YENOVKIAN ACADEMY
Course Descriptions

COMPUTER SCIENCE

COMPUTER SCIENCE PRINCIPLES (AP)
Credits: 1
Primary Instructor: Melanie Yenovkian
Secondary Instructor: Robert Getka, Power Homeschool
In *Computer Science Principles* students are introduced to the creative aspects of programming, abstractions, algorithms, big data, the Internet, cybersecurity concerns, and computing impacts. Students will learn to create and implement computer programs using current technologies for both self-expression and problem solving. Through hands-on application and examples, students will also explore career options while addressing ethical and relevant issues for today's world.

GOOGLE DOCS & KEYBOARDING
Credits: .5
Primary Instructor: Melanie Yenovkian
In *Coding, Google Docs, & Keyboarding*, the student will learn the touch method of keyboarding using a personal computer keyboard as well as learning to create and edit documents, presentations, and spreadsheets in Google Docs. Students will practice typing for speed and accuracy as well as spelling, grammar, and punctuation.

ENGINEERING I (H)
Credits: 1
Primary Instructor: Melanie Yenovkian
Secondary Instructor: Carolyn Collett, UHC
Engineering I is designed to give students an in-depth study of engineering and design through hands-on projects. Units include: team building, aerospace, transportation, architecture, construction, electronics, and various "out of the box" problem-solving projects with an emphasis on real-world applications.

MICROSOFT EXCEL AND CODINGI (H)
Credits: 1
Primary Instructor: Melanie Yenovkian

Secondary Instructor: Julie WIlliams, Power Homeschool
The *Mastering Microsoft® Excel®* course focuses on providing students with a solid foundation on the many features and applications of the Microsoft Excel spreadsheet program. Fluency in Excel gives the student an integral skill for success in both higher learning and career. This course will explore topics from the basics of creating workbooks to advanced functions using macros, as well as how to work with other Microsoft Office programs. Students will participate in "Hour of Code" exercises with Khan Academy and Code.org to develop "real life" coding skills.

ENGLISH

ENGLISH I (H) (GENERAL LITERATURE)
Credits: 1
Primary Instructor: Melanie Yenovkian
Curriculum: Grammar & Writing (BJU Press);
Secondary Instructor: Cindy Myers, UHC
Combining logic, grammar, and the Socratic method, *English I (General Literature)* stretches the student's analytical skills by requiring her to "think carefully about her reading and then to think carefully about her thinking." Students will be encouraged to develop critical thinking skills while analyzing great literature; develop writing skills and build vocabulary; and learn the basic components of literature (vocabulary, plot analysis, character analysis, etc.) Using the Socratic method, students will discuss the selected readings in an effort to understand the author's theme by scrutinizing the author's use of structural and stylistic components. She will demonstrate her analytical skills and ability to provide textual evidence to support analysis through selected writing assignments, including a research paper. The student will learn to write expository and persuasive essays, articles, and speeches.

ENGLISH II (H) (AMERICAN LITERATURE)
Credits: 1
Primary Instructor: Melanie Yenovkian
Curriculum: Elements of Literature (BJU Press)
Using *Elements of Literature* as a foundational text, *English II (American Literature)* focuses on significant (in import and in quantity) selections of American Literature. Works will be read chronologically through American history, encountering important works of fiction, nonfiction, drama, and poetry that represent the major eras and voices of America's

literature. The Socratic method will be employed to encourage discussion as students consider each work in the context of American history and culture, in the context of the literary genres and developments of which it is illustrative, and in the context of the Christian worldview. In order to achieve college-readiness in understanding, the goal of the course is to develop more fully the student's understanding of literary and informative texts by reading incrementally more sophisticated and complex writings. Writing assignments will require the student to employ rhetorical analysis and textual evidence application to adequately support, reflect, research, and defend her topic. Through her writing assignments, the student will continue to master fluency in literary techniques, vocabulary, and grammar.

ENGLISH III (H) (WORLD LITERATURE)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Shandi Stevenson, UHC

During *English IV (World Literature)* students will read important works from throughout history and from all over the world. Students will read works of fiction, nonfiction, drama, and poetry, and place each work in the larger context of world history. The student will consider each work of literature both on its own terms and in the context of the Christian worldview. Students will write essays and assignments (including a research paper), as well as presentations and tests, to demonstrate understanding and critical analysis of each work. Through her writing assignments, the student will continue to master fluency in literary techniques, vocabulary,and grammar.

ENGLISH IV (H) (BRITISH LITERATURE)

Credit: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Shandi Stevenson, UHC

In *English III (British Literature)*, the student will read and analyze important British fiction, nonfiction, poetry, and drama spanning the centuries from before English was a written language through the twentieth century. The course will survey the basic chronology of British literature and the major authors and cultural and literary developments of each period, as well as focusing in depth on each work read. The student will analyze both the literary characteristics and the larger themes of each book, seeking to understand it both on its own terms and in the larger context of the Christian worldview. Students will demonstrate through their written assignments, including a research paper, and presentations understanding and critical analysis of each work. Through her writing assignments, the student will continue to master fluency in literary techniques, vocabulary, and grammar.

AP ENGLISH LANGUAGE & COMPOSITION

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Jairus Tapp, Power Homeschool

AP English Language and Composition, a college-level course designed for students who have mastered the basic English curriculum and wish to be challenged by higher-level reading and analysis, centers on the recognition, understanding, and production of effective writing. In an effort to become skilled readers and writers, students will read and analyze the rhetorical elements of literature, literary nonfiction, essays, letters, speeches, news articles, and visual texts from a myriad of literary genres, authors, and historical periods. In an effort to develop proficiency in written communication, students will write compositions in several forms (narrative, expository, analytical, and argumentative). Students with strong research skills and apply effective writing and research strategies in their own writing while also preparing for the AP Exam. (College Board)

INTRODUCTION TO HIGH SCHOOL WRITING

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Shannon Keating, UHC

Students will leave *Introduction to High School Writing* with a solid foundation for all types of high school writing, including documentation. They will also practice the types of essays used in college admissions applications and on the SAT. From the Institute for Excellence in Writing (IEW) website: "[This] writing course for high school students new to IEW lays a solid foundation of writing skills. . . . [S]tudents will learn how to effectively use a wide range of structural models and stylistic techniques in their compositions, as they write on a variety of

enjoyable fiction and nonfiction topics." Topics include (but are not limited to): outlining, short story writing, essay writing (descriptive and persuasive), research writing, writing from lecture, note-taking and study skills, writing in content areas (science, history, literature), and using logic and persuasion. In addition to these topics included in this IEW curriculum, this class will also write a persuasive paper on a current event, a "superessay" on a topic of choice, and learn to write a college admissions essay.

PUBLIC SPEAKING (H)

Credits: .5

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Toby Woodard, UHC

Public Speaking introduces students to the fundamentals of public speaking theory and praxis, including the theology of the spoken word. The vast majority of the course will be the presentation of various types (e.g. persuasive, informative) of speeches, and constructive criticism from the entire class as a means of improvement. Students must be able to face whatever fears of public speaking they may have (with much assistance), be willing to give and receive constructive criticism, and not be afraid of thinking critically.

FINE ARTS

FINE ARTS (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Brooke Woody, UHC

Fine Arts is designed to develop the creative process and to help students understand the meaning of art. Students will explore the methods and media (such as drawing, printmaking, painting, collage and pastels, and more) historically used to create art and will use these methods in the creation of their own artworks. Growth in skill and technique will be encouraged throughout the process. Historical and cultural examples will inspire the class work and the students will gain an understanding of the elements and principles of design. Prior art-making experience is not necessary to be successful, as this class will be accessible to all skill levels, even though the concepts and exercises are more advanced than the corresponding middle school art classes. The Elements and Principles of Design will be explored and understood through their applications in studio art.

INTRODUCTION TO MUSIC THEORY (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Donna Ringenberg, UHC

Music Appreciation usually involves music history (Renaissance, Baroque, Classical, Romantic, and Contemporary era), listening and analyzing composer's works, theory, and learning about the basic orchestral instrument families: strings, brass, woodwind, and percussion. This class will deal with these concepts and go beyond. Every class period will be "hands on" with standard instruments such as violin, cello, guitar, piano, percussion, recorder, voice, as well as more unusual instruments such as the dulcimer, Irish whistle, autoharp, and more. If you are currently taking private lessons on an instrument, you will learn tools to help you expand your knowledge of the composers, the style from the time period, and why the music was written that way. Even if you've never played an instrument before, you will have the opportunity to learn ukulele, an extremely popular, easy-to-learn instrument as well as beginning keyboard and note reading. We will also explore careers in music and music therapy, create a group composition, have our own in-class opera and participate in my version of "Chopped - musical style." Internet access is necessary.

FOREIGN LANGUAGE

AMERICAN SIGN LANGUAGE I (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Carol Stine, UHC

American Sign Language I, an introductory course in American Sign Language as developed and used by the Deaf community in most areas of North America, consists of a preparatory phase to attune students to communication in the manual/visual mode, followed by instruction and practice in the alphabet, vocabulary, sentence structure, and elementary conversation. In addition, the course will address the

Deaf culture and provide opportunities for the students to experience the Deaf community.

FRENCH I (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Katrina Carey, Power Homeschool

In *French I*, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of French speaking cultures around the globe. Course topics include: introduction to French, greetings, numbers, vocabulary, verbs and verb conjugations, currency, familiar nouns, basic conversation, and French culture. Students supplement their French practice through Duolingo.

FRENCH II (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Emily Brown, Power Homeschool

In *French II*, students extend their vocabulary and their understanding of subject-verb agreement. Students experience French used in conversations and learn how to construct basic phrases needed to effectively communicate in the language.Students supplement their French practice through Duolingo.

INTRODUCTION TO LATIN (CP)

Credits: 1

Primary Instructor: Melanie Yenovkian
Curriculum: Henle Latin, First Year

Introduction to Latin exposes the student to forms, basic syntax, and simple vocabulary. It is the foundation which will enable the student to accomplish simple readings and translations. The course will cover declensions, conjugations, and basic vocabulary. Using Henle Latin, First Year, as the primary text, the student will cover five nouns and two adjective declensions with an emphasis on the five noun cases. Students will also study the present, imperfect, and future tenses of all four verb conjugations in the active voice and indicative mood. Students will perform practice work using Latin for Children, Primer A, to give them a better understanding of an inflected language. The student will be properly prepared to transition to the rigorous three years of Latin study with Wheelock's Latin and AP Latin.

LATIN I (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Veritas Press Scholars Academy

In *Latin I*, students learn the basics of Latin vocabulary and grammar including nouns, pronouns, adjectives, and verbs of the indicative and imperative moods by studying *Wheelock's Latin* text, Chapters 1-22. Students develop translation skills by studying ancient passages by Latin authors. Using Wheelock's Latin, a time-tested text, sharpens students' intellects and prepares them to read classical and ecclesiastical Latin literature while developing their language and reasoning skills. In addition, Honors students will complete all self-tutorial exercises and perform modern translations. (Veritas Press)

LATIN II (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Veritas Press Scholars Academy

In *Latin II*, Students focus on more complex grammatical concepts such as participles, the indirect statement, the subjunctive mood, a variety of clauses, and the comparison of adjectives and adverbs. Veritas Press is pleased to have teachers use their combined dozens of years of teaching experience. Using *Wheelock's Latin*, a time-tested text, helps students develop Latin skills by studying ancient passages by Latin authors while covering chapters 23-40. Students build translation skills and sharpen intellects while reading classical and ecclesiastical Latin literature. They will also develop their language and reasoning skills. In addition, Honors students will complete all self-tutorial exercises and perform modern translations.

MATHEMATICS

ALGEBRA 1 (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Mark Rogers, Powers Homeschool

Algebra I presents algebraic concepts on a high school level, but in a more basic manner. This course is recommended for high school and gifted middle school students -- especially for those planning

careers in the trades or non-STEM college career paths. Course topics include: Algebraic Expressions and Equations; Proportions, Inequalities, and Absolute Values; Introduction to Functions; Linear Functions and Systems; Exponential Properties and Functions; Factoring; Quadratic, Inverse, and Square Root Functions; and Statistical Analysis. This course includes SAT exam preparation and Honors projects.

ALGEBRA 2 (H)

Credits: 1.5 (1 Algebra and .5 Geometry)

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Mark Rogers, Powers Homeschool

Algebra 2 and Integrated Geometry covers all the topics in a standard Algebra 2 course such as simplifying algebraic expressions, solving equations, solving linear and nonlinear systems of equations, this 21st Century course also includes computer mathematics, technology applications, statistics, calculus basics, and real-world word problems in science, engineering, finance, sports, and more. Standard geometry concepts include proof, logic, triangle similarity, perimeter/area/volume, and right triangle geometry (trigonometry). Analytical geometry topics such as functions and their symbolic, graphic, numeric and verbal forms are also covered. This course includes SAT exam preparation and Honors projects. (Shormann Math)

BUSINESS MATH (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Mark Rogers, Powers Homeschool

In *Business Math*, students gain knowledge of the specific applications of mathematics in the business world. They begin with the mathematical aspects of personal business, and move into banking, real estate, vehicles, and insurance. They become familiar with manufacturing and employment costs, discounts, maintenance costs, professional services, marketing costs, and business accounting. Course topics include: Wages and Salaries; Taxes, Insurance, and Budgeting; Banking; Stocks and Bonds; Credit; Mortgages and Real Estate; Vehicle Costs; Health Insurance; Profits and Pricing; Manufacturing – Break-Even Analysis and Quality Control; Employees – Salary, Benefits and Insurance; Profits, Sticker Price, and Discount; Inventory Considerations and Business Expenses; Sales Potential, Market Share and Sales Projections; Balance Sheet and Analysis; Taxes, Borrowing, and Inflation

GEOMETRY (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Mark Rogers, Powers Homeschool

In *Geometry*, students will master geometric concepts and develop mathematical reasoning and proof skills. Topics covered include: nets and perspective drawings, points, lines, and planes; measuring segments and angles, angle pairs, basic construction, the coordinate plane, perimeter, circumference, and area; inductive reasoning and conditional statements; biconditionals, deductive reasoning, and proofs; transversals, parallel lines, proving lines parallel, parallel and perpendicular, angle sum theorem, more constructions, equations of lines, and slopes of parallel and perpendicular lines; congruent figures, SSS and SAS, ASA and SAA, and corresponding parts;isosceles and equilateral, right triangles, and overlapping triangles; midsegments, bisectors, and centers of triangles; indirect proof, and inequalities in one and in two triangles; polygon angle sums, parallelograms, proving a parallelogram, rhombuses, rectangles, and squares; proving special parallelograms, trapezoids and kites, polygons and coordinates, and using coordinates in proofs; ratios and proportions and similar polygon; proving triangles similar, similarity in right triangles, and proportions in similar triangles; the Pythagorean Theorem, special right triangles, and trigonometry; angles of elevation and depression, the law of sine, and the law of cosine; translations, reflections, rotations, and compositions; congruence transformations, dilations, and similarity transformations; paralelograms, triangles, trapezoids, rhombuses, kites, and regular polygons;circles, sectors, and perimeters and areas of similar figures; and trigonometry and area, circles and arcs, lengths of arcs, area addition and subtraction, and geometric probability; polyhedra, and surface areas and volumes of prisms, cylinders, pyramids, spheres, and similar solid; volumes of cones; tangent lines, chords and arcs, and inscribed angles. It also covers angle measures and segment lengths, circles in the coordinate plane, and locus; parabolas and completing the square; distance,

midpoint, and circles; experimental versus theoretical probability, probability distributions, permutations, combinations, compound probabilities, probability models, conditional probability, expected value, and two-way tables.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

Credits: 1

Primary Instructor: Melanie Yenovkian

In *Physical Education I*, students will gain a firm understanding of the three pillars of good health: moving, eating, and sleeping. Students will engage in one semester focused on the physiology of exercise by training for running a 10k race at Disney World in Orlando, Florida, using the Jeff Galloway Run-Walk-Run Method. Students will read the book, *Running: Getting Started*, by Galloway and will learn the proper techniques for running longer distances. Students will complete the 10k. The student will engage in one semester of nutrition and sleep awareness and self-defense. They will engage in a personal assessment of food and nutrition intake to ensure they understand the best practices for optimum health. The students will track their sleep patterns and adjust any circadian rhythm issues that may be affecting their sleep. The students will discuss articles related to sleep found on Sleep.org, powered by the National Sleep Foundation. Finally, the students will complete an online self-defense course.

SCIENCE

BIOLOGY (H) (LAB)

Credits: 1

Primary Instructor: Melanie Yenovkian

Secondary Instructor: Amanda Deming, Kim Merriweather UHC

Biology is a challenging survey of the principles of biology and is designed to prepare the student for further study as a college-bound student, who may take AP Biology. Students will study the following topics: the Study of Life, Kingdom Monera, Kingdom Protista, Kingdom Fungi, the Chemistry of Life, the Cell, Cellular Reproduction, Genetics, Evolution (part scientific theory and part unconfirmed hypothesis), Ecosystems, the invertebrates of Kingdom Animalia, Phylum Arthropoda, Phylum Chordata, Kingdom Plantae (anatomy and classification), Kingdom Plantae (physiology and reproduction), Reptiles Birds and Mammals. The students will complete at least one lab from each chapter in the book including dissection of an earthworm, crayfish, perch, and frog. One research paper will be required during the course of the year.

CHEMISTRY (H) (LAB)

Credits: 1

Primary Instructor: Melanie Yenovkian

Secondary Instructor: Kerrie Childress, UHC

Chemistry is an in-depth study of the principles of chemistry The following topics will be covered: units of measurements, classifications of matter, chemical and physical change, atomic structure, electron configurations, the periodic table, chemical names and formulas, writing and balancing chemical equations, gram to mole conversions, stoichiometry, limiting reactions, kinetic theory and states of matter, thermochemistry, behaviors of gases, use of gas laws, periodic trends, ionic and covalent bonds, molecular geometry, solutions, reaction rates, equilibrium, acid/base chemistry, and oxidation/reduction reactions. Lab experiments will be performed to demonstrate concepts from class. Students will write lab reports for each experiment, summarizing results and any calculations done, as well as developing conclusions from the experiment. Students will write a research paper.

ENVIRONMENTAL SCIENCE (AP) (LAB)

Credits: 1

Primary Instructor: Melanie Yenovkian

Secondary Instructor: Mike Carney, Power Homeschool

In *Environmental Science*, students are encouraged to engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Throughout the course and its lab sessions, students will analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This interdisciplinary course, embraces topics from geology, biology, environmental studies,

environmental science, chemistry, and geography. It is recommended for students who have completed Algebra I and two years of high school laboratory science. This course is California A-G approved and has been audited and approved by the College Board to provide students with a college-level learning experience.

PHYSICS (H) (LAB)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructors: Laura Erwin, UHC

In *Physics,* the emphasis will be on understanding the concepts and principles of physics, and their application to everyday situations. In this course students will need to apply basic Algebra skills to solve problems as well as interpret the implications of the effects of changing variables. Lab reports will include taking measurements, performing some simple calculations, evaluating percent error and its causes, and graphing data. Concepts to be covered include: mechanics, waves, thermodynamics, electricity and magnetism, nuclear physics, and light and optics. The student will be expected to read the text and complete assigned problems at home. About one-third of class time will be spent on demonstrations and lab activities that reinforce the principles in the text. The remainder of class time will be spent working through sample problems and clarifying concepts learned.

SOCIAL STUDIES

ECONOMICS (H)

Credits: .5

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Shannon Keating, UHC

In *Economics*, the student will learn the economic history of the United States, as well as terms and concepts used in economics (such as "supply and demand," "gross domestic product," "consumer price index," etc.). The student will also read excerpts from original sources, including such classic works as Adam Smith's The Wealth of Nations as well as works from Christian thinkers concerning economic justice and current essays and articles from modern economists. This course will meet or exceed state standards for the high school economics course and will be taught from a Christian worldview.

U.S. GOVERNMENT (H)

Credits: .5

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Shannon Keating, UHC

In *U.S. Government*, the student will leave the class with the following: A basic understanding of what constitutes a human government and how the United States came to be a Constitutional Republic; a thorough understanding of the U.S. Constitution, including such concepts as limited government, co-equal branches of government, and checks and balances. The student will learn the difference between government and politics, what being an informed citizen means, and how to be involved in public service and/or the political realm. The students will read from a variety of original sources including essays, speeches, and letters. The class will also read and reflect upon current editorials and news articles weekly. Students will identify their elected officials and how to contact them. Each student will be assigned a representative to "track" throughout the semester and report on bi-weekly. The students will be taught from a Christian worldview and will incorporate and analyze the Biblical basis for human government as they study the foundation and growth of our own government.

UNITED STATES HISTORY (AP)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Todd Edmond, Power Homeschool

In *AP U.S. History* students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the

environment; and culture and society. (College Board)

UNITED STATES HISTORY (H)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Veritas Press

In *U.S. History*, students gain an overview of American history through online US History curricula, narratives, primary source documents, interactive projects, historical site visits, and class discussions.

WORLD GEOGRAPHY (CP)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Dr. James Tjaden, Power Homeschool

Geography allows students to investigate Earth's lands, features, inhabitants, and phenomena. Exploring the physical and cultural geography of the world, the student will how physical surroundings shape and impact the everyday lives of people around the world, including how people cope with difficult environments and how they use their environment to their advantage. Also explored are future geography-related challenges, as well as physical resource management. Topics include the following: Physical Geography; Human Geography; Climate; Europe; Russia; North, Middle, and South America; Africa; Asia.

WORLD HISTORY (AP)

Credits: 1

Primary Instructor: Melanie Yenovkian
Secondary Instructor: Jeff Wilkins, Power Homeschool

AP World History, a college-level course focuses on world history from 8000 BCE to present. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods and develop the same thinking skills and methods employed by historians when they study the past: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. (College Board)

UNCLASSIFIED ELECTIVES[1]

EXPLORATION OF CALIFORNIA AND HAWAII (H)

Credits: .5

Primary Instructors: Donald and Melanie Yenovkian

Education involves much more than reading books and attending class. Seeing, hearing, tasting, feeling, and smelling where the American experiment has continued to expand is critical to a full and complete education. *Exploration of California and Hawaii* allows students to become immersed in five senses learning as they travel by car throughout California and Hawaii. During their travels, students will engage with the culture of each state with an eye to understand the commonalities and differences between the citizenry, local food, landscape and terrain, history, architecture, and natural environments focusing on indigenous flora and fauna.

Specific cities and regions explored include: Los Angeles (CA), Palm Springs (CA), Sacramento (CA), San Francisco (CA), Honolulu (HI), Oahu (HI), Hawaii (The Big Island) (HI).

Sites explored include: Ala Kahakai National Historic Trail (HI) Academy of Motion Picture Arts & Sciences (CA), Apple Park Visitor Center (CA), Big Sur Pacific Coast Highway (CA), California Science Center (CA), Death Valley National Park (CA), Getty Center (CA), Getty Villa (CA), Golden Gate National Recreation Area (CA), Hawai'i Volcanoes National Park (HI), Hollywood Walk of Fame (CA), Hollywood (CA),

[1] Yenovkian Academy academic travel is extensive, with many places visited multiple times. The most efficient way to include academic travel into courses descriptions and transcripts is to divide travel by region rather than by chronology.

Iolani Palace (HI) Joshua Tree National Park (CA), Malibu Creek State Park (CA), Mojave Desert National Preserve (CA), Palm Desert (CA), Pearl Harbor Aviation Museum (HI), Pu'uhonua o Hōnaunau National Historical Park (HI), Pu'ukohola Heiau National Historic Site (HI), Santa Monica Pier (CA), Sequoia National Park (CA), USS Arizona Memorial (HI), USS Bowfin Submarine Museum and Park (HI), World War II Valor In The Pacific National Monument (HI).

EXPLORATION OF MIDWESTERN STATES (H)

Credits: .5

Primary Instructors: Donald and Melanie Yenovkian

Education involves much more than reading books and attending class. Seeing, hearing, tasting, feeling, and smelling where the American experiment began and has continued to expand and evolve is critical to a full and complete education. *Exploration of the Midwestern States* allows students to become immersed in five senses learning as they travel by car from South Carolina to Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. During their travels, students will engage with the culture of each state with an eye to understand the commonalities and differences between the citizenry, local food, landscape and terrain, history, architecture, and natural environments focusing on indigenous flora and fauna. Students will be evaluated on the following criteria: journaling (writing, photography, blogging, and/or social media), writing a reflection paper, reading local newspapers/authors, class discussion; actively engaging in and exploring each locale and its governmental and/or private educational offerings, and trip planning.

Specific cities and regions explored include: Chicago (IL), Cincinnati (OH), Columbus (OH), Dayton (OH), Fargo (ND), Indianapolis (IN), Kansas City (KS/MO), Madison (WI), Milwaukee (WI), Minneapolis-St. Paul (MN),Omaha (NE), South Bend (IN), St. Louis (MO), Rapid City (SD).

Sites explored include: Aviation Historic Park (OH), Boonshoft Museum of Discovery (OH), Badlands National Park (SD), Center of Science and Industry (COSI) (OH), Center of the Nation Visitor Center and Tri-State Museum (SD), The Children's Museum of Indianapolis (IN), Cincinnati Museum Center at Union Terminal (OH), Cincinnati Zoo and Botanical Garden (OH), Crazy Horse Memorial (SD), Custer State Park (SD), Dayton Art Institute (OH), Dinosaur Park (SD), Gateway Arch National Park (MO), The International Civil RIghts Center & Museum (NC), Geographic Center of the United States (SD), Great American Ballpark (OH), Great Western Cattle Trail (SD), Indiana State Capital (IN), John Bryan State Park and Clifton Gorge State Nature Preserve (OH), Kings Island (OH), Lewis and Clark Information Center and the Dignity of Earth and Sky Sculpture (SD), Liberty Memorial (KS), Little Miami Scenic Trail (OH), Lucas Oil Stadium (IN), Metropolis (IL), Miller Park (WI), Minuteman Missile National Historic Site (SD), Missouri River (MO), Missouri River Basin Lewis and Clark Visitor Center (NE), Mount Rushmore National Memorial (SD), National Museum of the US Air Force (OH), National Underground Railroad Freedom Center (OH), Navy Pier (IL), Newport Aquarium (OH), Ohio River (OH), South Dakota Air And Space Museum (SD), Notre Dame Stadium (IN), Sunwatch Indian Village/Archaeological Park (OH), Willis (Sears) Tower (IL), Wisconsin State Capitol (WI), Wright Brothers Aviation Center (OH), Wright-Patterson Air Force Base (OH), Wrigley Field (IL)

EXPLORATION OF SOUTHERN, ATLANTIC, AND NEW ENGLAND STATES (H)

Credits: 1

Primary Instructors: Donald and Melanie Yenovkian

Education involves much more than reading books and attending class. Seeing, hearing, tasting, feeling, and smelling where the American experiment began and has continued to expand and evolve is critical to a full and complete education. *Exploration of the Southern, Atlantic, and New England States* allows students to become immersed in five senses learning as they travel by car from South Carolina to Alabama, Connecticut, Delaware, Georgia, Florida, Mississippi, Louisiana, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Tennessee, Virginia, Washington, D.C., and Vermont. During their travels, students will engage with the

culture of each state with an eye to understand the commonalities and differences between the citizenry, local food, landscape and terrain, history, architecture, and natural environments focusing on indigenous flora and fauna. Students will be evaluated on the following criteria: journaling (writing, photography, blogging, and/or social media), writing reflection papers, reading local newspapers/authors, class discussion; actively engaging in and exploring each locale and its governmental and/or private educational offerings, and trip planning.

Specific cities and regions explored include: Annapolis (MD), Asheville (NC), Atlanta (GA), Boston (MA), Charlotte (NC), Charleston (SC), Charleston (WV), Cooperstown (NY), Greenville, (SC), Jacksonville (FL), Kennebunkport (ME), Knoxville (TN), Memphis (TN), Montgomery (AL), Nashville (TN), New Orleans (LA), New York City (NY), Orlando (FL), Philadelphia (PA), Richmond (VA), St. Augustine (FL), Savannah (GA), Tallahassee (FL), Tampa (FL), Washington (DC).

Sites explored include: African American Burial Ground Memorial (NY), African American Museum (DC), African Art Museum (DC), Air and Space Museum (DC), American Civil War Museum (VA), American Indian Museum (DC), American Museum of Science and Energy (TN), Appalachian Trail (VA, TN, VT, NH), Appomattox Courthouse National Historical Park (VA), April 16 Memorial (VA), Assateague Island National Seashore (MD/VA), Atlantic Ocean, Blue Ridge Parkway (NC, VA), Biltmore House (NC), Black Heritage Trail (MA), Boston Museum of Science (MA), Boston National Historical Park (MA), Busch Gardens (VA, FL), Canaveral National Seashore (FL), Cape Cod National Seashore (MA), Castillo de St. Marco National Monument (FL), Centennial Olympic Park (GA), Central Park (NY), Chattahoochee River (FL), Chesapeake Bay (MD, VA), Colonial Williamsburg (VA), Concord Point Lighthouse (MD), Cooper Hewitt (NY), Country Music Hall of Fame (TN), Department of Energy Oak Ridge Facility (TN), Edgar Allen Poe Museum (VA), Ellis Island (NJ), Emily Dickinson Museum (MA), Fenway Park (MA), Ford's Theater (DC), Fort De Soto (FL), Fort Sumter National Monument (SC), The Freedom Trail (MA), George Washington Birthplace National Memorial (VA), George Washington Memorial Parkway (VA), Great Smoky Mountain National Park (TN), Gettysburg National Military Park (PA), Grove Park Inn (NC), Gulf Coast (MS, Al, FL), Hershey (PA), Hillwood Museum (DC), Historic Beale Street, Memphis (TN), Independence Hall (PA), James River (VA), Jean Lafitte National Historical Park, including guided tour of New Orleans (LA), Jefferson Hotel (VA), Jefferson Memorial (DC), Kennedy Center for the Performing Arts (DC), Mississippi River (TN), Korean War Veterans Memorial (DC), Liberty Bell Center (PA), Library of Congress (DC), Lincoln Memorial (DC), Louisa May Alcott Orchard Apple House (MA), Lower Eastside Tenement Museum (NY), Manatee Springs State Park (FL), Manhattan Project National Historical Park (TN), Maryland Capitol Building (MD), Minute Man National Historic Park (MA), Monticello (VA), National Archives (DC), National Baseball Hall of Fame (NY), National Gallery of Art (DC), National Museum of American History (DC), National Portrait Gallery (DC), National September 11 Memorial and Museum (NY), Natural History Museum (DC), National WWII Museum (LA), New England National Scenic Trail (MA, CT), New Orleans Jazz National Historical Park, including guided tour of New Orleans (LA), Newseum (DC), North Bridge Visitor's Center (MA), Patriots Hall of Fame (MA), Pentagon (VA), Pilgrim Memorial State Park (MA), Rosa Parks Museum (AL), Science Museum of Virginia (VA), Shuster Theater ("To Kill A Mockingbird" on Broadway) (NY), Six Flags (GA, NY, MD, MA), Space Coast (FL), St. John's Episcopal Church (Patrick Henry "Give me liberty or give me death" reenactment) (VA), Statue of Liberty (NY), Sturbridge Village (MA), The White House (DC), United States Capitol (DC), United States Naval Academy (MD), United States Supreme Court (DC), Vietnam Veterans Memorial (DC), Virginia Capitol Building (VA), Virginia Museum of Fine Arts (VA), World of Energy at Oconee Nuclear Station (SC), Women's RIghts National Historical Park (NY), and Wright Brothers National Memorial (NC).

EXPLORATION OF SOUTHWESTERN STATES (H)

Credits: .5

Primary Instructors: Donald and Melanie Yenovkian

Education involves much more than reading books and attending class. Seeing, hearing, tasting, feeling, and smelling where the American experiment began and has continued to expand is critical to a full and complete education. *Exploration of the Southwestern States* allows students to become immersed in five senses learning as they travel by car from South Carolina to Arizona, Colorado, New Mexico, Nevada, Oklahoma, Texas, and Utah. During their travels, students will engage with the culture of each state with an eye to understand the commonalities and differences between the citizenry, local food, landscape and terrain, history, architecture, and natural environments focusing on indigenous flora and fauna. Students will be evaluated on the following criteria: journaling (writing, photography, blogging, and/or social media), writing a reflection paper, reading local newspapers/authors, class discussion; actively engaging in and exploring each locale and its governmental and/or private educational offerings, and trip planning.

Specific cities and regions explored include: Albuquerque (NM), Austin (TX), Colorado Springs (CO), Dallas (TX), Denver (CO), El Paso (TX), Flagstaff (AZ), Houston (TX), Las Vegas (NV), Salt Lake City (UT), Sante Fe (NM), Tucson (AZ), Phoenix (AZ), Oklahoma City (OK).

Sites explored include:
99s Museum of Women Pilots (OK), Arches National Park (UT), The Alamo (TX), Bandelier National Monument (NM), Acoma Pueblo (UT), Chickasaw Bricktown Ballpark (OK), Canyon Road Arts (NM), Carlsbad Caverns (NM), Cathedral Basilica of St Francis of Assisi (NM), Chaco Culture National Historical Park (NM), Chase Field (AZ), Dinosaur National Monument (UT), Four Corners Monument (AZ), Frontier Texas! (TX), Garden of the Gods (CO), Gila Cliff Dwellings National Monument (NM), Glen Canyon National Recreation Area (UT), Grand Canyon National Park (AZ), Guadalupe Mountains National Park (TX), High Roller Vegas (NV), Hoover Dam (NV), Jemez Springs (NM), NASA Johnson Space Center Houston (TX), Lake Mead National Recreation Area (AZ), Las Alamos (NM), Monument Valley Navajo Tribal Park (AZ), Oklahoma City National Memorial and Museum (OK), Oklahoma State Capitol Building (OK), Organ Pipe Cactus National Monument (AZ), Petrified Forest National Park (AZ), Petroglyph National Monument (NM), Pikes Peak (CO), Red Rock Canyon National Conservation Area (NV), Rio Grande State Park and Nature Center (NM), Rocky Mountain National Park (CO), Route 66 (USA), Sedona (AZ), San Antonio Missions National Historical Park (TX), Sandia Mountain (NM), Salt Flats (TX), Saguaro National Park (AZ), Shiprock (NM), State Farm Stadium (formerly University of Phoenix Stadium) (AZ), Stockyard City (OK), Sunset Crater Volcano National Monument (AZ), Texas State Capitol Building (TX), White Sands National Monument (NM), Wupatki National Monument (AZ), and Zion National Park (UT).

EXPLORATION OF WESTERN CANADA, ALASKA, AND THE NORTHWESTERN STATES (H)

Credits: 1

Primary Instructors: Donald and Melanie Yenovkian

Education involves much more than reading books and attending class. Seeing, hearing, tasting, feeling, and smelling where the American experiment began and has continued to expand and evolve is critical to a full and complete education. *Exploration of the Northwestern states, Western Canada, and Alaska* on a 11,972 mile trip allows students to become immersed in five senses learning as they travel by car from South Carolina through the Northern Rockies, Canadian Rockies, along the Alaska-Canada highway, into and throughout Alaska, followed by a Pacific coast and northwestern states exploration of Washington, Oregon, Idaho, Montana, and Wyoming. During their travels, students will engage with the culture of each state and country with an eye to understand the commonalities and differences between the citizenry, local food, landscape and terrain, history, architecture, and natural environments focusing on indigenous flora and fauna. Students will be evaluated on the following criteria: journaling (writing, photography, blogging, and/or social media), writing reflection

papers, reading local newspapers/authors, and class discussion; actively engaging in and exploring each locale and its governmental and/or private educational offerings, and trip planning.

Specific cities and regions explored include: Alberta, Canada (AB), Anchorage (AK), Bellingham (WA), Boise (ID), British Columbia, Canada (BC), Calgary (AB), Cody (WY), Eugene (OR), Fairbanks (AK), Great Falls (MT), Portland (OR), Prince George (BC), Salem (OR), Seattle (WA), Twin Falls (ID), and Yukon Territory, Canada (YT).

Sites explored include: Alaska-Canada Highway, Albertson's Boise State Bronco Stadium (ID), Banff National Park of Canada (AB), Beverly Beach State Park (OR), Buffalo Bill Dam (WY), Chugach National Forest (AK), Denali National Park and Preserve (AK), Devil's Tower National Monument (WY), Devil's Washbowl (ID), Evel Knievel Snake River Jumpsite (ID), Fort Saint John (BC), Glacier National Park (MT), Jasper (AB), Kenai Peninsula (AK), Kootenay National Park of Canada, Oregon State Capitol Building (OR), Pacific Coast Highway (OR), Pike Place Market National Historic District (WA), Portage Glacier (AK), Signpost Forest (YT), Shoshone Falls (ID), Snake River Canyon (ID), Space Needle Observations Tower (WA), Twin Falls State Park (ID), Yellowstone National Park (MT).

MARVEL CINEMATIC UNIVERSE: A STUDY OF GOVERNMENT, LITERATURE, THEOLOGY, AND MUSIC

Credits: .5

Primary Instructors: Donald and Melanie Yenovkian

Curriculum: 20 MCU Movies; Joseph Campbell: *The Hero with a Thousand Faces*; *Assembling the Marvel Cinematic Universe: Essays on the Social, Cultural and Geopolitical Domains.*

Marvel Cinematic Universe: A Study of Government, Literature, Theology, and Music is a multi-discipline discussion course that synthesizes concepts studied during high school, including government, economics, literature, Christian worldview, and music. After completing their assigned readings, students will discuss the hero's journey, the nature of government and individual liberties, the use of stylistic and literary devices particularly related to character and theme, the role of music, Christian symbolism, and the treatment of women. According to *Assembling the Marvel Cinematic Universe*, "In the new millennium, the success of MCU represents a new and unique engagement with social, political, and economic concerns that challenge established values and call into question cherished beliefs. This book seeks to unravel the myriad threads that wind throughout the MCU and asks if the whole is greater than the sum of its parts. The assembled essays… suggest that the MCU is not merely a popular set of materials convenient for analysis, but a significant phenomenon in its own right that is worthy of scholarly attention." Students will write a 15-page research paper on a subject derived from the course materials.

I'M 18, NOW WHAT?

Credits: .5

Primary Instructor: Melanie Yenovkian

In *I'm 18, Now What?*, students will learn how local, state, and federal laws impact their lives. Topics include the following: voting, taxes, patient rights and medical care best practices, jury duty, negotiation skills, work-life balance, employee and employer best practices, civil and criminal legal proceeding overview, supporting and defending the Constitution, staying informed on local issues, community involvement, domestic relations, basic contracts and leases, and insurance. Students will also learn the ins-and-outs of the court system.