



# Academy of Greatness & Excellence

*Where Prosperous Futures Begin*

## ACADEMY OF GREATNESS & EXCELLENCE

### STUDENT HANDBOOK

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*With the goal of creating 21st century learning environments that engage students, foster achievement, and cultivate the skills needed to connect and collaborate in a global society, Upper School Instructors at the Academy of Greatness & Excellence (AGE), ensure that students are immersed in rigorous coursework and a range of extracurricular activities, including internship opportunities that broaden their horizons and offer rich academic and experiential learning experiences. Our Upper School is an innovative and dynamic place where young adults are challenged to participate in leadership-building activities across the school and in their communities to prepare them to be global citizens of the 21st century.*

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# Academy of Greatness & Excellence

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## Table of Contents

### **Mission / Philosophy**

**AGE Learner Profile**

**High School Program**

**AGE Graduation Requirements**

**Rank In Class**

**Honors Program**

**Advanced Placement**

**Dual Enrollment**

**Standardized Testing**

**College Planning**

**Grade Point Average**

### **Course Descriptions**

English

Math

History

Science

Arabic

Religious Studies

Physical Education

Electives

### **Clubs**

Art Club

Poetry Café

Drama Club

Model United Nations

UNICEF

Debate

Students In Action

Ummah Reunited

Students For Justice

Muslims for STEM

AGE Journalism

Yearbook

Cross Country

Entrepreneurship

### **Early Graduation**

**Athletics**

**Legacy**



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*“Grounded in the strengths of our Islamic heritage and spiritual beliefs, AGE’s mission is to develop highly educated, responsible and active students with an interest in the pursuit of knowledge in all its forms.”*

## Vision Mission & Values

*In pursuit of this mission, all students are given top-quality educational resources customized to meet individual aspirations and abilities. With a low student to teacher ratio, we ensure each student receives ample opportunities for one-on-one learning and enrichment. This hands-on process is further strengthened by strong parental communication and involvement.*

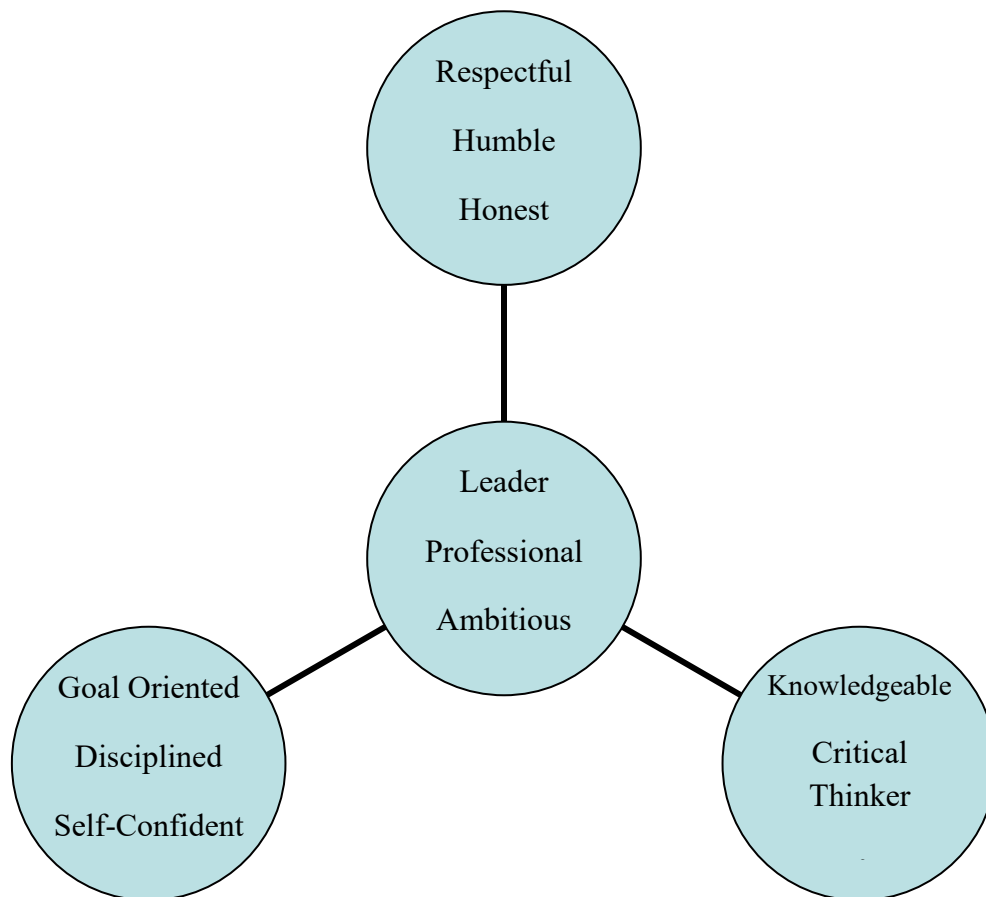


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## AGE Learner Profile

Academy of Greatness & Excellence is a private school that is committed to educating and empowering students from early childhood through 12<sup>th</sup> Grade. We aspire our learners to represent both greatness of character and excellence of knowledge, as per our school name.





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## HIGH SCHOOL PROGRAM

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High School Instructors at Academy of Greatness & Excellence (AGE), ensure that students are immersed in rigorous coursework and a range of extracurricular activities, including internship opportunities that broaden their horizons and offer rich academic experiences and experiential learning opportunities. Our High School is an innovative and dynamic place where young adults are challenged to participate in leadership-building activities across the school and in their communities to prepare them to be global citizens in the 21st century.

Each High School student has equal access to academic advising and counseling. Advisory sessions focus on four primary areas: academic support, college counseling, community service & extra-curricular events.

In addition to our core academic curriculum, our students are offered numerous co-curricular experiences including participation in regional and international competitions such as the Science Olympiad, Math Olympiad, Math League and Model United Nations Conferences. They also may hold positions on the Student Council, serve as Student Ambassadors, or earn membership into service clubs, such as the UNICEF Club at AGE.

AGE takes advantage of being right across the river from the business & art center of the world, by sending Juniors and Seniors to New York City, where students gain real-world experience with trips and internships.



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## HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from Academy of Greatness & Excellence, a student must fulfill all academic course requirements over four years, as listed below.

Course	Credits
<b>Core</b>	
Religious Studies	20 credits
Language Arts Literacy 9-12/ AP English	20 credits
Math (Geometry- Algebra - Pre Calculus- AP Calculus)	20 credits
Science (Biology, Chemistry, Physics, AP Chemistry/Anatomy & Physiology)	20 credits
Social Studies (World History- US History I, AP US History, AP Government & Politics)	15credits
World Language (Arabic)	20 credits
Health, Safety and Physical Education	15 credits
<b>Electives</b>	
Financial Literacy (Economics, Money Management)	3 credits
College & Career Success	3 credits
Graphic Design/ Digital Media	3 credits

*\* Each course at Academy of Greatness & Excellence is worth 5 credits, except for Physical Education & Fine Arts courses. Honors courses and AP courses are weighted with more credits. College Credit courses are also offered through Bergen County Community College.*



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## Freshman Classes

Class		Credits
<b>Core</b>		
Introduction to Islamic Law & Practice ( Quran & Islamic Studies)		5
English 9 (CP)- English 9 (H)		5/6
Mathematics: Algebra I/Geometry		5/6
Biology (H)		6
World History		5
World Language ( Arabic)		5
Health & Physical Education		3
<b>Electives</b>		
Financial Literacy & Money Management		3
		<b>37 Credits (Min.)</b>

## Sophomore Classes

Class		Credits
<b>Core</b>		
Middle Eastern Ethical Studies ( Quran & Islamic Studies)		5
American Literature		6
Mathematics: Geometry/ Algebra II		5/6
Chemistry		6
United States History/ AP US History		5/6
World Language (Arabic)		5
Health & Physical Education		3
<b>Electives</b>		
College & Career Success		3
		<b>35 Credits (Min)</b>



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## Junior Classes

Class	Credits
<b>Core</b>	
Introduction to Islamic Law and Practice ( Quran & Islamic Studies)	5
British Literature	6
Mathematics: Pre-Calculus & Trigonometry	6
AP Biology/Conceptual Physics	7/5
AP Government and Politics	7
World Language (Arabic)	5
Health & Physical Education	3
<b>Electives</b>	
Graphic Design	3
	<b>40 Credits (Min.)</b>

## Senior Classes

Class	Credits
<b>Core</b>	
Islamic Law and Practice ( Quran & Islamic Studies)	5
AP English	7
Mathematics: Calculus/ AP Calculus	5/7
Human Anatomy & Physiology (Dual Enrollment)	7
Current Global Issues	5
World Language (Arabic)	5
Health & Physical Education	3
	<b>37 Credits</b>





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## **RANK IN CLASS**

Academy of Greatness & Excellence offers its students a rigorous, comprehensive curriculum in a challenging academic environment. The majority of our students respond by earning exceptional grades. We believe that the achievements and abilities of our students cannot be represented by a single statistic, but rather by a combination of grades earned and scores achieved on standardized tests. Therefore, it is not the policy of Academy of Greatness & Excellence to report class rank.

## **HONORS PROGRAM**

With the goal of creating 21st century learning environments that engage students, foster achievement, and cultivate the skills needed to connect and collaborate in a global society, High School Instructors at Academy of Greatness & Excellence (AGE), ensure that students are immersed in rigorous coursework. Offering Honors and AP courses make it possible for academically talented and high achieving AGE students to increase the challenge of their studies. Teachers in the Honors courses are committed to preparing students to achieve academic excellence that will ensure superior preparation for Advanced Placement (AP) course work.

### **Criteria for eligibility into the Honors Program:**

- ✓ Completing all prerequisite classes with a grade of 85 or higher
- ✓ Teacher recommendation \* An email from a previous teacher would suffice.
- ✓ Placement exam: Exams are administered during the first week of school.

### **Expectations of Honors:**

- ✓ Maintaining a high score in the Honors courses (80 or higher)
- ✓ Remaining in the course for the full academic year (Students earning a final grade of 79 or lower may not move to the next Honors).



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- ✓ Maintaining high standards of academic integrity
- ✓ Regular attendance to class (excessive absences are grounds for removal from the course).

## **Students in Honors are expected to have the following characteristics:**

- ✓ High academic achievement and intellectual ability
- ✓ Self-motivation and self-discipline
- ✓ Good organizational skills
- ✓ Excellent written expression
- ✓ Good citizenship and attendance
- ✓ An avid interest in reading
- ✓ Good oral communication skills
- ✓ An ability to work independently and collaboratively

## **Honors Appeal/Waiver Process**

### **Appeals:**

There may be instances in which a parent or guardian decides to appeal an Honor placement decision. While the AGE High School team seeks to place students in the most appropriate classes, there may be extenuating circumstances where a parent feels their child is inappropriately placed. A formal appeal process has been developed for these situations. Appeal situations are available for parents who believe their children should be placed in an Honors course, but the students do not meet the qualifications developed by the AGE High School team. Parents of students in this situation may appeal the placement of their student directly to the AGE Academic Advisor.

Parents will make an appointment to meet with the Academic Advisor. Once the meeting is convened, parents will present their rationale for why they feel their child would be more appropriately placed in an honors class. The advisor will discuss the information with the



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Principal. A determination of whether an honors class would be an appropriate placement will be made after deliberations amongst the HIGH School team and the Principal. If the parents do not agree with the decision of the school, their child can still move into an honors course if the parent(s) signs a waiver form which is available in the advisor's office.

## **Waivers:**

In situations where parents do not agree with the school's professional judgment regarding the placement of their child, the parent(s) can sign a waiver. Parents who sign a waiver are acknowledging that they disagree with the placement of their child and wish her/him to enter a more advanced class. With the signing of the waiver, parents are acknowledging that their child may have difficulty with the Honors course and may require additional help to keep up with the class. By signing the waiver, parents acknowledge that they are responsible for finding the help their child needs.

## **ADVANCED PLACEMENT**

At Academy of Greatness & Excellence, we encourage our students to challenge themselves and take rigorous courses that would give them an edge in college. Advanced Placement courses on a student's transcript make her/him stand out to colleges. An AP score allows students to earn college credit before being in college, and hence saves a student time and money.

Academy of Greatness & Excellence offers the following AP courses:

- AP Chemistry
- AP US History
- AP Computer Science Principles
- AP Calculus
- AP English & Composition



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## **AP Requirements**

Academy of Greatness & Excellence believes that all motivated and academically prepared students should be able to enroll in AP courses. Nevertheless, a student must meet the following requirements:

- ✓ Previous year's report card for the subject is 80% or above.
- ✓ Teacher Recommendation
- ✓ Fulfilling pre-requisite courses (if applicable)

*\* Honors courses are worth 6 credits, and an extra 5% on the overall course grade as a weighted course. AP courses are worth 7 credits, and an extra 10% on the overall grade as a weighted course.*

## **DUAL ENROLLMENT**

Through the College High School Partnership Program at Bergen County Community College, our AGE High School students can obtain college credit before they graduate high school. They are able to:

- Experience college work while still in high school.
- Earn college credits that will appear on a Bergen County College transcript and may be accepted by other colleges.
- Explore different fields of study.

## **STANDARDIZED EXAMS**

### **Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT is administered to all students in Grade 9 & 10. The purpose is to give freshmen sophomores an opportunity to practice taking a standardized test in preparation for the following year, and to familiarize them with test-taking during the college application process.



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The Academic Advisor will distribute score reports to students and review the content and breakdown of the results to help students best comprehend them. The results of this test will not be shared with colleges or other institutions. PSAT scores on the critical reading, mathematics, and writing skills range from 20 to 80 points, analogous of the 200 to 800-point range on the SAT Reasoning Test.

Typically, students should not prepare or study for this test more than reading the PSAT information on the College Board website, thoroughly reading through the PSAT booklet, and taking the practice test included in the distributed booklets. This is meant to give students experience with a standardized test, while assessing their ability in each of the sections, and developing an academic plan to increase their scores the following year—all without adding pressure to the workload during sophomore year.

## **Preliminary Scholastic Aptitude Test (PSAT NMSQT)**

The PSAT is administered to all students in Grade 10 &11. The purpose of this test is to prepare students for the SAT Reasoning Test used during the college application process. The PSAT can also be used to assess the qualifications for the National Merit Scholarship and National Achievement Scholarship. Students whose scores determine qualification will be notified with further instructions.

The Academic Advisor will distribute score reports to students, and review the content and breakdown of the results to help students best comprehend them. The results of this test will not only be shared with colleges, but will be provided upon request to other institutions and/or academic programs.

Students should prepare for this test by thoroughly reading through the PSAT booklet that is distributed to them prior to the test date and taking the practice tests included in the booklet. Students can also study using PSAT preparation books and the PSAT results and original test



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booklets from the 10th Grade to help them develop their test-taking skills. Khan Academy practice is also highly recommended.

## **SCHOLASTIC APTITUDE TEST (SAT)**

Although not required, students are encouraged to take the SAT at least once during the spring semester of their junior year in March, May, or June. If necessary, many take it again during the fall semester of their senior year. The SAT Reasoning Test is one of the assessment tools that colleges use to identify the academic ability of each student candidate during the college admission process. Registration material for the SAT Reasoning Test is available on the College Board website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should always register for a College Board test on the website in the same manner to maintain consistency. Students must use their correct personal information during registration and on the test, or scores will be delayed or disqualified.

Students may select up to four colleges or universities to send their scores of the registered SAT Reasoning Test at no additional cost. However, it is wise for students not to send the scores the first time they take the test because most students intend to take it again during the fall semester of their senior year. While some colleges consider your highest total SAT score, most will use your highest scores from each section as a composite to assess during the college admission process.

## **ACT COLLEGE READINESS ASSESSMENT**

The ACT is a standardized test that students can choose to take and use for the college application process. Students may use either the SAT or the ACT in the college admissions process. Typically, students take the ACT in junior and/or senior year. Students are encouraged



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to consider taking the ACT at least once, along with the SAT, to determine which test they feel most comfortable and confident taking.

Registration material for the ACT Test is available on the American College Testing Program website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should always register for the ACT Test on the website in the same manner to maintain consistency. Students must use their correct personal information during registration and on the test, or scores will be delayed or disqualified.



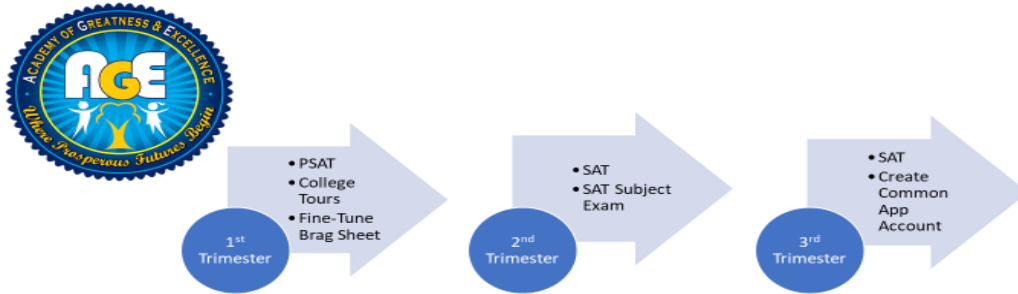


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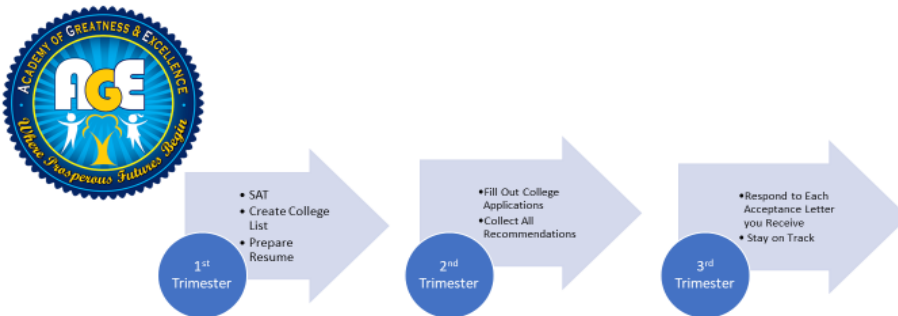
## COLLEGE PLANNING

### JUNIOR YEAR



**Junior Year – 11<sup>th</sup> Grade**

### SENIOR YEAR



**Senior Year – 12<sup>th</sup> Grade**





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## GRADE POINT AVERAGE

The GPA and WGPA currently used at the Academy of Greatness & Excellence are based on the following scale:

Course Letter	Not Weighted Grade	Weighted Grade for Honors
97-100 A+	3.88 - 4.00	4.37 - 4.50
93-96 A	3.72 - 3.84	4.19 - 4.32
90-92 A-	3.60 - 3.68	4.05 - 4.14
87-89 B+	3.48 - 3.56	3.92 - 4.00
83-86 B	3.32 - 3.44	3.74 - 3.87
80-82 B-	3.20 - 3.28	3.60 - 3.69
77-79 C+	3.08 - 3.16	3.47 - 3.56
73-76 C	2.92 - 3.04	3.29 - 3.42
70-72 C-	2.80 - 2.88	3.15 - 3.24
67-69 D+	2.08 - 2.16	2.47 - 2.56
63-66 D	1.92 - 2.04	2.29 - 2.42
60-62 D-	1.80 - 1.88	2.15 - 2.24



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## GRADING SYSTEM

Interim Reports are issued four times per year, at the mid-point of each marking period. These reports indicate how well students are doing in their respective courses. Report Cards are issued four times per year, at the completion of each marking period.

Midterm and Final Examinations are given for English, Math, Arabic, Religious Studies, History and Science. There are no make-ups for such exams except with written permission from the Principal pending presentation of a doctor's note/or other explaining the absence. The value of the midterm and the final exams is 25% of each marking periods, respectively.

### AGE Grading Policy

Evaluation is an ongoing process at Academy of Greatness and Excellence. Therefore, tests and exams are not our exclusive assessment tools. However, daily involvement, performance, and progress should be considered in evaluating the student's academic performance. In addition, projects, research papers, and performance-based assessments are other evaluation means.

### Grading Chart

#### HIGH SCHOOL GRADING POLICY

Tests:	40%
Quizzes:	10%
Homework:	20%
Classwork & Participation:	20%
Trimester Project:	10%

#### \* 2<sup>nd</sup> Marking Period:

Midterm:	10%
Tests:	30%

#### \* 4<sup>th</sup> Marking Period:

Final:	10%
Tests:	30%

#### PHYSICAL EDUCATION GRADING POLICY

Class Participation:	50%
Uniform:	20%
Tests:	30%



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## COURSE DESCRIPTIONS & REQUIREMENTS

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### English

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#### **Course Title: English I – Literature & Composition**

The goal of this course is to not only develop language skills, but to also acquire life-long critical thinking and problem-solving skills. Along with developing the proper critical reading and writing skills, students are prepared to be effective members of a global world. Students will explore various genres of literature, as well as several means of communication, and they will also learn to properly navigate and use modern day media. Through the study of different pieces of literature, students strengthen their empathy and global awareness, preparing for life beyond High School in an international landscape.

The study of literature and composition enables students to hone their unique voices as writers by closely reading a variety of genres. By examining works written by authors of different viewpoints, voices, and modes of expression, students analyze the way in which effective writers target purpose and audience through word choice, organization, and selection of detail. Students deepen their skills of thematic and rhetorical analysis by examining key narrative components and investigating ways in which effective writers use persuasive language.

In writing, students compose compelling arguments, sharpening their critical thinking skills as they produce sufficient evidence to support their claims. Additionally, students craft narratives while paying careful attention to character development, conflict, and theme. By examining and crafting expository texts, students strengthen their concision as they express complex ideas clearly and accurately through the careful selection, arrangement, and analysis of information. In addition, students develop formal speaking and listening skills through daily classroom debate and discussion. The course includes different genres of literature: short stories, novels, poetry, and drama (tentative and subject to change).



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## **Course Title: English II – American Literature**

The study of American Literature emphasizes the relationship of literary works to societal values, beliefs, and traditions. Students explore an array of texts written across time and place, uncovering similarities and differences that emerge, and examining how these comparisons are meaningful. Students continue to sharpen their critical thinking skills by uncovering relationships of texts to one another, to their authors, and to the socio-political contexts in which they were produced. By examining the way in which authors employ a variety of literary techniques and stylistic devices to convey their themes, students become increasingly adept at close reading.

## **Course Title: English III – British Literature**

This course engages students in the careful reading and in depth analysis of literature. Some of the reading material includes – Beowulf, Chaucer, Canterbury Tales, Shakespeare’s sonnets; Hamlet, 17th Century: Poetry (Spenser, Herbert, Donne), Charles Dickens, A Tale of Two Cities, Poetry by Browning, Tennyson, Chesterton, Mary Shelley’s Frankenstein, Hardy, Hopkins, Thomas, and Yeats

## **Course Title: English IV – AP Literature and Composition**

Advanced Placement Literature and Composition is a course filled with challenging, intriguing literature that will be used as a vehicle for enhancing reading, writing, and critical thinking skills. The workload will be consistent with a typical undergraduate literature course, and students will be expected to do a good deal of outside reading and writing that showcases their analytical skills. With thorough intellectual thought and discussion, students will engage with literature from various genres and time periods and will carefully examine a multitude of the literary elements and stylistic choices that authors.



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## Mathematics

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### **Course Title: Geometry**

This course assumes that the student has demonstrated a solid foundation in algebra. Topics include the relationships between points, lines, and planes; the axiomatic system; logical thinking and proof-writing; measurement, including area and volume; congruency; similarity; two- and three-dimensional geometric figures; parallel and perpendicular lines; and the coordinate plane. Instruction in this course is designed for college-bound students.

### **Course Title: Algebra II**

In the course, the basic concepts of Algebra I are enriched. Topics studied include graphing/analyzing/interpreting functions including polynomial/ rational/ exponential/ and logarithmic functions; systems of linear equations/ inequalities' exponents and radicals.

### **Course Title: Pre-Calculus**

This course will be an in-depth analysis of relations, functions, and their graphs. Pre-calculus combines topics from college algebra and trigonometry. We will explore and Study polynomial functions, rational functions, trigonometric functions, polar Coordinates, complex numbers, and exponential and logarithmic functions. In addition to introducing students to terminology and concepts essential to the study of Calculus, this Course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics.

### **Course Title: AP Calculus**

This course will be an in-depth analysis of relations, functions, and their graphs. Pre-calculus combines topics from college algebra and trigonometry. We will explore and Study polynomial



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functions, rational functions, trigonometric functions, polar Coordinates, complex numbers, and exponential and logarithmic functions. In addition to introducing students to terminology and concepts essential to the study of Calculus, this Course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics.

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## History

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### **Course Title: World History**

This course is a survey of the history and cultures that exist on each continent in our world. Through the study of these countries and cultures, interdependence of the world's people is demonstrated. This course emphasizes social studies skills, i.e., locating information, using maps, charts, and graphs, and writing on relevant topics. Emphasis is also placed on improving the reading, writing, and speaking skills of students.

### **Course Title: U.S. History I**

This required course traces the history of the United States from the arrival of the first Americans through the end of the 19th Century. It introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors. It also examines European, Native American, and African interaction in Colonial America, the Revolution, the New Nation, the Constitution, the War of 1812, the development of democracy, the West, slavery, the Civil War, Reconstruction, and Industrialization.



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## **Course Title: U.S. History II**

This course explores U.S. History from the 19th century through today. We will focus on developing skills to question and analyze texts of various kinds, empathize and identify the motives of historical individuals, learn about the US's changing role in the world, and examine the early stages of today's controversies such as immigration, social inequality and the role of the government. Topics of study will include: • Industrialization and Urbanization • Immigration • The Progressive Era • American Imperialism • World War I • The "Roaring '20s" • The Great Depression • World War II • The Cold War (the Korean War, , Vietnam War, the atomic age, McCarthyism, etc.) • The Civil Rights Movement • Social unrest in the 1960s • Women's Movement & other struggles for social equality • Gulf War and the roots of the War in Iraq and Afghanistan • Political, economic and social issues of the 1980s - today

## **Course Title: AP World History**

This course is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

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## **Science**

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### **Biology**

Biology is a comprehensive, two semesters, introductory course that includes laboratory activities parallel to the subject. Curriculum follows Next Generation Science Standards and





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NJCCCS. There are five life science topics in this course: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

## **Honors Biology - Prerequisite: Teacher/Counselor Recommendation**

This course is designed for students who are especially interested in biology and have both the ambition and ability to do work at a higher conceptual level. Curriculum follows Next Generation Science Standards and NJCCCS. There are five life science topics in this course: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

## **AP Biology - Prerequisite: Honors Biology, Teacher/Counselor Recommendation**

AP Biology is a challenging course that is designed to be the equivalent of a college introductory biology course. After taking the AP exam you may be permitted to take upper-level biology courses at your university. Other students may fulfill a basic requirement for a laboratory science course and be able to take other courses to in your major. AP Bio includes topics regularly covered in a college biology course for majors. It differs significantly from the usual first high school course in biology with respect to the kind of textbook used, and the range and depth of topics covered, the kind of laboratory work, and the time and effort required of students. AP Bio provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Biology is fascinating, constantly changing, and contains secrets for improving our world.





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## Chemistry

This course is for students who plan to pursue non-science careers. Its purposes are to help students realize the important role that chemistry will play in their personal and professional lives, use principles of chemistry to think with more insight about current issues they will encounter that involve science and technology, and develop a lifelong awareness of the potential and limitations of science and technology. Students become conversant with the scientific vernacular, chemical symbols, and notation. The nature of atoms and molecules in predicting the properties and behavior of more complex systems will be considered. States of matter will be categorized. The Periodic Table of the Elements will be studied to illustrate chemical periodicity and bonding. The gas laws will be introduced in order to understand statistical handling of large populations of atoms and molecules. The laws of thermodynamics will be introduced, including the concepts of enthalpy and entropy. Acids and Bases concepts along with their chemical behavior will be discussed and explained.

### **Honors Chemistry - Prerequisite: Teacher/Counselor Recommendation**

This course is designed for those students who are outstanding in science, have strong math skills and would like to take an accelerated chemistry course. The topics covered in this course are the same as Chemistry but are explored in greater depth as preparation for the SAT II exam. Honors Chemistry course will provide opportunities for students to develop and communicate a deeper understanding of atomic structure, bonding, intermolecular forces, stoichiometry of aqueous solutions, thermodynamics, kinetics, equilibrium, oxidation-reduction and electron chemistry, nuclear chemistry and organic chemistry.

### **AP Chemistry - Prerequisite: Honors Chemistry, Teacher/Counselor Recommendation**

This is a college freshman level course. It is appropriate for outstanding students who are strong in science and math, especially chemistry. The course involves extensive laboratory



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work, readings, and lectures that prepare the student for the A.P Chemistry exam in May. The A.P. exam serves as a basis for credit and/or exemption for freshman college.

Laboratory experiences allow the student to manipulate compounds, observe change, collect and analyze data, and draw conclusions. This course demands that students effectively communicate results through various methods (summarizing data in a specified lab format, written and/or oral presentations, graphs, charts, diagrams, multimedia presentations, etc.). The use of technology (scientific equipment, calculators, computers/CBLs, research, etc.) will be an integral part of this course.

## **Honors Physics - Prerequisite: Teacher/Counselor Recommendation**

This course is aimed at serious science students. It should be considered a required course for students planning a science-related major in college. Students selecting this course should have an outstanding math background and a desire to be challenged.

The course is divided into five major areas: mechanics (motion and the forces that affect it), energy, wave phenomena (light and sound), electricity and magnetism, and modern physics (quantum theory and atomic structure).

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## **World Languages**

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### **Course Title: Arabic I**

The course is designed for beginners. The course builds understanding, speaking, reading and writing skills, and emphasizes basic Arabic sentence structure. Students develop beginning communication skills. Students learn sounds, stress patterns and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading and writing, with emphasis on oral communication.



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## **Course Title: Arabic II**

This course continues to emphasize oral communication and to build skills in reading and writing at a novice proficiency level. Students increase vocabulary and continue to learn more about basic Arabic sentence structure and to apply basic grammatical structures. Reading and writing continues to focus on a recombination of previously learned materials.

## **Course Title: Arabic III**

Students continue to develop their proficiency in the language in all four skills--listening, speaking, reading and writing. Emphasis is on the consistent use of the language for classroom activities. Students read selected literary texts such as poems and authentic reading selections and comprehend main ideas and understand announcements and messages connected to daily activities.

## **Course Title: Arabic IV**

This course develops more sophisticated communication skills in listening, speaking, reading and writing. All classroom activities are conducted in Arabic. Authentic reading selections are emphasized. Students communicate using more complex language and express abstract ideas with reasonable fluency.

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## **Religious Studies**

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### **Course Title: Islamic Studies I - IV**

Through the Islamic Studies curriculum at Academy of Greatness & Excellence, the students will be introduced to our Islamic creed and implement the teachings in their daily lives. As 21<sup>st</sup> century citizens, the students will be introduced to the concept of social justice and will be



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*Where Prosperous Futures Begin*

given the opportunity to reflect and discuss issues in class and in an open forum. Our goal is to provide education where we communicate, allow the students to collaborate and critically think to produce creative and innovative ideas. This cannot be established without the right Islamic perspective.

By the end of this course, the AGE students will be able to:

1. Define injustice.
2. Identify causes and issues of injustice in the world.
3. Learn about four types of injustice that commonly victimize the poor in the developing world (slavery, trafficking, illegal detention, and illegal land seizure) through facts, statistics and personal casework stories.
4. Demonstrate personal understanding of issues of injustice through various reading, writing and speaking activities.
5. Display knowledge of issues of injustice, and what can be done to prevent them.
6. Apply lessons on injustice to create action from awareness.
7. Develop individual ideas for responses to injustice and influence other students toward advocacy for the poor and oppressed.

## **Course Title: Quranic Studies I**

Students will memorize the following Suraahs:

- Alkahf
- Al-Maarij
- Al-Haqqah

Students will also review all rules of Tajweed.



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## Physical Education

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### Course Title: Physical Education I - IV

Instruction and skill development are offered in a variety of team sports. This instruction is planned to meet the needs of the individual students. The emphasis will be for students to develop and demonstrate physical skills, stamina, and an interest in physical activity and overall wellness.

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## Electives

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### Course Title: Financial Literacy

Students develop understanding of a wide range of topics in Financial Literacy and Economics by using the science and engineering practices and crosscutting concepts. In Unit 1: *Capitalism: History, Dynamics, Praise and Critique*, students will explore the history of capitalism and other economic modes through the 20<sup>th</sup> century and into the 21<sup>st</sup> century. Literature and data sets, where appropriate, by various authors will be used to explore and build a viewpoint on capitalism and its alternatives in relation to its historical success and that, or lack thereof, of its alternatives. In Unit 2: *Personal Finance: Money Management*, students will learn about managing their streams of income in a responsible and forward-looking fashion. Topics related to budgeting, saving, and investing will be explored in depth to enable the students to start knowledgably investing real money right now with intent and clarity on the methods and instruments utilized. In Unit 3: *Economics: Introduction to Micro and Macro Economics*, students will learn the fundamental assumptions and models of Macroeconomics, along with the fundamental assumptions and models of Microeconomics. A focus on understanding and utilizing current economic indicators will be implemented. In Unit 4: *Labor Economics: Understanding Your Career*, students will begin to explore the current labor market outlook in relation to various factors such as the unemployment rate. Furthermore, students will learn



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*Where Prosperous Futures Begin*

about the fundamental relationship between employee and employer and all the caveats that come along, such as gender and racial discrimination.

## **Course Title: Creative Writing**

This workshop-style course is designed to facilitate students' discovery of what stories they most want to tell, and how to tell these stories in a way that will sweep readers off their feet. Together, students closely study the works of masters in each genre (fiction, nonfiction and poetry) to understand the elements of effective writing. The class then considers how the purpose and style of a piece determines how and when these elements are used to achieve a writer's goals. Students apply these techniques to original pieces, moving through the phases of exploratory writing, editing with peers, and revising for publication. The class will play and experiment together through a variety of classroom exercises and different modes of reading and writing.

## **Course Title: Introduction to Computer Science**

This course is a problem-solving based course that provides students the opportunity to become a designer / inventor. Furthermore, students will communicate their design processes through project portfolios. Students will learn to create projects using applications such as PowerPoint, Excel, Word, Publisher.

## **Course Title: AP Computer Science**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and



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computing systems—including the internet work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## **Course Title: Public Speaking & Podcasting**

In this introductory speech course, students are exposed to a wide variety of speaking situations. Types of speeches include informational, persuasive, demonstration, impromptu, sales, oral interpretation, symposium, and valedictory. Since public speaking is the number one fear of most Americans, the class provides a supportive and low-key atmosphere to help students overcome their anxiety. Some memorable preparation activities include debate and survival simulations.

## **SERVICE HOURS**

To promote civic engagement and community involvement, AGE requires that each High School student accumulates 200 hours of community service throughout their High School years at the Academy of Greatness & Excellence. Colleges value candidates who engage in volunteer opportunities. They consider volunteering as an indication of character and that the students are likely to contribute to campus life.





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## Clubs Clubs

### **ART CLUB**

The Art Club is intended to give students opportunities to create artwork in a formal setting accompanied by their peers as well as have access to one-on-one guidance from the club advisor. Students may choose to elaborate on a style that they are already experimenting with, develop new artistic ideas, or pursue suggested projects.

### **POETRY CAFE**

The Poetry Cafe is a vibrant and creative haven for students who have a passion for poetry and artistic expression. This club provides a welcoming and inclusive space where students can come together to explore the beauty of language, share their original works, and appreciate the diverse world of poetry. Meetings at the Poetry Cafe are filled with inspiration and camaraderie. Members have the opportunity to read their poems aloud, discuss various poetic forms and styles, and engage in thought-provoking conversations about the impact of poetry on society and personal expression. The club often organizes open mic nights, poetry slams, and collaborative projects that showcase the talents of its members. Join us in exploring the boundless world of poetry at the Poetry Cafe!





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## **DRAMA**

The Drama Club at AGE is a dynamic and spirited community dedicated to the art of theater and performance. With a focus on fostering creativity, teamwork, and self-expression, this club provides an exciting platform for students who have a passion for drama and the performing arts. Members of the Drama Club have the opportunity to explore various aspects of theater, including acting, directing, stage management, and technical production. Regular meetings involve engaging activities, workshops, and discussions on different theatrical techniques and styles. The product of the club is the annual play. Join the Drama Club and be a part of the excitement, creativity, and magic of the stage!

## **MODEL UNITED NATIONS**

The Model United Nations is an academic simulation of the United Nations. In Model UN, students get to take on the roles of diplomats, investigate international issues, debate, and develop solutions to world problems. Furthermore, they get to speak before their committees to present their countries' problems and suggest possible solutions, which in turn, enhances their public speaking skills. It is also a unique opportunity for our students to gain an understanding of the difficulties and challenges that many face. It presents an opportunity for students to build a passion and commitment to solving world problems such as the militarization of space, human rights, the battle against poverty, or global warming that will ensure a better life for all mankind.

## **AGE UNICEF SERVICE CLUB**

Founded by students, the AGE UNICEF Service Club has been established to advocate for children across the globe. AGE UNICEF Club members involve local, state, and federal officials to advocate for every child to have essentials such as good nutrition, water, and education.



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AGE Club members raise funds, speak out, and teach others to take immediate action to protect children's right to live with love and support and have hope for a better tomorrow.

## **AGE DEBATE CLUB**

The Debate Club at our high school is a stimulating and intellectually charged community where students come together to engage in thoughtful discourse, hone their public speaking skills, and explore the art of persuasive communication. This club offers a platform for students who are passionate about critical thinking, research, and expressing their viewpoints on a wide range of topics. Members of the Debate Club participate in lively and respectful debates, covering issues that span from current events and social matters to philosophical questions and policy debates. Meetings involve in-depth discussions, research sessions, and practice debates, allowing students to refine their argumentative techniques and develop a deeper understanding of diverse perspectives. Throughout the school year, the Debate Club often participates in inter-school competitions, providing members with opportunities to showcase their talents and represent our school in the wider debating community. Additionally, the club may organize public debates, seminars, or speaker events to engage the school community in thoughtful discussions.

## **STUDENTS IN ACTION**

Volunteer Club provides an opportunity for students to engage with local communities by doing meaningful service work, such as helping out at food pantries, tutoring students at the school in Bedford Stuyvesant, planting a garden at the same school, etc.

## **UMMAH REUNITED**

The purpose of the Ummah Reunited Club is to unite the ummah through a series of activities: halaqas, service efforts, and participating in interscholastic competitions.



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## **STUDENTS FOR JUSTICE (SFJ)**

The Students for Justice Club at school is a passionate and committed group of students dedicated to advocating for social justice, equity, and positive change within their school community and beyond. This club serves as a platform for students who are driven by a shared desire to address issues related to human rights, equality, and justice. The Students for Justice Club often collaborates with local organizations, activists, and experts to bring external perspectives and resources to their initiatives.

## **MUSLIMS FOR STEM**

The STEM (Science, Technology, Engineering, and Mathematics) Club at school is a dynamic and innovative community that brings together students with a shared passion for the fields of science, technology, engineering, and mathematics. This club serves as a hub for exploring, experimenting, and pushing the boundaries of knowledge within these disciplines, fostering a collaborative and intellectually stimulating environment. Members of the STEM Club engage in a wide range of activities that reflect the diverse nature of STEM fields. From hands-on experiments and coding projects to engineering challenges and scientific explorations, the club provides a platform for students to apply theoretical concepts to real-world scenarios. This practical approach enhances understanding and allows members to develop problem-solving skills critical to success in STEM-related fields.

## **AGE JOURNALISM CLUB**

In this club, students learn the fundamentals of broadcast writing style, production, and performance techniques, as well as editing video and audio. Students strengthen their ability to write clearly and concisely, to prioritize and synthesize information, and to perform under



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deadline pressure as they create news stories for the AGE Radio podcast. Students take turns anchoring, editing, and filming throughout the year.

## **YEARBOOK COMMITTEE**

The Yearbook Committee at school is a dedicated group of students responsible for capturing and preserving memories throughout the academic year. Comprising creative individuals with a keen eye for detail, the committee collaborates to design and compile the school yearbook, a tangible keepsake that reflects the diverse experiences and achievements of students and faculty. Members of the Yearbook Committee are typically involved in various tasks, including photography, layout design, content creation, and editing. They attend school events, sports games, performances, and other activities to document moments that will be cherished by the school community. The committee works closely with teachers, administrators, and fellow students to ensure comprehensive coverage of the school year.

## **CROSS COUNTRY**

The Cross Country Club at school is a vibrant and energetic community that brings together students with a passion for running and a love of the outdoors. This club is not just about physical fitness; it fosters a sense of camaraderie and teamwork among its members, creating a supportive environment for individuals to challenge themselves and achieve their personal running goals. Members of the Cross Country Club engage in regular running sessions, often exploring scenic trails and outdoor routes in the surrounding area. The club is inclusive, welcoming runners of all skill levels, from beginners to seasoned athletes. The focus is on promoting a healthy and active lifestyle, with an emphasis on the mental and physical benefits of running.



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## **AGE BUSINESS & ENTREPRENEURSHIP CLUB**

This Club introduces students to the modern concepts of investing and entrepreneurship through basic financial lessons, the stock market game, and guest speakers. The club's goal is to educate students and promote interest in finance.

## **AGE DABKAH**

Learning about a culture through dance is the most exciting way to fully immerse oneself in that culture. The Dabkah club at AGE caters to both boys and girls, who practice separately. Students also build agility and stamina.



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## **POLICY ON EARLY GRADUATION**

Academy of Greatness & Excellence recognizes the importance of providing educational opportunities that cater to the diverse needs and aspirations of our students. In line with this commitment, this policy outlines the criteria and procedures for early graduation for juniors in High School, allowing academically capable and motivated students to accelerate their educational paths.

The purpose of this policy is to establish guidelines for early graduation, enabling eligible juniors to complete their high school education ahead of schedule while maintaining academic rigor and ensuring their preparedness for post-secondary pursuits.

### Policy Guidelines:

#### **1. Eligibility Criteria:**

To be considered for early graduation, a junior student must meet the following criteria:

- a. Completion of all required courses for graduation as per the state and AGE's academic requirements
- b. A minimum cumulative grade point average (90%).
- c. Recommendation and support from the student's parent or guardian.
- d. Evaluation by the school's guidance counselor, teachers, and administrators to ensure that early graduation is in the best interest of the student's academic and personal development.
- e. Completion of 100 community service hours.

#### **2. Application Process:**

- a. Interested students must submit a formal application for early graduation to the school administration by January 10<sup>th</sup>, 2025.
- b. The application should include a statement of intent, academic transcripts, letters of recommendation, and any other relevant documentation to support the request.
- c. The Principal will review all applications and notify students of their eligibility status by March 10<sup>th</sup>.

#### **3. Academic Requirements:**

- a. Early graduation candidates must complete any outstanding coursework, including mandatory courses required for graduation, by the end of the academic year.
- b. Candidates must maintain their academic performance at a high level and meet all academic expectations until their early graduation.



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#### **4. Post-Graduation Planning:**

- a. Early graduates will receive a high school diploma equivalent to that of regular graduates.

#### **5. Student Responsibilities:**

- a. Early graduates are expected to adhere to the school's code of conduct and all relevant policies until their official graduation date.
- b. Students must work collaboratively with school administrators, teachers, and counselors to ensure a smooth transition to their chosen post-secondary pursuits.

#### **6. Parent/Guardian Responsibilities:**

- a. Parents/guardians must provide their written consent and support for their child's early graduation.
- b. Parents/guardians are encouraged to participate in the planning and decision-making process regarding their child's educational and post-graduation plans.

#### **7. Review and Evaluation:**

- a. The school administration will periodically review and evaluate the effectiveness of this policy to ensure that it aligns with the school's mission and meets the needs of eligible students.
- b. Any necessary revisions or updates to the policy will be made in consultation with relevant stakeholders.

Adherence to this policy will be monitored and enforced by the school administration, with the aim of providing an enriching and supportive educational experience for all eligible early graduation candidates.





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## Legacy Legacy

The AGE Senior Legacy project begins as early as 9<sup>th</sup> Grade, as each student attempts to answer these questions:

**What is my legacy?**

**How would I like to be remembered when I leave AGE?**

Seniors will be paving the way for the rest of the student body and will be having a positive impact on their overall school experience. Accordingly, no matter how small a senior's contribution will be, it will be her/his legacy and it will impact the rest of her/his schoolmates at the Academy of Greatness & Excellence.