course, students should be able to:

- Type 25 WPM (Words Per Minute)
- Discuss the terminology of computers
- Start an application and use Windows Explorer and My Computer to manage files and folders
- Create and edit a document using Microsoft Publisher
- Use Microsoft Outlook 2007 to send, receive, and manage emails
- Evaluate websites for education purposes
- Use the Internet ethically and with integrity
- Make applications using Scratch.

**TITLE: INTRO TO SPANISH**

**COURSE NUMBER: 8-900**

**GRADE LEVEL: 8**

**LENGTH OF COURSE: 36 WEEKS**

**PREREQUISITES: NONE**

**MAJOR CONCEPTS:**

The course is designed to promote and improve the communicative competence in the Spanish Language. This course follows concepts from the 'learn to learn' approach, and the Task-Based Learning approach to help students construct their learning and make use of their own language learning strategies for the acquisition of the Spanish language. Lessons are communication oriented, and are implemented through the integration of grammar, listening and reading comprehension, writing, and conversation, as well as inter cultural and global awareness.

**GOALS:**

The primary goals are as follow:

- Learn to engage in conversation, provide and obtain information and express emotions.
- Understand and interpret written and spoken language.
- Present information, concepts and ideas to an audience of listeners or readers.

Other general standards for the course include:

- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Connect with other disciplines and acquire information.

**ASSESSMENT TECHNIQUES:**

Students are evaluated through summative and formative assessment techniques. As follows:

**Quarter grade scale:**

Auto evaluation (Self assessment of the personal involvement in class)	20%
Portafolio	10%
Homework	15%
Vocabulary and Grammar Quizzes	10%
Chapter Tests (2)	10%
Mid Quarter Exam	10%
End of Quarter Project	10%
End of quarter or semester Exam	15%

The students can undertake extra credit projects throughout the term. Those projects may include writing diaries in English about learning in the Spanish class, presentation or other.

**OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Read and pronounce the letters of the Spanish Alphabet
- Greet people and say goodbye, both formally and informally.
- Introduce, and describe himself or herself and others
- Exchange information on origin, age and phone numbers
- Describe states of mind and mood
- Identify the days of the week.
- Describe the weather
- Say what he or likes and don't like to do or to eat
- Ask and tell time
- Say what activities he or she does and how often.
- Describe classes and say where classrooms objects are located
- Say where she or he is going

## **ELEMENTARY SCHOOL CURRICULUM GUIDE**

The Elementary School consists of grades K-5 through 5. Students are provided the means to learn the academic skills of reading, mathematics, science, grammar and art. They are also introduced to computer operations. As part of the education process, students also learn the social skills of understanding and respect of other culture and ethnic backgrounds.

Only the English language is allowed to be spoken in the Elementary School. This allows for students requiring ESL to achieve English proficiency faster. Separate ESL classes may be required for students that lack English skills.

Physical Education is provided 2 hours per week. This allows for the development of social skills and body coordination.

<b>K-4/K-5</b>	<b>LANGUAGE ARTS, MATH, SCIENCE, SOCIAL STUDIES, ART, MUSIC PE</b>
<b>GRADE 1</b>	<b>READING, MATH, SCIENCE, SOCIAL STUDIES, ENGLISH GRAMMAR, ART, MUSIC, PE, SPELLING, HAND-WRITING</b>
<b>GRADE 2</b>	<b>READING, MATH, SCIENCE, SOCIAL STUDIES, WRITING, GRAMMAR, ART, MUSIC, PE, SPELLING, HAND-WRITING</b>
<b>GRADE 3</b>	<b>READING, MATH, SCIENCE, SOCIAL STUDIES, ENGLISH, ART, MUSIC, PE, SPELLING, HAND-WRITING</b>
<b>GRADE 4</b>	<b>READING, MATH, SCIENCE, SOCIAL STUDIES, ENGLISH, ART, MUSIC, PE. SPELLING, HAND-WRITING</b>
<b>GRADE 5</b>	<b>READING, MATH, SCIENE, SOCIAL STUDIES, ENGLISH, ART, MUSIC, PE, SPELLING, HAND-WRITING, HEALTH</b>