

# York SCHOOL

## Course Planning and Curriculum Guide

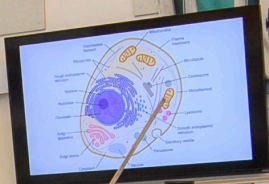
York's Course Planning and Curriculum Guide is designed to provide students and families with a comprehensive overview of York's academic program and annual course planning process.

2024-25



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Students are seated at desks, some with open notebooks and pencils. The desks are arranged in rows, and the students are facing the front of the classroom where the teacher is standing.

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# MISSION AND VALUES

## OUR MISSION

We inspire and prepare a diverse community of creative, independent thinkers.

## OUR VALUES

We believe empowering students to be curious, to ask questions, and to engage in conversation prepares them for higher education and fulfilling lives. With an open and inquisitive mindset, York Students can discover the most about themselves and the world.

## DIVERSITY

We believe having a student body and faculty diverse in talents, viewpoints, and backgrounds creates the highest-quality learning experience while fostering local and global connections. Students learn from the experiences, heritages, and stories of their classmates and teachers, and push their own understanding through this exposure to multiple perspectives and voices.

## INCLUSIVITY

We believe our actions should be guided by the following principles: honesty, respect, responsibility, and compassion. Valuing these principles creates and encourages an open-dialogue where students feel safe to express new ideas, new arguments, and new passions.

# LEARNING OUTCOMES

*York's student learning outcomes outline the school's goals for student growth and integrate our mission into the daily school experience. By achieving these learning outcomes, York students will develop academic confidence, critical thinking skills, and courageous leadership.*

## CREATIVE, INDEPENDENT THINKERS

Students explore and evaluate multiple perspectives across a variety of curricular areas; demonstrate active listening, curiosity, and risk-taking; and discover and develop interests, passions, and purpose.

## EFFECTIVE COMMUNICATORS

Students speak and write with precision and purpose for diverse contexts and audiences; express ideas and information compellingly and creatively; and practice empathy and collaboration.

## COURAGEOUS LEADERS AND PROBLEM SOLVERS

Students tackle complex problems to better understand the world and their place in it; cultivate personal integrity in order to be responsible leaders; and are action oriented and seek to effect positive change.

## GLOBAL PARTICIPANTS & COMMUNITY-MINDED CITIZENS

Students practice cultural curiosity and flexibility; develop a nuanced and profound understanding of relevant issues and diverse cultures; and demonstrate active civic involvement and social responsibility.



# SCHEDULE



## York School 2024-2025

	A	B	C	D
PERIOD 1 8:30-9:30	BLOCK 1	BLOCK 6	BLOCK 2	BLOCK 7
COMMUNITY BLOCK 9:35-10:30	BREAK	TUTORIAL / JAZZ BAND / FACULTY GLM	BREAK	TUTORIAL CHOIR / CHAM
	PATH ADVISORY		CLUBS	
PERIOD 2 10:35-11:35	BLOCK 2	BLOCK 7	BLOCK 5 JAZZ BAND / CHAMBER / TUTORIAL	BLOCK 4
LUNCH 11:40-12:10	LUNCH	LUNCH	LUNCH	LUNCH
PERIOD 3 12:15-1:00	BLOCK 3	BLOCK 8	BLOCK 1	BLOCK 6
PERIOD 4 1:05-1:50	BLOCK 4	BLOCK 3	BLOCK 8	BLOCK
WORKJOBS 1:55-2:00	WORKJOBS	WORKJOBS	WORKJOBS	WORKJOB
PERIOD 5 2:05-2:50	BLOCK 5 CHOIR / CHAMBER / TUTORIAL	BLOCK 4	BLOCK 3	BLOCK 8
3:00-	CO-CURRICULARS	CO-CURRICULARS	CO-CURRICULARS	CO-CURRICUL

## A-H SCHEDULE

	E	F	G	H
<b>BLOCK 7</b>	<b>BLOCK 5</b> JAZZ BAND / CHAMBER / TUTORIAL	<b>BLOCK 4</b>	<b>BLOCK 3</b>	<b>BLOCK 8</b>
<b>TRIAL CHAMBER</b>	<b>BREAK</b>	<b>FORUM / FLEX TIME</b>	<b>BREAK</b>	<b>LATE START WEDNESDAY MAKE-UP</b>
	<b>CLASS MEETINGS / CLASS OFFICERS</b>		<b>STUDENT COUNCIL</b>	
<b>BLOCK 4</b>	<b>BLOCK 3</b>	<b>BLOCK 8</b>	<b>BLOCK 1</b>	<b>BLOCK 6</b>
<b>CH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>BLOCK 6</b>	<b>BLOCK 2</b>	<b>BLOCK 7</b>	<b>BLOCK 5</b> CHAMBER / TUTORIAL	<b>BLOCK 4</b>
<b>BLOCK 1</b>	<b>BLOCK 6</b>	<b>BLOCK 2</b>	<b>BLOCK 7</b>	<b>BLOCK 5</b> CHAMBER / TUTORIAL
<b>JOBS</b>	<b>WORKJOBS</b>	<b>WORKJOBS</b>	<b>WORKJOBS</b>	<b>WORKJOBS</b>
<b>BLOCK 8</b>	<b>BLOCK 1</b>	<b>BLOCK 6</b>	<b>BLOCK 2</b>	<b>BLOCK 7</b>
<b>CULARS</b>	<b>CO-CURRICULARS</b>	<b>CO-CURRICULARS</b>	<b>CO-CURRICULARS</b>	<b>CO-CURRICULARS</b>

UPDATED 6.23.2023

# GRADUATION REQUIREMENTS

The mission of York School is to develop a diverse community of creative, independent thinkers. To that end, in order to earn a diploma from York School, students must fulfill specific requirements geared for this development. And, while all students fulfill these same requirements, the School allows for individual differences and encourages the pursuit of specific interests within the program.

Graduation from York requires more than an accumulation of courses or credits, and, accordingly, students may only be awarded a York diploma after completing York's program requirements. Without exception, students are expected to be enrolled at the school for 12<sup>th</sup> grade. And, while rare, waivers to graduation requirements are sometimes granted if there is good cause.

The York School program requirements fall into three categories:

**Academics**

**Athletics / Health & Fitness**

**Service Learning**

## ACADEMICS

### **Grade 8**

Students in York's 8<sup>th</sup> grade take a combination of courses unique to their grade level and courses with students in upper grade levels. Six courses are required, including grade level-only courses in arts, English, history, and science. Students also enroll in appropriate math and world language courses, based on their individual levels. Students can choose to take a music ensemble, including Choir, Jazz Band, and Strings.

### **Grades 9-12**

York School values a breadth of study, so requires the following distribution requirements for graduation. Requirements for students who enter York after the 9<sup>th</sup> grade may be altered based upon the student's previous study. Each semester, students must enroll in six courses, except 12<sup>th</sup> graders, who may take five courses. Students who wish to take seven courses must obtain the permission of the Director of Teaching & Learning.



ARTS	1 credit	One full credit in either visual arts or performing arts. Some arts courses are year-long courses and others are semester long. In performing arts, the credit may be attained by completing two years of a music ensemble, which are graded, year-long courses and earn the student 0.5 credit per year. Music ensembles may be taken in addition to a student's six courses.
ENGLISH	4 credits	English is required each year: English II in 9 <sup>th</sup> grade, English III in 10 <sup>th</sup> grade; English IV in 11 <sup>th</sup> grade, and English V in 12 <sup>th</sup> grade.
HISTORY	3 credits	Three credits are required: Modern World History I (9 <sup>th</sup> grade), US History (10 <sup>th</sup> grade), and two semester-long electives in either 11 <sup>th</sup> grade or 12 <sup>th</sup> grades.
MATHEMATICS	3 credits	Three years of math are required, through the 11 <sup>th</sup> grade and including Algebra II.
SCIENCE	3 credits	Three years of science are required: Biology (usually taken in 9 <sup>th</sup> grade), Chemistry or Physics, and one other year-long science course.
WORLD LANGUAGES	3 credits	Students are required to complete three years of a world language, either Mandarin or Spanish, through at least level III of that language.
LEADERSHIP	0.5 credit	All 9 <sup>th</sup> graders are required to take the one-semester course, "Foundations in Leadership."

# ATHLETICS AND HEALTH & FITNESS

The mission of York School Athletics is to strive for the highest level of personal growth and athletic excellence. To fulfill this mission, we strive to compete fairly and respectfully and we strive to develop our student-athletes' skills, competitive drive, perseverance, and integrity. York School Athletics is built on competition and participation so students can improve their athletic abilities, work with teammates toward a common goal, and practice sportsmanship.

In order to fulfill the Athletics graduation requirement, students must participate in two out of three seasons of either an interscholastic sport or a health & fitness activity. During each season the Athletics/Health & Fitness period is an integral part of the school day, and attendance in these activities is mandatory. Team sports typically meet from 3:00 p.m. to approximately 5:00 p.m. Health & Fitness activities usually meet two days per week for approximately 90 minutes.

## INTERSCHOLASTIC TEAMS

York School is part of the Pacific Coast Athletic League (PCAL). Under league rules, only students in grades 9-12 may participate in interscholastic sports practices and competitions. Team sports are open to any student in grades 9-12 interested in participating, whether new to the sport or experienced practitioners. Interscholastic team sports meet Monday through Friday afternoons.

### FALL ATHLETICS

- Cross Country - Coed
- Field Hockey - Girls
- Tennis - Girls
- Volleyball - Girls
- Water Polo - Coed

### WINTER ATHLETICS

- Basketball - Boys
- Basketball - Girls
- Soccer - Boys
- Soccer - Girls

### SPRING ATHLETICS

- Golf - Coed
- Lacrosse - Girls
- Swimming - Coed
- Tennis - Boys
- Track & Field - Coed
- Volleyball - Boys



## ELIGIBILITY

In order to maintain eligibility for Interscholastic sports, students must remain in good academic standing. Students transferring to York after the beginning of their 9<sup>th</sup> grade year will need to file the appropriate Sports Eligibility Transfer paperwork. These forms require the signature of the previous school's Athletic Director and that of the York School Athletic Director.

## HEALTH & FITNESS

Activities usually meet twice a week (Monday/Wednesday or Tuesday/Thursday). These activities vary, and students are encouraged to try different activities. Sample Health & Fitness Activities include:

- Mountain Biking
- Outdoor Basketball
- Ultimate Frisbee
- Weight Training
- Yoga

## Independent Athletics/Health & Fitness

Students may participate in an organized independent team sport or fitness activity not offered at York (e.g., martial arts, equestrian, ballet, club sports, etc.) in lieu of participating in York offerings. Credit for these independent activities is subject to the approval of the Health & Fitness Coordinator.



# SERVICE LEARNING

York students have the opportunity to bring fun, collaboration, and hard work, as well as York's core values of honesty, respect, responsibility, and compassion to their varied volunteer roles in order to help the community grow closer and stronger. The goals of the service learning program are for students to make meaningful and positive contributions to their communities and to gain a unique experiential educational opportunity. By extending the boundaries of school, the service requirement strives to engage students in the world outside of their own, build upon their existing skill set, and broaden their horizons.

The York School Service Learning graduation requirement is part of the larger, school-wide Service Learning initiative designed to strengthen the community stewardship ethic and deepen learning through volunteerism and community involvement. What we call the "Service Learning Internship" serves different purposes for the three constituent groups involved (students, community organizations, and York School). Students learn first-hand about social and environmental issues, gain experience beyond the school campus, and experience personal growth and expanded self-awareness. Community organizations benefit from expanded capacity, potential staff recruitment, and increased visibility. And, finally, through this program, York is able to support and engender contributions to the broader community, strengthen our resource network, and nurture a service ethic in the school body.

Service internships must be:

- Approved by the Director of Service Learning before the internship is started;
- A total of 40 hours between grades 9-12, with a minimum of 20 hours per agency;
- Non-paying and done outside of York, with a local, non-profit organization;
- Evaluated by the student, through a reflection, and the internship supervisor, at the conclusion of the internship;
- Completed before the fourth quarter of the student's senior year.

Students may explore completing internships after school, during an athletic season off, on weekends, and school breaks or summer vacation. Students are encouraged to do one internship in their 9<sup>th</sup> and/or 10<sup>th</sup> grade year and a second one in their 11<sup>th</sup> and/or 12<sup>th</sup> grade year. The process of setting up an internship is part of the experience; thus, students should handle essential communication and coordinate details through the Director of Service Learning. Please note that students may not work directly under the supervision of a parent or close relative.

It is hoped that through the service learning internship experience, the student will encounter people, places, and situations that challenge ways of thinking. The service should challenge preconceptions, raise questions, and embrace different ways of thinking, whereby engaging the student in a process of self-discovery, social responsibility, and growth. The reciprocal nature of learning and giving through community involvement is a cornerstone of our program.



# ACADEMIC POLICIES & PROCEDURES

## GRADES

Final grades are the only grades entered on the student's official transcript. Once recorded at year's end (or end of semester for a semester-long course), grades become part of a student's permanent record. A grade is a single representation of several aspects of a measurement of progress, level of current mastery, recommendation for advancement or placement into the next level of a course, and potential indicator of additional support needed. The goal of grades is not to rank students, reward effort, or assess students' character.

## CREDIT

Students earn one credit for successful completion (D or above and C or above in English courses) of most year-long courses and one-half credit for single-semester courses. Students receive one-half credit for year-long music ensembles, except for Chamber Choir, which earns students a full credit. Credit is not awarded for courses in programs not sanctioned by York, since a York transcript represents work completed at or under the auspices of the school.

## ONLINE LEARNING

York wants interested students to have access to quality online courses as part of their high school experience. Students enrolling in any online course must seek approval from the Director of Teaching & Learning.



## ADVANCED CURRICULUM

York aims to offer students the best educational opportunities possible in order to prepare students for life after York. To this end, York offers a challenging curriculum, including a variety of advanced courses. The highest level of advanced coursework features Advanced Placement (AP) and York Advanced Studies courses (YAS).

The Advanced Placement (AP) program is a curriculum that is designed and sponsored by the College Board. The AP curriculum offers standardized courses in individual subjects that are meant to be comparable to college level courses. York offers a number of math, science, and arts courses based on the AP curriculum and which prepare students for the corresponding AP exams. Students who enroll in an AP course are expected to take that course's AP exam. In some cases students may choose to take an AP exam even without taking the AP course. A student who plans to sit for an AP exam without taking an AP class must receive permission from the Director of Teaching & Learning.

Some York courses have distinctive features that set them apart as particularly challenging and comparable to college level courses, even though they are not part of the College Board's Advanced Placement (AP) curriculum. These courses are designated as York Advanced Studies (YAS). Students who wish to enroll in either AP or YAS courses must receive approval from the appropriate Department Chair and the Director of Teaching & Learning. Students who successfully pass and complete an AP or YAS course receive additional weight in the calculation of the Grade Point Average (GPA).

Advanced coursework is not required to earn a York diploma, though, since every discipline culminates in advanced coursework, many students elect to take advanced courses toward completion of graduation requirements and electives. In addition, colleges take these advanced courses into consideration for admission, including the University of California, which recognizes both YAS courses and AP courses as honors-level curricula. However, every college has its own policy about admissions, credit, and placement, and students should research policies for colleges in which they are interested. The Director of College Counseling is also available to assist in this research.



# COURSE PLANNING AND COURSE SELECTION

The course selection process for the following academic year begins early in the second semester with course planning meetings for each grade level. During the process students consult with their teachers, Department Chairs, the Director of College Counseling, and the Director of Teaching & Learning. Students should exercise care in selecting their courses so they satisfy both York School graduation and college admission requirements, while at the same time exploring subjects and opportunities and pursuing interests and passions. When in doubt, students should confer with the Director of Teaching & Learning regarding York requirements or the Director of College Counseling regarding college admission requirements.

## COURSE LOAD

Students must enroll in six courses each semester, except for students in 12<sup>th</sup> grade, who must enroll in a minimum of five courses. Students who wish to take seven courses must obtain the permission of the Director of Teaching & Learning. Music Ensembles, which are graded courses and meet fewer times per cycle, may be taken in addition to the six courses. Students wishing to take more than four advanced courses, including Advanced Placement (AP), York Advanced Studies (YAS), or Honors courses, must receive permission from the Director of Teaching & Learning. For students wishing to take seven courses or more than four advanced courses, the Director of Teaching & Learning will consult with the Department Chair and Director of College Counseling.

We encourage students to take the following load of courses each year:

### **Grade 8**

Six courses: English I, History, Science 8, Arts 8, a math course, and a world language course. All 8th graders also enroll in Study Period. Students can also take a music ensemble.

### **Grade 9**

Six courses: English II, Modern World History, Biology, a math course, a world language course, a semester-long course in leadership, and another semester elective, such as an arts course or Code+Design. Students can also take a music ensemble.

### **Grade 10**

Six courses: English III, US History, a science course, a math course, a world language course, and an arts course, technology course, or even a second science. Students can also take a music ensemble.

### **Grade 11**

Six courses: English IV, a history elective, a science course, a math course, a world language course, and either an arts course or a second history or science course. Students can also take a music ensemble. Juniors add the college counseling course, Pathways, in the second semester, which meets once per cycle. Some juniors also join the Distinguished Scholars Program, which meets once per cycle.

### **Grade 12**

Five or six courses: Because many seniors choose to enroll in one or more advanced curriculum courses and take Pathways in the first semester to help them in the college application process, students in their senior year sometimes take only five courses. English V is the only required course, and depending on where seniors are with graduation requirements, there are many options to add courses based on personal interest.



## COURSE ENROLLMENTS & CANCELLATION

During the construction of student schedules, the school makes every attempt to fulfill student course requests. However, because of the wide variety of course offerings, the limitation in periods, and the general complexities of scheduling, students are not always able to take all requested classes. A course with low enrollment may be canceled at any time up to the first week of classes. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

## COURSE CHANGES

Students may request discretionary course changes at the beginning of each semester. To request a change with the Director of Teaching & Learning, a student must first obtain the permission of a parent/guardian and, if the student is a senior, the Director of College Counseling. The school only considers requests for course changes, not requests for different sections, and not all changes can be accommodated. Students have until the end of the first three weeks of the semester to request these changes. There is an extended course change period for necessary course changes, such as moving from an advanced-designated course to a regular section or dropping a course because of a heavy load.



# ACADEMIC SUPPORT

By design, there are several levels of support and counseling for students. In addition to consulting with teachers, students, as well as parents, are invited to contact the following at any time.

## DIRECTOR OF TEACHING AND LEARNING

Oversees the curriculum and coordinates course selection and scheduling. Permission from the DTL is required in order to take seven classes, multiple advanced-level courses, or to change courses.

## DIRECTOR OF COLLEGE COUNSELING

Provides guidance on college selection, admission requirements, application procedures, and College Board/ACT standardized tests. Seniors and juniors meet with the College Counselor individually and in a scheduled class entitled "Pathways," where they work on all aspects of the college admissions process.

## DEPARTMENT CHAIRS

Manage their academic departments, including overseeing the departmental curriculum and goals, and thus have a superior understanding of course progressions and student placement.

## LEARNING SPECIALIST

Available to assist students with study skills, to work with teachers in planning appropriate academic support, and to coordinate and review diagnostic testing.



# COLLEGE COUNSELING

York's College Counseling Program provides students guidance throughout the college search and application process. Our goal is to help students find colleges where they will be challenged, where they will be happy, and where they will be successful. We do this by guiding, counseling, questioning, recommending, referring, suggesting, and informing. In return, we expect each student to take control of the process. Students who are happiest about the college process are those who ask themselves the hard questions, understand their abilities and needs best, and who are, therefore, willing to work to find good fit colleges during the college search.

To accomplish this, there are many tools we will utilize, including:

- Pathways—a required course for all juniors and seniors, designed to guide students through the search and application process and help them stay on track, including work on their personal statements
- *College Matters* e-Newsletter—a great resource for junior and senior parents to stay up-to-date on the month's tasks
- Exam Preparation—we have many online and physical resources for students to use when preparing for standardized exams
- On-campus College Visits—to help learn about the many colleges and universities out there, we bring as many representatives to campus.



# DISTINGUISHED SCHOLARS PROGRAM

## OVERVIEW

York's Distinguished Scholars Program is for students who have demonstrated a sustained commitment to one of four areas of study. This concentration is designed to allow students the ability to shape a deep and personalized approach to their studies. Since students must go above and beyond the regular York graduation requirements to complete the program, they will be asked to be creative, take initiative, and exhibit a growth mindset. Students who successfully complete the program will be recognized at commencement ceremonies, receive a notation on their official transcripts, and have the opportunity to highlight their participation on their resume.

## AREAS OF STUDY

- **Arts:** This area of study prepares students to interpret works from multiple artistic disciplines (visual, musical, dramatic) and even create their own original work. As a capstone project, students work on a creative piece, which might be a performance, a written play, or an original art installation or exhibit.
- **Community Engagement:** This area of study provides students opportunities to examine root causes of community problems or inequities and become leaders and problem solvers who envision possible solutions to these challenges. Students will work with a community partner agency to gain firsthand experience with community organizers and leaders.
- **Global Studies:** This area of study provides students with opportunities to explore global dynamics and gain advanced global competencies. Students will complete academic coursework related to global inquiry, extra-curricular enrichment, and educational travel.
- **STEM:** Students develop skills necessary to excel in post-York opportunities in science, technology, engineering, and math. As a capstone project, students engage in original research under the guidance of a member of the professional STEM community.

## REQUIREMENTS

All four areas of study require students to demonstrate their commitment to their chosen area and mastery of the York Learning Outcomes through completion of or participation in the following:

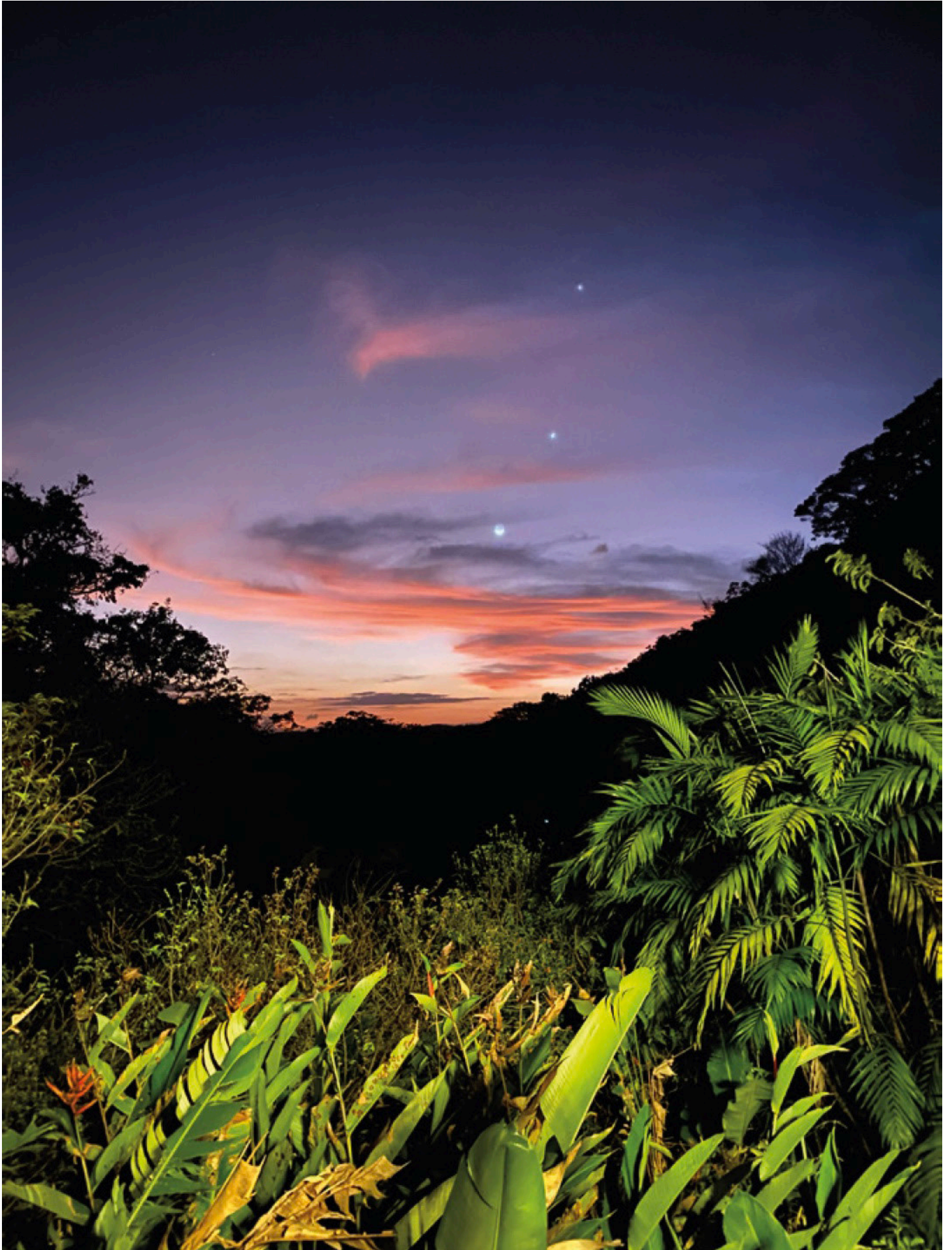
- Related coursework
- Relevant extracurricular activities
- Capstone project (started in the second semester of the junior year and completed by the end of the first semester of the senior year), which, depending on the area of study, can involve either an external internship, research project, service learning project, or study abroad experience.

## TIMELINE & PROCESS

Under the guidance of the Coordinator of the Distinguished Scholars Program, students work toward this distinction based on the following timeline:

- **10<sup>th</sup> Grade:** Students apply for the program, with an area of focus, in the second semester of sophomore year, allowing them to plan out their coursework and activities for their junior and senior years.
- **11<sup>th</sup> Grade:** During their junior year, students propose and begin to work on a capstone project, which has the goal of developing their knowledge of and proficiencies in their chosen area of study.
- **Summers:** The summer months provide an opportunity for students to work on their project, engage in an internship, or travel abroad to further the experiences in their chosen area of study.
- **12<sup>th</sup> Grade:** In their senior year, students complete their capstone project.





# COSTA RICA PROGRAM

Since 2022-23, with the inaugural year of the Costa Rica and Sustainability program, York has partnered with the Council on International Educational Exchange (CIEE) to take students to its Monteverde campus in Costa Rica for a week of experiential learning, exploring firsthand the scientific and social causes and consequences of climate change in the Monteverde Cloud Forest Biological Preserve. Students attend classes by local professors and professionals to investigating sustainability, focusing on how Costa Rican institutions has become a world pioneer in climate change mitigation and a leader in establishing green economic practices. Nature walks and field work inspire students to develop research questions and solutions in order to bring their learning back to the York community.



# ARTS

The arts play an important role in the life of York School. All our students participate in the arts at some level and many are involved in a wide range of arts activities. With five music ensembles available, students enjoy Choir, Chamber Choir, Jazz Band, and String Ensemble. Our theatre program presents at least one production each year, with opportunities for work in technical theatre. In the visual arts we offer classes in drawing, painting, and digital photography. The art studio is a wonderful place to explore and celebrate the diversity that is so highly valued at York School. All our classes, ensembles, and productions are designed both to be accessible to beginning students and challenging for those more advanced. Beginning students often discover hidden talents in themselves, and students with exceptional ability in the arts, who may be considering college and professional work in the field, will find many rich opportunities at York.

Requirements: In Grade 8, students enroll in Arts 8. In Grades 9-12, students must complete at least one full credit in either visual arts or performing arts. In performing arts, the credit may be attained by completing two years of a music ensemble, which are graded, year-long courses and earn the student 0.5 credit per year.

## GRADE 8

### ARTS 8: AN EXPLORATION OF PERFORMING ARTS

Year Course, 1 credit

Required: 8

Arts 8 is an exploration of finding confidence in your own voice. We build that confidence through the mediums of theatre, musical theatre, and music. We start the year with learning about how the theatre works, how to use correct theatrical vocabulary, and feeling comfortable in the physical space. Then we move into communication styles: pantomime, nonverbal, improvisation, monologues and scene work. Then we will work on taking those skills into collaborative presentations about the history of musical theatre. The class will have the opportunity to see a live mainstage professional production, and get an overview of how musical theatre has shaped American society. Finally, we take the opportunity to learn a new instrument: the ukulele. This allows students to find their musical voice, by learning the technique to play and sing their own song by the end of the year.





## VISUAL ARTS

Our visual arts program offers students a new way of seeing their world and expressing their creativity. It is a chance to build better problem solving skills and strengthen their confidence, as well as develop passions and hobbies that resurface throughout their lives. Students begin with a foundation art course that centers on drawing and incorporates a variety of media such as charcoal, pastel, pen and ink, color study, and printmaking. York's art teachers are very active in their fields and are fully involved in the professional art community in Monterey County. Their experiences enhance the curriculum in the classrooms and give real world vitality to the program.

### STUDIO ART I: FOUNDATION

Semester Course; 0.5 credit

Open to: 9, 10, 11, 12

Prerequisites: none

This is an introduction to art with no experience necessary. The class is focused on drawing fundamentals for the first 6 weeks; covering contour, texture, line gesture, value, and perspective while emphasizing the need to observe and develop coordination between the eyes and hands. Students will research and write about periods in art history that appeal to them, developing personal tastes and preferences, and defending those positions to their peers and teacher. In the second quarter, students are introduced to the modalities of color, printmaking, painting, and sculpture.

### STUDIO ART II: DRAWING

Fall Semester Course; 0.5 credit

Open to: 10, 11, 12

Prerequisites: Studio Art I: Foundation

In this course students will have the opportunity to further their exploration of drawing mediums. This is the core experience of any artist. The semester will include reductive drawing (using an eraser and graphite powder layers), dry-point etching, the use of charcoal on different surfaces, reductive linoleum prints using three colors, textured drawings using India ink, and more. Exercises will be aided by examples, demos, videos, and guest artists. Research and writing exercises will also be employed as well as weekly critiques.

### STUDIO ART II: PAINTING

Spring Semester Course; 0.5 credit

Open to: 10, 11, 12

Prerequisites: Studio Art I: Foundation

In this course students will have small canvases to create each exercise dealing with a specific design element. Value, pattern, balance, color, emphasis, texture, and more will be covered in these small works of art. The idea is to encourage more starts, turnover and a robust environment to experiment, make mistakes, and develop painting skills. We will start in acrylic and with still life and explore animals, abstraction, portraiture, the human form, and landscape. These exercises will be interspersed with demos, artist of the week talks, and writing exercises.

### **STUDIO ART III: BUILDING YOUR PORTFOLIO**

Semester Course; 1 credit

Open to: 11, 12

Prerequisites: Studio Art II: Drawing or Studio Art II: Painting

Studio Art III allows students to build a portfolio throughout the course of a year. Highlighting this process is a concentration or “sustained investigation” of a particular theme chosen by the student. In this way each portfolio is meant to be personal and evolving with new experiences. Studio Art III students will develop familiarity with many styles and means of artistic expression that will help encourage original designs. Students will be encouraged to use multiple mediums and a variety of subjects. This is a full-year course that requires a high level of autonomy, motivation, and love for the visual arts. Students are exposed to the art world through field trips to galleries and museums, visiting artists, research, and critiques. This course is recommended to be taken in the junior year in preparation for AP Studio Art in the senior year.

### **AP STUDIO ART: DRAWING**

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Studio Art III & permission from Arts Department Chair

Drawing allows students to create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. The work expectations are significant in this advanced class, and the bulk of each project is expected to be completed outside of class.

### **DIGITAL PHOTOGRAPHY**

Fall Semester Course; 0.5 credit

Open to: 9, 10, 11, 12

Prerequisites: none

This class will not only give students the basic technical tools they need to take better photographs but also give them the ability to become a more observant person and to see the visual world in a fresh new way. The journey begins with learning to get the most out of the camera students usually have with them - the one built into phones. Students will tackle the basics of Adobe Photoshop to help refine the photographs they take so that they can reach their fullest potential. Students also learn about the work of a diverse group of photographers from around the globe and how to look at and discuss their work in order for it to inspire their own.



## PERFORMING ARTS

Our mission in the performing arts at York School is to discover and develop each student's unique skills and talents while emphasizing artistic excellence. We seek to nurture a vibrant, collaborative arts community that builds confidence and creativity while bringing our students together in a powerful shared experience. York's theatre program presents challenging material that integrates the students' analytical minds with their emotional and physical selves as they learn to connect with and inspire an audience. In the fall we produce our annual Fall Musical, which has included shows like *Ride the Cyclone*, *Alice by Heart*, *Frozen*, *Chicago*, *The Wedding Singer*, and many others.

We work with local and national guest directors, choreographers, musical directors and designers so that students get a varied experience working with professionals. York's music program is an integral part of the York School experience. Students have many options for participating in performance ensembles. The five music ensembles offered by the department are open to students in all grades, including 8<sup>th</sup> grade. Our flexible scheduling allows students to participate in both instrumental and vocal music ensembles. The groups perform several times each year, both on campus and in the surrounding community.

### CHOIR IA/IB & IIA/IIB

Year Course; 0.5 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: none

Our vocal music program starts in Choir I and is devoted to helping students expand their repertoire and achieve new levels of vocal technical skills and creative expression. For those who have never explored music, singing is the perfect place to start. Choir will give students an opportunity to sing varied choral literature from a range of styles that could include: traditional, sacred, popular, jazz, and musical theatre. Students will learn about good vocal health, technique, and pedagogy. York Choir performs at various school events and in the community at large. Participation in Choir is open to everyone regardless of experience or singing ability. Testing for vocal placement is done at the beginning of the year. Students will sing at many different functions throughout the school year that includes Grandparent's Day, and Winter/Spring Concerts. Students must complete two years of Choir (Choir IA & IB) in order to advance to Choir II.

### CHAMBER CHOIR

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Choir IA & audition

Chamber Choir is an advanced choral group that is designed to give students the opportunity to sing varied choral literature from a range of styles: traditional, sacred, popular, jazz and musical theatre. Students will study vocal health, pedagogy, and technique, as well as learn basic music theory. They will have the opportunity to perform in a variety of spaces throughout the Monterey Bay area and on tour. Each student will help to create a vibrant, unique arts community that builds on their confidence and creativity while working together to create a powerful collaborative experience.

### **JAZZ BAND IA/IB & IIA/IIB**

Year Course; 0.5 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: none

Through ensemble rehearsal, individual practice, and a variety of performance opportunities, students will gain an understanding and appreciation for this unique and exciting art form. By the end of this course, students will have a basic understanding of jazz and the beginning level forms associated with it, and they will be able to perform a variety of standard jazz/popular music repertoire. All instruments are welcome, and Jazz Band makes every attempt to accommodate students at their present level of ability. Students must complete two years of Jazz Band (Jazz Band IA & IB) in order to advance to Jazz Band II.

### **STRINGS IA/IB & IIA/IIB**

Year Course; 0.5 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: none

String Ensemble is open to all string players with previous knowledge of their instrument. Educational emphasis is placed on collaborative experience, independent musicianship, style, and a deeper understanding of small group ensemble music. Literature will consist of various genres of music. Students will perform in person at a few school events. Seating will be determined after informal placement auditions at the beginning of each school year. Students must complete two years of Strings (Strings IA & IB) in order to advance to Strings II.

### **MUSICAL THEATRE REPERTOIRE**

Fall Semester Course; 0.5 credit

Open to: 9, 10, 11, 12

Prerequisites: none

This course gives students the opportunity to perform music in a variety of musicals. Students will work to create a "rep book" that will consist of Broadway songs that they will be able to use for future auditions, and performances. They will work at building their repertoire with musical theatre songs pre-1965 and post-1965, and pop/rock songs – similar to what college MT auditions require. We will present a recital of these songs in November 2024. Concurrent enrollment in Choir or Chamber Choir is suggested. We will also have an optional opportunity to see a professional regional/Broadway performance. Open to all students of abilities/ranges.

# ENGLISH

In York's literature-based English courses, students learn to read critically, think logically, write clearly, and speak confidently. Courses feature diverse authors and texts so that students can fortify their understanding of themselves, others, and the universal human experience. Courses balance a foundation in vocabulary, grammar, and composition with close reading and analysis. Through rich discussions, students engage with peers in scholarly discourse. Toward the goal of preparation for college-level writing, we teach writing as a reflective, metacognitive process as students explore a variety of modes—poetry, short stories, literary analysis essays, research papers, and the personal essay. Peer evaluation and individual writing conferences with the instructor aid the development of authentic voice and style. York provides additional opportunities for creative expression and authentic publishing via *Ars Gratia Artis*, York's Literary Magazine; Cafe Night open mic events; participation in regional Poetry Out Loud competitions; and hosting of visiting authors.

Requirements: In Grade 8, students enroll in English I for the full year. In Grades 9-12, English is required each year in order to receive a York diploma.

## GRADE 8

### ENGLISH I: WRITES OF PASSAGE

Year Course; 1 credit

Required: Grade 8

Literature is an adventure of discovery, and in English I, students will focus on stories that center self-discovery. Upbeat and energetic, this class approaches literature as an opportunity for enjoyable collaboration while building the skills of class discussion, deep reading, and writing for a variety of audiences. Students will explore works of various genres, with authors ranging from William Shakespeare to Harper Lee to Trevor Noah. Coursework reinforces students' familiarity with basic elements of literary analysis and introduces them to more advanced analytical concepts, promoting strong critical thinking skills while bolstering English mechanics. Students expand their comfort with writing excellent paragraphs, advancing to the point of constructing coherent analytical and personal response essays. The goal of this course is to meet students where they are while exploring the frontiers of their abilities and moving them towards the academic expectations of a challenging high school English curriculum.

## GRADES 9-12

### ENGLISH II: THE CANON REIMAGINED

Year Course; 1 credit

Required: Grade 9

Ninth grade English takes students on an unconventional journey through literary history. From works as old as *The Iliad* to its 21st Century retellings, students will examine how ancient tales resonate in our contemporary world. They will explore speculative fiction as a throughline from Ursula K. Le Guin to N. K. Jemison, they will analyze in both graphic memoir and film what it means to come of age in wartime, and they will embody the politically paranoid populace of *Macbeth* in a Shakespeare acting workshop. Meanwhile, students strengthen their argumentative writing skills through literary analysis as well as a debate unit, compelling them to develop points and counterpoints using ethical frameworks. At the end of the course, students will have the opportunity to reimagine a classic text through any of the storytelling genres they will have encountered along the way.

### ENGLISH III: NARRATE, ELEVATE, RESONATE

Year Course; 1 credit

Required: Grade 10

How can one person's story impact us, inform us, change us, and stay with us? Students will explore the power of a story in English III, a literature-based course that invites students to think deeply and critically about literature while building their strengths of reading, writing, speaking, and analyzing. Students will read novels, essays, plays, short stories, and poetry, all with an eye towards how narrative is constructed and interpreted, and how stories build our understanding of the world and the human condition. Students also explore and develop their own story as they write and deliver their Sophomore Oration—a York tradition celebrated by our supportive community that bolsters confidence while offering a unique public-speaking experience. Within this focus on the power of narrative, students will continue to strengthen their skills as close readers, deep thinkers, perceptive writers, and articulate presenters. They will write frequently, formally and informally, through analytic and personal essays, journals, and response forums. They will also cultivate their abilities to build arguments and think cooperatively through frequent student-led discussions and small-group collaborations.

### ENGLISH IV / ENGLISH IV-YAS: THE INDIVIDUAL VERSUS AMERICAN SOCIETY

Year Course; 1 credit

Open to: 11

Prerequisites: For YAS: a grade of B+ or above in English III & recommendation from English III teacher

Over the course of English IV, students study a wide array of literary texts about "the American experience," with the meaning of that phrase becoming clearer as the year progresses. The carefully selected texts not only provide great insights about life in America, they also provide a variety of examples of literary devices and rhetorical strategies. One of the reasons that we read great texts and great writers is that our reading fortifies our own writing. By critically analyzing how our writers write, we learn how to write better ourselves. As students practice writing through essays and shorter writing assignments, they will strive to use feedback on their earlier projects to make subsequent compositions stronger.

Assignments and assessments in English IV-YAS are longer and more challenging than those in regular English IV. For example, YAS students are given additional projects and supplementary readings, including scholarly literary criticism and documents that contextualize the main readings. Finally, YAS students are expected to participate vibrantly and regularly in class discussions.

### ENGLISH V

*Seniors enroll in both semesters of English V. In the first semester all students enroll in English V: Composition, which is a writing-focused course taught using a critical literary lens to guide students' readings, discussions, and writing.*

*The second semester focuses on genre, fiction-centered analysis, fulfilling the literature requirement of your senior year in English. Students are able to request one of three different options below. Students may request YAS placement, with the requirements being they have a grade of A- or above in English IV or B+ or above in English IV-YAS, as well as recommendations from previous English teachers, based on the following criteria: eagerness to learn/excel; commitment of time and effort; writing skills; and academic honesty.*

## **ENGLISH V: COMPOSITION**

Fall Semester Course; 0.5 credit

Open to: 12

In the first semester, all seniors take Composition, a course designed to develop more confident and skilled writers, stronger rhetorical analysts, and more proficient practitioners of the writing process. Early in the course, class time is devoted to personal reflection and the college essay, after which students move progressively outward in focus, from argumentation to synthesis to the research paper. Each of these scenarios presents a different context and audience as well as style that informs, persuades, and even entertains. Pulling from works by classic and contemporary public intellectuals to ground our readings and discussions, this course helps students to develop an authentic voice, and to find their place in public discourse as they look beyond high school.

## **ENGLISH V: ANATOMY OF THE GROTESQUE: EXAMINING THE DARK PHILOSOPHY OF HORROR**

Spring Semester Course; 0.5 credit

Open to: 12

The second semester focuses on genre, fiction-centered analysis, fulfilling the literature requirement of the senior year in English. The spooky, the creepy, the uncanny, and the unexplainable will be common threads through reading and writing in this course, as well as the inspiration for discussions, presentations, and creative projects. In some classes, students read short stories; in others, they write them. We use a variety of critical lenses to drive discussion of how authors develop fear and discomfort in their audience while simultaneously addressing social issues.

## **ENGLISH V: THE BAD PLACE: DELVING INTO DYSTOPIAN, SPECULATIVE, & POST-APOCALYPTIC NARRATIVES**

Spring Semester Course; 0.5 credit

Open to: 12

The second semester focuses on genre, fiction-centered analysis, fulfilling the literature requirement of the senior year in English. The inverse of the “good world” of eutopia, dystopian literature explores how the social and political choices made by individuals and cultures create what is an ultimately nightmarish world; these narratives serve as criticism against real life injustice and tyranny. In this course, students engage with analyzing fiction as well as current events, civics, and the news to better understand the patterns and themes of dystopian storytelling that are so compelling to modern audiences. Students spend time reading, discussing, critiquing, and interpreting these events and narratives as well as engaging in creative writing of their own.

## **ENGLISH V: FOLKLORE AND FAKELORE**

Spring Semester Course; 0.5 credit

Open to: 12

For every Disney princess movie, for every round of Bloody Mary or tale of tortoise and the hare, millions of people have passed along a story without writing down a single word. In this 12th Grade English course, students examine works that existed first in an oral tradition: fairy tales from around the globe, indigenous North American mythology, and urban legends in the internet era. Students will also try their own hand at creative storytelling in a fiction workshop with a visiting author. Primary sources as well as critical texts will lead students to question the very meaning of authenticity—to ask, what separates “folk” from literature? How does digital virality mirror oral tradition? What recurring archetypes underlie the stories human beings tell across all time and space, and what might this reveal to us about who we are, who we’ve always been?





# HISTORY

The History Department wants students to gain insight into the connection between significant historical events and today's complex world. Our courses develop each student's appreciation for and understanding of the past and its impact on the present by engaging students in discussions, debates, simulations, primary and secondary sources, and research projects. Particular emphasis is placed on historical thinking skills, analysis, and interpretation. Innovative assignments challenge students to recreate historical eras through a variety of cooperative projects.

Requirements: In Grade 8, students enroll in the year-long civilizations course. In Grades 9-12, three years are required for graduation: Modern World History (Grade 9), US History (Grade 10), and two semester-long electives during Grades 11 and 12.

## GRADE 8

### ANCIENT & CLASSICAL CIVILIZATIONS

Year Course; 1 credit

Required: 8

This course tackles tough questions: What is a civilization and what can we learn from different civilizations? How do societies organize, unify, and share beliefs? What are the connections between the long-distance past and the present? The first third of the course focuses on the development of world ancient civilizations, and introduces fundamental historical thinking skills. Students are introduced to these civilizations through a variety of techniques and skill-building activities, such as project-based learning, simulations, presentations, debates, analyzing primary documents, and other group work. The remainder of the course covers a period beginning with the rise of Rome and concluding with European contact in the Americas, pausing at key moments to compare the development in the world's great civilizations, including China, India, and the Mayans. Students regularly reflect on why they are studying historical topics, and their relevance to today is explored. The course aims to teach students to draw connections, learn from the past, and, from this vantage, try to predict where current trends will lead to in the future.

## GRADES 9-12

### MODERN WORLD HISTORY

Year Course; 1 credit

Required: 9

This course offers students opportunities to gain insight into the connection between significant historical events and today's complex world by using primary sources and student-centered inquiry projects. Particular emphasis is placed on historical analysis and interpretation, using multiple historical perspectives to build their understanding of events. The first semester wrestles with the causes and impacts of the Western paradigm shifts of the Renaissance, Reformation, and Enlightenment, from the 15th to 19th centuries, emphasizing themes of exploration and revolution. The second semester tackles the 19th and 20th centuries, emphasizing transformations in industry, society, politics and the world order. Students examine African, Asian, and Latin American experiences of colonialism, neo-colonialism, and decolonization. Throughout the course, students build their historical thinking skills, paying close attention to historical comprehension, analysis, and interpretation. The course culminates in a research project and presentation, tracing the historical antecedents of a self-chosen current event.

## U.S. HISTORY / U.S. HISTORY - YAS

Year Course; 1 credit

Required: 10

Prerequisites: For YAS: a grade of A- or above in Modern World History + recommendation from current history teacher.

This course develops a balanced and comprehensive understanding of United States history, addressing political, economic, social, and cultural U.S. History from the pre-Columbian period to the present. Beginning with a deep inquiry-based analysis of indigenous cultures, the class progresses through the United States' political and social development as a colony, state, empire, and world power. Using discussion-based and inquiry-based approaches, the course provides students with the opportunity to expand their understanding of U.S. history. Students strengthen their historical thinking skills through practice in all forms of student literacy – listening, speaking, reading, and writing – and advancement of skills in note taking, research and analysis of primary and secondary sources, analytical writing, and public speaking.

In US History-YAS, students are offered opportunities to broaden and enrich their academic experience by way of additional readings and activities and more extensive projects and assessments. US History-YAS is designed for students who have a strong interest in history, and who are ready and willing to do the work necessary to dig deeply into the material.

## ROMAN HISTORY

Fall Semester Course; 0.5 credit

Open to: 11, 12

This course tackles three primary questions about the over 2000 years of Roman history: What did Rome achieve? How did (and do) representative governments rise and fall? How did Rome cope with evolving crises for so long? This semester-long course will introduce students to major Roman historical events and crises: the rise and fall of the Republic, the Civil Wars, the establishment of empire and general peace, and the emergence of crises from the third to the fifth centuries and the empire's response. Students will be expected to closely analyze and interpret primary sources and complete a research paper addressing one of the primary questions of the course.

## DEBATE

Fall Semester Course; 0.5 credit

Open to: 11, 12

Debate has long been the foundation of a healthy democracy. Yet, when public discourse is taken over by talking heads shouting talking points, we lose the ability to resolve controversy. In a debate round, the formal presentation of two sides of a topic is adjudicated by common sense citizens with shared values. Good debaters research all facets of a topic, collaborate effectively with teammates, present their ideas clearly and compellingly, think on the spot, and (perhaps most importantly) listen to their opponents. In this course, students will learn all these skills while covering a variety of contemporary topics, including policing in the 21st Century, environmental policy, and our nation's involvement in foreign affairs. This course will prepare students to distinguish between solid and spurious arguments, making them keen competitors at the podium as well as informed citizens and practitioners of healthy discourse.

## UNITED STATES GOVERNMENT & POLITICS

Fall Semester Course; 0.5 credit

Open to: 11, 12

This course is a one-semester introduction to the foundations, institutions, and processes of the government of the United States and its political systems. Students can expect to delve into the Constitution and its amendments, landmark supreme court cases, as well as current events to develop a comprehensive understanding of the complexity of governance and politics at the local, state, and federal levels. Special attention will be given to local, state, and federal elections if they happen to occur during the semester this course is run.

## INTRODUCTION TO PSYCHOLOGY

Fall & Spring Semester Course; 0.5 credit

Open to: 11, 12

Introduction to Psychology is a survey course that aims to introduce the major content areas of the field of Psychology. The course covers theories, basic research methodologies, and current research in various subject areas. Additionally, students are challenged to articulate their understanding of foundational concepts and relate them to their own personal experiences. Upon completion of the course, students can expect to have an introductory understanding of key areas within psychology, including the historical origins of various psychology traditions, the complexities of consciousness, processes of learning and information processing, the intricacies of motivation and emotions, stages of human development, personality theories, the interplay between stress and health, therapeutic approaches, and psychopathology.

## ASIAN HISTORY: CHALLENGES TO DEMOCRACY IN ASIA

Spring Semester Course; 0.5 credit

Open to: 11, 12

This course will look at the development, evolution, and challenges for democracies across Asia. Themes tackled will include defining and maintaining independence, challenges of integrating diverse and unique cultures, the impact of external forces and influences on maintaining democracy, governmental and non-governmental responses to internal and external crises. The course will focus on a selection of the following countries, depending on current events and student interest: India, Pakistan, Myanmar, Turkey, Israel, Indonesia, Japan, South Korea, Taiwan, Philippines, Nepal and Bhutan, Hong Kong. The culminating project will result in a self-published class magazine.

## WORLD RELIGIONS

Spring Semester Course; 0.5 credit

Open to: 11, 12

What is religion? What is spirituality? How do religious traditions impact society? Throughout this course, students can expect to explore many of the world's religious religions and engage with the big questions that they seek to ask and answer. The religious traditions explored throughout the term are Indigenous, Jewish, Christian, Islamic, Hindu, Buddhist, and Chinese philosophical traditions. Through respectful engagement, we will learn to better understand the various functions of religion and look at how specific belief systems cultivate differing worldviews and cultures. By seeking to understand the views and beliefs of billions of religious practitioners, this course aims to promote compassion, religious literacy, and respect for humankind. Students will primarily do this work by engaging in careful reading and discussion of the world's scriptures and through taking in a wide variety of perspectives from religious leaders, practitioners, and academic authorities.

## ECONOMICS *(not offered in the 2024-25 academic year)*

Semester Course; 0.5 credit

Open to: 11, 12

This course acts as an introduction to microeconomics. The course covers individual and business economic activities, economic decision-making, supply and demand, consumer and production theories, competition, unemployment and labor. A key component of this course is the "start-up" project. Students will work in groups to start a manufacturing business, including everything from writing the business plan, sourcing the raw materials, manufacturing, advertising, and selling the final product to the York community.

# LEADERSHIP

## FOUNDATIONS IN LEADERSHIP

Semester Course, 0.5 credit

Required: 9

York's curriculum in Academic Leadership begins with the 9th grade course, "Foundations in Leadership." This class is designed to give 9th graders a strong, research-based foundation in the theories and principles of leadership. Students will engage with the most important understanding of leadership: Leadership isn't a position, but a set of behaviors that can be observed, learned, and mastered. By examining the research behind these behaviors, aspiring leaders will consider how to best build the habits that lead to informed, effective, ethical, and intentional leadership. The course will combine elements of literary analysis, philosophy, ethics, behavioral science, and social sciences, allowing students to explore leadership through a multitude of lenses, and will offer regular opportunities to put their learning into practice through student-led discussions and activities.



# MATHEMATICS

We recognize that mathematics is a language shared by all civilizations and all populations regardless of culture, religion, or gender, and our programs are designed to improve every student's quantitative literacy. We aim to foster strong critical thinking and mathematical reasoning in our students, with the goal of teaching them to view the world through a mathematical lens.

Requirements: In Grades 9-12, three years of math, through the 11th grade and including Algebra II, are required for a York diploma. York's requirement meets University of California admissions requirements, which include a provision that students must complete a geometry course. Any student who wishes to take a credit math course over the summer must receive permission from the Math Department Chair and the Director of Teaching & Learning.

## ALGEBRA I

Year Course; 1 credit

Open to: 8, 9, 10

Algebra is the base upon which nearly all of mathematics is built; it is a leap from arithmetic to abstract, defining the rules for the study of mathematical symbols and how to manipulate them. Taken seriously, this is every student's first foray into quantitative thinking. Students will work to develop fluency in the language and application of algebraic definitions and procedures, using those skills to solve for unknowns in increasingly complex equations. Emphasis is placed on developing student understanding of linear relationships and their applications to the real world.

## GEOMETRY

Year Course; 1 credit

Open to: 8, 9, 10, 11

Prerequisites: Algebra I

Geometry is the study of shape and helps to develop deductive reasoning. The subject appeals to visual thinkers who might otherwise cringe at its logic, though many students love geometry precisely because it is so logical. Students learn important definitions, postulates, and theorems connected with Euclidean geometry and apply them to solve geometrical application problems. A balance is sought between an intuitive understanding of what is true, and the need for a thorough, careful, deductive reasoning about one's perceptions. Students learn how to order their arguments in clear, precise language when writing their proofs of geometry theorems. Students will also develop spatial skills in two and three dimensions, and review their algebra skills throughout the course. Students work on group projects and utilize computer exploration.

## ALGEBRA II

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Geometry

Students will study a variety of different functions (such as quadratic, exponential, rational, trigonometric, etc.) learning their properties and graphical behavior. They'll discover how each function relates to practical applications, putting theory into practice via math labs. Although graphing calculators are incorporated to enhance the curriculum, the emphasis remains on the thought process and on understanding mathematical concepts.

## PRE-CALCULUS

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Algebra II

This course combines advanced Algebra II skills with trigonometry, data analysis, vectors, and an introduction to Calculus. In addition to strengthening Algebra II skills and problem-solving strategies, students learn to apply concepts to real-world problems through mathematical modeling. While the emphasis is on honing algebraic and graphical analysis skills, the course makes extensive use of the graphing calculator. Many of the same topics will be covered as in the Pre-calculus Honors class, but not as rigorously and at a different pace.

## PRE-CALCULUS HONORS

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: A grade of B+ or above in Algebra II & recommendation from current math teacher

This course covers Pre-Calculus topics in greater depth, with a broader scope, and includes challenging enrichment topics. Students will learn how to describe both new and already familiar functions verbally, algebraically, graphically, and numerically. Students also will learn how to transform these functions in order to model real-world data. In addition, students become familiar with other coordinate systems and with the use of vectors to model physical quantities.

Experience with proofs will strengthen students' ability to make conjectures, construct logical arguments, and justify their reasoning. Pre-calculus Honors covers Pre-calculus topics in greater depth, and its scope is much broader and includes numerous abstract and challenging enrichment topics. As a result, Pre-calculus Honors is intended for students who have a strong interest and aptitude for math, and who are ready, willing, and able to do the work necessary to tackle demanding problems at an accelerated pace.

## CALCULUS

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B- or above in Pre-Calculus & recommendation from current math teacher

This course introduces students to the basic concepts of differential and integral calculus. It is roughly equivalent to one semester of college calculus. Although this course is not aimed at preparing students for the AP exam in Calculus AB, the topics covered will be very similar, but the assignments are shorter and the tests are less rigorous than in Calculus AB.

## AP CALCULUS AB

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Pre-Calculus Honors; recommendation from current math teacher

Students will master the basic topics of differential and integral calculus, equivalent to one semester of college calculus. Besides learning a variety of differentiation and integration techniques, students will also gain a deep, conceptual understanding of these topics. Clear mathematical statements demonstrating this conceptual knowledge will be required, as students prepare for the AP exam in Calculus AB. All students enrolled in the course are expected to take the AP exam.

## AP CALCULUS BC

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B- or above in AP Calculus AB & recommendation from current math teacher

Students will continue their understanding of the mathematical contexts and concepts within calculus, namely the three big ideas of limits, derivatives, and integrals, with the addition of a fourth: series. The depth and breadth is equivalent to a second year of college-level calculus. The course will include all of the concepts and techniques that appear on the AP Calculus BC exam, and all students enrolled in the course will be expected to take this exam in May.

## AP STATISTICS / STATISTICS

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Algebra II & recommendation from current math teacher

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Examples are drawn from applications in the natural and social sciences. Students collaborate with their classmates to learn statistics by doing statistics via in-class activities and simulations, computer labs, and projects. Students will master four broad conceptual themes: (1) Exploring Data (analysis of data through the use of graphical and numerical techniques to study patterns and departures from patterns); (2) Sampling and Experimentation (planning and conducting a study); (3) Anticipating Patterns (exploring random phenomena using probability and simulation for anticipating what the distribution of data should look like under a given model); (4) Statistical Inference (estimating population parameters and testing hypotheses).

Statistics and AP Statistics meet concurrently and cover the same content at the same pace. The main differences between these courses are that AP Statistics students also complete several projects and take the AP Exam.

## MATH MODELING (offered in alternating years; will be offered in 2024-25)

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Pre-Calculus Honors & recommendation from current math teacher

The overall goal of this course is to enable students to build mathematical models of real-world systems, analyze them, and make predictions about the behavior of these systems. A variety of modeling techniques will be discussed with examples taken from physics, biology, chemistry, economics, social sciences, and other fields. Mathematical modeling uses graphical, numerical, symbolic, and other techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, on the use of appropriate supporting technology (e.g., Microsoft Excel or Google Sheets, Python, and other software or programming languages), and on the effective communication of quantitative concepts and results through relevant projects and presentations. This course is not intended to be a prerequisite for Calculus, though it will introduce and help students understand the basic topics of differential and integral calculus through application. Likewise, the class can be a math elective for students seeking an additional math class, for those hoping to solidify math concepts through modeling applications, or both.





# SCIENCE

The York science curriculum helps students develop critical thinking skills grounded in a broad knowledge of the major concepts of science and the scientific method. Students learn to understand and interpret natural phenomena through extensive laboratory work, class discussions, field trips, guest lectures, and experimental research projects.

All students are required to take Biology, Chemistry or Physics, and one other science course, so that a basic competence is developed across the range of natural phenomena. Secondary elective courses, some at the AP level, are offered in all three areas. Students with special interests in science have many opportunities to further develop their general knowledge and their research skills in preparation for college majors in science. Other significant features of the science curriculum include the following:

- York's own Science Fair, judged by local scientists, which allows students to further understand the scientific method;
- Our "green" science building, which helps students to achieve a sense of global awareness and responsibility;
- The Outdoor Lab and Design Shop, where students can easily conduct field work to advance their understanding of science.

Requirements: In Grade 8, students enroll in Science 8 for the full year. In Grades 9-12, three years of science are required for graduation: Biology (taken in 9th grade), Chemistry or Physics, and one other science course.

## GRADE 8

### SCIENCE 8

Year Course; 1 credit

Required: 8

The goal of this course is twofold. First is to give the students a conceptual overview of the major topics in physical science. Second is to teach the scientific method and help students develop the ability to use this tool as a logical approach to problem solving. Labs, activities, and projects are used to help students become scientists-in-training, simultaneously helping to develop proficiency with making measurements and fostering critical thinking in the analysis of data. Students learn the principles and connections between physics, chemistry, and earth science, while taking a journey from the outer reaches of space to the inner workings of atoms and molecules.

## GRADES 9-12

### BIOLOGY

Year Course; 1 credit

Required: 9

With scientists unraveling the mysteries of life faster than ever before, this introductory survey course provides a foundation for students to understand the living world around them. It covers introductory biological principles, including chemistry of life, cellular structure and function, heredity and molecular genetics, evolution, ecology, and classification. Students are encouraged to approach science both critically and with curiosity, utilizing lectures, discussion, readings, and a significant laboratory component. In addition, all students complete an individual research project based on the scientific method, enabling them to make their own science connections to the real world. Also, field work and environmental studies can be conducted easily in the 100-acre York Outdoor Laboratory.

## ENVIRONMENTAL SCIENCE

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology

This course introduces students to a variety of environmental issues both locally and globally. The emphasis is on solutions for living sustainably. Issues are considered from many perspectives to help students realize it takes compromise and understanding from many groups to solve today's environmental problems. The students use critical thinking skills and examine the "big picture." Field trips to local areas of interest, work in the field, and laboratory exercises help to reinforce ideas discussed in class. Field research and environmental studies can be conducted easily in the 100-acre York Outdoor Lab.

## ANATOMY & PHYSIOLOGY (offered in alternating years; will be offered in 2024-25)

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology

Students are introduced to the basic concepts of anatomy and physiology, with an emphasis on humans, while using the comparative anatomy approach to show relationships between all vertebrates. Approximately 40% of class time is devoted to laboratory activities which include dissection, monitoring various physiological parameters and hands-on study of 3-D models. Through lectures, discussions, and labs, students develop a strong sense of how structure and function are related.

## MARINE BIOLOGY & OCEANOGRAPHY (offered in alternating years; will be offered in 2025-26)

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology

This course introduces students to the basic concepts of oceanography, marine ecology, marine zoology, and marine botany. Field trips to local areas of interest and laboratory exercises give students an appreciation for and knowledge of the dynamics of the marine ecosystem both locally and globally. Laboratory investigations include hands-on dissections, scientific illustration and work with live specimens.

## CHEMISTRY

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology; completion of/concurrent enrollment in Algebra II

This course takes a look at the world on the atomic level. Students will gain an appreciation for the diversity and complexity of everyday chemical substances. They will be able to apply atomic theory to explain why certain elements or compounds react under certain conditions. They will be able to describe these reactions using appropriate nomenclature, symbols and chemical quantities. The understanding of theoretical concepts is reinforced during lab activities. Students will use a variety of laboratory techniques to collect data and apply critical thinking skills to analyze the results.

## PHYSICS

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology; Algebra II

This introductory physics class is aimed at promoting student understanding of the motion and behavior of matter through space and time, what physicists call “classical mechanics.” The curriculum is delivered with a student-centered focus and hands-on learning through labs and design challenges, with an active, social course design. One of the main goals of the course is to have students gain a better understanding of how the universe behaves, and to integrate the application and power of mathematics to model and predict that behavior.

## AP BIOLOGY

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Biology and Chemistry & recommendation from current science teacher

This course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. The textbook, reading assignments, writing assignments, and written examinations are equivalent to those found in major college biology programs. Lectures, discussions, chapter study questions, laboratory investigations, and written examinations are used for instruction and student evaluation. Students become extraordinarily adept at tying various concepts together, and in the world of modern biology, this is definitely a skill necessary for success. The course will include the material that will appear on the AP Biology exam, and all students enrolled in the course will be expected to take this exam in May.

## AP CHEMISTRY

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Chemistry & recommendation from current science teacher

This course is designed to build on the body of knowledge gained in the first year Chemistry course. Content will be equivalent to an introductory college level course and so the lectures, problem sets and lab activities are designed to replicate this. Topics covered include stoichiometry, aqueous reactions, electronic structure, phases of matter, chemical bonding, thermodynamics, kinetics, electrochemistry, equilibrium and acids and bases. These are the concepts that will appear on the AP Chemistry exam which students will be expected to take at the end of the course. In addition students will be introduced to a variety of essential lab techniques including titration analysis and spectrophotometry. All assignments and hands-on activities are designed to develop strong data analysis, critical thinking and creative problem solving skills.

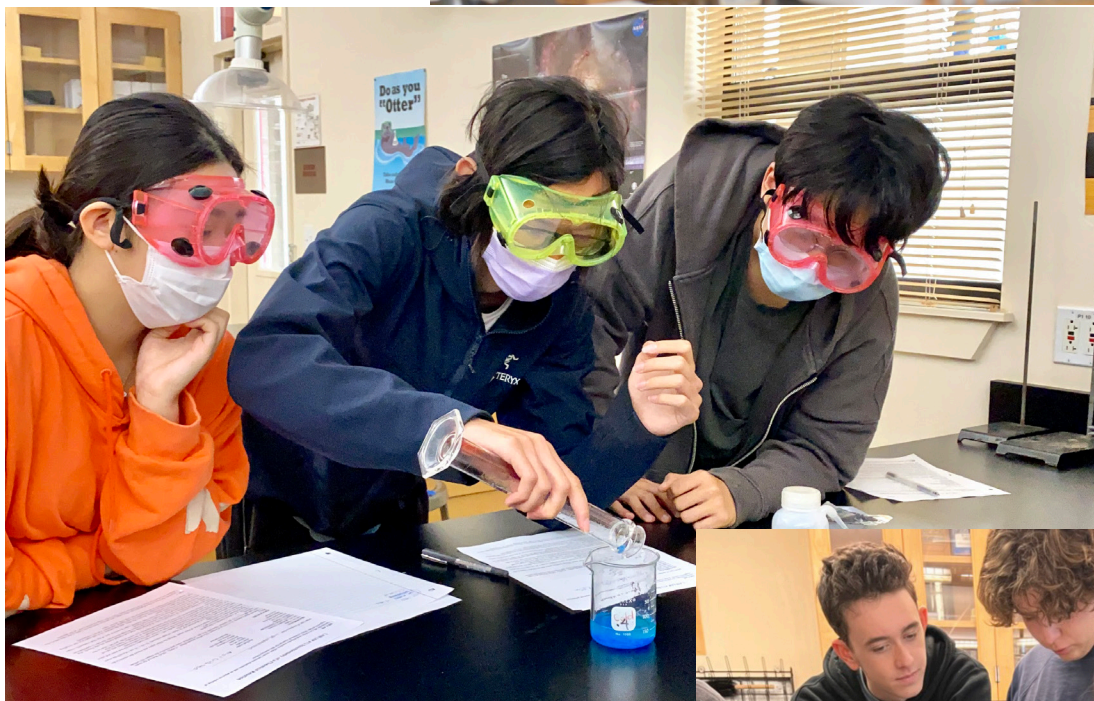
## AP PHYSICS C: MECHANICS

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B or above in Physics; completion of/concurrent enrollment in a calculus course; recommendation from current science teacher

This calculus-based course is designed to build on the foundation of the first-year Physics course. Both the lecture and laboratory work go significantly beyond first-year physics in the depth and detail with which topics are covered. Hands-on lab work is an essential component of the course, providing a platform for inquiry-driven experiential learning. This class also emphasizes the art of problem solving. To support this objective, the bulk of assigned homework emphasizes reasoning rather than rote memorization and single-step plug-and-chug problems. Students are encouraged to work collaboratively. The course will include the material that appears on the AP Physics C: Mechanics exam, and all students enrolled in the course will be expected to take this exam in May.



# TECHNOLOGY

The curriculum of the Technology Department of York is designed to foster problem solving abilities, stimulate intellectual curiosity about technology, and prepare students to be effective content creators. Objectives for all courses offered include fostering procedural proficiency when working with computers, discerning what tools are apt for a given task, and gaining familiarity with ethical issues surrounding technology.

York's Design Shop is a teaching and learning space dedicated to hands-on, active learning, creativity, and innovation, where students access space for tinkering, making, fabricating, and building across subject areas and grade levels and in interdisciplinary STEAM experiences. The Design Shop supports robust learning opportunities that ensure York students will be future-ready for the exciting challenges and opportunities of the 21st century.

## CODE+DESIGN (C+D)

Semester Course; 0.5 credit

Open to: 9, 10, 11, 12

Prerequisites: none

C+D is a hands-on, project-based, service-learning course designed to expose students to general computing methodology necessary for all citizens in the 21st century. Rather than focus on a particular language, students will explore multiple platforms while designing and programming computer applications, mobile applications, websites, robots, and custom-built machines. Students will also work on a project that applies technology to serve a real-world audience (such as building exhibits to install at local museums).

## TECHNOLOGICAL ENTREPRENEURIALISM

Semester Course; 0.5 credit

Open to: 10, 11, 12

Prerequisites: Code+Design

Technological Entrepreneurialism is a project-based course for students who have successfully completed the Code+Design course and would like to continue their project work independently. Students are charged with incubating and launching a project beginning with a proposal that addresses the purpose and audience for the project. Students follow the design-thinking process and document their work. Students present their final project to their audience at the end of the course. The Design Shop is available for students to collaborate, prototype, test, and deliver their work.

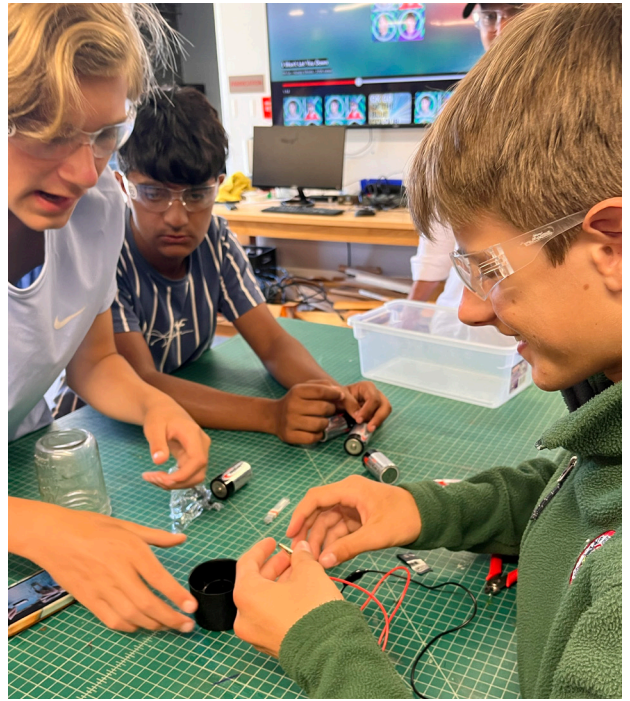
## AP COMPUTER SCIENCE A

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Permission from Director of Technology & Innovation

The AP Computer Science A course is an online course taught asynchronously through One Schoolhouse. This course introduces the key concepts of programming in Java. The analytical, critical-thinking, and problem-solving skills that students develop in this course transfer to programming in other languages as well. The course is designed with the idea that programming should be fun, engaging, and intuitive. Students will learn to apply the main principles of object-oriented software design and programming using classes and objects, constructors, methods, instance and static variables, inheritance, class hierarchies, and polymorphism. Students work creatively and collaboratively with their classmates to discuss ethical and social issues relating to the use of technology, and develop a solid foundation from which to launch into a wide range of computer science areas. Students will take the AP Computer Science A exam in May.



# WORLD LANGUAGES

York's World Languages programs develop communicators, linguists, and aficionados of world cultures both past and present. We value training students to understand how languages work but emphasize language as a communicative tool in performing interpretive, presentational, and interpersonal tasks. Such skills are not, however, gained in a vacuum of language study. To communicate effectively, our students also gain insight into and appreciation for the cultures of the people who speak Mandarin Chinese and Spanish. A York World Language graduate will learn to communicate in cultures that offer surprising differences and share striking similarities to their own cultures.

The York World Language requirement allows students to choose among Mandarin Chinese or Spanish and complete three years in Grades 9-12, including at least the third level of one of these languages. By means of our interactive programs, students are immersed in the language and are engaged in using it in meaningful, authentic real-world contexts, where grammar and vocabulary are acquired with the goal of achieving proficiency in communication.

Requirements: In Grades 9-12, students are required to complete three years of a world language, either Mandarin Chinese or Spanish, through at least level III of that language.

## MANDARIN CHINESE

### MANDARIN I

Year Course; 1 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: none

This course introduces the fundamentals of Mandarin Chinese through a focus on familiar topics about self, family, hobbies, school, sports, and music. Students will develop basic listening, speaking, reading, and writing skills in the target language through interactive classroom activities, with special emphasis on establishing a solid foundation in tones and Chinese characters. While Chinese keyboarding skills in pinyin will be introduced, writing simplified characters legibly is expected throughout the year. Linguistically and thematically appropriate cultural information, such as Chinese names, family life, Chinese cities, popular sports in China, and traditional musical instruments, will also be discussed.

### MANDARIN II

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Mandarin I

Mandarin II continues to develop foundational language skills through fun games and various communicative tasks in real-world scenarios. Students will be able to express and ask about basic needs, preferences, and feelings or opinions on familiar topics of interest. To strengthen students' Chinese orthographic awareness, emphasis will be placed on the systematic acquisition of recurring character components. In-depth cultural discussions on the celebrations of important Chinese holidays, Chinese food and associated symbolism, common health practices, and the educational system and school life in China, is also an integral part of the course.



### MANDARIN III / MANDARIN III HONORS

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Mandarin II; For Mandarin III Honors: a grade of B+ or above in Mandarin II & recommendation from Mandarin II teacher

Mandarin III builds on the core foundational skills acquired in the prior courses to further strengthen and develop students' interactional competence in the target language through communicative activities and multimedia materials. With the significant expansion of their linguistic repertoire, students will be able to request and provide information in everyday conversations, talk about topics on personal interests, as well as complete paragraph-length writing assignments. Extensive cultural discussion on student life in China, contemporary and traditional performing arts, and online influences in Chinese culture today will also be featured.

While Mandarin III Honors covers linguistic and cultural topics in greater depth, its scope is also much broader and includes numerous abstract and challenging enrichment topics. As a result, Mandarin III Honors is intended for students who have a strong interest and aptitude for language learning, and who are ready, willing, and able to do the work necessary to tackle demanding communicative tasks at an accelerated pace.

### MANDARIN IV / MANDARIN IV - YAS

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Mandarin III; For Mandarin IV-YAS: a grade of B+ or above in Mandarin III or B or above in Mandarin III Honors & recommendation from Mandarin III teacher

This intermediate-level course is designed to develop students' ability to communicate spontaneously for real-world purposes in a culturally appropriate manner. This includes expanding vocabulary and discourse strategies that will allow students to articulate their opinions on a variety of topics, including travel, food, shopping, weather, health, development in China, and more. Students will have many opportunities to improve fluency in Mandarin through interactive learning activities and guided discussions that also help them better understand other cultures as well as their own.

While Mandarin IV-YAS covers linguistic and cultural topics in greater depth, its scope is also much broader and includes numerous abstract and challenging enrichment topics. As a result, Mandarin IV-YAS is intended for students who have a strong interest and aptitude for language learning, and who are ready, willing, and able to do the work necessary to tackle demanding communicative tasks at an accelerated pace.

### MANDARIN V

Year Course; 1 credit

Open to: 12

Prerequisites: A grade of B or above in Mandarin IV & recommendation from Mandarin IV teacher

Mandarin V is aimed to enhance students' communicative competence and prepare them to function more confidently in the Mandarin-speaking world. The course covers various social, political, and environmental topics, and is supplemented with short stories, news, videos, films, and other authentic materials to help students gain a better understanding of colloquial and idiomatic expressions. They will further strengthen communication and language learning strategies, such as inferring meaning through sociocultural context or linguistic features. Through discussions, presentations, and other cooperative learning activities, students will have multiple opportunities to apply their language skills with greater fluency and accuracy.

## SPANISH

### SPANISH I

Year Course; 1 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: none

Spanish I students start their language learning process acquiring basic knowledge that helps them share biographical information, articulate their likes and dislikes, give informal commands, and describe simple actions in the past. In addition, they will learn interrogative words, adjective and noun agreement, the use of Ser and Estar and the present tense of stem-changing verbs and irregular verbs. Moreover, students will be able to request information, describe places, and express existence and location.

### SPANISH II

Year Course; 1 credit

Open to: 8, 9, 10, 11, 12

Prerequisites: Spanish I

Spanish II students will learn to use preterite and imperfect tense, and irregular and stem-changing verbs in the past. Also, students will study negative and indefinite words, and they will be introduced to the subjunctive. In addition, they will learn to use reflexive verbs and to talk about their daily routine. Moreover, students will study the difference of saber and conocer, the preterit tense of ser and ir and other irregular verbs, and they will learn to differentiate between imperfect tense and preterit. Finally, they will be introduced to the subjunctive mood. By the end of Spanish II, students will be able to express for whom they do something, narrate events in the past and describe how life used to be, and they will be able to give formal commands.

### SPANISH III / SPANISH III HONORS

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Spanish II; For Spanish III Honors: a grade of B+ or above in Spanish II & recommendation from Spanish II teacher

This is an intermediate, communicative, culture-based Spanish course. The four fundamental skills of reading, writing, speaking and aural comprehension are developed with a balanced approach. The course follows the curriculum outlined by the textbook Vistas, and it is supplemented with literature and culture-based activities. The texts used provide a variety of resources such as videos and interactive presentations, allowing students to acquire the language and learn about culture through real world scenarios. By the end of this course, students will have learned the core foundational building blocks of the language.

While Spanish III Honors covers linguistic and cultural topics in greater depth, its scope is also much broader and includes numerous abstract and challenging enrichment topics. As a result, Spanish III Honors is intended for students who have a strong interest and aptitude for language learning, and who are ready, willing, and able to do the work necessary to tackle demanding communicative tasks at an accelerated pace.

## SPANISH IV / SPANISH IV-YAS

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Spanish III; For Spanish IV-YAS: a grade of B+ or above in Spanish III or B or above in Spanish III Honors & recommendation from Spanish III teacher

This is an intermediate/advanced, communicative course based on a series of documentaries about the Spanish-speaking world. The four fundamental skills of reading, writing, speaking and aural comprehension are developed with a balanced approach. This course is based on the curriculum laid out in the textbook *El cine documental*. The Spanish IV curriculum reviews and elaborates upon various grammatical structures from previous years, and offers multiple opportunities to apply them in written and verbal exchanges. By the end of Spanish IV, students will be able to write and talk about various social, political, historical, and cultural topics and present their points of view in the target language.

While Spanish IV-YAS covers linguistic and cultural topics in greater depth, its scope is also much broader and includes numerous abstract and challenging enrichment topics. As a result, Spanish IV-YAS is intended for students who have a strong interest and aptitude for language learning, and who are ready, willing, and able to do the work necessary to tackle demanding communication tasks at an accelerated pace.

## SPANISH V - YAS

Year Course; 1 credit

Open to: 11, 12

Prerequisites: A grade of B+ or above in Spanish IV or B or above in Spanish IV-YAS & recommendation from Spanish IV teacher

Spanish V students will continue the journey they started in Spanish IV. We will be reviewing grammar structures and will continue reading and analyzing different literary works in the target language. In Spanish V students will begin in the Spanish Realism Period, at the end of the XIX century, and will go through the Latin American Boom. In order to achieve these goals we will be using *Repase y escriba* to review grammar, and we will use online sources such as *Biblioteca Virtual Miguel de Cervantes* to access different literary works.

While Spanish V-YAS covers linguistic and cultural topics in greater depth, its scope is also much broader and includes numerous abstract and challenging enrichment topics. As a result, Spanish V-YAS is intended for students who have a strong interest and aptitude for language learning, and who are ready, willing, and able to do the work necessary to tackle demanding communication tasks at an accelerated pace.

## SPANISH VI

Year Course; 1 credit

Open to: 11, 12

Students who are qualified and interested in extending their study of Spanish beyond Spanish V should speak with the Spanish teachers, Chair of the World Languages Department, and the Director of Teaching & Learning.



**York**  
SCHOOL

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