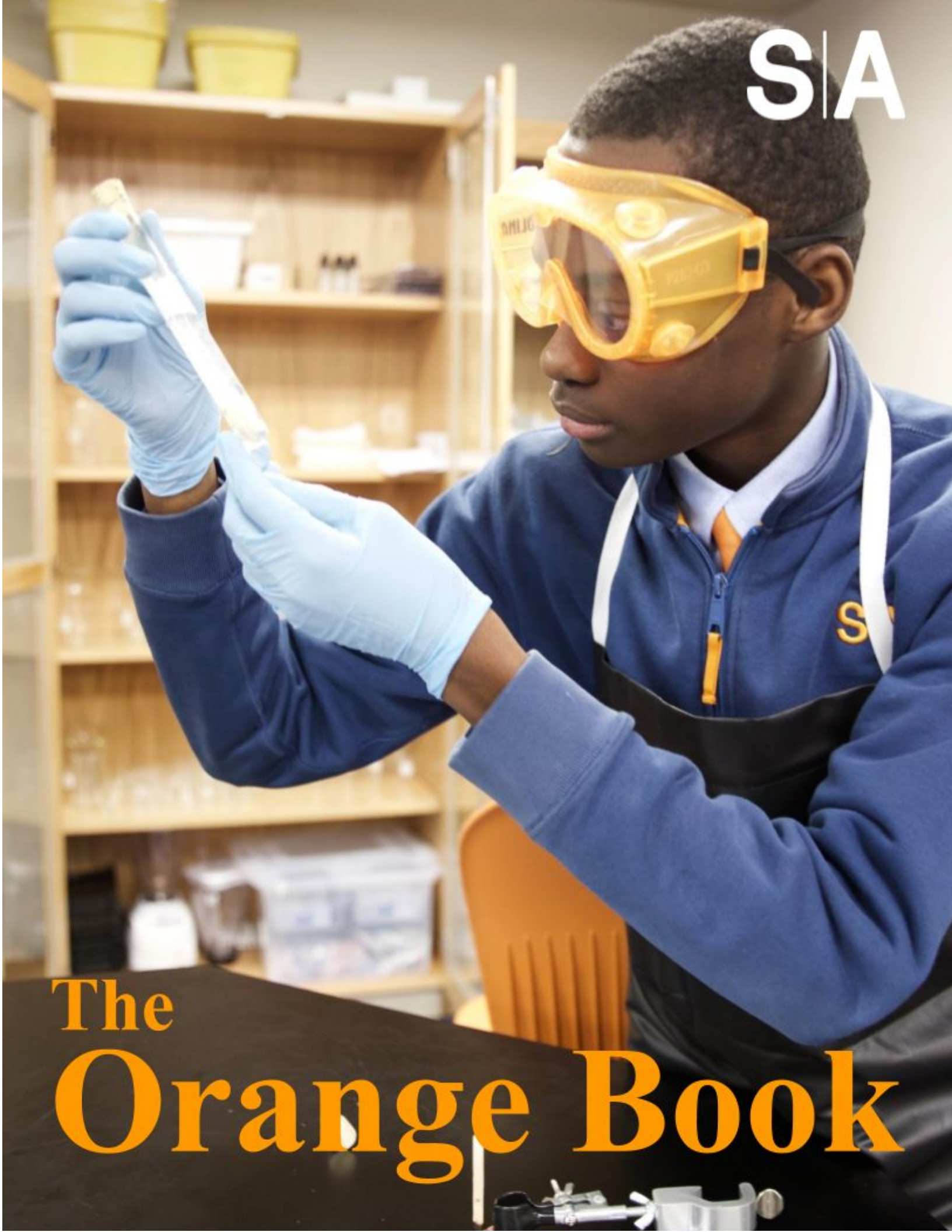

The Orange Book

Table of Contents

I. Introduction

The Orange Book provides information for current and prospective scholars about the course offerings at SA High School of the Liberal Arts, as well as important academic policies and resources.

The Orange Book is a critical resource - read this cover to cover!

Program or Schedule Changes: The catalog information represents the projected plans we have made for the coming school year. Changes in staff may necessitate changes in teacher assignments and, on occasion, course offerings. Because of the elective system, a specific course may have to be cancelled for under-enrollment or closed for over-subscription. In these circumstances, all efforts will be made to provide scholars with alternative selections.

This catalog is accurate as of April 2020, and the School reserves the right to modify or update information without prior notice, at any time.

Our Educational Philosophy

At Success Academy, the high school experience is intellectually demanding and deeply engaging. We believe that kids are bored by ease and engaged by challenging, intriguing work, so we ask our scholars to engage critically with difficult conceptual problems; sophisticated texts; and the complex ideas, issues, and events that have shaped our world. Building on the knowledge, skills, and mindsets developed in the K–8 program, the high school immerses scholars in a sophisticated collegiate experience in which they explore interests and passions as they gain confidence, independence, and self-knowledge. An advanced liberal arts curriculum prioritizes scholar-led inquiry, applied problem-solving, and cross-disciplinary perspectives.

Our core sequence offers four years of robust, inquiry-based study in English, History, Math, and Science. We consider these courses essential to a world-class high school education that will equip scholars to thrive in college and beyond. Each course emphasizes mastery of the fundamentals paired with high-interest contemporary applications and all scholars take Advanced Placement (AP) courses — college-level courses that culminate in an external exam — as part of the sequence. The academic core prepares scholars to become not only good thinkers but also good people, who have the curiosity, confidence, and preparation to solve the most pressing problems of tomorrow.

In addition to our core sequence, we offer numerous electives, including additional AP options in math and history, computer science courses, honors courses for scholars with GPAs in the top 10 percent of their grade, and a unique Humanities and STEM Academy focused on specialized courses that are typically only available in college.

Outside of class, we offer broad experiential opportunities — from sports and chess, to theater and music. Scholars excel in competitions, are immersed in NYC culture, and enjoy summer programs that expand horizons and enhance skills. A wide range of electives and clubs — along with an honors program, a Humanities and STEM academy, internship opportunities, and robust summer experiences — cultivates scholars' curiosity, talent, and skill in navigating the world around them.

Supported by a close-knit community of advisors, counselors, teachers, and peers, and drawing on the strong foundation they have built in K–8, our scholars thrive in this setting of joyful rigor and robust exploration. They emerge as strong, ethical young adults who know what they love and are ready to make their way in the world as thinkers, doers, and leaders.

II. Graduation Requirements

To graduate from HSLA, a scholar must fulfill course credit and exam credit requirements. Scholars must earn a passing grade of 70% in 23 academic core courses as well as Arts and Athletics courses. English, History, Math and Science are considered core courses. Of these, freshmen, sophomores, and juniors usually take four core courses per semester and seniors are strongly recommended to take four core courses; any departure must be approved by the High School Principal. To graduate from HSLA, a scholar must also pass 5 external exams.

After-school Clubs or Teams

Arts and elective credit can be satisfied by participating in a team that has been pre-approved for credit. New teams may petition to be included.

Specific departmental course credits and external exam requirements must be distributed as follows:

	23 CREDITS			5 EXTERNAL EXAMS	
	Credits	Semesters	Timeframe	Required Exams	Exam Options (Not Comprehensive)
English	4	8	4 years	1	ELA Regents AP English Literature
History	4	8	4 years	1	Global History Regents US History Regents AP World History AP US History AP Macroeconomics AP Microeconomics
Math	4	8	4 years	1	Algebra 1 Regents Algebra 2 Regents Geometry Regents SAT II Math Exams AP Calculus AB AP Statistics
Science	4 *+20 hours of lab experience per credit*	8	4 years	1	Living Environment Regents Chemistry Regents Physics Regents AP Biology AP Chemistry AP Physics 1, 2 or C SAT II Biology SAT II Chemistry SAT II Physics
				1	Any of the above
Arts	1	2	1 year		
Electives	6	12	3 years (2 per yr)		

The High School Program

	Freshman Year	Sophomore Year	Junior Year	Senior Year
	7 courses required		6 courses required (can elect 7 courses)	
College Persistence [1]	**Leadership Seminar**		**Academic Core Seminar: SAT (Fall & Spring)**	**Academic Core Seminar: SAT (Fall Only)**
English	**Freshman Reading and Composition**	**Canonical Works of American Literature**	**AP Literature: Canonical Works of Global Literature**	**A fall English Elective course is required. -- Spring English course is Critical Perspectives.**
History	**Pre-Modern World History**	**AP Modern World History**	**Choose from the departmental course catalog. -- Scholars who complete four AP humanities courses graduate within the HUM Academy.**	
Math	**Geometry**	**Algebra II or Advanced Algebra & Pre-Calculus (Honors)**	**Pre-Calculus**	**AP Calculus AB -- AP Statistics**
Science	**Principles of Biology**	**Principles of Physics**	**Principles of Chemistry[2] and AP Science, option to concurrently take two sciences**	
Arts & Athletics	**Choose from the departmental course catalog.**			
Electives	**Choose from the departmental course catalog. -- Academic electives include two CS courses in web development.**	**Choose from the departmental course catalog. -- Academic electives include two CS courses in web development, and two CS courses in data science. -- Select scholars are eligible for Pre-Medicine (beginning G10) and Engineering (beginning G11) courses within the STEM Academy.**		

Required Core Course **scholar Choice**

[1] The Leadership Seminar and SAT Preparation courses do not count towards the 23 credit requirement, and the SAT I exam does not count towards the 5 exam requirement for graduation.
[2] Select scholars may advance to AP Chemistry

Matriculation into Senior Year

Senior year is an exciting time of intro- and retrospection. You will prepare to close one chapter of your academic career and start to write a new chapter of your life. Senior year will also present new and demanding challenges that will require tremendous effort and determination.

It is critical that every rising senior demonstrates preparedness for the journey ahead of them, so that they can focus on their college application process and graduating with the highest GPA possible.

In order for juniors to matriculate into senior year, juniors must have earned at minimum:

- ❏ **5 external exams.** 1 English, 1 History, 1 Math, 1 Science and 1 additional exam.
- ❏ **11 core content credits.** At least 2 English, 2 History, 2 Math and 2 Science credits, plus 3 additional core content credits.
- ❏ **6 elective credits.** These may be fulfilled with art, athletic or academic elective courses.

Honors & Academy Program

HSLA offers a range of opportunities for high-performing scholars to pursue academic extension beyond their already rigorous coursework.

Honors Courses

Many core academic courses are offered with a general and an honors track. The purpose of the honors course is two-fold. Some honors courses offer targeted instruction to a selective cohort to pursue the highest level of achievement in the course (and accompanying exam). An honors cohort for AP Art History, for example, would aim explicitly to score 4s and 5s on the exam. Other honors courses accelerate content coverage through a foundational course in order to take a more advanced course. Advanced Algebra and Pre-Calculus, for example, covers the full scope of two foundational courses in one year. Similarly, honors scholars can accelerate through a Principles of Chemistry course and go directly to AP Chemistry.

The top 10% of each department is offered the option to elect into an honors course the following year. Before the year begins, scholars are informed of the additional workload requirements before electing to take the course. Scholars enrolled in honors courses must maintain a passing grade in the course, which teachers and advisors will monitor closely. Scholars who are consistently struggling academically may be asked to drop the honors course by their teacher or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging.

If a scholar successfully completes an honors course, their GPA in the course will be multiplied by 1.05 to determine their final transcript grade. This accounts for the added rigor of the coursework.

Honors Diploma

Scholars with a cumulative academic core GPA in the top 10% of their class will graduate with honors. Scholars who pursue a rigorous program of coursework are most on track to earn an honors diploma.

STEM & Humanities Academy

The STEM and Humanities Academies are selective programs that have been designed for scholars who are passionate about a specific discipline and want to delve into specialized, college-level study while still in high school.

The **Humanities Academy** is a diploma distinction that reflects a robust suite of AP level courses typically reserved for collegiate study. These include a study of canonical works in global literature, an

opportunity to specialize in a specific period of history -- Modern World History, Art History, US History, European History -- and an opportunity to take introductory-level college courses in Macroeconomics and Microeconomics. Scholars who have successfully completed four AP level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

The **STEM Academy** program has sub-programs: Engineering and Pre-Medicine. The Engineering program is a two-year program, progressing through a sequence of four semester-long rotations in Environmental Engineering, Biomedical Engineering, Electrical Engineering and Mechanical Engineering in grades 11 and 12. After completing the four survey courses, scholars are equipped with the foundation and knowledge to choose the engineering discipline in college. The Pre-Medicine program is a three-year program that progresses through Pathophysiology, Microbiology, Genetics, Immunology, and Bioethics, and culminates in a senior-year capstone project in which scholars conduct independent, college-level research into a topic of their choosing. Scholars who have completed Pre-Med Academy will be set up for success for the rigorous pre-med college track.

The top 20% of STEM scholars are offered the option to elect into a course in the STEM Academy the following year. Scholars are identified based on their GPA in Science and Math (STEM). Before the year begins, scholars are informed of the additional workload requirements before electing to take the course. Scholars enrolled in STEM Academy courses must maintain a passing grade in the course, which teachers and advisors will monitor closely. Scholars who are consistently struggling academically may be asked to drop the Academy course by their teacher or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging.

If a scholar successfully completes an Academy course, their GPA in the course will be multiplied by 1.10 to determine their final transcript grade. This accounts for the added rigor of the coursework.

Partnership with Columbia Edge

A small number of scholars will attain the highest level of academic achievement on the full suite of course offerings at HSLA. These scholars are eligible to apply for the Columbia Edge program, with support from the College Team. If accepted, scholars are able to take a course on campus at Columbia University, alongside undergraduate scholars. Classes are often in the late afternoons or evenings and require a very high investment of time and study. These seats are almost exclusively reserved for accelerated scholars in STEM, given the extensive Humanities offerings available at HSLA.

Scholars enrolled at Columbia Edge must maintain a passing grade in the course, which teachers and advisors will monitor closely. Scholars who are consistently struggling academically may be asked to drop the course by their teacher or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging.

HSLA reports scholar grades from Columbia Edge on a Pass/Fail basis, though scholars can submit a transcript from Columbia alongside their high school transcript as part of their college application.

College Access & Persistence

HSLA puts a premium on college persistence and life-long learning. To that end, we offer two key non-credit bearing courses focused on leadership development and SAT preparation, as well as a range of college counseling services.

Leadership Seminar

We know that intellectual preparation is not limited to mastery of advanced core subjects. In order to compete with their peers at selective colleges, our scholars must also graduate from high school with

demonstrated mastery of the persistence skills needed to succeed in college and in their future professions. These persistence skills include, but are not limited to:

- Strategic mindset to make well-informed decisions and to act intentionally to build "personal brand"
- Professional communication skills to self-advocate and speak persuasively
- Introspection and open-mindedness to constructively assess self and others
- Problem-solving abilities to find solutions in unstructured situations and to identify key resources
- Strong leadership skills to work collaboratively on diverse teams

To intentionally develop these skills from the beginning of a scholar's high school education, we have developed a Leadership Seminar. All HSLA freshmen complete this course as preparation for the rest of their high school career.

SAT Preparation

In service of our college access and persistence goals, we are extremely proud to offer a suite of completely free SAT preparatory services including three seasons of SAT course work focused on maximizing each scholar's superscore. Additionally, we provide specialized SAT coaches focused on each scholar's growth areas. Scholars enroll in these courses as juniors and complete them at the end of their fall semester as seniors.

College Counseling Services

The College Access & Persistence Team (the College team) at HSLA will work closely with each scholar to find and attend a college where they can persist to graduation in 4 years. Our goal is to match each scholar to colleges and universities that have high 4-year graduation rates, meet their family's financial needs, and offer the intellectual environment that will launch scholars successfully towards their careers and independent adult lives.

This is an incredible resource that we are very proud to offer, especially in an inequitable higher education system where fewer than 10% of colleges have 4-year graduation rates of 50% or higher. Though the average college counselor to scholar ratio nationwide is nearly 500 scholars to 1 counselor, at HSLA, we are fortunate to maintain a ratio of 60 scholars to 1 counselor, which is critical to our excellent outcomes.

Our college counseling services rival, and often surpass, the counseling offered at elite independent schools. We will:

- Prescriptively advise on the best list of colleges where scholars can apply to maximize their successful graduation and financial outcomes;
- Support comprehensively through financial aid applications;
- Provide extensive edits on all college application writing, including scholarships;
- Coach scholars through college interviews;
- Ensure that faculty and counselor recommendation letters are written at a high quality, reflecting our scholars' performance in and out of our school community;
- Advocate on our scholars' behalf with admissions and financial aid officers;
- Reach out to alumni in college to keep in touch and provide periodic guidance.

The vast majority of scholars who work with us take complete ownership over their college process by meeting their deadlines, proactively reaching out to their college counselor, and communicating professionally and graciously. These scholars will receive the full level of service outlined above. Scholars will formally begin the counseling process during 11th grade, but are encouraged to meet with the College team at any time.

If a scholar fails to meet a deadline, repeatedly misses scheduled meetings, or otherwise demonstrates a lack of investment in their college process, they will be placed on College Counseling Hold. Scholars on College Counseling Hold are not eligible for CAP support until an in-person meeting between the scholar, parent, and the Dean of Students is held. This policy exists to protect the scholars who have shown high commitment to their college process by prioritizing the College team's time and resources.

Course Selection

Course selection is one of the most important skills that a scholar must master to persist in college. In college, a scholar must thoroughly understand their college's core course distribution requirements and their major's graduation requirements to graduate on time. But it is not enough to simply understand the requirements. Savvy scholars think ambitiously about the rigor of a course in the context of their graduation requirements and the rest of their schedule. They meet with their college advisors, professors, and upperclassmen to learn which courses best meet their needs and allow them to challenge themselves, without becoming overloaded.

Through their course selection, they answer insightful questions, including:

- "Does the successful completion of this course support me towards my future aspirations?"
- "Is this course a prerequisite that allows me to take another course that interests me next semester?"
- "Will this course be viewed as rigorous preparation by a future employer or graduate school?"
- "Can I balance the rigor of this course against my ability to earn my best grades?"
- "Will this course be manageable with my existing workload?"
- "Will this course count across multiple graduation requirements, freeing up space in my schedule?"
- "Will this course help me meet professors and classmates who can help me network for future internship and career opportunities?"

Scholars should approach the high school course selection process with the same disciplined thoughtfulness. In addition, scholars and families should consult trusted HSLA advisors and college counselors to discuss the many available options.

Rigorous Coursework Pathways

College admissions officers expect to see that scholars have challenged themselves, to the best of their ability, to succeed in rigorous coursework. A scholar's transcript represents indisputable evidence of a scholar's scholastic achievement, work habits, and genuine intellectual passions. In other words, in order to be admitted to the most selective colleges, a scholar's transcript must show that this scholar pursued and excelled in the most rigorous courses available to them in high school.

As examples, we have outlined 3 potential paths for scholars below:

- **Scholar A** wants to become a **doctor**, and hopes to attend a **highly selective** college. This scholar should choose **the most demanding path of rigorous STEM courses**.

- **Scholar B** wants to become an **English professor**, and hopes to attend a **highly selective** college. This scholar should choose **the most demanding path of rigorous Humanities courses**.

- **Scholar C** hopes to attend a **selective** college, is undecided about their major, and enjoys **cultivating their artistic talents**. This scholar should choose **rigorous core academic courses and advanced talent offerings.**

Scholar A: Highly Selective - Most Demanding STEM Coursework

	Freshman Year	Sophomore Year	Junior Year	Senior Year
College Persistence	Leadership Seminar		SAT	SAT (Fall)
English	Freshman Reading and Composition	Canonical Works of American Literature	AP Literature: Canonical Works of Global Literature	Old, Middle, and Modern English Literature Critical Perspectives in Literature
History	Pre-Modern World	AP Modern World	AP U.S. History	AP Macroeconomics
Mathematics	Geometry	Advanced Algebra & Pre-Calculus	AP Calculus AB	AP Calculus BC (with Columbia)
Sciences	Principles of Biology	Principles of Physics	AP Biology	AP Chemistry
Elective 1	Choir: Treble Choir	Integrated Pathophysiology & Medical Microbiology	Genetics & Immunology Modern Medicine & Bioethics	STEM Academy Senior Capstone
Elective 2	Foundations in Fitness and Conditioning	Introduction to Computer Science	Principles of Chemistry	AP Statistics
Elective 3	Music: Concert Band	Music: Concert Band	Music: Symphonic Winds	Travel time to: AP Calculus BC at Columbia

Scholar B: Highly Selective - Most Demanding Humanities Coursework

	Freshman Year	Sophomore Year	Junior Year	Senior Year
College Persistence	Leadership Seminar		SAT	SAT (Fall)
English	Freshman Reading and Composition	Canonical Works of American Literature	AP Literature: Canonical Works of Global Literature	Old, Middle, and Modern English Critical Perspectives in Literature
History	Pre-Modern World	AP Modern World	AP European History	AP U.S. History
Mathematics	Geometry	Algebra II	Pre-Calculus	AP Calculus AB
Sciences	Principles of Biology	Principles of Physics	Principles of Chemistry	AP Biology
Elective 1	AP Art History	Introduction to Computer Science	AP Macroeconomics	Creative Writing Workshop
Elective 2	Foundations in Theater	Studio Arts	Art in Theater	Artist Apprenticeship
Elective 3	Global Perspectives in Dance	Commercial Dance: The African Diaspora	Performance Techniques	Advanced Composition

Scholar C: Selective - Demanding Academic Coursework and Advanced Talent Offerings

	Freshman Year	Sophomore Year	Junior Year	Senior Year
College Persistence	Leadership Seminar		SAT	SAT (Fall)
English	Freshman Reading and Composition	Canonical Works of American Literature	AP Literature: Canonical Works of Global Literature	Creative Writing Workshop Critical Perspectives in Literature
History	Pre-Modern World	AP Modern World	U.S. History and Government	AP Macroeconomics
Mathematics	Geometry	Algebra II	Pre-Calculus	AP Statistics
Sciences	Principles of Biology	Principles of Physics	AP Biology	Principles of Chemistry
Elective 1	Basketball: Trusted Training	Commercial Dance: Global Perspectives in Dance	Commercial Dance: The African Diaspora	Commercial Dance: Performance Techniques **After school: OT3
Elective 2	Theater: Foundations in Theater	Theater: Techniques and Performance	Theater: Classical and Contemporary Styles	Theater: Scene Study and Auditions **Shakespeare Production
Elective 3	Visual Arts: Studio Arts	Visual Arts: Art in Theater	Visual Arts: Art Apprenticeship **Preparing a portfolio	Hatha Yoga

My Graduation Plan

The most successful scholars develop a strong foundation in thoughtful planning and exhibit a core belief in self-determination. Strategically planning your high school graduation plan will ensure that you are clear on your goals.

The sooner you chart your path forward, the better your chances are of meeting your goals. Use **this Graduation Planning template** to guide your planning.

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
Survey of Great Books	1	American Literature	1	AP Literature	1	Senior Seminar	1
Pre-AP	1	AP World	1	AP Macro	1	AP US History	1
Geometry	1	Algebra II	0	Algebra II	1	Precalculus	1
Principles of Biology	1	Principles of Physics	1	AP Biology	1	Principles of Chemistry	1
						AP Statistics	1
Dance 100	1						
Theater 100, Choir 100	2	AP Art History, Art 200, Theater 200	3	Track 300	1		
Total Credits Freshman Year	7.0	Total Credits Sophomore Year	6.0	Total Credits Junior Year	5.0	Total Credits Senior Year	5.0
Exams Earned		Exams Earned		Exams Earned		Exams Earned	
English Regents							
US History Regents				AP Macro		AP US History	
Algebra I Regents		Algebra II Regents				AP Statistics	
Living Environment Regents				AP Biology			
		AP Art History					
Total Exams Earned Freshman Year	4	Total Exams Earned Sophomore Year	2	Total Exams Earned Junior Year	2	Total Exams Earned Senior Year	2

My Summary	
	High School Credit Summary
4	English credits *of 4 needed*
4	History credits *of 4 needed*
3	Math credits *of 4 needed*
4	Science credits *of 4 needed*
1	Additional Core credits *factor in these where appropriate*
1	Art credits *of 1 needed*
6	Elective credits *of 6 needed*
23.0	Credits
	High School Exam Summary
1	English exams *of 1 needed*
3	History exams *of 1 needed*
3	Math exams *of 1 needed*
2	Science exams *of 1 needed*
1	Additional exams *of 1 needed*
10	External Exams

III. Courses, Guidelines & Requirements

College Persistence

Course Title	Dept	Credits	Year Required
Freshman Leadership Seminar	College	1.0	9th
Academic Core Seminar: SAT I Preparation	College	0.5	11th-12th

Freshman Leadership Seminar

Standard year: 9th Grade
Course type: Required
Prerequisite: None
External Exam: None
Note: Non-Credit Bearing

College persistence is not limited to merely an academic mastery of advanced core subjects. In order to truly compete with their peers at selective colleges, our scholars must graduate from high school with demonstrated mastery of the persistence skills needed to succeed in college and in their future professions. These persistence skills include, but are not limited to:

- Strategic mindset to make well-informed decisions and to act intentionally to build "personal brand"
- Professional communication skills to self-advocate and speak persuasively
- Introspection and open-mindedness to constructively assess self and others
- Problem-solving abilities to find solutions in unstructured situations and to identify key resources
- Strong leadership skills to work collaboratively on diverse teams

The project-based Freshman Leadership Seminar will intentionally develop these skills from the beginning of a scholar's high school education. This year-long course, in which scholars will be evaluated on both an individual and team basis, will feature a conceptual "innovation competition" in the fall semester, followed by an intensive try-storming project in the spring semester.

This course is adapted from intensive business school leadership programs to fit the needs of our ambitious high school scholars and future leaders. We would like to thank Anne M. Greenhalgh, Deputy Executive Director of the McNulty Leadership Program at The Wharton School, University of Pennsylvania, for her consultation based on her experience as one of the lead instructors of Wharton's long-standing leadership requirement.

Academic Core Seminar: SAT I Preparation

Standard year: 11th and 12th Grade
Course type: Required
Prerequisite: None
External Exam: SAT I Exam
Note: Non-Credit Bearing

The SAT I Preparation course is designed to set scholars on the path for their best possible superscore across 3 test administrations. Throughout the length of the course, scholars will see units that cover all major question types on the test. In their junior year, scholars begin preparing for the SAT Math section where they focus on understanding mathematical relationships and executing masterful problem solving. Scholars in their senior year will begin preparing for the verbal section where their knowledge of grammar, argumentmentation, and big picture reasoning is tested. In each class, scholars will see SAT material formally through section practices designed to improve stamina as well as full length practice exams. Scholars are supported by SAT coaches who will facilitate both skill and strategy building.

Humanities

English

Our English curriculum exposes scholars to the great texts, ideas, and events that have shaped our modern world, and it prioritizes Platonic-style discourse; incisive analysis; and powerful, cogent writing. In literature, scholars delve into a wide array of challenging texts from both the Western canon and contemporary culture to examine themselves and the world. In writing, scholars compose argumentative, narrative, and research papers.

All scholars take four years of English. Scholars who have successfully completed four AP level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

Course Title	Dept	Credits	Year Required
Freshman Reading and Composition	English	1.0	9th
Canonical Works of American Literature	English	1.0	10th
AP Literature: Canonical Works of Global Literature	English	1.0	11th
Critical Perspectives in Literature	English	0.5	12th
Old, Middle, and Early Modern English Literature	English	0.5	--
Creative Writing Workshop	English	0.5	--

Freshman Reading and Composition

ELFYHRR9

Standard year: 9th Grade
Course type: Required
Prerequisite: None
External Exam: NYS ELA Regents Exam (January)

The Freshman English course has two goals: for scholars to read extensively and strengthen their skills in written composition. Throughout the year, scholars read and study canonized and contemporary novels in addition to poetry and nonfiction, analyzing the texts through personal annotations, classroom discussion, and formal and informal writing. In addition to reading comprehension skills, the course provides scholars with foundational skills for writing various types of compositions. The basic tools of analytical and research writing are introduced: crafting a thesis statement, making an outline, paraphrasing materials, and citing sources using MLA format. Teachers also emphasize standardized test preparation, vocabulary skills, and reference skills. The course also prepares scholars for the New York State Regents exam in English, which scholars are required to pass in January for graduation.

Sample Course Texts

- *The Things They Carried* by Tim O'Brien
- *Go Tell It on the Mountain* by James Baldwin
- *Much Ado About Nothing* by William Shakespeare
- *The Odyssey* by Homer
- *Song of Solomon* by Toni Morrison

Canonical Works of American Literature

ELFYHRR0

Standard year: 10th Grade
Course Type: Required
Prerequisite: Freshmen Reading & Composition
External Exam: None

American Literature is an intensive, fast-paced course designed to familiarize scholars with the classic and contemporary novels, plays, essays, and poems that comprise the United States' rich literary tradition. Scholars prepare for the next year's culminating assessment, the AP English Literature and Composition exam, by reading thoughtfully and participating in spirited classroom discussions. They practice crafting lengthier, more complex, and more effective analytical and argumentative essays with clarity and eloquence, learning to incorporate the most legitimate textual evidence and the soundest organizational structures to support their original ideas. Increasing their precision and fluidity of expression through the study of vocabulary and grammar, scholars develop their singular voices as thinkers, readers, and writers.

Sample Course Texts

- Selections from *The Federalist Papers* (James Madison, Alexander Hamilton, John Jay, et. al)
- "Letter from Birmingham Jail" by Martin Luther King, Jr.

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *The Scarlet Letter* by Nathaniel Hawthorne
- *Their Eyes Were Watching God* by Zora Neale Hurston

AP Literature: Canonical Works of Global Literature

ELFYHAR1

Standard year(s): 11th Grade
Course Type: Required
Prerequisite: American Literature
External Exam: AP English Literature and Composition Exam (May)

In the Global Canon course, scholars are exposed to classic and contemporary literary works of varying genres from Europe and the post-colonial tradition in English translation. Scholars read comparatively across the texts, analyzing the historical contexts of the works, as well as significant literary techniques. This course provides scholars with opportunities to continue to develop as skilled, mature, and critical readers. Scholars practice writing as a process — planning, drafting, reviewing, redrafting, editing, and polishing — and in contained, timed settings, both of which are imperative for their success on the grade 11 culminating AP English Literature and Composition exam and for college courses. In addition, scholars continue to build upon the grammar and vocabulary foundations of their previous years' study with targeted practice within the context of their written assignments.

Sample Course Texts

- *Frankenstein* by Mary Shelley
- *Candide* by Voltaire
- *Persepolis* by Marjane Satrapi
- *Othello* by Shakespeare
- *Love in the Time of Cholera* by Gabriel García Márquez
- *The Stranger* by Albert Camus
- *The Metamorphosis* by Franz Kafka

Senior Seminars

In their senior year, scholars have the opportunity to select from a number of semester-long collegiate seminars focused on a specific area of study.

Critical Perspectives in Literature

ES12HREC

Standard year(s): 12th Grade
Course Type: Required: Senior Seminar
Prerequisite: The Global Canon
External Exam: None

This course is a survey of the main trends in twentieth century literary theory and criticism. As scholars engage with prominent theorists, texts, and schools of thought (Pyschoanalytic Criticism, Marxist Criticism, and Feminist Criticism, among others), they will apply these lenses

to various readings and texts to broaden and deepen their meanings. Coursework will culminate in a senior project: scholars will select a literary theory and use it to analyze a high school text of their choosing in an ~10 page term paper. Ultimately, scholars will emerge from this course with a deeper appreciation, understanding, and curiosity about the big questions they have touched on throughout their high school careers: What is literature? What factors influence its production? How can it be understood? And, finally, what is its purpose?

Sample Course Texts:

- *A Vindication of the Rights of Woman* by Mary Wollstonecraft
- *Marxism and Literary Criticism* by Terry Eagleton
- *Renaissance Self-Fashioning* by Stephen Greenblatt
- *Orientalism* by Edward Said
- *Death of the Author* by Roland Barthes
- *The Ego and the Id* by Sigmund Freud

Old, Middle, and Early Modern English Literature

ES12HRER

Standard year(s): 12th Grade
Course Type: Elective: Senior Seminar
Prerequisite: The Global Canon
External Exam: None

This course explores the origins and development of English literature, from its Anglo-Saxon roots through the Renaissance. Scholars will have the opportunity to hone reading, writing, and discussion skills as they engage critically with a number of momentous texts from the Old, Middle, and Early Modern English eras. Through careful examination of original texts, scholars will analyze how literature embodies and accentuates language and culture, and how a text is affected when it undergoes translation. Specifically, scholars will trace the shifting notion of heroes and how those figures reflect the values of the culture that produced them.

Sample Course Texts:

- *Beowulf* translated by Seamus Heaney
- *Canterbury Tales* by Geoffrey Chaucer
- *Paradise Lost* by John Milton
- *Hamlet* by William Shakespeare

Creative Writing Workshop

EWHYHRE

Standard year(s): 12th Grade
Course Type: Elective
Prerequisite: N/A
External Exam: None

This introductory course is designed to encourage scholars' creativity by addressing two critical components of writing: craft and creation. Scholars will spend half the semester reading and writing fiction and the other half reading and writing poetry. Each week, one day will be devoted

to analyzing assigned readings, while the other will be devoted to discussing scholar work in an intimate workshop setting; two days will be devoted to in-class writing exercises. On craft days, scholars will be expected to submit reading responses and conduct in-depth discussions on assigned work. On workshop days, scholars will be required to offer constructive, critical support that sparks growth and fosters a community of writers. Ultimately, scholars will submit a portfolio containing two short stories and four poems that they write over the course of the semester. They will also submit a revision of one short story and two poems to emphasize the importance of editing and highlight writing as a process.

Sample Course Texts:
Fiction:

- *Hills Like While Elephant*s by Ernest Hemingway
- *The School* by Donald Barthelme
- *Interpreter of Maladies* by Jhumpa Lahiri
- *A Good Man is Hard to Find* by Flannery O'Connor

Poetry by:

- William Shakespeare
- William Carlos Williams
- Pablo Neruda
- Marianne Moore
- Frank O'Hara

History

Our approach to history is set apart by an emphasis on inquiry and the examination and analysis of primary sources and authentic artifacts. Each scholar develops strengths as a reader, researcher, listener, and speaker, and especially as a writer, while building a comprehensive understanding of historical change and continuity. Success Academy high school scholars engage in a rigorous four-year history program, including two years of World History and two years of an elective history course of their choosing.

All scholars take four years of History. Scholars who have successfully completed four AP level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

Course Title	Dept	Credits	Year Required
Pre-Modern World History	History	1.0	9th
AP Modern World History	History	1.0	10th
AP European History	History	1.0	--
AP Art History	History	1.0	--
U.S. History and Government	History	1.0	--
AP U.S. History[3]	History	1.0	--
AP Macroeconomics	History	1.0	--
AP Microeconomics and Macroeconomics	History	1.0	--

[3] Will not be offered in SY 20-21

Pre-Modern World History

HGFYHRR9

Standard year: 9th Grade
Course Type: Required
Prerequisite: N/A
External Exam: None

Upon entering high school, scholars embark on a two-year course of study that explores the breadth and depth of world history, culminating in the AP World History exam at the end of grade 10. In the first year of this course, scholars master core historical skills, including periodization, document analysis, argumentation, and geography. Then, scholars explore the evolution of human societies, cultures, and states from the Stone Age to the Renaissance, studying the emergence of agriculture, the rise and fall of ancient empires, the growth and development of the world's great religions, and the Mongol conquests. This course exposes scholars to the ancient and pre-modern foundations of human history across all global regions, with the goal of providing an inclusive look at the diversity of human cultures and societies.

Sample Course Texts:

- *A Little History of the World* by E.H. Combrich
- *A History of the World in 6 Glasses* by Tom Standage
- *Sapiens: A New History of the World* by Noah Yuval Harari
- *The Secret History of the Mongol Queens* by Jack Weatherford

AP Modern World History

HGFYHAR0

Standard year: 10th Grade
Course Type: Required
Prerequisite: Pre-AP World History
External Exam: AP World History Exam

In AP World History, scholars continue their study of world history with a review of the Modern Era, from 1450 and the present. In this College Board-endorsed AP Course, scholars move swiftly through the major themes and processes of "modernity," including globalization, cultural diffusion, colonization and imperialism, revolution, industrialization, and global and total warfare. Scholars will master the essential content of the Age of Exploration and Colonization, the Enlightenment, Global Revolutions, Industrialization and Imperialism, the World Wars, the Cold War, and the Post-Cold War Era. This course exposes scholars to the major thematic and narrative topics of modern world history, establishing a contextual understanding for the state of global affairs in the 21st century. Scholars strengthen their historical reading, writing, thinking, and discussion skills in preparation for the AP World History exam at the end of the year.

Sample Course Texts:

- *When China Ruled the Seas* by Louise Levathes
- *1493 for Young People* by Charles C. Mann and Rebecca Stefoff
- *King Leopold's Ghost* by Adam Hochschild
- *The Origins of the Modern World* by Robert Marks

AP Art History

HAFYHAH

Standard year: 9th-12th Grade
Course Type: Elective
Prerequisite: N/A
External Exam: AP Art History Exam

For most of human history, the primary vehicle for cultural discourse has not been the written word, but instead has been art: cave paintings, carvings, sculptures, frescoes, paintings, and portraits. Art, in its various forms and mediums, has provided a universal language understood and spoken by human beings for thousands of years. In Art History, scholars explore the history and evolution of art in all its forms from all corners of the world. Scholars master the major art movements and are able to identify, discuss, and analyze artworks and the contributions of artists within the broader context of world history. This course begins with a high-level introduction and review of art from all eras of history, then proceeds chronologically through the major art movements, focusing specifically on art created from 1400 through the present. Scholars frequently visit museums and cultural centers around New York City. This course culminates in the AP Art History Exam at the end of the school year.

Sample Course Texts

- *The Story of Art* by E.H. Gombrich
- *Vermeer's Hat* by Timothy Brook
- *Culture and Imperialism* by Edward Said

AP European History

HRFYHAR

Standard year: 10th-12th Grade
Course Type: Elective
Prerequisite: Pre-AP World History
External Exam: AP European History Exam

In AP European History, scholars will explore the depth and breadth of European history from the Renaissance to the Present. This year-long survey course exposes scholars to all of the major historical events, individuals, developments, and themes essential for mastering European history. Scholars will learn about the Renaissance, Reformation, Scientific Revolution, Enlightenment, Age of Revolutions, Industrial Revolution, World Wars, Cold War, and the founding of the European Union. Importantly, scholars have either learned or will be in the process of learning about these topics from World History: this means that class can focus on major ideas, important debates, and exciting conversations, allowing scholars to access a high degree of understanding and expertise. This course also focuses on European cultural history, and scholars will be studying artwork, literature, and philosophy from European history.

Sample Course Texts

- *Four Princes* by John Julius Norwich
- *When the King Took Flight* by Timothy Tackett
- *Everyday Stalinism* by Sheila Fitzpatrick

AP Macroeconomics

HEFYHAR1

Standard year: 11th-12th Grade
Course Type: Elective
Prerequisite: AP World History
External Exam: AP Macroeconomics Exam

Scholars broaden their mastery of the social sciences through a study of economics, finance, and the intersection between government and capitalism. In Economics, scholars explore the major topics of micro- and macroeconomic theory and practice, as well as broader issues of political economy and finance. In the microeconomics component, scholars learn about the motivations and factors that shape individual economic and financial decisions, while the macroeconomics lessons connect their studies to issues of national and world economic and financial trends and patterns. This course centers on macroeconomic themes and issues, deepening scholar understanding of the forces and processes that shape global events. Economics culminates in the AP Macroeconomics Exam at the end of the school year.

Sample Course Texts

- *Economics Through Everyday Life* by Anthony Clark
- *Naked Economics* by Charles Wheelan
- *The Big Short: Inside the Doomsday Machine* by Michael Lewis

AP Microeconomics and Macroeconomics

HEFYHAH

Standard year: 11th-12th Grade
Course Type: Elective
Prerequisite: AP World History
External Exam: AP Microeconomics Exam & AP Macroeconomics Exam

In this advanced history elective, scholars broaden their mastery of the social sciences through a study of economics. This course, which teaches the full course load for both AP Microeconomics and AP Macroeconomics in one year, exposes scholars to all the major topics and themes of economic theory. The Microeconomics portion focuses on the choices made by individual consumers and firms, and how those choices fit into larger economic trends and developments. In Macroeconomics, scholars will learn about the major processes that drive national and international economics, focusing specifically on the role of government. This course culminates in both the AP Microeconomics and AP Macroeconomics exams, and is designed for scholars who want to learn college-level economics in a rigorous, fast-paced environment.

Sample Course Text

- *Naked Economics* by Charles Wheelan

U.S. History and Government

HUFYHRR2

Standard year: 11th-12th Grade
Course Type: Elective
Prerequisite: AP World History
External Exam: None

In this course, scholars learn about the structures and systems that compose the United States government, studying the Constitution, the three branches of government, the relationship between the federal government and the states, the notion of partisanship, and the mechanics of our politics and media. Critically, scholars will learn about these topics within their proper historical context, studying critical episodes in American history, such as the Enlightenment, the Gilded Age, World War Two, and the 21st Century. Scholars will dive deep into illustrative cases studies about American government from our history: for example, scholars will study the internment of Japanese-Americans during World War Two to explore the concepts of civil rights and liberties. This course also builds scholar collegiate research and writing skills: throughout the course, scholars will be researching a topic of their choice, culminating in a major research paper due at the end of the year.

Sample Course Texts

- *A Very Short Introduction to American Political History* by Donald T. Critchlow
- *The New Jim Crow* by Michelle Alexander

AP US History[4]

Standard year: 11th-12th Grade
Course Type: Elective
Prerequisite: AP World History
External Exam: AP US History Exam

In AP US History, scholars will study the history of the United States in depth from its Pre-Columbian Origins to the Present. This year-long survey course exposes scholars to all of the major historical events, individuals, developments, and themes essential for mastering American history. Important concepts and topics include: American Ideals and Ideologies; Race, Slavery, and Equity; American Capitalism; War, Peace, and Inbetween; the American Presidency; and Culture and Counterculture. Scholars should enroll in this elective course if they are deeply interested in American history and want to build their existing historical thinking, speaking, reading, and writing skills. This course culminates in the AP US History exam.

Sample Course Texts

- *American Nations* by Colin Woodard
- *Errand into the Wilderness* by Perry Miller
- *The Secret History of Wonder Woman* by Jill Lepore

[4] AP US History will not be offered in SY 2020/21. It will be offered beginning SY 2021/22.

STEM

Mathematics

At Success Academy High School, we are building the next generation of innovators in the STEM fields and beyond, which starts with a revolutionary mathematics program. To reach this end, our teachers are facilitators of inquiry-based learning, creating the conditions for scholars to pose and pursue rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Each mathematics course at the high school consists of a series of carefully sequenced tasks that allow scholars to pose and pursue rich and often socially relevant mathematical questions. Through these problems, scholars formalize and gain fluency with key math concepts, conventions, and procedures. Applications span public policy, economics, technology, and popular culture to build a key mindset: Mathematics is a powerful tool for analysis across disciplines.

All scholars take four years of Mathematics.

Course Title	Dept	Credits	Year Required
Geometry	Math	1.0	9th
Algebra II	Math	1.0	10th
Advanced Algebra and Pre-Calculus	Math	1.0	--
Pre-Calculus	Math	1.0	11th
AP Calculus AB	Math	1.0	12th
AP Statistics	Math	1.0	12th

Geometry

MGFYHRR9

Standard year: 9th Grade
Course Type: Required
Prerequisite: N/A
External Exam: None

Our ninth-grade Geometry course includes a comprehensive analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts and real-world situations. Topics include proofs, right triangles, transformations, parallel lines and polygons, circles, perimeter and area, volume and surface area analysis, similarity and congruence, trigonometry, and modeling with geometry. Throughout the year, scholars complete various projects including designing a new urban space that optimizes around certain criteria such as walking space and living space. They also use triangles and similarity to design artwork inspired by famous pieces in art history, and create models of futuristic buildings that contribute positively to the environment around them. Emphasis is placed on developing logical reasoning and argumentation through solving complex mathematical problems. Through strategically sequenced tasks, scholars use different tools to discover most of the mathematics they learn.

Reference Text: Discovering Geometry by Michael Serra

Algebra II

MTFYHRR

Standard year: 10th Grade
Course Type: Required
Prerequisite: Geometry
External Exam: None

In Algebra II, scholars continue to build on their understanding of various families of functions including quadratics, logarithms, exponentials, and trigonometric functions. They are then introduced to the complex plane, both geometrically and algebraically, to solve problems that require an alternate coordinate plane. They end the year with a thorough dive into probability and statistics. Scholars explore a variety of real-world contexts including the growth of social media, revenue models of pharmaceutical companies, and average temperatures across cities to study climate change. The probability and statistics unit culminates with a research project where scholars pose their own research question, design their own study, and perform data analysis to answer their question.

Reference Text: Algebra & Trigonometry by Ron Larson

Advanced Algebra and Pre-Calculus

MTFYHHR

Standard year: 10th Grade
Course Type: Elective for select scholars in the top 10% of their math class
Prerequisite: Geometry
External Exam: SAT II Math Level II Exam

Advanced Algebra is an accelerated course that covers all foundational topics of Algebra II, including families of functions - linear, exponential, logarithmic, rational, and trigonometric - sequences and series, and complex numbers. By studying analytic trigonometry, polar coordinates, vectors and matrices, conic sections, and introductory limits, scholars will be prepared to matriculate into Calculus the following school year. Throughout the course, scholars will deepen their understanding of the mathematics they have learned by exploring various real-world applications, such as modeling tsunamis with periodic functions, tracking the path of a satellite with conic sections, and using matrices to understand why local newspapers are running out of business.

Reference Text: Algebra & Trigonometry by Ron Larson

Pre-Calculus

MPFYHRR

Standard year: 11th Grade
Course Type: Required
Prerequisite: Algebra II
External Exam: SAT II Math Level II Exam

In Precalculus, scholars begin with a study of analytic trigonometry, vectors, and matrices. Subsequently, they build on their mathematical reasoning skills formed in Geometry and their knowledge of functions and trigonometry from Algebra II to explore conic sections, parametric equations, polar coordinates, and limits. Throughout the course, scholars explore real-world applications of each topic and understand their value through investigations in engineering and mechanics, including encryption, planetary orbits, and graphic design.

Reference Text: Precalculus - Mathematics for Calculus by James Stuart

AP Calculus AB

MCFYHHRA

Standard year: 12th Grade
Course Type: Required
Prerequisite: Pre-Calculus or Advanced Algebra & Pre-Calculus
External Exam: AP Calculus AB Exam

AP Calculus AB builds on scholars' knowledge of precalculus concepts by taking them into the world of change and dynamic processes. This begins by scholars taking a deep dive into the essential topics of limits, infinity, the infinitesimally small, and the very nature of continuity. Once that groundwork has been covered, scholars learn about instantaneous rates of change and how to use derivatives to model and reason with dynamic processes found in economics, biology, physics and engineering. Scholars then begin their exploration of integral calculus and learn that integrals can, in effect, undo differentiation by way of the fundamental theorem of calculus. Finally, scholars will learn about differential equations and how they are essential in modeling virtually every mathematical formula for real-world phenomena.

Reference Text: Calculus - James Stewart

AP Statistics

MSFYHAR2

Standard year: 11th-12th Grade
Course Type: Elective
Prerequisite: Algebra II or Advanced Algebra
External Exam: AP Statistics Exam

AP Statistics is equivalent to a one-semester, non-calculus-based introductory college-level course in statistics. The course introduces scholars to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Scholars will explore the four main themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference through a series of tasks and projects aimed at real-world applications. In doing so, scholars will utilize common industry technology, such as RStudio and Tableau.

Science

Our core science program encourages scholars to think flexibly and analytically, challenging them to systematically follow lines of insightful inquiry when faced with unfamiliar and difficult problems. Ninth graders complete weekly laboratory exercises and write-ups, mastering advanced applications of the scientific method. Beginning in the sophomore year, scholars are able to engage in college-level science content in AP courses.

All scholars take four years of Science.

Course Title	Dept	Credits	Year Required
Principles of Biology	Science	1.0	9th
Principles of Physics	Science	1.0	10th
Principles of Chemistry	Science	1.0	11th
AP Biology	Science	1.0	--
AP Chemistry	Science	1.0	--
AP Physics C (at Columbia University)	Science	1.0	--

Principles of Biology

SBFYHRR

Standard year: 9th Grade
Course Type: Required
Prerequisite: N/A
External Exam: None

Scientific discoveries and research are constantly expanding our knowledge on a day to day basis. Science teachers are tasked with balancing breadth of content coverage and the depth at which scholars should understand the principles of life science. This course will be the framework that sets scholars up for higher-level life science courses. The course focuses on enduring, conceptual understandings and the content that supports them. Scholars will start to spend less time on recall and more on inquiry-based learning of biological concepts, ultimately helping them develop the broader reasoning skills necessary for the practice of advanced science.

The course content centers on the four big topics explored in greater depth in AP Biology: Evolution, Energetics, Information Storage and Transmission, and System Interactions. Scholars will develop fluency within the six science practices necessary for success in higher-level courses: A plan for collecting data, analyzing data, applying mathematical routines, and justifying arguments using evidence.

Required Reading: Survival of the Sickest by Dr. Sharon Moalem
Reference Text: Campbell Biology, 11th Edition

Principles of Physics

SPFYHRR

Standard year: 10th Grade
Course Type: Required
Prerequisite: Geometry and/or Concurrent w/Geometry
External Exam: None

Physics is the study of the basic laws of our universe, from the vibration of atoms to the orbits of planets, from everyday motion to the current in electric circuits. The goal of this course will be to provide an understanding of the various ways in which physics phenomena are modeled. In doing so, scholars will appreciate how knowledge of physics is necessary for safe and practical engineering applications. The scope of this course covers Newtonian Mechanics and the start of Electricity and Circuits. The course will culminate in a rigorous end-of-year internal assessment, which will not count towards graduation exam requirements. This course is intended to serve as a foundation for further study in AP Physics 1 or AP Physics C.

Principles of Chemistry

SCFYHRR

Standard year: 11th Grade
Course Type: Required
Prerequisite: Principles of Biology, Geometry and/or Concurrent w/Geometry
External Exam: None

Chemistry is the study of matter and the changes that matter undergoes. The course focuses on four big topics including scale, proportion and quantity, structure and properties, energy, and transformations. Chemistry takes a molecular and an atomic approach to matter in order to learn about its structure and properties. In this course scholars will learn about the basic building blocks of matter through hands-on experimentation and in-class demonstrations. Scholars will learn about the intimate connection between matter and energy and focus on the role of energy and heat in chemical reactions.

The scholars foundational knowledge in chemistry will allow the course to culminate in the examination of contemporary research topics. This will include nanochemistry, environmental engineering, and photonics.

Required Reading:
- *The Pleasure of Finding Things Out by Richard Feynman*
- *Salt Sugar Fat: How the Food Giants Hooked Us by Michael Moss*

Reference Text: Chemistry: The Central Science, 14th Edition

AP Biology

SBFYHAR

Standard year: 10th-12th Grade
Course Type: Elective
Prerequisite: Principles of Biology, Principles of Chemistry (or concurrent enrollment)
External Exam: AP Biology Exam

AP Biology delves deeper into the foundation laid in scholars' ninth-grade Biology course. Scholars further their understanding of biology through the four big ideas. They investigate the process of evolution and its effect on the diversity and unity of life and explore biological systems that utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis. They learn that living systems store, retrieve, transmit, and respond to information essential to life processes. Scholars will understand how biological systems interact, and how these systems and interactions possess complex properties. Scholars work to relate causes to biological effects, identify assumptions and limitations, connect technique/strategy with its purpose, identify patterns or relationships from data, and rationalize one choice over another. This one-year course is equivalent to a first-semester college course in Biology at most universities and concludes with the AP Biology exam.

Required Reading: scholar Choice
- *Brain on Fire: My Month of Madness by Susannah Cahalan*
- *The Sixth Extinction by Elizabeth Kolbert*

- *The Tangled Tree: A Radical New History of Life by David Quammen*
- *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus*
- *The Immortal Life of Henrietta Lacks by Rebecca Skloot*
- *The Emperor of All Maladies: A Biography of Cancer by Sodhartha Mukherjee*
- *Spillover: Animal Infections and the Next Human Pandemic by Dacid Quammen*
- *Bad Blood: Secrets and Lies in a Silicon Valley Startup by John Carreyrou*
- *Lab Girl by Hope Jahren*
- *Your Inner Fish: A Journey into the 3.5-Billion-Year History of the Human Body*

Reference Text: Campbell Biology, 13th Edition

AP Chemistry

SCFYHAR

Standard Year: 10th-12th Grade
Course Type: Elective
Prerequisite: Principles of Chemistry, Algebra II
External Exam: AP Chemistry Exam

The AP Chemistry course provides scholars with a college-level foundation to support future advanced coursework in chemistry. Scholars cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Required Reading: Culinary Reactions: The Everyday Chemistry of Cooking by Simon Quellen Field
Reference Text: Chemistry and Chemical Reactivity, 10th Edition

AP Physics C in partnership with Columbia University

SP11HAC

Standard year: 11th or 12th grade
Course Type: Elective
Prerequisite: AP Calculus AB or co-enrolled in AP Calculus AB
External Exam: None

Semester 1 - AP Physics C: Mechanics is equivalent to a one-semester, calculus-based college-level physics course. It is especially appropriate for scholars planning to specialize or major in physical science or engineering. The course explores such topics as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course.
Semester 2 - AP Physics C: Electricity and Magnetism is a one-semester, calculus-based college-level physics course, especially appropriate for scholars planning to specialize or major in physical science or engineering. The course explores such topics as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course.

This course is offered in partnership with Columbia University.

STEM Academy

The STEM Academies are selective programs that have been designed for scholars who are passionate about STEM and want to delve into specialized, college-level study while still in high school. The Engineering Academy is a two-year program, progressing through a sequence of four semester-long rotations in Environmental Engineering, Biomedical Engineering, Electrical Engineering and Mechanical Engineering in grades 11 and 12. After completing the four survey courses, scholars are equipped with the foundation and knowledge to choose the engineering discipline in college. The Pre-Med Academy is a three-year program that progresses through Pathophysiology, Microbiology, Genetics, Immunology, and Bioethics, and culminates in a senior-year capstone project in which scholars conduct independent, college-level research into a topic of their choosing. Scholars who have completed Pre-Med Academy will be set up for success for the rigorous pre-med college track.

Select scholars may apply to take Engineering and Pre-Medicine courses within the STEM Academy. To graduate within the STEM Academy, scholars must complete 2 or more Engineering and Pre-Medicine courses. Select scholars are also eligible to apply and take advanced undergraduate courses at Columbia University.

Courses within the STEM Academy do not fulfill the four core science courses, required for graduation.

Course Title	Dept	Credits	Year Required
Mechanical and Electrical Engineering	Science	1.0	--
Biomedical and Environmental Engineering[5]	Science	1.0	--
Pathophysiology and Medical Microbiology	Science	1.0	--
Genetics/Immunology/Modern Medicine/Bioethics[6]	Science	1.0	--
STEM Academy Senior Capstone[7]	Science	1.0	--

[5] Will not be offered in SY 20-21
[6] Will not be offered in SY 20-21
[7] Will not be offered in SY 20-21

Mechanical Engineering and Electrical Engineering

MN12HHEL

Standard year: 11th grade
Course Type: Elective
Prerequisite: Algebra 2 & Principles of Physics
External Exam: None

Semester 1 - The Electrical Engineering course seeks to provide scholars with an understanding of the engineering principles and abstractions on which the design of electronic systems is based. The course will introduce scholars to basic electrical concepts and practices, as well as the fundamentals of computational problem solving. Digital electronic systems based on these concepts will be introduced to equip scholars with the intuitive, mathematical and practical skills needed to design, build and test electronic devices. Scholars will also learn how to use microcontrollers to control, modify and analyze circuits using basic computer programs, exercised with hands-on applications and project experiences in a wide range of areas. They will learn the engineering principles and decision-making strategies necessary for the design and implementation of electronic devices that meet real world challenges. Through this course, scholars will appreciate that the fabric of the digital age is shaped by innovations in electronics.

Semester 2 - The Mechanical Engineering course will build on scholar understanding of fundamental concepts from physics to provide a study of how mechanical devices (i.e. tools, engines, machines) work, how they are conceived, developed, and utilized. As one of the broadest and most versatile of engineering fields, scholars will realize how mechanical engineering principles and skills are involved at various stages during the conception, design and construction of every human-made object with moving parts. Scholars will learn from the hands-on experiences of taking things apart mentally and physically, drawing (sketching, 3D CAD) what they envision and observe. They will work with 3D printers and CAD software for engineering design, analysis and modeling of mechanical concepts and devices, with an emphasis on problem-solving as opposed to programming or algorithmic development. Scholars will gain an appreciation for the role played by mechanical engineering in various cutting edge technologies, from robotics and self-driving cars to renewable and efficient energy sources. The course will culminate in a robotics design challenge that simulates the way mechanical engineers address the diverse and rapidly changing technological challenges that society faces.

Pathophysiology and Medical Microbiology

PM12HHEM

Standard year: 10th grade
Course Type: Elective
Prerequisite: Principles of Biology
External Exam: None

The first half of this course is an in-depth study of the structure and function of the human body and the integration of the human body systems through pathophysiology. Scholars should be interested in a science career path, are expected to learn an abundance of scientific terminology, and complete a rigorous laboratory program that includes dissections. The second half of the year will take an in-depth look at diseases, how they are diagnosed, and how

scientists manipulate genes to help them. Scholars will learn college-level lab techniques involving growing and identifying bacteria and viruses, designing their own labs, and learning about current research in this field.

Required Reading: scholar Choice

- *Microbe Hunters by Paul De Kruif*
- *Brain on Fire: My Month of Madness by Susannah Cahalan*
- *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus*
- *The Immortal Life of Henrietta Lacks by Rebecca Skloot*
- *The Emperor of All Maladies: A Biography of Cancer by Sodhartha Mukherjee*
- *Spillover: Animal Infections and the Next Human Pandemic by Dacid Quammen*
- *Bad Blood: Secrets and Lies in a Silicon Valley Startup by John Carreyrou*
- *Human Errors: A Panorama of Our Glitches, From Pointless Bones to Broke Genes by Nathan Lents*

Genetics/Immunology/Modern Medicine/Bioethics[8]

Standard year: 11th grade
Course Type: Elective
Prerequisite: Pathophysiology & Medical Microbiology
External Exam: None

The first half of this course will cover foundational concepts in immunology and genetics. Scholars will gain the basis for understanding a broad range of medical conditions and focus on principles important for understanding immunological responses. They will explore the rapidly evolving field of genomics and genomic technologies that are changing the way many diseases are diagnosed and treated. The second half of the course will focus on the foundations of bioethics: the theories, experiences, science, social science, law, and communities that have influenced this field of inquiry. A deep dive into these philosophical approaches leads with an exploration of the nature and meaning of moral inquiry as it relates to the life sciences and continues by connecting these introductory understandings to emerging advances in biology and medicine.

STEM Academy Senior Capstone[9]

Standard year: 12th grade
Course Type: Elective
Prerequisite: Successful completion of 2 STEM Academy Courses.
External Exam: None

Science, as defined by the National Academy of Sciences, is the “use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process.” Physical, mathematical, and conceptual models describe this vast body of changing and increasing knowledge. Scholars should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Scholars dive deep into self-chosen projects in advanced sciences to complete a rigorous self-driven project. Scholars implement concepts from biology, chemistry, and physics,

[8] Genetics/Immunology/Modern Medicine/Bioethics will not be offered in SY 2020/21
[9] STEM Academy Senior Capstone will not be offered in SY 2020/21

chosen from over 21 categories of study that they are interested in. Designing their own experimental design, collecting data, and analyzing this data to present their findings. These projects will then be showcased, presented, and ultimately compete against other projects at the local, state, and national level. Scholars should have an interest in upper level lab work, be problem-solvers, detail-oriented, and be self-disciplined.

Computer Science

Our computer science program aims to push scholars to reject being simply users of technology and instead become creators of it. Each course harnesses project-based learning, affording scholars the opportunity to use computing technology to solve problems both close to home and afar. Through culminating projects, scholars collaboratively develop software solutions. They not only learn programming languages and platforms but how to use them in meaningful ways that improve quality of life while creating beautiful digital experiences. Computer Science electives are open to all scholars in grades 9–12.

Course Title	Dept	Credits	Year Required
Introduction to Computer Science	Comp Sci	1.0	--
Introduction to Data Science	Comp Sci	1.0	--
Back-end Web Development: Flask	Comp Sci	1.0	--
Machine Learning and Advanced AI	Comp Sci	1.0	--

Introduction to Computer Science

CCFYHRR1

Standard year: 9th-12th grades
Course Type: Elective
Prerequisite: None
External Exam: None

This course introduces scholars to the fundamentals of programming and will serve as their entry point into modern web development. In the first half of the course, scholars will gain a basic understanding of the world wide web - how it operates and how information is shared and transferred over the internet. Scholars will then move on to HTML and CSS, and will create and design their own webpages. The first half of the course will end with an introduction to JavaScript, the programming language of the web. Scholars will learn key programming concepts such as variables, arrays, loops and functions.

In the second half of the course, scholars will be introduced to more advanced programming and front end development concepts such as API calls, DOM manipulation and object-oriented programming. This will allow scholars to add interactivity to their webpages. Finally, scholars will be given an introduction to React.js, one of the most popular frontend frameworks. Scholars will learn React fundamentals such as components, props, state and event handlers, which will give them the foundations to pursue more advanced front-end development in the future. The course includes live code-alongs and weekly coding exercises with assignments that assess a scholar's programming skills. Midterm and final projects allow scholars to design their own interactive websites using the knowledge they've gained from the course.

Introduction to Data Science

CDFYHRR1

Standard year: 10th-12th grades
Course Type: Elective
Prerequisite: Introduction to Computer Science or equivalent; co-enrollment in Statistics preferred but not required
External Exam: None

The second year in computer science builds on the programming topics covered in Introduction to Computer Science and will serve as the basis for scholar's introduction to Python. The first half of the course serves as a refresher of the programming concepts learned in intro to computer science, as well an introduction to the fundamentals of Python programming. In addition, scholars will learn more advanced programming tools and techniques such as reading and writing data to a file, implementing multidimensional arrays and lambda functions. This will serve as the foundation for the second half of the course, which introduces scholars to data science.

In the second semester of the course, scholars will be introduced to core data science concepts such as data analysis, collection and filtering. The second half will also introduce scholars to the foundations of machine learning with an emphasis placed on predictive algorithms. Scholars will learn to create predictive models to make important decisions as well as learn to evaluate the accuracy of these models. Topics include: Linear Regression, K-Nearest Neighbors, Decision Trees, Random Forests and some basic theory in statistics. Daily tasks include live code-alongs and weekly coding exercises to assess the scholar's skills. Midterm and final projects will have scholars analyze real world datasets and implement their own machine learning models. By the end of this course, scholars should leave with a deep appreciation of the role that Big Data plays in our daily lives.

Back-end Web Development: Flask

CFFYHRR1

Standard year: 10th-12th grades
Course Type: Elective
Prerequisite: Introduction to Computer Science or equivalent
External Exam: None

In Intro to Computer Science, scholars learned front end development which focuses on the user facing aspect of web development. This year long course will directly compliment that knowledge and give scholars the tools needed to make a robust backend for their web sites. Scholars will gain an understanding of what goes on "under the hood" of modern websites i.e. how and where data is stored, how user information is authenticated, and how to prevent third parties from hacking a website and acquiring sensitive information. Scholars will focus on dynamic server-side programming using the micro framework, Flask. Topics covered include databases, authentication, encryption, generating dynamic content, and app development. Scholars will also learn about the Model View Controller (MVC) design pattern for making modern web pages. By the end of this course, scholars will become more well rounded developers and will have gained knowledge in all facets of modern web development. Daily

tasks include live code-alongs and coding exercises with assignments and projects that assess a scholar's knowledge of the course.

Machine Learning and Advanced AI

CMFYHRR1

Standard year: Grades 11-12
Course Type: Elective
Prerequisite: Introduction to Data Science
External Exam: None

This course will build on the topics scholars covered in Introduction to Data Science and will cover in more depth Machine Learning concepts such as supervised and unsupervised learning, neural nets, and the ethical issues surrounding them. Scholars will go deeper into the math behind clustering algorithms such as K Means and predictive models such as Decision Trees and SVC. The course will have code alongs in every class and weekly coding labs. Midterm and final projects will allow scholars to make their own predictive models by writing their own algorithms or modifying existing ones.

Arts

The Success Academy High School Arts department is committed to cultivating the creative talents that our scholars possess. Our teachers are content experts that challenge scholars to be expressive, confident pioneers. Ultimately, scholars will learn to question, interpret, and appreciate works of visual, musical and dramatic art by studying selected masterpieces and/or producing original pieces. Scholars can choose to hone these skills by exploring the expansive list of disciplines within the Arts department.

Visual Arts

Course Title	Dept	Credits	Year Required
Visual Arts 100: Studio Arts	Arts	1.0	--
Visual Arts 200: Art in Theater	Arts	1.0	--
Visual Arts 401: Artist Apprenticeship	Arts	1.0	--
Filmmaking 100: Film Theory and Production	Arts	1.0	--
Photography 100: Digital Photography	Arts	1.0	--
Photography 101: Contemporary Photojournalism	Arts	1.0	--
Photography 200: Digital Imaging	Arts	1.0	--
Photography 400: Conceptual Imaging	Arts	1.0	--

Visual Arts 100: Studio Arts

AAFYHRR1

Course Type: Elective or Art
Prerequisite: None

Scholars will learn the basics of 2D art in this introductory course by exploring drawing, printmaking, painting and collage. They will gain understanding of the elements of art and principles of design in the process. Most projects are independent in nature with 1-2 group projects per year. Work from this course will be featured in a Winter and Spring Art Exhibition.

Visual Arts 200: Art in Theater

AAFYHRR2

Course Type: Elective or Art
Prerequisite: Visual Arts 100

This intermediate course is for scholars who love the theater and art. Scholars in this course will create props, costume accessories, and set elements for all of the high schools' mainstage

productions. Scholars will learn how to transform the face and body using special fx makeup techniques, design and hand/machine sew costumes and use faux finishing techniques to transform the stage set. Scholars will work as a team for each major event including the Fall Play and Spring Musical plus multiple stage productions throughout the school year.

Visual Arts 401: Artist Apprenticeship

AAXXHRR4

Course Type: Elective or Art
Prerequisite: Visual Arts 200 or teacher permission

This is an independent, advanced art course for the serious artist interested in pursuing a future degree in visual arts. Interested scholars must demonstrate independent work habits by working during and after school hours and collaborating with the instructor on a weekly or daily basis for critiques and conferences. Over the year, scholars will complete 12 high-quality pieces for their portfolio. Scholars must also complete 12 outside art hours per year by attending art workshops and/or art related programs at local galleries and museums.

Filmmaking 100: Film Theory and Production

AFFYHRR1

Course Type: Elective or Art
Prerequisite: None

In this introductory course, scholars will learn the basic components of film production as a foundation for developing an understanding of film theory. Scholars will learn basic story structure and character development, as well as basic camera functions, shot types, composition and framing. Scholars will experience the hands-on skills that coincide with each film element they analyze in class. At the end of the year, scholars will produce their own documentary on a topic of their choosing.

Photography 100: Digital Photography

APFYHRR1

Course Type: Elective or Art
Prerequisite: None

This is an introductory course where scholars learn the basics of digital photography. Scholars will learn compositional elements, fundamental manual camera functions, basic lighting techniques, and participate in two photography exhibitions. Essential concepts of photography including frame, focus, depth-of-field, vantage point, lighting, and gaze will be presented as tools that can be used to make photographs with a high degree of control and self expression. Scholars will learn the foundations of digital editing and develop a basic vocabulary for discussing photographs during seminars and critiques. Scholars will develop this introductory visual and analytical language through readings, research, demonstrations, and exercises.

Photography 101: Contemporary Photojournalism

APFYHRRJ

Course Type: Elective or Art
Prerequisite: None

In this introductory course, scholars will learn the basics of digital photography with a special emphasis on storytelling. Using images to communicate the news, photojournalism has shaped the way we view and interpret the world since the mid-19th century. While photojournalism has largely shifted from print to digital, photojournalists are adapting, using innovative technology and outlets to continue telling the important stories of contemporary society. Scholars will learn compositional elements, fundamental manual camera functions, basic lighting techniques, and participate in two photography exhibitions. Essential concepts of photography including frame, focus, depth-of-field, vantage point, lighting, and gaze will be presented as tools that can be used to make photographs with a high degree of control and communicative power. Scholars will learn the foundations of digital editing and will develop a basic vocabulary for discussing photographs during seminars and critiques. Scholars will develop this introductory visual and analytical language through readings, research, demonstrations, and exercises.

Photography 200: Digital Imaging

APFYHRR2

Course Type: Elective or Art
Prerequisite: Photography 100 or 101

In this intermediate course, scholars will expand on the basics of photography. Scholars will review compositional elements and fundamental manual camera functions, while learning complex lighting techniques. Scholars will learn intricate digital editing methods and will fine-tune their vocabulary for discussing photographs during seminars and critiques. Scholars will develop this intermediate visual and analytical language through readings, research, demonstrations, and exercises. Scholars will more deeply consider what they want to express through their photographs. The course will also require participation in two photography exhibitions.

Photography 400: Conceptual Imaging

APFYHRR4

Course Type: Elective or Art
Prerequisite: Photography 200

In this advanced course, scholars will expand upon the skills acquired in Digital Imaging. Scholars will learn in-depth lighting techniques with professional studio equipment. Scholars will learn more complex digital editing methods and will fine-tune their vocabulary for discussing photographs during seminars and critiques. Scholars will more deeply consider what they want to express through their photographs. As this is an advanced photography course, engaged and in-depth dialogue investigating course topics in relation to individual scholarly work and studio practice is expected. There will be regular readings, demonstrations, and exercises intended to benefit the progression of varied and singular bodies of work, and scholars may approach

course assignments using any photo making method of their choice. The course will also require participation in two photography exhibitions.

Chess

Course Title	Dept	Credits	Year Required
Chess 100: Essentials of Play	Arts	1.0	--
Chess 200: Advanced Opening Theory	Arts	1.0	--
Chess 400: Aspiring Grandmasters	Arts	1.0	--

Chess 100: Essentials of Play

TCXXHRR1

Course Type: Elective
Prerequisite: None

In this course for non-competitive chess players, scholars will learn basic tools and principles for all parts of the game. Basic endgame, opening, and middlegame techniques will be explored and scholars will have many opportunities for hands-on practice during matches and tournaments with their peers.

Chess 200: Advanced Opening Theory

TCXXHRR2

Course Type: Elective
Prerequisite: Chess 100, teacher permission or USCF rating over 500

This course will be focused on the study of openings. A strong opening knowledge is essential to being confident in every game of chess you play. Many variations and lines will be discussed and scholars will have hands-on opportunities to practice their new weapons. Openings for both colors will be delved into and each scholar will leave the course with a complete opening repertoire and renewed excitement for beginning a game of chess.

Chess 400: Aspiring Grandmasters

TCXXHRR4

Course Type: Elective
Prerequisite: Chess 200, teacher permission or USCF rating over 1000

In this advanced course for competitive players, scholars will learn to retrain how they think on given positions. Inquiry-based analysis of high-level games and concepts will deepen the scholar's understanding of the game. Topics such as gambits, compensation, the art of attacking, and endgame theory will be addressed. Scholars will participate in regulated tournament-style competitions as well.

Music

Course Title	Dept	Credits	Year Required
Choir 100: Mixed Chorus	Arts	1.0	--
Choir 101: Treble Choir	Arts	1.0	--
Choir 300: Bel Canto	Arts	1.0	--
Choir 400: Chamber Chorale	Arts	1.0	--
Music 100: Concert Band	Arts	1.0	--
Music 101: Pep Band	Arts	1.0	--
Music 200: Symphonic Winds	Arts	1.0	--
Music 400: Jazz Band	Arts	1.0	--

Choir 100: Mixed Chorus

ACFYHRRM

Course Type: Elective or Art
Prerequisite: None

Beginner-level performance courses are open to all scholars who wish to learn how to use and develop their singing voices. Skills taught include reading notated music, developing aural skills, creating and composing music for voice, utilizing proper tone quality, and maintaining breath management, among other aspects of vocal technique. Participation in two concerts plus other special programs is required. If a scholar is interested in continuing on the choir track for their high school career, they may advance to Bel Canto or Chorale after completion of this course.

Choir 101: Treble Choir

ACFYHRRT

Course Type: Elective or Art
Prerequisite: None

Beginner-level performance courses are open to all scholars who wish to learn how to use and develop their singing voices. Skills taught include reading notated music, developing aural skills, creating and composing music for voice, utilizing proper tone quality, and maintaining breath management, among other aspects of vocal technique. Participation in two concerts plus other special programs is required. If a scholar is interested in continuing on the choir track for their high school career, they may advance to Bel Canto or Chorale after completion of this course.

Choir 300: Bel Canto

ACFYHRR3

Course Type: Elective or Art
Prerequisite: Choir 100 or teacher permission

This audition-based, intermediate-level performance course is open to scholars who have completed Mixed Chorus or Treble Choir, or have adequate previous ensemble experience. Advanced levels of sight-reading, pitch memory, basic music notation, proper tone quality, breath management, and interval recognition are continued from previous chorus courses. Participation in two concerts plus other special programs is required. This course may be repeated for additional credits.

Choir 400: Chamber Chorale

ACFYHRR4

Course Type: Elective or Art
Prerequisite: Choir 300 or teacher permission

This audition-based, intermediate-level performance course is open to scholars who have completed Mixed Chorus or Treble Choir, or have adequate previous ensemble experience. Advanced levels of sight-reading, pitch memory, basic music notation, proper tone quality, breath management, and interval recognition are continued from previous chorus courses. Participation in two concerts plus other special programs is required. This course may be repeated for additional credits.

Music 100: Concert Band

AMFYHRR1

Course Type: Elective or Art
Prerequisite: None

Open to all scholars. The course will cover the foundations of music theory, history, and analysis of music since 1900, including a performance requirement on an instrument of your choice. Scholars will survey the basics of keyboard, guitar, bass, wind or percussion instrument of their choice. Fluency in reading music is expected by the end of the course. This course may be repeated for additional elective or arts credit.

Music 101: Pep Band

AMFYHRRP

Course Type: Elective or Art
Prerequisite: None

Open to all scholars interested in playing a wind or percussion instrument. Ability to read music is suggested, but no prior experience reading music or playing an instrument is required. Pep Band members will study music through the performance of band music arrangements of

popular music. Members are expected to perform at school and community events. This course may be repeated for additional elective or arts credit.

Music 200: Symphonic Winds

AMFYHRR2

Course Type: Elective or Art
Prerequisite: Music 100, 101, 200 or teacher permission

Open to select scholars that have previous experience playing a wind or percussion instrument in a concert band setting. Scholars must be comfortable reading musical notation on their instrument. The Success Symphonic Winds will study music of the wind band medium through performance of staple pieces in the genre as well as new compositions by living composers. Members develop advanced aural skills and enrich their understanding of music theory and history through performance. This course may be repeated for additional elective or arts credit, and does not need to be taken in sequence.

Music 400: Jazz Band

AMFYHRR4

Course Type: Elective or Art
Prerequisite: Music 300 or teacher permission

Open to select scholars that have previous experience playing instruments, including but not limited to saxophone, trumpet, trombone, drums, guitar, piano, bass, or vocals. The ability to read music fluently is essential. A survey of jazz history and theory will be included in the course, in addition to multiple performance requirements throughout the year.

Theater

Course Title	Dept	Credits	Year Required
Theater 100: Foundations in Theater	Arts	1.0	--
Theater 200: Techniques and Performance	Arts	1.0	--
Theater 300: Classical and Contemporary Styles	Arts	1.0	--
Theater 400: Scene Study and Auditions	Arts	1.0	--
Theater Technology 100: Introduction to Equipment	Arts	1.0	--
Theater Technology 200: Theater Systems	Arts	1.0	--
Theater Technology 400: Mainstage Productions	Arts	1.0	--

Theater 100: Foundations in Theater

ADFYHRR1

Course Type: Elective or Art
Prerequisite: None

In this introductory level course, scholars learn to unleash their imagination and build confidence through a series of improvisational, physical, and vocal acting exercises. Scholars will learn the tools to achieve their stage presence, performance, communication and collaboration skills through improvisation, devised theatre, ensemble work, scene study, and playwriting. This course will break the new actor out of their comfort zone and into a world of confidence.

Theater 200: Techniques and Performance

ADFYHRR2

Course Type: Elective or Art
Prerequisite: Theater 100

This course is designed for scholars who are interested in taking their exploration and development of their acting technique to the next level. Through the study of Theatre History, Scene Study, Character Development, Stanislavski Technique, and Performance/Critique, the Acting 1 scholar will achieve the knowledge of the theater world, be able to assess their own performance and that of their peers, and find their voice.

Theater 300: Classical and Contemporary Styles

ADFYHRR3

Course Type: Elective or Art
Prerequisite: Theater 200

This course deepens the experience for the scholar actor by exploring the next steps of character development, advanced scene study through analyzing text and given circumstances, and sense memory. Stanislavski Technique is continued throughout this course and is further developed in the scholar's independent practice. Introduction to Meisner technique is also applied in this course as well as Performance Critique and introduction to Shakespeare.

Theater 400: Scene Study and Auditions

ADFYHRR4

Course Type: Elective or Art
Prerequisite: Theater 300

This advanced course is for the experienced actor who wants to pursue complex scene work and character development. Although not a requirement, this course is suitable for the actor who wishes to take their acting career to the college and/or professional level. In this course, scholars will work on classical and contemporary work in a "workshop" setting while critiquing their performance and the performance of their peers. They will receive critical feedback at a college level and implement it in their performance. Additionally, this course will prepare the scholar actor for the audition world by the knowledge and use of audition technique and materials. Acting scholars will also lend their point of view and creativity to staging and directing scenes from classic, modern, and developing plays culminating in an end of year showcase.

Theater Technology 100: Introduction to Equipment

ATFYHRR1

Course Type: Elective or Art
Prerequisite: None

Theater Tech 100 courses explore the world behind the stage: lighting, set, and more. This introductory course will teach scholars basic technical skills, different aspects of lighting, rigging, and fly system training. Scholars will learn the components of the pre, post, and running phases of theatrical productions. Scholars will also learn safety protocols for tools and equipment.

Theater Technology 200: Theater Systems

ATFYHRR2

Course Type: Elective or Art
Prerequisite: Theater Technology 100

In this intermediate-level course, scholars will delve deeper into lighting design and further develop their production skills. Scholars will explore scenic design and build various set designs, including two-story buildings, and multi-level and rotating platforms. Scholars will

continue to build their technical skills from Theater Tech 100, and begin lighting plot design and audio board operation.

Theater Technology 400: Mainstage Productions

ATFYHRR4

Course Type: Elective or Art
Prerequisite: Theater Technology 200 or teacher permission

Advanced Theater Tech scholars will design and build all school productions, including but not limited to the fall play, spring musical, music and dance productions, as well as special events. Scholars enrolled in the course are members of the Tech Crew and are expected to staff the school productions they have designed throughout the year.

Athletics

Sports

Course Title	Dept	Credits	Year Required
Foundations in Fitness and Conditioning	Athletics	1.0	--
Yoga 100: Hatha Yoga	Athletics	1.0	--
Track 200: Sprints and Hurdles	Athletics	1.0	--
Track 300: Emerging Elite Track Team	Athletics	1.0	--
Track 400: Elite Track Team	Athletics	1.0	--
Basketball 100: Trusted Training	Athletics	1.0	--
Basketball 200: Skill Acquisition	Athletics	1.0	--
Basketball 400: Offensive and Defensive Schemes	Athletics	1.0	--

Foundations in Fitness and Conditioning

PFXXHRR1

Course Type: Elective
Prerequisite: None

This course is designed for scholars with limited or no previous fitness experience looking to get into better physical shape. Scholars will focus on building body strength and muscle, while learning the different components of general fitness throughout the body. Exercises will include running, weightlifting, high intensity training, and flexibility.

Yoga 100: Hatha Yoga

PYXXHRR1

Course Type: Elective
Prerequisite: None

This course will focus on postures that are practiced to align, strengthen, and promote flexibility in the body. This course is modeled after hatha yoga, which uses breathing techniques and meditation. Full-body relaxation and balance are the goals, as we make a full circuit of the body's range of motion with standing postures, twists, backbends, forward folds, and hip openers.

Track 200: Sprints and Hurdles

PTXXHRR2

Course Type: Elective
Prerequisite: Foundations in Fitness & Conditioning or Track 100

This course is designed for advanced athletes looking to improve their athletic ability and running across all sports. This course will focus mainly on hurdling to improve scholars' agility and athleticism.

Track 300: Emerging Elite Track Team

PTXXHRR3

Course Type: Elective
Prerequisite: Track 200 or teacher permission

This course is designed for athletes who want to compete on the track team, but are unable to make an after-school commitment. Athletes will train during the school day and be invited to compete at track meets on the weekend. This course is perfect for athletes who want to be on the team, but have other after-school obligations.

Track 400: Elite Track Team

PTXXHRR4

Course Type: Elective
Prerequisite: Tryouts or teacher permission

This is a highly competitive course for athletes on the track team. Scholars enrolled in this course are members of the track team, and must be able to maintain the time commitment. This course meets daily during the last period of the day and extends into after-school programming. Scholars train off campus every Tuesday and Thursday, and attend frequent track meets on the weekends. Eligible scholars travel overnight to track meets around the country.

Basketball 100: Trusted Training

PBXXHRR1

Course Type: Elective
Prerequisite: None

In this introductory level course, scholars will learn the fundamentals of ball handling, dribbling, basic shooting mechanics, and defensive tactics. Some units will consist of conditioning, building strength, and body maintenance.

Basketball 200: Skill Acquisition

PBXXHRR2

Course Type: Elective
Prerequisite: Basketball 100

This course provides instruction and an opportunity to develop skills and knowledge through implementation of set plays, drills and game play. Some units will consist of conditioning, building strength, and body maintenance.

Basketball 400: Offensive and Defensive Schemes

PBXXHRR4

Course Type: Elective
Prerequisite: Basketball 200

This course provides instruction and an opportunity to develop advanced basketball skills and knowledge. Some units will consist of conditioning, building strength, and body maintenance.

Dance

Course Title	Dept	Credits	Year Required
Conservatory Dance 100: Theories of Dance	Athletics	1.0	--
Conservatory Dance 200: The American Tapestry	Athletics	1.0	--
Conservatory Dance 300: Performance Techniques	Athletics	1.0	--
Conservatory Dance 400: Advanced Composition	Athletics	1.0	--
Commercial Dance 100: Global Perspectives in Dance	Athletics	1.0	--
Commercial Dance 200: The African Diaspora	Athletics	1.0	--
Commercial Dance 300: Performance Techniques	Athletics	1.0	--
Commercial Dance 400: Advanced Composition	Athletics	1.0	--

Conservatory Dance 100: Theories of Dance

ABFYHRR1

Course Type: Elective or Art
Prerequisite: None

This course explores the unique intersections and diversions between classical dance genres like Ballet, Modern, and Contemporary. Dancers will learn fundamental barre and center work, proper body alignment, and classical terminology. By the end of the year scholars will acquire grace, technique, discipline, flexibility, stamina, and endurance.

Conservatory Dance 200: The American Tapestry

ABFYHRR2

Course Type: Elective or Art
Prerequisite: Conservatory Dance 100

For the more experienced dancer who wishes to advance his/her ballet and modern technique. Scholars will focus primarily on the choreographers that have created the backbone of American dance. Dancers will focus on advancing their turns, jumps, choreography, and dance history, which will be showcased in 2-3 performances throughout the year. Emphasis will be placed on flawless rehearsal etiquette and professional work ethic.

Conservatory Dance 300: Performance Techniques

ABFYHRR3

Course Type: Elective or Art
Prerequisite: Conservatory Dance 200

For the pre-professional dancer who plans to pursue professional training and performance opportunities. Rigorous high-level ballet training emphasizing strength, flexibility, technique, dance etiquette, and dance history, showcased in 3-4 performances throughout the year.

Conservatory Dance 400: Advanced Composition

ABFYHRR4

Course Type: Elective or Art
Prerequisite: Conservatory Dance 300

For the pre-professional dancer eager to utilize previous training to create and design their own choreographic work. Dancers will pair composition exercises with rigorous technique courses to develop their own artistic voice. This course will culminate in a senior capstone project that showcases scholar's skills and competencies acquired throughout their time in the HSLA Dance Program.

Commercial Dance 100: Global Perspectives in Dance

AHFYHRR1

Course Type: Elective or Art
Prerequisite: None

This course is designed for aspiring dancers with passion, creativity and a desire to be challenged. Courses include upper and lower body conditioning, rigorous warm-up, across the floor phrases and dynamic choreography and studio performance. Scholars will study a variety of genres from across the globe that use dance to celebrate culture and build athleticism, discipline and artistry.

Commercial Dance 200: The African Diaspora

AHFYHRR2

Course Type: Elective or Art
Prerequisite: Commercial Dance 100

This is an intermediate level course that dives deeper into the rigorous practice of dance forms derived from the African Diaspora. Dancers will drill jumps, turns and floorwork to increase their dance mastery. Scholars are expected to learn choreography at a faster pace, welcome teamwork, and quickly implement feedback for at least two culminating performances throughout the year.

Commercial Dance 300: Performance Techniques

AHFYHRR3

Course Type: Elective or Art
Prerequisite: Commercial Dance 200

This is a pre-professional level course for dancers who are interested in auditioning and working professionally. Dancers will use skills and techniques they have acquired throughout our dance program to access complex choreography and perform more confidently. This course builds on previous levels to master strength, flexibility, dance etiquette, and dance history, showcased in 2-3 performances throughout the year.

Commercial Dance 400: Advanced Composition

AHFYHRR4

Course Type: Elective or Art
Prerequisite: Conservatory Dance 300

For the pre-professional dancer eager to utilize previous training to create and design their own choreographic work. Dancers will pair composition exercises with rigorous technique courses to develop their own artistic voice. This course will culminate in a senior capstone project that showcases scholar's skills and competencies acquired throughout their time in the HSLA Dance Program.

IV. Academic Policies

External Exams

Passing Scores

The minimum passing score for each exam is outlined below.

External Exams	Minimum Passing Score For Diploma
AP exam in any subject	3
ELA & Math Regents	4
Science Regents	65
History Regents	70
SAT II: Subject Test in Mathematics Level 1	470
SAT II: Subject Test in Mathematics Level 2	550
SAT Subject Test in Biology E/M**	520
SAT Subject Test in Chemistry**	540
SAT Subject Test in Physics**	530

External Exam Scales

All scholars will be enrolled in courses with external exams. For those courses, each scholar's score on the external exam is factored into their cumulative course grade to determine a final transcript grade. This grade is calculated using the scale below. This calculation is performed in July, after AP and Regents scores are released. As such, scholars will not receive final grades until after July.

Regents: English

Culminating Courses

		Cumulative Course Grade (prior to exam)									
		97% +	93 – 96.99%	90 – 92.99%	87 – 89.99%	83 – 86.99%	80 – 82.99%	77 – 79.99%	73 – 76.99%	70 – 72.99%	Less than 70%
		A+	A	A-	B+	B	B-	C+	C	C-	F
Reg Exam Score	5	A+	A+	A+	A	A-	B+	B	B-	C+	F
	4	A+	A+	A	A-	B+	B	B-	C+	C	F
	3	A	A-	B+	B	B-	C+	C	C-	F	F
	2	A-	B+	B	B-	C+	C	C-	F	F	F
	1	B+	B	B-	C+	C	C-	F	F	F	F

AP

Culminating Courses

		Cumulative Course Grade (prior to exam)									
		97% +	93 – 96.99%	90 – 92.99%	87 – 89.99%	83 – 86.99%	80 – 82.99%	77 – 79.99%	73 – 76.99%	70 – 72.99%	Less than 70%
		A+	A	A-	B+	B	B-	C+	C	C-	F
AP Exam Score	5	A+	A+	A+	A+	A	A-	B+	B	B-	C+
	4	A+	A+	A+	A	A-	B+	B	B-	C+	C
	3	A+	A+	A	A-	B+	B	B-	C+	C	C-
	2	A	A-	B+	B	B-	C+	C	C-	C-	F
	1	A-	B+	B	B-	C+	C	C-	C-	F	F

SAT II

Culminating Courses

		Cumulative Course Grade (prior to exam)									
		97% +	93 – 96.99%	90 – 92.99%	87 – 89.99%	83 – 86.99%	80 – 82.99%	77 – 79.99%	73 – 76.99%	70 – 72.99%	Less than 70%
		A+	A	A-	B+	B	B-	C+	C	C-	F
SAT II Exam Score	750+	A+	A+	A+	A+	A	A-	B+	B	B-	C+
	700-740	A+	A+	A+	A	A-	B+	B	B-	C+	C
	650-690	A+	A+	A	A-	B+	B	B-	C+	C	C-
	600-640	A+	A	A-	B+	B	B-	C+	C	C-	F
	550-590	A	A-	B+	B	B-	C+	C	C-	C-	F
	500-540	A-	B+	B	B-	C+	C	C-	C-	F	F
	500 -	B+	B	B-	C+	C	C-	C-	F	F	F

Senior Exams

Seniors will graduate before all external exam scores are reported. In place of the external exam score, each senior's final practice exam score will be scaled to determine the final transcript grade.

Opting Out

If a scholar is enrolled in an external-culminating course, he or she is required to sit for the external exam. Scholars who fail to sit for the exam will earn the lowest score on the exam (i.e. AP score of a 1).

Opting In

In some cases, a scholar may be interested in taking an external exam not required by their coursework. If a scholar is interested in opting into an external exam, the scholar should direct a request to their advisor. Requests are ultimately approved by school leadership.

In some instances, content teachers may invite scholars to sit for an optional external exam. A scholar's performance on an optional external exam will NOT factor into their final transcript grade.

Course Grading

Terms and Weights

There are four grading terms for SY20/21. The exact weights for each term are:

Q1	Q2	Q3	Q4
15%	25%	30%	30%

Pass/Fail

The following courses are graded on a High Pass / Pass / Fail framework. Courses graded in this framework are not included in the calculation of a scholar's GPA.

Pass/Fail Ranges

Grade	Ranges
HP	90.0 - 100.0
P	70.0 - 89.99
F	0 - 69.99

Pass/Fail Courses

Course	Credits
Freshman Leadership Seminar	1.0
Academic Core Seminar: SAT Prep	0.5
Courses through Columbia University	1.0

AP, Honors, and Academy Grade Weights

Scholars enrolled in AP, Honors, Engineering and Pre-Medical courses will engage with more rigorous material. To account for the level of rigor, each scholar's final cumulative grade will be multiplied by a factor to determine the final transcript grade.

Course	Weight	Example
AP	**1.10**	Cumulative grade: 90% or **A-** Final Transcript grade: 99 or **A+**
Honors	**1.05**	Cumulative grade: 90 or **A-** Final Transcript grade: 94.5 or **A**
Engineering **Pre-Medical**	**1.10**	Cumulative grade: 90% or **A-** Final Transcript grade: 99 or **A+**

Grade Breakdown

Grade	GPA	% Range
A+	4.0	97.0 - 100.0
A	4.0	93.0 - 96.99
A-	3.7	90.0 - 92.99
B+	3.3	87.0 - 89.99
B	3.0	83.0 - 86.99
B-	2.7	80.0 - 82.99
C+	2.3	77.0 - 79.99
C	2.0	73.0 - 76.99
C-	1.7	70.0 - 72.99
F	0.0	0 - 69.99
M	0.0	Missing - 0/100
EX	0.0	Excused - 0/0

Course Breakdown

In each course, a scholar's grade will be determined according to the following framework.

	Non-AP Core, Leadership Seminar & SAT	AP Core, STEM Academy & Academic Electives	Arts & Athletics
Category	**% Weight per Category**		
Classwork & Participation	10.00%	5.00%	70.00%
Homework & Assignments	40.00%	35.00%	
Assessments	50.00%	60.00%	30.00%

Participation

Each week, scholars will earn a grade for their preparation and engagement in class. This grade is indicative of their college readiness and ability to independently direct their learning. scholar participation is graded according to the following rubric:

Grade	Academic Engagement	Professional Engagement
100%	Scholar engages in tasks and discussion eagerly, often, constructively, and at a high quality. Scholar actively and successfully fulfills the characteristics and qualities of excellence in a given content area.	Scholar maintains a high standard of professionalism that contributes positively to the class environment.
85%	Scholar engages in tasks and discussion compliantly, consistently, and at a satisfactory quality. Scholar compliantly seeks to fulfill the characteristics and qualities of excellence in a given content area.	Scholar maintains a satisfactory standard of professionalism.
70%	Scholar engages in tasks and discussion unwillingly, infrequently, and at a low quality. Scholar inconsistently seeks to fulfill the characteristics and qualities of excellence in a given content area.	Scholar maintains an uneven standard of professionalism and/or requires some reminders and coaching around professionalism.
50%	Scholar engagement is of an unacceptable quantity and quality and falls below content area expectations.	Scholar professionalism is unacceptable such that their choices contribute negatively to the class community.

Absence: One unexcused absence drops grade by one level. Two unexcused absences drops grade by two levels. Three or more unexcused absences is an automatic 50.

Course Changes

At the beginning of each semester, scholars will have the opportunity to request changes to their courses.

There are three types of requests a scholar can submit:

- **Switch** - dropping a course in order to enroll in another course
- **Add** - adding a course without dropping any other courses
- **Drop** - dropping a course without adding any other courses

Scholars will be required to submit requests for changes through a *Course Change Request* provided by the Office of the Registrar no later than:

Semester 1

- September 15th for elective courses
- Last day of Quarter 1 for academic core courses

Semester 2

- January 15th for elective courses

Requests are ultimately reviewed and approved by school leadership.

Academic Core Courses

Scholars may request to switch, add, or drop a core academic course. If a scholar chooses to **drop** an academic core course, they must replace it with an elective, barring special exception.

Elective Courses

Scholars may request to switch, add, or drop an elective course. If a scholar chooses to **drop** an elective course, they must replace it with a suitable alternative proposal. Requests will only be approved provided that dropping the elective does not delay the scholar's progress towards graduation.

Assignment Policies

Extra Credit
Within each unit, scholars have the option to complete an extra credit assignment. High quality extra credit assignments can improve a scholar's quarterly course grade by up to 3%.

Late Assignments
Scholars are not permitted to submit assignments after the due date. All late assignments are considered missing. If circumstances warrant an exception, scholars may petition their content teacher to grade the assignment for full credit. At the end of each quarter, teachers will drop the lowest homework grade in each class.

Missing Assignments
Missing assignments are notated by an "M" in the gradebook, and earn a score of zero.

Extensions
In unique instances, a scholar may be granted an extension. Extensions rarely exceed the span of a week. The scholar should direct the request to their content teacher.

Excused Assignments
In the case of extenuating circumstances, such as a family emergency, a scholar may petition to excuse an assignment. The scholar should direct the petition to their content teacher. Requests are ultimately approved by school leadership.

Excused Absences
If a scholar is absent and excused, the scholar is NOT excused from assignments due during that time. The scholar can elect to submit classwork and/or homework that was missed on the day of absence. The scholar has one week from the date of return to submit the missed work. If the scholar fails to reach out and/or fails to complete the assignment, the assignment will be considered missing.

If a scholar is absent and excused, the scholar is still expected to submit other assignments due later in the week on time. If a scholar is absent for three or more days, they may petition the teacher for an extension until the following Monday.

> *Example:*
> *scholar A is absent Monday and Tuesday. She missed a reading quiz and a history on-demand writing prompt. scholar A has until the following Wednesday to reach out to her English and History teachers to make up the work.*
>
> *scholar A also has a math homework packet due on Friday. She is still expected to complete the packet by Friday, unless she is petitioning for and is granted an extension (until Monday) from her math teacher.*

Academic Failure

Failed Courses

If a scholar earns a cumulative grade of less than 70%, they have failed the course. When a scholar fails a course, they DO NOT earn credit for the course. If the scholar is unable to earn 23 credits in four years, they will need to complete additional year(s) of coursework in order to graduate. If a scholar fails more than two core academic courses during high school, they will need to complete an additional year of coursework.

Failed External Exams

If a scholar fails an external exam, they will have the opportunity to retake the corresponding Regents exam at a future administration date within one school year of the failed exam.

If the scholar does not elect to retake and/or does not pass on another administration day, and needs the exam to graduate, the Principal may require the scholar to retake both the course and the exam.

If the scholar needs the exam in order to graduate, the Principal may mandate that they retake the exam.

If the scholar does not need the exam to graduate, he / she is not required to retake the exam.

The school will not arrange for scholars to retake AP or SAT II exams. Scholars may elect to retake SAT II exams on their own through the College Board. In rare instances, scholars may petition to retake an AP exam. The scholar should direct the petition to their advisor. Requests are considered by committee, and must be approved by the Principal.

Academic Probation

It is important to remain in good academic standing throughout high school to remain on track for graduation. scholar academic progress will be reviewed every quarter. Any scholar who meets the below criteria is not considered in good academic standing.

Academic Warning is a designation for scholars whose grades show, at the end of a quarter:

- two or more C minus grades (70-72.99%) in core content courses, - OR -
- a HS Cumulative GPA of C (73-76.99%)

Following an Academic Warning, scholars must:

- ❏ Attend a meeting with their parent, and advisor at the beginning of probationary period
- ❏ Meet with their advisor biweekly to review grades, discuss current academic standing, and to develop and check-in on an academic plan for successful improvement
- ❏ Attend office hours to get one-on-one support

Academic Warning scholars may participate in teams and clubs at the discretion of the grade-level Dean and the Dean of Arts and Athletics.

Academic Probation is a designation for scholars whose grades show, at the end of a quarter:

- one or more F's (69.99 or below) in core content courses, - OR -
- a HS Cumulative GPA of C minus (70-72.99%) or below

A scholar does not need to be on Academic Warning to be placed on Academic Probation; any scholar with one or more F's in core content courses is automatically placed on Academic Probation.

Following an Academic Probation, scholars must:

- ❏ Attend a meeting with their parent, and advisor at the beginning of probationary period

- ❏ Meet with their advisor weekly to review grades, discuss current academic standing, and to develop and check-in an academic plan for successful improvement
- ❏ Attend office hours to get one-on-one support
- ❏ Attend daily study sessions during lunch until the next review process. Any scholar who is late for or does not attend a Lunch Study session will have one lunch study added to the end of their review period. Scholars may bring their lunch or get their lunch in the cafeteria, but attendance will be taken 10 minutes after the start of the lunch period

Scholars on Academic Probation may not participate in art, athletic or co-curricular activities, but may petition their grade-level Dean and the Dean of Arts and Athletics to review their eligibility.

Extended Medical Leave

In rare instances, a scholar may need to be absent from school for longer than a week. A scholar who requires extended absence may be placed on extended medical leave. In this instance, the advisor, content teachers, and school leadership will work with the scholar and family to plan an alternative instructional plan. While on extended medical leave, scholars are not permitted to be on HSLA campus.

V. Course Request Codes

Use the following course codes when submitting your course requests.

Course Code	Course Name	Grade Levels
	ACADEMIC CORE	
	ENGLISH	
ELFYHRR9	Freshman Reading and Composition	9
ELFYHRR0	Canonical Works of American Literature	10
ELFYHAR1	AP Literature: Canonical Works of Global Literature	11
ES12HREC	Critical Perspectives in Literature	12
ES12HRER	Old, Middle, and Modern English Literature	12
EWHYHRE	Creative Writing Workshop	12
	HISTORY	
HGFYHRR9	Pre-Modern World History	9
HGFYHAR0	AP Modern World History	10
HRFYHAR	AP European History	10-12
HAFYHAH	AP Art History	9-12
HUFYHRR2	U.S. History and Government	11-12
HEFYHAR1	AP Macroeconomics	11-12
HEFYHAH	AP Microeconomics and Macroeconomics	11-12
	MATH	
MGFYHRR9	Geometry	9
MTFYHRR	Algebra II	10
MTFYHHR	Advanced Algebra and Pre-Calculus	10
MPFYHRR	Pre-Calculus	11
MCFYHHRA	AP Calculus AB	11-12
MSFYHAR2	AP Statistics	11-12

SCIENCE		
SBFYHRR	Principles of Biology	9
SPFYHRR	Principles of Physics	10
SCFYHRR	Principles of Chemistry	11
SBFYHAR	AP Biology	10-12
SCFYHAR	AP Chemistry	10-12
SP11HAC	AP Physics C (at Columbia University)	11-12
MN12HHEM	Mechanical Engineering and Electrical Engineering	11
PM12HHEM	Pathophysiology and Medical Microbiology	10

COMPUTER SCIENCE		
CCFYHRR1	Introduction to Computer Science	9-12
CDFYHRR1	Introduction to Data Science	10-12
CFFYHRR1	Back-end Web Development Flask	10-12
CMFYHRR1	Machine Learning and Advanced AI	11-12

ARTS

VISUAL ARTS		
AAFYHRR1	Visual Arts 100: Studio Arts	9-12
AAFYHRR2	Visual Arts 200: Art in Theater	10-12
AAXXHRR4	Visual Arts 401: Artist Apprenticeship	11-12
AFFYHRR1	Filmmaking 100: Film Theory and Production	9-12
APFYHRR1	Photography 100: Digital Photography	9-12
APFYHRRJ	Photography 101: Contemporary Photojournalism	9-12
APFYHRR2	Photography 200: Digital Imaging	10-12
APFYHRR4	Photography 400: Conceptual Imaging	11-12

CHESS		
TCXXHRR1	Chess 100: Essentials of Play	9-12
TCXXHRR2	Chess 200: Advanced Opening Theory	10-12

TCXXHRR4	Chess 400: Aspiring Masters	11-12
MUSIC		
ACFYHRRM	Choir 100: Mixed Chorus	9-12
ACFYHRRT	Choir 101: Treble Choir	9-12
ACFYHRR3	Choir 300: Bel Canto	10-12
ACFYHRR4	Choir 400: Chamber Chorale	11-12
AMFYHRR1	Music 100: Concert Band	9-12
AMFYHRRP	Music 101: Pep Band	9-12
AMFYHRR2	Music 200: Symphonic Winds	10-12
AMFYHRR4	Music 400: Jazz Band	11-12
THEATER		
ADFYHRR1	Theater 100: Foundations in Theater	9-12
ADFYHRR2	Theater 200: Techniques and Performance	10-12
ADFYHRR3	Theater 300: Classical and Contemporary Styles	11-12
ADFYHRR4	Theater 400: Scene Study and Auditions	12
ATFYHRR1	Theater Technology 100: Introduction to Equipment	9-12
ATFYHRR2	Theater Technology 200: Theater Systems	10-12
ATFYHRR4	Theater Technology 400: Mainstage Productions	11-12
ATHLETICS		
SPORTS		
PFXXHRR1	Foundations in Fitness and Conditioning	9-12
PYXXHRR1	Yoga 100: Hatha Yoga	9-12
PTXXHRR2	Track 200: Sprints and Hurdles	10-12
PTXXHRR3	Track 300: Emerging Elite Track Team	11-12
PTXXHRR4	Track 400: Elite Track Team	11-12
PBXXHRR1	Basketball 100: Trusted Training	9-12
PBXXHRR2	Basketball 200: Skill Acquisition	10-12

PBXXHRR4	Basketball 400: Offensive and Defensive Schemes	11-12
	DANCE	
ABFYHRR1	Conservatory 100: Theories of Dance	9-12
ABFYHRR2	Conservatory 200: The American Tapestry	10-12
ABFYHRR3	Conservatory 300: Performance Techniques	11-12
ABFYHRR4	Conservatory 400: Advanced Composition	11-12
AHFYHRR1	Commercial 100: Global Perspectives in Dance	9-12
AHFYHRR2	Commercial 200: The African Diaspora	10-12
AHFYHRR3	Commercial 300: Performance Techniques	11-12
AHFYHRR4	Commercial 400: Advanced Composition	11-12