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.
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1Department abstracts provide an overview of each department’s philosophy, pedagogy, beliefs, and passions.
2Course descriptions provide an overview of course objectives, prerequisites, representative texts or materials, and the means of assessment.
Dear York students,

York’s academic program intentionally aims to inspire and prepare. Your experience at York is intended to be one of self-discovery, an opportunity to explore your interests, investigate new curricula, participate in myriad activities, and ultimately find the fire of your passion.

In this process, we expect there to be bumps and setbacks. How else will you grow? Thus, we encourage you to adopt a growth mindset. That is to say, we encourage you to embrace challenges, persist in the face of setbacks, and see effort as the path to mastery.

And we hope that in your discovery you will exhibit much creativity within a community of much diversity. We desire your curiosity. We request your questions. We welcome your novel solutions.

Your time at York is designed to develop habits of mind. Our academic requirements seek your ability to write, speak, and think clearly; to apply the scientific method to better understand and analyze real world situations; to have a detailed understanding of past world events and be able to see the similarities and threads that connect history and lead to cause and effect; to utilize mathematical knowledge to solve unfamiliar problems in both concrete and abstract situations; to understand and appreciate culture that is different from your own; to be conversant in a modern foreign language; to locate information sources, evaluate them, and use them efficiently and effectively.

Your course load, then, is akin to a map. In selecting classes from year to year, you chart a path, and we want you to take ownership of that passage. It is a personal journey. But you are not alone. Know that we are here to support you. Your teachers and deans gladly make themselves available. We recognize and we celebrate your diversity, We will meet you at the crossroads of your interests and your needs. We will support your unique learning preferences. Ultimately, we seek your readiness for the post-secondary experience you come to pursue. Your success is our goal.

Follow your curiosities. Select electives for which you know you have an interest, and also boldly explore the unknown. Consider pursuits that will inspire you to discover what you have yet to know about yourself and the world.

Sincerely,

Sean Raymond, Assistant Head of School and Academic Dean

York’s mission
We inspire and prepare a diverse community of creative, independent thinkers.

York’s philosophy
We prepare our students to be leaders in an exciting future, meeting global challenges with confidence and compassion. York is a small school with a distinctive campus culture, exceptional faculty, and a rigorous academic program. In the Episcopal school tradition, we recognize the dignity of all human beings and welcome our students’ diverse talents, viewpoints, and faiths. We’ve found that our small school community helps develop personal responsibility and concern for others.

We believe that students learn best when they are members of a compassionate, inclusive, and respectful community.
York is a safe place for students to be themselves. We encourage our students to question and collaborate in an atmosphere of trust. Our students come from a broad range of economic and ethnic backgrounds. We are committed to maintaining our diverse community through strong financial aid and outreach programs.

We think students should be excited about academics, athletics, and the arts.
We celebrate a life of the mind and academic achievement. As ongoing learners our teachers inspire a lifetime of inquiry, creativity, and meaning. We recognize that students learn in different ways. A goal of a York education is to learn how to learn. We ask our students complex questions and challenge them to solve problems that require precise thinking and working with others. York provides a diverse, competitive, and inclusive athletic program that emphasizes teamwork, fitness, and a healthy balance between academics and athletics. All sports are open to each student—everyone at York can make the team. All students, regardless of experience level, are invited to actively explore the worlds of theatre, music and the visual arts in our extensive fine arts program. Exceptionally talented students also find many rich opportunities to be challenged and grow at York.

We’re optimistic about the role York students will play in our rapidly changing and increasingly global society.
We immerse students in foreign languages and cultures in the classroom and provide opportunities for travel and exchange. One of our future’s greatest challenges is environmental sustainability. We teach, live, and build green. We stress the importance of technology and information literacy, preparing students for the digital world. We teach our students to be creative producers and wise consumers of information.
In order to earn a diploma from York School, students must fulfill specific requirements geared for the development of the creative, independent thinker.

These requirements are as follows:
A. mastery of specific academic subjects,
B. completion of Service Learning,
C. ensemble participation, and
D. satisfactory participation in the Health & Fitness program.

A. Academic Requirements: (grades 9-12)

- English, four years
- Mathematics, three years (through junior year), including Algebra II
- Modern Language, 3 years and through level III of one language
- History, three years, including World History I, World History II, and US History
- Science, three years; Biology, Chemistry or Physics, and a third science
- Computer Science, one year
- Latin 1
- Visual and Performing Arts (one credit in one subject)

Five courses are required each year. Course credits should equal 50, as determined by the Academic Dean and Curriculum Committee.

B. Community Service and Service Learning

Community Service
Students in grades 9 through 12 are required to complete a minimum of ten hours of community service during each school year. Service must be unpaid, with a public, non-profit, charitable agency according to the guidelines on the “Service Evaluation Form.”

The Community Service year begins on the first day of school and extends through the following summer. The first exception to this applies to freshmen who may also count the summer before entering ninth. The second exception is for seniors, who have only until the end of February of their senior year to complete the requirement. Due to the significantly shorter amount of time for seniors to complete their ten hours, they may apply any hours from their junior year that were beyond the minimum ten towards their senior year, potentially even completing the senior requirement while still a junior.

To record hours, students are responsible for completing the “Service Evaluation Form” and obtaining the signature of the supervising adult from each site of service. It must be turned into the Service Learning Coordinator. Most students complete significantly more than ten hours per year, and all hours should be submitted. These records may be used by college admissions, for scholarships and for other awards. Eighth grade Students perform service for the school, but may opt to take part in the Service Learning Program. See the coordinator of Service Learning, Mrs. Sanford, for more information.

Service Learning
This project encourages students to learn more about specific community needs, fosters a deeper understanding of how their efforts can make a difference, and encourages students to share their discoveries with their classmates. Students identify a social issue or community need that they wish to address with their service and either work with an existing nonprofit or create their own activity to address this issue. Students investigate the roots of the issue, and report on the ways their service helps solve this problem, as well as on how they grew as individuals due to their service. The emphasis is on what students learn by doing service, rather than just providing manpower without thought or reflection. Ideally the project will also overlap in some way with academic courses and students will learn some life skills. In the majority of cases, students meet the ten hour community service requirement through their Service Learning Project as any time spent interacting with the public while implementing their Service Learning Project counts towards the completion of their Community Service hours. At the beginning of the school year, students receive a detailed packet explaining the steps in completing a project.

C. Ensemble Participation

Because students learn a great deal about themselves through participation in extracurricular activities and benefit greatly from the experience of committing themselves to a group endeavor, we encourage students to take advantage of opportunities to engage in learning outside the classroom through involvement in the performing arts and athletic programs. We believe so strongly in the benefits of such involvement that students are required to do one of the following prior to graduation:

a) participate in choir, band, jazz, or orchestra for one year
b) take a role in a school play
c) play a season of a varsity level sport

Students with significant commitments to performance ensembles or athletic activities not offered by York, or who participate for at least three years in a non-league sport offered by the School may apply for a waiver of this requirement. In all cases, the decision of the Academic Dean and the Director of Music or the Director of Theatre or the Athletic Director will be binding.

D. Health & Fitness

The Health & Fitness program is an integral part of the school day with the goal of improving students’ physical and emotional well being and promoting lifelong fitness and academic success.

Each year, all students sign up for two seasons of Monday/Friday and Tuesday/Thursday Health & Fitness activities. Health & Fitness seasons run concurrently with the interscholastic sport seasons. Students wishing to participate in an interscholastic sport sign up for that sport. Students may transfer from one activity to another with permission from both activity teachers and at the discretion of the Health & Fitness supervisor.

Students may participate in independent activities/sports (eg., martial arts, equestrian, club sports, ballet) in lieu of participating in Health & Fitness at York School. Credit for these independent activities is subject to the approval of the Health & Fitness supervisor.

Students are expected to show Honesty, Respect, Responsibility, and Compassion during Health & Fitness as they would during any class. Punctuality and attendance are part of respectful and responsible behavior.
ACADEMIC COUNSELING

Open-door policy
We all maintain an open door policy whenever possible. While you are welcome to drop by when you are on campus, it is best to make an appointment to insure ample time with whomever you wish to consult.

There are several levels of support for academic counseling. Both students and parents are welcome to contact these individuals at any time. Students are encouraged to seek advice from any teacher or administrator with whom the student feels comfortable. All adults giving counseling maintain the maximum level of confidentiality possible.

The first contact for a parent or a student should be the teacher of that class. All members of the faculty are eager and willing to help. We intend to teach self-advocacy, so it is advised that a student seek help from a teacher and punctually keep all appointments.

The Academic Dean
The Academic Dean has a broad knowledge of education and the best practices of pedagogy, and can guide students and parents in many aspects of school life. He maintains a perspective on the whole of a student’s academic life at school. In addition, he oversees class scheduling and graduation requirements. Students are encouraged to speak with the Academic Dean in all matters of course planning. Permission from the Academic Dean is required in order to take multiple advanced and honors coursework, or before changing or dropping classes. Students should receive clearance from the Academic Dean before finalizing course requests in the spring.

The Director of College Counseling
The Director of College Counseling provides students and parents with a complete guidance program which includes self-exploration, college selection, university and college requirements, application procedures including financial aid, and registration deadlines and administration dates for current College Board and ACT tests. The Director of College Counseling also maintains all college specific resources online as well as college catalogues, summer opportunities, resource big books, and other reference books in the College Counseling Office. Seniors and Juniors meet with the Director of College Counseling in small groups entitled ‘Pathways’ as well as individually. During Pathways students work on all aspects of the college admissions process including meeting with college admissions officers who visit York School each fall. Parents wishing to consult with the Director of College Counseling are welcome to phone or email Ellen Masten at emasten@york.org for an appointment.

The Dean of Students
The Dean of Students has extensive experience with counseling in an academic setting. The Dean of Students, while not a licensed counselor, is trained in counseling techniques and works closely with the Class Deans and the Academic Dean to encourage the best possible personal experience for each student. Communications with the Dean of Students are held in complete confidentiality, to the extent allowed by law, and are shared only with the consent of the parents or student. Parents and students are encouraged to communicate with the Dean of Students regarding any area of concern, including, but certainly not limited to, social integration at School, significant events at home, learning differences, emotional difficulties, etc. The Dean of Students maintains a list of psychological and psychoeducational consultants to recommend should parents or students desire more trained or specialized support.

Class Deans
Most situations can be dealt with effectively by contacting the Class Deans. They have extensive experience with the needs of, and are familiar with a variety of potential solutions for, students in their particular grade levels. Class Deans are familiar with each member of their class. They oversee each student’s academic and personal progress. They consult with classroom teachers, the Head of School, the Academic Dean, and the Dean of Students as appropriate. The Deans are also in regular contact with each other to provide continuity from year to year.
## COURSE PLANNING

### GRADE PLANNING

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<td>All students must take a minimum of five courses each year even if graduation requirements have been met</td>
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LEARNING PROCESS
While focusing on outcomes -- such as setting GPA goals for the school year-- is a great way to motivate oneself, in looking at the horizon students sometimes lose sight of the process of getting to the destination. Therefore, the essential question students should be asking during their years at York is this: what is my learning process? By that we mean, how do you best learn? How do you go about your learning? And how are you designing a successful approach to learning -- embracing challenges, persisting in the face of setbacks, learning from criticism, finding lessons and inspiration in the success of others, and viewing effort as the path to mastery. A great way, then, to assess one’s learning process is to consider one’s LQ, what Daniel Coyle (author of The Talent Code) refers to as learning quotient.

GROWTH MINDSET
At York, we are fortunate to attract very bright young people to our school, so we are committed to the value-added of a York education. We believe that students can ‘grow their brains’ and improve their skills through an engaged, joyful approach to learning; that talent can be developed and that intelligence is not a fixed quantity; that learning emerges from setbacks, challenges, criticism, and response to failure perhaps even more than from success. We want to teach diligence and persistence and resilience, so we emphasize and trust in a process of teaching and learning that supports growth.

York’s educational approach has embodied this philosophy of teaching and learning for decades, and it has recently been reinforced by the neuroscience research of Stanford Professor, Carol Dweck and her book, Mindset. Dweck’s research refers to the fixed mindset (intelligence is static) and the growth mindset (intelligence can be developed owing to neuroplasticity).

PURSUITS AFTER YORK
Students often inquire as to implications of course selections on the college admissions process. There are some who might say, “Don’t worry about it. Students should simply focus on being students.” But we recognize when an admissions committee evaluates an applicant, they are looking at four years of high school. So let us consider that there are several things to be aware of during these wonderful years of academic and personal exploration. To begin, let’s ask the same two questions that admission officers will likely ask:

Will this student succeed academically at our school?
What will this student bring to our community?

Embedded in these two questions are the three dimensions of every applicant:

A student’s academic ability
A student’s personal character
A student’s contribution to the community

All three of these will be measured, evaluated, and questioned; all three matter. Thus, our program of study (graduation requirements plus electives) ensures students’ transcripts demonstrate breadth, depth, and rigor. Meanwhile, we encourage students to develop points of excellence while building academic confidence and leadership skills.

SETTING GOALS
Academic
With only a few exceptions, all four years of high school count towards college admission. Students should be encouraged to perform to the best of their ability. Although grades count, there can be wonderful lessons learned when students encounter academic challenges. Students should be encouraged to develop skills in self-advocacy. It is not just okay to ask for help, but essential. When presented with options, students should take the most challenging courses available to them. What is “challenging” for one student will be different for another. Students should pursue rigorous coursework that makes them stretch (not burn out). Selective colleges are excited to see students who push themselves and take risks, even when the result isn’t a perfect grade.

Co-curricular
If a student shows a particular strength or point of excellence, especially in an area one enjoys, help the student cultivate that talent. This may be within the field of athletics, arts, service learning, research, or a part-time job. A good goal would be to have students discover something they love and stick with it. Leadership will naturally follow if a student fully commits.

Personal
We want students to fully engage with the York experience, both in and out of the classroom. When students get older and begin to look at colleges, they will be well served if they have taken advantage of the many opportunities that York affords. Students who navigate the college process successfully are students who are proud of both the transcript they have built and the activities they have joined and stuck with. In addition, they have successfully completed the necessary research to discover the best fit colleges for them based on their personal strengths and attributes. No student is perfect, so when bumps come along, and they will, help students see the life-lessons that come along with setbacks. Encourage them to do the best that they can and the outcomes will naturally fall into place as they should.
GRADES AND COMMENTS SCHEDULE

Progress Reports with written comments but without grades are given at the end of the first and third quarters (October and March). Grades are given after the second and fourth quarters (December and June).

Final grades represent the full year’s work and are the only grades entered on the student’s official transcript. Once recorded at year’s end, grades become part of a student’s permanent record. For seniors, first semester grades are also recorded. An “Incomplete” grade will be granted only in exceptional cases, usually for medical reasons. Parents receive notification when both Progress Reports and Graded Reports are available online through the Parent Portal of PCR.

Description of Grades

Grades are based on standards that do not fluctuate from year to year. Grading standards are explained by every teacher at the beginning of the year.

• A grade of A means that besides mastering the material presented during the course, the student has demonstrated exceptional academic abilities.
• A grade of B means that the student’s work has been more than adequate in some or all of these areas: accuracy, thoroughness, analysis, and creativity.
• A grade of C means that the student has fulfilled basic requirements of the course in an adequate manner.
• A grade of D means that the student has barely met the minimum course requirements. Sufficient work has been done only in a few areas.
• A grade of F means that the student has not met the minimum course requirements. The student will receive no credit and cannot advance in the subject until sufficient remedial work is done.

Honor Roll

Honors may be awarded to those students taking five or more unrepeated courses with no grade lower than a "B." To qualify for High Honors, a student taking five or more unrepeated courses may have only one grade below an "A-," with that grade no lower than a B." 

Honors are granted on the basis of sincere and consistent application to the subjects studied, as reflected both by teachers’ comments and by grades. An incomplete grade, unsatisfactory performance in any class (including Health & Fitness), or poor behavior, will also disqualify a student from the Honor Roll.

Advanced Curriculum

York believes that it is its responsibility to offer students the best educational opportunities and the best college preparation possible as students face the challenges of college admission and the college experience. To this end York offers a variety of advanced courses, and every department’s course sequence offers advanced coursework, the customary culmination of four years of intense study. The highest level of advanced coursework features Advanced Placement (AP) and York Advanced Studies courses (YAS).

FAQ

What is the Advanced Placement program?

The Advanced Placement program is a curriculum that is designed and sponsored by the College Board. Advanced Placement courses are standardized courses offered in individual subjects that are meant to be comparable to college level courses. Examples of College Board AP courses are Chemistry, Calculus, U.S. History, French Language and English Literature.

At the end of an Advanced Placement course, students will take a test based on the material covered in the Advanced Placement course. These standardized tests are administered each May at high schools throughout the country. The tests are scored on a 5-point scale with a score of 5 being the best score.

What is the difference between an AP course and an AP test?

An AP course is a standardized course in a particular subject that is part of the College Board curriculum. The course is usually a full year course. An AP test, while based on the material in the curriculum, can be taken in May whether a student has taken the course or not. A student who plans to sit an AP exam without taking an AP class must receive permission from the Academic Dean.

Does York offer AP courses?

YES. Every discipline in York’s curricular program culminates in advanced curriculum.

What are York Advanced Studies courses?

Some of our classes have distinctive features that set them apart as particularly challenging and comparable to college level courses. These courses are developed independently by our faculty and are not limited to the standardized College Board curriculum. These courses are awarded a York Advanced Studies designation on the school Profile and a YAS designation on the school transcript. The University of California recognizes both York YAS courses and College Board AP courses as honors level curriculum.

Does York require students to take advanced courses?

No. Advanced coursework is not required to earn a York diploma. However, every discipline culminates in advanced coursework, and the majority of students elect to take advanced courses toward completion of graduation requirements and electives.

Does York require students to take AP exams?

Yes. If a student enrolls in an AP course, that student is expected to sit that course’s AP exam.

What about colleges and APs?

Colleges consider AP classes as honors level courses. Colleges also consider York YAS classes as honors level courses. The University of California and some other colleges assign extra points for honors courses when calculating a grade point average (GPA). Most colleges look favorably on students who take a challenging course load that includes some honors level courses.
Because many schools adopt the standardized curriculum of the College Board, college representatives will sometimes adopt language in which they refer to AP courses as the most advanced curriculum. This might create an impression that AP courses are required for selective college admissions.

A student can earn the extra point for taking an AP (or YAS) course without taking the AP test. However, a college will not award college credit unless the student takes (and passes) an AP test. AP tests are an indication of how well a student has mastered the material covered in an AP course. Many colleges use the test to award college credit for mastering the material covered in the course. A score below 3 is not considered a passing score. Colleges award credit based on the results of the AP test, not the AP course. It is possible to receive credit based on the results of the AP test without having taken the AP course.

Each college has its own AP policy about how (or if) credit is given and what AP tests and scores qualify. There is little uniformity from college to college. Each college and university makes its own decisions about awarding credit and placement at their institution for completion of AP courses and exams. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied. A student should research the policies of the colleges in which he/she is interested. The College Counselor is also available to assist in this research.

How and when does a York student decide to take an AP test?

In the annual course planning and selection process a student declares interest in studying advanced level coursework, which is then approved by the Academic Dean in consultation with teachers and the college counselor. Students sign up for their schedule in the spring of the previous year, thus they must give some thought as to the number of AP exams that will be required of them owing to the number of AP or YAS courses they plan to study.

Since AP tests are based on an advanced curriculum, most students taking AP tests are juniors or seniors. Teachers in classes that provide sufficient preparation for an AP test will discuss the test with students during second term. In the winter, when sign ups for AP exams are announced, students wishing to sit an AP exam must sign up with the school’s AP coordinator. The tests are administered during the designated school day in the first two weeks of May.

Questions?

For more information from the College Board about the AP program, see www.collegeboard.com/student/testing/ap/about.html

For more information on the growing movement of leading college preparatory schools that emphasize site-based, teacher-generated curriculum for advanced courses, please visit the Independent Curriculum Group. York school is member of ICG. www.independentcurriculum.org

**ONLINE LEARNING**

York wants interested students to have access to quality online courses as part of their high school experience. We partner with One Schoolhouse to offer a range of online courses.

If a student is taking a One Schoolhouse course as part of their recommended course sequence and that class is not available on campus at York, then York pays the additional online tuition. If a student is taking an additional or elective course, then York asks the family to be responsible for the additional online tuition.

Before enrolling in an online course, a student should seek approval from the Academic Dean.
CLASSICAL LANGUAGES

Since its inception over fifty years ago, York has placed great value on the study of the classical languages. All students in grade nine are required to enroll in Latin I. Thereafter, Latin II, III, IV, and Greek I and II are offered as electives. York realizes that the words, ideas, and culture of the ancient world are communicated to us in the writing and the archaeological remains of the people and their institutions. The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; our students, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact. In addition, students make connections from their reading to the other subjects they are studying in school and to the communities that surround them. They examine the products and practices of ancient peoples in the light of their own experiences and are challenged to make comparisons.

As a result of exposure to the Classical languages:

- a person’s reading, writing and speaking of his or her own language is improved by studying Latin. His or her vocabulary is enriched, grammar is sharpened, and a sense of organization is instilled in him or her.
- a person is equipped with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin and Greek broadens a person’s notion of structures possible in languages other than English.
- such mental qualities as being observant, accurate, analytic, and logical have been stimulated because of their non-English word structure and sentence patterns. Classics majors are hired by firms that need personnel who can define and identify problems, think on their feet, and arrive at sound and creative solutions.
- Americans are made aware of customs, values, and ideas that we have in common with Eastern and Western Europeans and with North and South Americans. We share many concepts in government, religion, art, literature, and economic systems.

The Classical language study maintains standards for Classical language learning and applies five goals of communication. These five-goal areas include: communication, culture, connections, comparisons, and communities.

COMMUNICATION Goal 1
Communicate in a Classical Language
Students read, understand, and interpret Latin or Greek.

CULTURE Goal 2
Gain Knowledge and Understanding of Greco-Roman Culture
Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

CONNECTIONS Goal 3
Connect with Other Disciplines and Expand Knowledge
Students reinforce and further their knowledge of other disciplines through their study of classical languages.

COMPARISONS Goal 4
Develop Insight into Own Language and Culture
Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language; and to compare and contrast their own culture with that of the Greco-Roman world.

COMMUNITIES Goal 5
Participate in Wider Communities of Language and Culture
Students use their knowledge of Latin or Greek in a multilingual and diverse world.

Latin I
The Cambridge Latin Series developed in Great Britain with the expressed purpose of bringing students quickly to the point where they can read Latin with confidence and to give some insight into life in the early Roman Empire by following and participating in the daily lives of the Caecilius family. An additional goal is to strengthen vocabulary skills in English through the study of derivatives and cognates. Exercises of various types reinforce grammar and vocabulary and provide continuous review information from earlier chapters. All four-language skills (listening, speaking, reading, and writing) reinforce one another. Cultural themes include the family, the treatment of slaves, education, the baths, hospitality, and the city of Pompeii in 79 B.C.

Latin II
A continuation of the Cambridge Latin Series. In each chapter the reading passages carry the story forward and introduce new linguistic material as well as new vocabulary, morphology, idiom, structure, and syntax. The story shifts to Britain and then to Rome during the reign of Domitian. The class also builds upon its basic framework of Roman culture by studying government, religion, treatment of provincials, et al. Towards the end of the year, students will begin to translate some unmodified passages from Classical Latin authors.

Latin III
Treats Latin literature from early comedy to the early empire. They present a number of genres and vivid images of both men and women of Roman history and poetic imagination. Of paramount importance is the gripping human interest of these masterpieces of the Roman world. The political, social, moral, and philosophical ideals of the Romans as presented in these works have since antiquity been touchstones against which generations have tested themselves. Students are challenged to think critically about the past and to reflect on their own values and their relation to others. The selections from Ovid provide an excellent introduction to the reading of Latin poetry with attention to metrics and the artifacts of style. The works of Martial are a mirror of his time. To receive a more personal glimpse into Roman life, students also read letters, essays, histories, etc. by such authors as Pliny and Cicero and Livy.

York Advanced Studies (YAS) Latin IV Honors
has the immediate object of developing competence in comprehending Latin through the reading of selections from a wide range of authors dating from the third century B.C. to the modern day. This survey not only contains a few selections from the often read Golden and Silver Ages of Latin (Vergil, Cicero, Ovid, Horace), but also from the outstanding scholars and writers of the late empire, the Medieval period, the Renaissance, and the modern period. The concept of the course arises from the statistic that of all writings in Latin, less than twenty percent were actually written by Romans; the rest encompass the greatest minds of many centuries. Under the major headings of Literature, Science, Art, and Philosophy, students will read selected works and relate them to the particular time period in which they were written. The writings encompass a number of genres and offer vivid images of both men and women of history, science and poetic imagination. Of paramount importance is the gripping human interest of these masterpieces of the Western world. The political, social, moral, and philosophical ideals as presented in these works have since antiquity been touchstones. Students will be challenged to think critically about the past and to reflect on their own values and their relation to others.

Latin V
Those students who would like to extend their study of Latin after completion of Latin IV should make their interest known to the Academic Dean.
Greek I and II (A Reading Course in Homeric Greek)
The aim of this course, as the title emphasizes, is to enable the student to read Homer in the original with understanding and a real sense of satisfaction. The course seeks to bring out more clearly to the beginning student both the interest and the special educative value of Greek. As literary background to other authors, and as a vivid introduction to what poetry really is, Homer has particular importance in the process of education.

Computer Science
The curriculum of the Technology Department of York is designed to help students cultivate general problem solving ability and a well-rounded technological skill set. Two courses are offered: Technology and Information Literacy, and Computer Concepts and Programming. TIL is a survey course that includes conceptual and applied subject matter, such as academic integrity, research skills, digital image editing, and programming, among other topics. C+D focuses on project-based programming for apps, websites, robots, and mechanical designs with an emphasis on computing methodology.

Objectives for both courses 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. Furthermore, we strive to create an environment that is conducive to stimulating intellectual curiosity about technology and enabling students to be effective content creators.

In addition, York currently has two technology-related clubs; one focuses on robotics while the other revolves around general computer projects. Students are free to form new clubs that cater to both general and specific interests. Through self-teaching and working with instructors, York students often possess skill sets that catalyze diverse, productive technological efforts outside of TIL and C+D.

Technology & Information Literacy (TIL)
Students in this primarily project-based course enhance their skills in computer literacy, library research, media manipulation and computational thinking using various technological tools. Many of the assignments are designed to support projects assigned in other core freshman classes, such as science fair and the English speech project. All students have opportunities to explore the rudiments of computer programming and to engage in collaborative design thinking workshops involving 3D printing, lasercutting, web design and media production. Digital citizenship and conversations about the future of technology are integrated throughout the year.

Topics:
- Digital image editing with Adobe Photoshop
- Organizing and manipulating data with Excel
- Programming with Python
- Animation and programming with Flash
- Desktop publishing with InDesign
- Creating relational databases with Filemaker Pro
- Research skills and library science concepts
- Ethics
- SMARTBoard use

Grading is based on approximately four to five projects per semester. In addition to fulfilling specific requirements for each respective project, the instructor evaluates the student’s problem solving ability.

Code + Design (C+D)
C+D is a hands-on project-based course is 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 throughout the year that applies technology to serve a real-world audience. C+D is a hybrid course that meets most days face-to-face in the design shop or computer lab for collaborative learning and building. Other days, the course meets online to work on digital lessons, projects, and challenges.

Course sequence
Q1: Design Thinking Process, Website development with HTML and CSS
Q2: App development with MIT Android App Inventor / 3D modeling with Tinkercad, makerbot
Q3: Python and branching logic
Q: Circuits and Programming with Arduino

English
The goal of the English department is to help students learn to read critically, think logically, and write and speak clearly. A strong foundation in vocabulary, grammar, and composition is built in the early years and reinforced by the study of words, concepts, and literary devices in context, particularly through close reading.

Written assignments include analytical essays in response to literature as well as opportunities for self-expression in a variety of written forms, such as poetry, short story, the personal essay, and non-fiction. Students also engage with new literary forms: wikis, forums, blogs, podcasts. Outlets for performance and authentic publishing are provided by the York Blog, Lit-Mag, Student One Acts, and Cafe Night. The writing process is reinforced at each grade level, and students are given many opportunities for writing workshops, revision, and writing conferences with their teachers.

Investigation of texts and different media includes the following: websites, critical articles, periodicals, film, Shakespeare in grades 8-12, local authors such as Steinbeck and Jeffers, classical Greek tragedies, world and multicultural literature, and many selections from the suggested AP Literature reading list. York’s English classes explore literature in a manner that provides a platform to study the intersection of creative writing, nonfiction, and history. For example, students work collaboratively in small groups on interdisciplinary projects that make connections between themes in the literature and their other courses.

All English classes provide many opportunities to develop public speaking skills, from informal class discussions to more formal presentations, debates, and recitals. York students are encouraged to both develop and share their opinions; moreover, respect for the opinions of others is integral.

Speech, Grade 8
Because for many people presenting a speech or even speaking in a group is an intimidating task, this course provides students with skills for effective communication and with the tools to overcome fear of speaking in groups. The first unit focuses on techniques to ease this tension and to make presenting a speech a manageable, even enjoyable, process. From there, students hone their speech writing skills and increase their stage comfort and expressiveness through a variety of projects.

As the course progresses, students present several small speeches from short jokes to the introduction of classmates. In addition they write and present three longer speeches of various styles (persuasive or informational, for example) ranging in length from four to ten minutes. Students receive detailed written feedback on each presentation and review video record-
ings of their speeches in tandem with the teacher. Between speeches, students engage in debate and practice expressive reading techniques, including presenting a memorized monologue or scene from Shakespeare. Theatre games help students to enhance nonverbal communication, develop their creativity and increase their stage comfort. Assessment is based on the individual student’s progress.

- Topics covered include:
  - effective positive listening
  - presenting with confidence
  - connection with the audience
  - physical expressiveness
  - Tone: volume, pace and vocal variety
  - techniques for making nerves work for the speaker
  - speech writing
  - debate techniques

### English I, Grade 8

English I is a highly participatory course as the class explores texts through discussion, collaborative projects, and traditional analytical writing. Investigation of the assigned literature, which focuses on themes of coming of age and personal development, reinforces students’ familiarity with basic elements of literary analysis and introduces them to more advanced analytical concepts. Students learn to construct coherent analytical and personal response essays and to undertake creative writing in the form of short story and play script. They expand their vocabulary, promoting effective verbal and written communication, and take on the study of grammar as a tool for effective communication.

The fall semester begins with review and discussion of the summer reading. The students are introduced to basic terms and techniques of literary analysis. The class then applies analytical skills learned to a study of two novels, for example To Kill a Mockingbird and Of Mice and Men. In the spring semester, students are introduced to theatrical terms and to the life and play craft of Shakespeare, and undertake the study of one of his plays as a work for the stage as well as an extraordinary piece of literature. The final novel emphasizes their growing grasp of symbol and theme. Students write both creative and expository papers, study grammar in the context of writing, and learn vocabulary culled from the literature. Much time is taken in the fall semester to master effective paragraph construction and to develop organization in their writing. In the spring semester, the focus is on becoming more confident and adept writers. Roughly two to three times per week, students post to an in-house online forum discussion board or reply to classmates’ posts. This activity allows for frequent practice of the craft of writing and emphasizes collaborative learning.

Student assessment is determined by frequent quizzes, tests after the completion of each work of literature, a series of essays and other writing assignments, projects and cumulative semester exams. Participation, including being prepared and actively involved, is weighted heavily.

Literature studied in the past has included:
- The Curious Incident of the Dog in the Nighttime by Mark Haddon
- The Golden Compass by Phillip Pullman
- The Book Thief by Marcus Zusak
- The Graveyard Book by Neil Gaiman
- To Kill a Mockingbird by Harper Lee
- Of Mice and Men by John Steinbeck
- Romeo and Juliet by William Shakespeare
- Lord of the Flies by William Golding
- Various poems and short stories

### ENGLISH II, Grade 9

**PREREQUISITES:**
Completion of English I or equivalent.

**PURPOSE:**
The primary aim of English II is threefold: 1) to introduce students to common modes of literary analysis, with a particular emphasis on the formal elements of literature; 2) to help students develop the confidence and wherewithal both to interpret literary texts and to make clear arguments, both written and oral, utilizing their analysis of these texts; 3) to introduce students to a variety of literary genres

**REPRESENTATIVE TEXTS:**
- Ender’s Game, Orson Scott Card
- Beowulf trans. Seamus Heaney
- Julius Caesar, William Shakespeare
- Night, Elie Wiesel
- The Life of Pi or other ‘recent’ novel, which may be part of a Literary Circles unit
- A Pocketful of Prose or other collection of short stories
- The Writer’s Reference, Diana Hacker
- Vocabulary from Latin and Greek Roots: Elizabeth Osborne

**COURSE OUTLINE:**
The first semester begins with an analytical essay, which incorporates excerpts from the summer reading. If there is an all-school reading assignment, it is addressed early in the fall semester as well. A persuasive/research writing unit follows, and the study of a literary memoir concludes the semester. The second semester incorporates the study of drama, short stories, and epic poetry. The class’s focus on expository writing extends not only to the writing process and revision, but also to the study of grammar and vocabulary. Additionally, students gain experience writing creatively including personal essays, short stories, and poetry. The semester concludes with the study of a contemporary novel.

**EVALUATION:**
Student assessment is determined by frequent quizzes, tests after the completion of each unit of literature, a series of essays and creative writing assignments, occasional projects, and cumulative semester final exams. Students average 15-20 minute homework assignments every night. Although the majority of homework assignments involve reading and writing, students also study vocabulary and grammar, do research, or prepare brief class presentations. Early in the fall, tests in English II include a balance of short answer, matching, fill-in and quote identification sections. As the year progresses, the emphasis shifts toward longer, more complete essay responses. Participation, including preparation, positive attitude, and active involvement, is also weighted.
TYPICAL ACTIVITIES AND ASSIGNMENTS:

- Create seven journal entries that might have been written by a minor character in the novel. Explain the events of the story as this character might have. Be sure to use the character’s vocal patterns and imagine how he/she might write.
- Recreate the plot of the novel as if it were being written for a child. You will create a children’s novel with cover and binding. Include illustrations and be sure to use appropriate vocabulary and sentence structure.
- Write an expository essay comparing the protagonists in Ender’s Game and Night.
- Using the writing and research techniques we learned in class, write a persuasive essay on a controversial topic. Be sure to narrow the thesis to a topic that can be effectively covered in 500 words.
- Choose a passage from the novel. Find instrumental music that, in your opinion, effectively conveys the mood of the piece, and read the passage to the class with the music in the background.
- Choose any one of Shakespeare’s sonnets or a passage from Julius Caesar. Find pictures that effectively convey the meaning of the piece and music that embodies the mood. Create a PowerPoint using these tools and then read the sonnet to the class, while the PowerPoint plays behind you.
- Choose a scene or a soliloquy from Julius Caesar. Memorize the lines and stage the piece. Then present it to the class. (This may be a solo or group project.)

English III, Grade 10
PREREQUISITES:
Completion of English II or equivalent

PURPOSE:
English III is designed to help students improve their writing, reading, speaking and critical thinking skills. Many oral and written forms are practiced. An understanding of how research material can shape and deliver argument is emphasized, specifically in research and speech projects. Students continue to develop their writing skills through varied modes, such as quick-writes, journals, online forums/wiki/blogs, in-class timed essays, and formal compositions, which range from the personal essay to the critical analysis of literature. And they engage in a certain amount of creative work, such as pastiche pieces. The writing process is emphasized through going-on writer’s workshops, peer-editing activities and teacher conferences. Examination and study of literature includes full-length works of fiction, short stories, poetry, and drama. Additionally, students engage in regular vocabulary building exercises and the study of grammar. Development of both oral speaking skills and voice is emphasized through a mixture of activities, including traditional class discussions, smaller discussion circles, debates, dramatic readings, poetry recitals, presentations, and a persuasive speech.
Prerequisite: Successful completion of English II or its equivalent

REPRESENTATIVE TEXTS:
A Writer’s Reference, Diana Hacker; online writing resources; Purdue OnLine Writing Lab (OWL), DianaHacker.com; Vocabulary for Achievement (Course 5), Great Source; selected short stories, Elements of Fiction; selected poetry from Sound and Sense, Poetry Foundation.org, Poets.org; 1984, George Orwell; Antigone, Sophocles; Cannery Row, John Steinbeck; Great Expectations, Charles Dickens; MacBeth, William Shakespeare; Sir Gawain and the Green Knight, Simon Armitage, translator; The Stars My Destination, Alfred Bester; The Catcher in the Rye, JD Salinger; selected novels of world literature

EVALUATION:
Formal compositions of 2-3 pages will be completed every quarter. In-class, timed writes will also occur quarterly. Each semester will conclude with a cumulative final exam. Two public speaking assessments occur: poetry recital and persuasive speech. Vocabulary and grammar tests are given monthly. For the “20% Project” students are given time each cycle over the span of the year to develop a project that is either creative or investigative in nature. Projects are presented during 4th quarter.

English IV, Grade 11
PREREQUISITES:
Successful completion of English III (or equivalent)

PURPOSE:
The general purpose of English IV is to develop the analytical skills that students will need in both in more advanced English courses and other classes which require writing. American literature receives particular attention, since students are concurrently taking U.S. history, and the two courses complement each other frequently. The reading requirements for the class are designed to familiarize students with the four basic literary genres: fiction, nonfiction, poetry and drama. Students spend a good deal of time developing writing skills, especially formal expository essays written and revised outside of class and timed writing, usually in the form of essay exams. Peer evaluation is used frequently to help develop revision and editing skills.

REPRESENTATIVE TEXTS:
The Scarlet Letter, Hawthorne
Billy Budd, Melville
Walden, or Life in the Woods, Thoreau
Nature and Other Essays, Emerson
The Awakening, Chopin
The Great Gatsby, Fitzgerald
As I Lay Dying, Faulkner
One Flew Over the Cuckoo’s Nest, Kesey
A Raisin in the Sun, Hainsberry
The Glass Menagerie, Williams
The Tortilla Curtain, Boyle
The Norton Book of American Short Stories

COURSE OUTLINE:
The first semester is devoted to the study of nineteenth century American writers, particularly novels by Hawthorne, or Melville, and Chopin, short stories by a variety of authors, and the poetry of Emily Dickinson and Walt Whitman. Writing assignments are primarily short analytical essays of about two pages in length and in class essay exams. Vocabulary quizzes (SAT format) will be given once per cycle. Working in pairs, students teach a short story of their choosing to the class each semester.

The second semester begins with drama as the central focus of study, one modern American play being read in class. A unit on the personal essay, which students find helpful when writing college application essays, follows the study of drama. Twentieth century American literature occupies the remainder of the year with expository writing on literature continuing to be a focus. Fitzgerald, Kesey, Jeffers, Sandburg and the Beat poets are among the authors considered and opportunities for creative writing using the techniques of the authors studied (e.g. stream of consciousness, unreliable narrator, satire) are included as part of the writing component.

EVALUATION:
In addition to the usual reading assignments, tests, quizzes, the short story presentations and short papers, students will be required to take two cumulative semester exams.
American Studies Honors English

PREREQUISITES:
Students must complete English III with no less than a B average.

PURPOSE:
The general purpose of this year long, interdisciplinary course is to investigate the question of what are the values, assumptions and vision that binds us together as Americans. As literature (fiction, nonfiction and poetry) is both a reflection of the values of a society and one of the forces that shape them, it will be the major focus of the course. In addition, there will be guest presentations on American visual arts (painting and film) and music. This course would satisfy the junior English requirement.

REPRESENTATIVE TEXTS:
The Scarlet Letter, Hawthorne
Billy Budd, Melville
The Norton Book of American Short Stories, Peter S. Prescott ed.
The Frontier in American History, Turner
“Common Sense”, Thomas Paine
Self Reliance and Other Essays, Emerson
Walden, or Life in the Woods, Thoreau
The Narrative of Fredrick Douglass, Douglass
The Adventures of Huckleberry Finn, Twain
The Awakening, Chopin
As I Lay Dying, Faulkner
The Sun Also Rises, Hemingway
Great Gatsby , Fitzgerald
In Dubious Battle , Steinbeck
A Raisin in the Sun, Hansberry
The Crucible, Miller
One Flew Over the Cuckoo’s Nest, Kesey
The Tortilla Curtain, T.C. Boyle

A number of short stories, essays and poems available online will be used.

COURSE OUTLINE:
The course will focus on an in depth examination of several key periods in American literature rather than being a broad survey. Some of the major themes which will serve as focal points during the course include the individual and society, immigration, the frontier, race, gender and ethnicity, dissent and religion. In addition to essay exams, papers and quizzes, students will be required to read one additional book the first and third quarters, producing a short paper on the work. A major portion of the semester’s grade will be based on the semester project.

In conjunction with their U.S. History course, students will complete a research project on a significant event or era in American history. Projects will be posted online, creating the basis for an electronic text for use by future students in the course.

Each project will contain a written component as well as illustrations, photographs, videos, audio clips etc. Students will also be required to present their project to the class. Projects will be evaluated both on content and the extent of research, and presentation – layout, clarity, mechanics (annotation etc.), and speaking skills.

Possible Topics:
The Erie Canal
The Depression
The Baby Boom
Agricultural policies
Media
Communication technology
Steel
Railroads
The Space Race

AP Literature, Grade 12

PREREQUISITES:
Completion of English IV with no less than a B and departmental approval.

PURPOSE:
English V A.P. develops further the analytical skills that students have begun to acquire in previous English courses, focusing particular attention on close reading of the texts as well as the use of secondary sources. Since students have previously taken a course dealing predominantly with American writers, most of the authors covered will be non-American. The reading requirements for the class are designed to familiarize students with the four basic literary genres: fiction, nonfiction, poetry and drama. Developing writing skills comparable to those found in college level writing occupies much of the course time. Both formal expository essays written and revised outside of class and timed writing in the form of essay tests based on previous A.P. exam questions are written frequently. Student find peer evaluation to be a great help in developing revising and editing skills.

REPRESENTATIVE TEXTS:
Heart of Darkness, Conrad
Crime and Punishment, Dostoevsky
Oedipus Rex, by Sophocles
King Lear, by Shakespeare
Hamlet, Shakespeare
Death of a Salesman, Miller
A Portrait of the Artist as a Young Man, Joyce
One Hundred Years of Solitude, Marquez

COURSE OUTLINE:
The first semester begins with a brief review of summer reading followed by an examination of tragedy through the study of three representative plays as well as some additional readings on the subject. Writing assignments will be predominant- ly short essays of about two pages in length and in class essays based on A.P. exam questions. A longer paper in which students develop their own definition of tragedy will conclude the unit. The latter part of the first semester and much of the rest of the year focuses on the novel and the study of poetry. An interdisciplinary project connecting Heart of Darkness to one of the student’s other elective classes is a major part of the second quarter.

Emphasis is given to the sort of close reading and textual analysis required in college courses. Students read critical essays
on each major work, write a précis and present to the class a summary and evaluation of the essay read. Students also search the Internet and library for valuable resource materials in order to help maintain a web page for the class.

**EVALUATION:**
In addition to the usual reading assignments, tests, quizzes and short papers, students are required to take two cumulative semester exams, do short class presentations and write a longer paper on their definition of tragedy. ALL STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN ENGLISH LITERATURE AND COMPOSITION. Grades are based on exams, short papers, the longer paper, the class presentations, preparation for class and participation in class activities.

**ENGLISH V Seminar, Grade 12**

**PURPOSE:**
The purpose of this course is to learn how to read, write and speak better, with an emphasis on style, voice, and consideration of audience. Novels, drama, and poetry are studied for literary technique as well as cultural, historical, and artistic value. Writing occurs in critical, personal, and non-fiction modes. The writing process is emphasized and students workshop their compositions through peer review and writing conferences with the instructor. In first semester, the critical response paper is emphasized in a variety of forms, and the personal essay is studied and written with a focus on developing precision, concision and voice for the college application essay. Sustained research is required in quarter three, culminating in a > 2,500 word position paper with MLA documentation. Public speaking is addressed through Harkness discussions and formal presentations, one of which requires the construction of a Prezi. Students also participate in digital conversations through Moodle and Google Docs.

**REPRESENTATIVE TEXTS:**
Selected Poetry
One Hundred Years of Solitude, Gabriel Garcia-Marquez
The Desert and the Sown, Gertrude Bell
Memoirs, Pablo Neruda
All the Pretty Horses, Cormac McCarthy
Beloved, Toni Morrison
Sibling Society, Robert Bly
Amusing Ourselves to Death, Neil Postman
Hamlet, William Shakespeare
Lysistrata, Aristophanes

**EVALUATION:** - Semester One
40% Compositions: Summer Reading Essay, three critical responses, one personal essay
40% Harkness Discussions, Moodle Participation, Quizzes
20% Final

**EVALUATION:** - Semester Two
30% Research Paper
10% Prezi Presentation
10% Literature Response Paper
30% Class Participation
20% Final Project

**FINE ARTS**
The fine arts play an important role in the life of York School. All our students participate in the fine arts at some level and many are involved in a wide range of arts activities. With six music ensembles available, students enjoy choir, chamber choir, band, orchestra, jazz band and Musica Maiorum (our early music ensemble dedicated to performance of Medieval, Renaissance and Baroque music, quite possibly the only such high school program in the country). Our theatre department presents three productions each year plus two courses in aspects of theatre. There are also ample opportunities for technical work. In the visual arts we offer classes in drawing, painting, design, 3D art and digital imaging. The art studio is a wonderful place to explore and celebrate the diversity and individualism that is so highly valued at York School. All our fine arts programs are designed both to be accessible to beginning students and challenging for those more advanced. Beginning students often discover in themselves hidden talents. Students with exceptional ability in the fine arts, who may be considering college and professional work in the field, will find many rich opportunities at York.

**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. All 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. Our advanced courses, which include Digital Imaging, Advanced Placement Drawing and Advanced Placement Design, offer students the tools to prepare them for college and professional work. 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 - FOUNDATION**

**PURPOSE:**
To introduce the principles of art through drawing and two-dimensional design. Visual exercises given are aimed at observing subjects objectively. As drawing skills develop, so does self confidence and the ability to concentrate and focus on art projects at length.

**COURSE OUTLINE:**
A variety of drawing materials and techniques are explored including graphite, charcoal, ink, tempera, pastels, printmaking, painting, collage and clay.

**EVALUATION:**
Grades are based on participation, concentration, classroom behavior, skill level, personal expression and overall improvement. Group and individual critiques are done throughout the year.

**STUDIO ART - 3D**

**PREREQUISITES:**
Students must have take Foundation Art.

**PURPOSE:**
Students will learn to create and manipulate 3-D forms through additive and subtractive methods of sculpture through materials such as clay, wood, wire, plaster, paper mache and sheet metal. Techniques and materials for finishing work will be introduced and explored. Materials such as acrylic paints, oil paints, modeling paste, and ceramic glazes will be employed. Power tools and hand held tools for constructing materials will be safely introduced and made available. Field trips and visiting artists will be included in the itinerary.
EVALUATION:
Students will be evaluated based on the quality of the work, improvement, involvement in preparation and clean up, organization and attendance.

Studio Art - Digital Imaging

PURPOSE:
To introduce and establish an understanding of the elements and principles of design through various design projects. Students are required to learn Adobe Illustrator and Photoshop and have the use of a digital camera in this endeavor.

COURSE OUTLINE:
Students use photographs, type, shapes and textures and original artwork as starting points in projects that require problem solving, ideation and creative thought to resolve. Through these exercises the students will better understand the building blocks of sound design such as space, balance, shape, emphasis, value, color, and positive and negative space. Students are asked to participate in class critiques and discussions about art history and trends in contemporary art, illustration and graphic design.

EVALUATION:
Grades are based on participation, attendance, attitude, effort, timely completion of the work, craftsmanship, improvement and the quality of the work produced.

STUDIO ART - PAINTING
PREREQUISITES:
Foundation Art

PURPOSE:
Students develop their ability to observe the visual world, translating it into artistic images. The objective of this course is to further student understanding of color and composition. The student learns to create and organize forms, color, and texture while practicing various methods of application. The student uses the information to create a personalized style and expression as well as an understanding of painting in a historical and cultural context.

COURSE OUTLINE:
Projects are given based on painting media, technique and concept. The figure, still life and landscape are used to introduce the student to the creative use of color, form and texture. Research on contemporary and traditional artists and art issues is required along with a presentation to the class

INSTRUCTIONAL MATERIALS:
Lecture and demonstration of materials and techniques
Discussions and questions relevant to topics and techniques
Slides, videos and books on specific subjects and artists
Visits by professional artists and field trips to museums and galleries

EVALUATION:
Students are evaluated on evidence of personal expression, grasp of concepts, presentation and care of work. Written self-evaluation is required and group critiques take place on a regular basis.

AP STUDIO ART - DRAWING
PREREQUISITES:
Foundation Art plus Advanced Two-Dimensional Art or Foundations of Painting

PURPOSE:
The AP class is usually taken in the senior year. The student develops a body of work for the AP Portfolio that explores an idea in drawing or painting. This work must show a strong personal interest, mastery of drawing skills and concepts. The AP Art class gives interested students a chance to do extensive studies in a subject matter or technique. The student will investigate all three Portfolio components - Quality, Concentration and Breath. Students will develop and gain mastery in concept, technique and execution of ideas. The student is required to do work independent of class time. This allows the student to continue to develop mastery of content and concept independent of assignments given in the classroom. Because the study is self generated, there are no set subject or technique areas. Exhibition of artwork and class critiques are ongoing. Discussions and critiques give the student a vocabulary for writing and analyses. The student learns to present their work formally. This is done by matting and framing and documenting the work through slides and other photographic means.
THEATRE PRODUCTIONS
York normally stages three productions during the school year: an "open casting" musical in the fall, in which every student who auditions gets to be on stage; a more selective play in the early spring; and a smaller, often student-directed, performance in the late spring. Recently, the late spring production has been a presentation of one-act plays written by members of the York School community. Students are also instructed in and given the opportunity to work as assistant director, stage manager, assistant stage manager, props coordinator, lighting or sound board operator, scenic painter, dresser, stagehand, house manager, etc. Plays are chosen for production with a close eye to the educational content and the challenge of the material. Recent productions include Metamorphoses, The Apple Tree, The Cripple of Inishmaan, The 1940s Radio Hour, Working (by Studs Terkel), The Baker's Wife, Three Penny Opera, Assassins, Woody Guthrie's American Song, A Christmas Carol, Measure for Measure, Antigone, and Translations. In 2007, we were pleased to present the world premiere of From Beginning to End, written by Dean of Students Joyce Sherry during her 2006 sabbatical.

THEATRE IN PRODUCTION
This elective is open to sophomores, juniors and seniors and will fulfill the UC VPA requirement. The course introduces students to the fundamentals of acting as well as to theatre history and to theater practices in various cultures throughout the world. Cross-curricular applications include: History, Psychology, Public Speaking, and Dance. In-class exercises help participants' creativity, verbal and physical communication, specificity in acting choices, focus and concentration, memorization skills, voice and articulation, etc. Acting styles emphasize Stanislavski, Brecht, and Grotowsk with reference to various other practitioners. Scene work and monologues allow students to pull together the concepts learned in class. Emphasis will also be placed on improving collaborative skills through ensemble work.

PRINCIPLES OF ACTING
This elective is open to sophomores, juniors and seniors and will fulfill the UC VPA requirement. The course introduces students to the fundamentals of acting as well as to theatre history and to theater practices in various cultures throughout the world. Cross-curricular applications include: History, Psychology, Public Speaking, and Dance. In-class exercises help participants' creativity, verbal and physical communication, specificity in acting choices, focus and concentration, memorization skills, voice and articulation, etc. Acting styles emphasize Stanislavski, Brecht, and Grotowski with reference to various other practitioners. Scene work and monologues allow students to pull together the concepts learned in class. Emphasis will also be placed on improving collaborative skills through ensemble work.

EVALUATION:
Students are evaluated on evidence of personal expression, grasp of concepts and presentation of work.

THEATRE PRODUCTIONS
York normally stages three productions during the school year: an "open casting" musical in the fall, in which every student who auditions gets to be on stage; a more selective play in the early spring; and a smaller, often student-directed, performance in the late spring. Recently, the late spring production has been a presentation of one-act plays written by members of the York School community. Students are also instructed in and given the opportunity to work as assistant director, stage manager, assistant stage manager, props coordinator, lighting or sound board operator, scenic painter, dresser, stagehand, house manager, etc. Plays are chosen for production with a close eye to the educational content and the challenge of the material. Recent productions include Metamorphoses, The Apple Tree, The Cripple of Inishmaan, The 1940s Radio Hour, Working (by Studs Terkel), The Baker's Wife, Three Penny Opera, Assassins, Woody Guthrie's American Song, A Christmas Carol, Measure for Measure, Antigone, and Translations. In 2007, we were pleased to present the world premiere of From Beginning to End, written by Dean of Students Joyce Sherry during her 2006 sabbatical.

CHOIR
The Choir is a great place to find your singing voice. It is a mixed vocal ensemble of 20 to 40 students in all grades. It is open to all students without audition who then learn the basics of vocal production and of music reading and, most importantly, discover the joy of singing. The group learns a variety of repertoire in different styles; they perform regularly at the Winter Concert and Fine Arts Weekend Choral Concert. "Choir on the Quad" is an occasional, informal lunch time performance for the school.
CHAMER CHOIR
For students who have found their voice, the Chamber Choir is an opportunity to explore more challenging repertoire in a small group. Chamber Choir is made up of 12-18 auditioned singers who have made considerable progress in the skills of pitch mastery, vocal control, ensemble discipline, music reading, blend and melodic independence. The group performs at the Winter and Fine Arts Weekend Choral Concerts at the school; in addition they perform at other school events and in the community at large. They also attend festivals in other communities.

CONCERT BAND
The 20-30 piece Concert Band is open to all wind, brass and percussion players with basic knowledge of their instruments. Depending on the repertoire pianists and guitarists may also participate. The group plays original wind literature, transcriptions of orchestral repertoire and, from time to time, big band jazz tunes.

ORCHESTRA
The Orchestra is open to all string players with basic knowledge of their instruments. Skilled players occupy the top chairs. Advanced wind and brass players are invited to join them when the repertoire requires. Upon occasion the Band and Orchestra work together on symphonic band repertoire. There is often an opportunity for a keyboardist to participate in the Orchestra on piano or harpsichord.

JAZZ ENSEMBLE
The Jazz Ensemble varies in size from a combo of 5 players to a big band of 10 or more. The horn positions are open to all students with basic knowledge of their instruments and all instruments are welcome, not just the traditional “jazz” instruments. The rhythm section is crucial to the success of the group so piano, guitar and bass players as well as drummers need to be somewhat advanced and are selected by audition. The jazz band plays at various events on campus, in the community and at our annual jazz concert. Vocalists often join the group for particular events. The jazz ensemble is visited several times each year by the Monterey Jazz Festival Clinicians, talented professional artists who sit in with the group and coach the students. Our students are eligible to be chosen for the MJF High School and Middle School Honor Bands which, incidentally, rehearse in the York School Music Room.

MUSICA MAIORUM
York’s Early Music Ensemble is dedicated to performance of Medieval, Renaissance and Baroque music; we have a nice collection of historical instruments including a harpsichord and a small pipe organ. The group is reorganized each year and membership is by invitation or audition. This is an excellent chamber music opportunity for more advanced instrumental students.

AP MUSIC THEORY
PREREQUISITES:
At least one year in a school music ensemble or special permission of the instructor

PURPOSE:
AP Music Theory at York School is an upper division elective designed to prepare students to take the AP Music Theory exam and to successfully complete theory placement tests at college music schools, should they choose to follow that path. Without exception students who have completed this course and gone on to take music school theory placement tests have advanced from one to three semesters in their schools’ theory programs. The course meets six out of every seven school days in 45 minute periods.
The philosophy of the history department is to develop students’ passion and appreciation for the subject. By the time a York student graduates, we expect them to be real thinkers who can tie concepts together, comprehend and explain their relevance to today, sift through evidence and biases, and express their own informed opinions.

Our courses are structured so that students are supported through the different stages of learning to write essays and course papers. A wide variety of teaching methods are used in order that students may discover skills they never knew they had. Desired outcomes for students are as follows:

To have a solid mastery of the material and historical skills and be able to draw connections and see cause and effect.

To be able to sift through evidence and see the motive for writing a document, question how the information was obtained and deduce as to what is left out.

To show relevance of a topic to today and see we can learn from it.

To reach sufficient depth of understanding so one comprehends the interesting details and intricacies of history.

To use a variety of skills that can help students see the topic from different viewpoints and also foster and develop skills that they may otherwise never have known that they had. i.e. Projects, Plays, Art etc.

Three courses are required for graduation: World History I (grade 9), World History II (grade 10), and US History (grade 11). By the end of sophomore year, students gain a detailed understanding of world history from the beginning of civilization up to the present era. With this base, students then become proficient in the history of the United States during junior year in an American Studies course that offers interdisciplinary opportunities with English IV.

Students also have options to explore other avenues and interests with electives in Art history, Modern Asian history, History of Cinema, Economics and AP U.S. Government.

8th GRADE ANCIENT HISTORY

PURPOSE:
The purpose of 8th grade Ancient History is to ensure that students understand how and why civilizations evolved and as in the case of the Mayans, could even be abandoned. Students look at history as a science and evaluate like a detective with the clues from written sources, archaeology and anthropology. Students will understand the connection of events and impact of cause and effect and see the relevance of each topic today and what we can learn from the past. Students will develop a lifelong interest in the subject by making it real through stories, plays and hands on assignments.

REPRESENTATIVE TEXTS:
The Ancient World, by Cootes and Snellgrove

COURSE OUTLINE:
The origin of humanity and the development of civilizations in Mesopotamia, Egypt, India, China, Central America, Persia, Classical Greece and Macedonia. Life and culture in these societies and the development of early religions such as hinduism, Buddhism and Zoroastrianism and the impact of philosophers such as Lao Tse, Confucius, Socrates, Plato and Aristotle. For a detailed breakdown topic by topic, please look at the Ancient history syllabus on the York webpage.

EVALUATION:
Based on cumulative points from class work, homework, projects, final exams and oral presentations. The course is taught in 2 halves by 2 different instructors, with each semester counting for 50%.

WORLD HISTORY I: 9th GRADE ANCIENT & MEDIEVAL

PURPOSE:
The goals of the 9th Grade Ancient & Medieval World history course are to provide an understanding of the past and comprehend the origin of issues today such as separation of church and state or why the Arabs get upset by the word Crusade. Students will understand where historical information comes from and look for clues like a detective to determine biases, what is omitted and what is true. This course makes history real and develops in students a lifelong passion and interest in the subject. With geography, students will learn where places are, where products come from, to appreciate different cultures and perspectives, and to understand and foster an interest in current events.

REPRESENTATIVE TEXTS:
We use an assortment of sources, documents and texts which I have compiled, but no official textbook, since they all have their strengths but also their weaknesses.

COURSE OUTLINE:
This course is a combination of 3 subjects. The history part covers the rise of Rome to the collapse of feudalism in Europe. There are also segments on Asian, African, South and Central American histories too. For a detailed list of all topics, please look at the York website under World history and click on the curriculum link. As we study different civilisations, we also move around the World to give a geographic background to areas with an emphasis on cultural appreciation and current affairs. Finally, there is a religious component which ties in with the relevant history and geography segments and focuses on Hinduism, Buddhism, Christianity, Islam and Shamanism.

EVALUATION:
Based on cumulative points from class work, homework, projects, final exams, and oral presentations.

WORLD HISTORY II – MODERN WORLD HISTORY (1450-Present Day)

PREREQUISITES:
Completion of History 9 or departmental approval.

PURPOSE:
The purpose of the course is to give students an appreciation and insight into the connection between significant historical events and today’s complex world. This is accomplished through the use of lectures, primary and secondary sources, videos, student-centered projects and discussion of current events in a historic context. Particular emphasis is placed on historical analysis and interpretation. The course uses IDs and essay exams, student projects, and class discussion as a major means of assessing student performance. An analytical essay is also completed in the spring.

REPRESENTATIVE TEXTS:
The Earth and its Peoples vol II, by Bulliet, Crossley, Headrick, Hirsch, Johnson, and Northrup

COURSE OUTLINE:
The first semester covers the 15th to 19th centuries, emphasizing European transformations through the Age of Exploration, the Protestant Reformation, the Scientific Revolution, and the Enlightenment; the reunification of Japan; and the Russian Empire.

The second semester covers the 19th and 20th centuries, emphasizing the American and French Revolutions, the industrial revolution, the decline of land empires, the rise of nationalism and imperialism, World War I, Communism in the Soviet Union and China, World War II, the Korean War and the Cold War.
EVALUATION:
Grading is based on projects, exams, quizzes, class presentations, participation in class discussions and activities, and an exam at the end of each semester.

UNITED STATES HISTORY 1453 - 1990
PREREQUISITES:
Completion of World History II.

PURPOSE:
The purpose of the course is to give students an appreciation and insight into American historical events, and their linkage to the present. This is accomplished through the use of lectures, primary and secondary sources, films and songs. Particular emphasis is placed on developing the skills of historical analysis and interpretation. The course uses essay exams and a research paper as a major means of assessing student work and improving writing ability.

REPRESENTATIVE TEXTS:
The American Pageant, by Bailey and Kennedy

COURSE OUTLINE:
First Semester:
Exploration and the Colonial Era Wars of Empire and the American Revolution The Constitution and Political Parties Jeffersonian Era Nationalism and Sectionalism Jacksonian Era Manifest Destiny Antebellum Conflict Civil War and Reconstruction

Second Semester:
The Gilded Age Western Settlement and Conflict Robber Barons and Labor Populists and Progressives Imperialism and World War I Boom and Bust World War II Consumerism and the Nuclear Age 1960’s and Vietnam Nixon and Watergate Carter-Ford-Reagan Eras

EVALUATION:
Grading is based on essay exams, short research papers, class presentations, and participation in class discussions and activities.

UNITED STATES HISTORY HONORS
PREREQUISITES:
Completion of World History II.

PURPOSE:
This course will cover the major political, economic, social, diplomatic and cultural history of the United States from the founding of the colonies to the present. The principal reading will be drawn from both primary and secondary sources. It will follow a chronological path and will focus on the major recurring themes in United States history, including economic transformations, reform, war and diplomacy and national identity.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
The course is organized around the lecture/discussion format in class. It will be assumed that the assigned readings will be completed before the week during which they will be discussed. Exam dates are provisional and may need to be moved from time to time.

EVALUATION:
50% on essays (including DBQs)
30% multiple choice
20% Final Exam

Essays will be graded on the basis of their content, organization, evidence presented, (including documentary when possible), grammar, spelling and above all critical thinking.
HUMANITIES ELECTIVES

ECONOMICS
PREREQUISITES:
Successful completion of the 10th grade.

PURPOSE:
Students are introduced to the history of economics and trace the evolution of economic thought from the late 18th century until the modern era. Emphasis is placed on the foundations, philosophy, and debates of macroeconomic theory, and the vocabulary and concepts of modern micro and macro economics. The course provides basic background knowledge in micro and macro economics and some case studies, with supplementary materials coming from websites, films, newspapers, magazines, journals, class discussions and debates. The course goal is to provide the beginnings of a measured economic philosophy for the student.

COURSE OUTLINE:
Unit Two - Microeconomics: Earning and Spending, Elasticity, Business Firms and Markets
Unit Three - Macroeconomics: Money, Economic Instability, Output, Public Finance, Policies and Theories for Economic Stability and Growth
Unit Four - International Trade, International Finance and the National Economy, Economies in Transition, Developing Countries

REPRESENTATIVE TEXTS:
The Study of Economics: Principles, Concepts, and Applications
By Mings and Martin, Sixth Edition

Supplemental Materials:
Websites: American Enterprise Institute, Cato Institute, Hoover Institute, The Center for American Progress, Progressive Policy Institute, BSPAN, CSPAN, Book TV and others.

EVALUATION:
Students are expected to carefully read all assigned texts, in addition to the textbook, and keep abreast of current events. Course work includes primary and secondary source materials, newspapers and magazines, on-line resources, and statistical analysis. Generally speaking, students should be prepared to read the material assigned in and out of class in order to attain a broad understanding of economics. Course format and evaluation involves lecture, discussion, film, chapter tests, a formal final exam, and research writing assignments using critical analysis and interpretation of economic theories, policies and events.

EVALUATION:
70% = Chapter Tests
20% = Final Exam
10% = Class Participation

UNITED STATES GOVERNMENT & POLITICS
PREREQUISITES:
Successful completion of the 10th grade

PURPOSE:
The aim of this course is to provide an analysis and understanding of American government and politics. We will examine in detail the framework and traditions that have shaped American politics, and we will explore how public policy gets made today, including the nature and influence of political parties, special interest groups, the media (new and old), and government institutions. At semester’s end students will have developed a critical, across the board understanding of American politics, with an appreciation for the nature of individual rights and responsibilities.

United States Government & Politics mirrors a college-level course, students must be prepared to read thoroughly the assigned texts; in addition to the textbook, there will be regular supplemental readings. These will include primary source documents, full-length works, newspapers and magazines, blogs and other on-line resources, and data such as polls and statistical analysis. Generally speaking, students must be prepared to go above and beyond the material assigned in order to attain an understanding of American politics. The classroom format features lecture, discussion (including a regular discussion of current events), and quizzes and tests; out-of-class writing assignments include critical analysis, and data interpretation.

COURSE OUTLINE:
Unit One: Theory of Modern Government
Unit Two: Constitutional Foundations
Unit Three: The Constitution
Unit Four: Federalism
Unit Five: The Bill of Rights and Civil Liberties
Unit Six: Civil Rights - Equal Protection Under the Law
Unit Seven: The Presidency
Unit Eight: The Congress
Unit Nine: The Judiciary
Unit Ten: The Bureaucracy
Unit Eleven: Political Parties and Political Action
Unit Twelve: Nominations, Campaigns, and Elections
Unit Thirteen: Voting Behavior - Public Opinion and the Media
Unit Fourteen: Special Interest Groups - Lobbyists and PACs
Unit Fifteen: The Economy, the Federal Budget, Social Welfare, and Entitlements
Unit Sixteen: Foreign Policy and National Defense

MODERN ASIAN HISTORY
PREREQUISITES:
Completion of World History II; Elective- Full year

PURPOSE:
This course is designed to expose students who are about to vote and go out into the World to events in a continent that
has over half of the World’s population. It is also about making students aware of different points of view and seeing history from an alternate vantage than the standard one. We generally look at an event in the news today showing the relevance of the situation and then go back roughly a 100 years in a country’s history and bring events up to the current day. Students also give a weekly report about recent events in the country of their choice, which keeps us abreast of trends and helps improve their public speaking. A good amount of research is required and daily newspapers on line from around the world and blogs are important sources.

REPRESENTATIVE TEXTS:
We use a wide variety of sources, documents and texts put together by the teachers and students, but no actual text book since even the newest ones don’t cover the last 15 years. The internet is our main source.

COURSE OUTLINE:
This course is divided into 4 sections. The first semester covers parts 1 and 2 and is taught by one teacher, the second by another. This exposes students to 2 very different teaching styles and lets teachers focus on their particular interests. Part I covers the geographic background and the impact of communism across Asia with special focus on Russia, China (and Tibet), North Korea and Cambodia. Part 2 covers crises and conflict in the Middle East and Central Asia with emphasis on Israel, Afghanistan, Iraq and Iran. The 3rd part is about the emergence of democracies across Asia with Turkey, India, Pakistan, Burma (Myanmar) and Indonesia being studied. The final quarter is an in depth study of Japan.

EVALUATION:
Based on cumulative points from class work, homework, projects and oral presentations. For the finals, students will not take an exam, but instead write papers about topics of interest to them that we have not covered and then give a 15-20 minute presentation to the class.

YAS PSYCHOLOGY: NEUROSCIENCE AND ETHICS
PREREQUISITES:
Successful completion of Biology and at least a B- average the previous academic year.

PURPOSE:
Neuroscience and Ethics
Only 150 years old, psychology is a relatively young science, and the fledgling study of neuroscience has been around for less than a century. Suddenly, however, humanity finds itself in a world where the potential to influence the brain and thereby behavior is changing radically and quickly. This elective has been designed both to broaden students’ knowledge of core psychological concepts and to delve deeply into timely and controversial neuroethical topics that will impact their current and future lives. The emphasis on applying concepts to complex real world problems, ones involving personal, community and global issues, serves to heighten critical thinking skills while encouraging students to use a variety of lenses when considering human behavior. Major units in this year long course typically focus on development, consciousness, learning and memory, motivation and emotion, cognition and intelligence, and finally abnormal and social psychology.

REPRESENTATIVE TEXTS:
Psychology, David Myers
40 Studies That Changed Psychology, Roger Hock
Opening Skinner’s Box, Lauren Slater

COURSE OUTLINE:
• Introduction, History and Schools of Psychology
• Psychological Science and Research Methodology
• Neuroscience and Behavior
• *Stress & Health
• Developmental Psychology
• * Sensation & *Perception
• States of Consciousness
• Learning
• Memory
• Thinking & Language
• Intelligence & Testing
• *Motivation & Emotion
• Personality Theories
• *Abnormal Psychology and Therapies
• Social Psychology

* designates chapters studied by students individually, rather than in class as a whole

TYPICAL ACTIVITIES & ASSESSMENTS:
Anyone who ever wanted to build a brain will find opportunity in this class. Activities are designed to reinforce learning and are quite varied. In many cases, small groups of students collaborate in teams working toward a specific goal. Activities in recent years include:

• Creating a 3d brain (neuroscience)
• Watching 3-5 year olds in action (development)
• Training a student to blink to the sound of a bell through classical conditioning (learning)
• Crafting new York Admission writing prompts (intelligence & personality)
• Critiquing magazine, radio and tv advertisements (sensation, perception & motivation, emotion)
• Exploring a cult (social psychology)
• Analyzing a Hollywood movie (e.g. Crash or Lars and the Real Girl) (social psychology, personality and abnormal psychology)
• Writing chapters of an innovative multimedia York-specific class textbook in the form of a wiki
• Composing a research paper on current events in the field of psychology

EVALUATION:
Student assessment is determined by quizzes and homework assignments, unit tests, semester research projects/papers and a cumulative fall semester final exam. Weighted scores on practice A.P. exams are averaged into the course grade during second semester. Participation counts heavily.
MATHEMATICS

The goal of the Mathematics Department is to provide a rigorous curriculum, where strong algebraic skills and deductive reasoning are developed throughout the program. Our curriculum includes two advanced placement classes (Calculus AB and BC.) York students participate in a variety of math competitions including Mathcounts, Mathletics, and the American Mathematics Competition. All of our science teachers teach math classes as well, ensuring that the mathematics taught supports our science classes.

Our math classes are designed to limit rote memorization and develop a clear, conceptual understanding of the material. We seek opportunities to relate mathematical equations to the real world by analyzing data collected by the computer, graphing calculators, or by hand. For instance, the students walk in front of motion detectors to create linear graphs with varying slopes, model the path of a flying pillow using quadratic equations, and eat skittles to model exponential decay. Technology is utilized to explore geometrical properties and functional behavior. Graphing calculators are incorporated into the curriculum beginning in Algebra II, but in every course students must demonstrate their conceptual understanding of the material in the absence of any calculator. Therefore, calculator and non-calculator sections are given on tests and quizzes so that students can demonstrate their conceptual knowledge without technology. Creativity is encouraged by providing opportunities for student projects, such as writing mathematical word problems, inventing historical math puzzles, and designing graphical conic section pictures.

ALGEBRA 1

PURPOSE:
Students learn how to solve algebraic equations and at the same time strengthen their problem solving skills. Each algebraic equation is related to a particular type of situation, thus giving more meaning to each type of problem solved. While calculators are used to enable the students to solve more ‘real world’ types of work problems, mental math is encouraged.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
Uses of Variables
Multiplication in Algebra
Addition in Algebra
Subtraction in Algebra
Linear Sentences
Division in Algebra
Slopes and Lines
Exponents and Powers
Quadratic Equations and Square Roots
Polynomials
Linear Systems
Factoring
Basic Functions

EVALUATION:
Based on exams, quizzes, homework, class participation and finals.

GEOMETRY

PREREQUISITES:
Completion of Algebra with a passing grade or 70% or better on Geometry Readiness Test or consent of Math/Science Division Head.

PURPOSE:
Students will 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 proofs of geometry theorems. Students will also develop spatial skills in two and three dimensions, and review their algebra skills throughout the course. Discovering geometric properties is encouraged through working in group projects and computer exploration.

REPRESENTATIVE TEXTS:
Geometry: The University of Chicago School Mathematics Project. McGraw-Hill/Wright Group

COURSE OUTLINE:
Points and Lines
Definitions, Postulates, Theorems and If – Then Statements
Angles and Lines
Parallel Lines
Reflections
Polygons (including properties of special quadrilaterals)
Triangle congruence
Measurement Formulas and Pythagorean Theorem
Right Triangles and Trigonometry
Two Column Proofs
Circles
Three Dimensional Figures
Surface Areas and Volumes
Coordinate Geometry
Similarity

EVALUATION:
Based on exams, quizzes, homework, class participation and final exams.

ALGEBRA 2

PREREQUISITES:
Completion of Geometry with a passing grade or consent of Math/Science Division Head.

PURPOSE:
The goal of this course in advanced algebra is to relate each new idea to the concept of function. Applications are handled by creating mathematical models of a phenomena in the real world. Students frequently work in small groups learning to select a kind of function (quadratic, exponential, etc) that fits a given situation, and deriving an equation that suits the information in the problem. The students then use the equation to make predictions or interpretation about the real world.
Although graphing calculators are incorporated into this course to enhance the curriculum, the emphasis remains on the thought process and understanding of the mathematical concepts. Computer explorations are utilized throughout the course to assist in the understanding of functions.

REPRESENTATIVE TEXTS:
Algebra and Trigonometry: Functions and Applications by Paul A. Foerster.

COURSE OUTLINE:
Linear functions
Systems of linear functions and inequalities
Quadratic functions and complex numbers
Exponential and logarithmic functions
Rational and irrational algebraic functions
Quadratic relations (conics)
Higher degree functions
Probability
Circular functions
Trigonometry

EVALUATION:
Based on exams, quizzes, homework, class participation and finals.

STATISTICS and AP STATISTICS
PREREQUISITES:
A grade of B or above in Algebra II or with consent of the Math/Science Division Head.

PURPOSE:
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. Important components of the course include the use of technology (computers and calculators), projects and laboratories, and cooperative group problem-solving.

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

Course coverage includes 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.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
Exploring Data:
Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
Summarizing and comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
Exploring bivariate and categorical data
Sampling and Experimentation:
Overview of methods of data collection
Planning and conducting surveys and experiments
Generalizability of results and types of conclusions that can be drawn from observational studies, experiments and surveys
Anticipating Patterns:
Probability
The normal distribution
Sampling distributions
Statistical Inference:
Estimation (point estimators and confidence intervals)
Tests of significance

EVALUATION:
Based on homework, projects, quizzes, tests, and semester final exams.

PRECALCULUS
PREREQUISITES:
Completion of Algebra II with a passing grade or consent of Math/Science Division Head.

PURPOSE:
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 of the course 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 Honors Precalculus class, but not as rigorously and at a different pace. The course prerequisite is successful completion of Algebra II or with consent of the Math/Science Division Head.

COURSE OUTLINE:
Functions and Mathematical Models
Applications of Trigonometric and Circular Functions
Trigonometric Function Identities
Vector Addition
Properties of Elementary Functions
Fitting Functions to Data
Matrix Transformations & Fractal Figures
Analytic Geometry of Conic Sections and Quadric Surfaces
HONORS PRECALCULUS

PREREQUISITES:
a grade of A− or above in Algebra II or with consent of the Math/Science Division Head.

PURPOSE:
This course combines advanced Algebra II skills with trigonometry, data analysis, vectors, and an introduction to Calculus. While strengthening Algebra II skills, students learn to apply concepts to real-world problems through mathematical modeling. Higher order thinking will be emphasized, where students will be required to solve novel problems by utilizing creative problem solving strategies. 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 regular Pre-Calculus class, but in greater depth and breadth. Therefore, Honors Precalculus is for students that have a strong interest and aptitude for math, and who are willing to do the work necessary to tackle challenging problems at an accelerated pace.

REPRESENTATIVE TEXTS:

EVALUATION:
Based on exams, quizzes, homework, class participation and final exams.

What’s the difference between HPC and Precalculus?
Honors Precalculus:
1. Covers Precalculus concepts in greater depth
2. Faster pace
3. More challenging problems on homework and exams
4. Earns honors credit
5. Covers additional topics including:
   a. Proof by Contradiction
   b. Proof by Induction
   c. Nonlinear regression and residual plots
   d. Plotting on log-log and semi-log graph paper
   e. Euler’s formula
   f. Power series
   g. Additional Vector coverage
      i. Subtraction
      ii. 3-D vectors
      iii. Dot and cross products
      iv. Planes in space

Precalculus:
1. Builds on and reinforces Algebra II skills
2. Covers essential concepts required for Calculus
3. Slower, Flexible pace
4. Less rigorous than HPC

What’s the difference between studying Statistics and Calculus?
Calculus AB:
1. Focus on graphical, numerical, and algebraic analysis
2. Builds on Precalculus concepts
3. Requires strong algebraic and trigonometric skills
4. Computation proficiency helps
5. Emphasis on techniques, applications
6. Earns AP credit
7. Co-requisite for AP Physics
8. College preparation for math, science, engineering, and business majors

Statistics:
1. Focus on collecting and analyzing data
2. Builds on probability concepts covered in Algebra II
3. Computation de-emphasized
4. Focus on communication and interpretation
5. Writing is critical
6. Semester projects and presentations
7. Students may elect to take the AP exam
8. College preparation for most majors

CALCULUS
PREREQUISITES:
Completion of Precalculus with a passing grade or consent of Math/Science Division Head.

PURPOSE:
This course introduces students to the basic concepts of differential and integral calculus, and is roughly equivalent to one semester of college calculus. Although this course is not aimed at preparing students for the Advanced Placement Exam in Calculus AB, the topics covered will be very similar. The pacing of this course will be slower than in Calculus AB, in part because there will be no need to finish the material by the beginning of May.

REPRESENTATIVE TEXTS:

EVALUATION:
Based on exams, quizzes, homework, class participation and final exams.

CALCULUS AB
PREREQUISITES:
B or better in Honors Precalculus or consent of Math/Science Division Head.

PURPOSE:
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 Calculus AB advanced placement exam. All students enrolled in the course will be expected to take the AP exam.

REPRESENTATIVE TEXTS:

EVALUATION:
Based on exams, quizzes, homework, class participation and final exams.

CALCULUS BC
PREREQUISITES:
B- or above in Calculus AB, or consent of Math/Science Division Head.

PURPOSE:
This course continues the study of calculus begun in previous courses. An extensive review of earlier topics is combined with an assortment of challenging new topics and techniques. The new topics include those usually covered in the second semester of college calculus. Topics are approached with an increased emphasis on mathematical rigor. The course will include all of the concepts and techniques that appear on the Calculus BC Advanced Placement Exam, and all students enrolled in the course will be expected to take this exam in May. Testing throughout the year will also be designed to help prepare the students for this exam.

COURSE OUTLINE:
Review of Calculus AB topics
e/d definitions of limits
Further Applications of Integration to:
  Parametric functions
  Polar coordinate functions
  Arc length
  Surface area
  Vector functions
  Work
  Differential equations
  Slope fields
  Integration by trigonometric substitution
  Integration by partial fractions
  Improper Integrals
  Infinite series

REPRESENTATIVE TEXTS:

EVALUATION:
The course grade will be based on a point system. Points will be earned on homework assignments, quizzes, tests, and a comprehensive final exam.

After Calculus BC
Students who complete AP Calculus BC junior year or earlier have the option of taking our Statistics course or enrolling on their own in an advanced math class outside of York, such as Multivariable Calculus offered through Stanford University or OneSchoolhouse. Please consult with the math/science department head, the college counselor, and the Academic Dean for more information.
MODERN FOREIGN LANGUAGE

York has a three-year Modern Foreign Language requirement, where students can choose to study Chinese, French, or Spanish. Many, however, can and do take four or five years of a language, and some study more than one language simultaneously.

While the program covers all four language skills (listening, speaking, reading, and writing) thoroughly, the primary goal is to provide students with the ability to communicate orally. Although the four skills all interdependent and are thereby inseparable, there is, nonetheless, a particular emphasis on listening and especially speaking. To that end, from the onset, the target language is the primary, almost exclusive, teaching tool.

By means of 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.

In that exposure to the target language also entails direct contact with the culture it reflects, an equally important outcome is the ability of York language students to comprehend and appreciate cultural difference and diversity. The shared belief of the language faculty is that in an increasingly globalized world, the necessity for young Americans to possess a second world language is an essential tool for success in today’s global economy. Proficiency in another language and the understanding of a different mind set is, therefore, a necessity, not a luxury.

FRENCH

FRENCH I, II, and III are all taught via the methodology of French in Action, a well-integrated program of fifty-two dvds, mp3, two texts (which reprise the video dialogs and contain cultural reading), and two workbooks (containing written and oral / aural exercises).

As the title suggests, students experience the language in action: the language is presented in the immediate and authentic framework of a soap opera, where the episodes are structured around authentic and very useful thematic vocabulary.

In that proficiency in French is the expected outcome, instruction is almost exclusively in French from the very beginning, and translation is neither relied upon nor tested. There is purposeful redundancy both among the episodes of this cyclical program and between visual and aural cues in order to address different learning styles and to make the use of English unnecessary.

FRENCH I

The primary goal of this course is to achieve an A1 or B2 (high-novice or low intermediate) rating on the European scale of French proficiency in four areas: listening, speaking, reading, and writing. Emphasis is placed on developing these skills using mostly authentic materials and situations.

Students will be introduced to and develop an appreciation for the geographical features and culture of France and French-speaking countries. Game play, role play and song are essential components to the course; these activities help ease apprehension in language learning and can be valuable sources of cultural and linguistic study.

To connect the greater French learning community, the students will participate in the nationwide annual Le Grand Concours, an academic competition devised by the American Association of the Teachers of French. The students will also be encouraged to submit an original poem or prepare a recitation for the Alliance Française of the Monterey Peninsula’s annual poetry contest. Families, students and the greater school community will be invited to share and enjoy festivities celebrating French culture and cuisine during Mardi Gras.

FRENCH II

which may span lessons 17 to 34, builds on aural comprehension skills and accentuates oral and written expression in lengthier form. Vocabulary topics are school, food, a variety of modes of transportation, housing, and more trades and professions. Besides the present, imperfect, passé compose, and the imperative, the future and the conditional are studied in depth, along with all variety of pronouns. There are more French music videos, a film, and readings not taken from French in Action, but which relate to the themes.

FRENCH III

which attempts to complete the last lesson, 52, introduces the subjunctive mood. After dealing with amusements, the vocabulary is of a decidedly cultural bent with travelling, cathedrals, chateaux, geography, and culinary treats being emphasized. Far more sustained speech along with the writing of lengthier written pieces is required. A variety of French music is studied, and there are several films, one or more rock operas, and readings not taken from French in Action, but which relate to the themes.

FRENCH IV and FRENCH IV ADVANCED PLACEMENT

are designed to cement the skills acquired over the strong foundation provided by the three years of the language requirement and thereby prepare students for the advanced placement exam. By means of in-depth grammar text, Une fois pour toutes, students review and perfect grammatical concepts, ninety-five percent of which they have already encountered. Students read literary texts of varying genres, lengths, and difficulty, such as Le Petit Prince, L’Etranger, Voltaire, Baudelaire, Maupassant, Sartre, etc; listen to a large variety of music, including opera, and watch films. Besides textual interpretation, there is increased emphasis placed on lengthy writing, particularly creative writing, both lengthy pieces as well as the shorter “situations active” that come after the grammar lessons. Students have to frequently do five-minute oral presentations and also teach sections of the novels they read.

FRENCH V

is designed for students who have already completed the Advanced Placement exam. Its content varies with the students who are enrolled, and consists of studying French slang, movies, literature, and music. Conversation is emphasized, and there a frequent writing assignments on the texts read and studied.

CHINESE

Chinese I, II, and III are all taught via Integrated Chinese, a balanced program which integrates pedagogical and authentic materials, Chinese written style and spoken style, traditional and simplified characters, and teaching approaches to maximize teaching results. The program gives the students grammatical tools and provides coordinate practice in the four language skills of listening, speaking, reading and writing. It covers 3+ years of instruction, with smooth transitions from one level to the next. It first covers everyday life topics and gradually moves to more abstract subject matters. Two types of exercises are used: traditional exercises (fill-in-the-blanks, sentence completion, translation) to help students build a solid grammatical foundation; and communication exercises (listening quizzes, speaking drills, discussion topics, etc) to prepare students to function in a Chinese language environment. At the completion of this program, students will be able to carry out conversations in Chinese on a wider range of topics. They will be able to read articles from newspapers and magazines, as well as literary works, and they will be able to write at paragraph level (by hand and by computer).

CHINESE I

The purpose of this course is to lay groundwork for the study of modern Chinese. The course will provide instruction in the four language skills of listening, speaking, reading, and writing. It contains eight lessons, which includes a letter, a narrative
and seventeen dialogues. The students will learn to use the phonetic system of Pinyin to recognize and reproduce two hundred characters, which make up approximately three hundred and fifty new Chinese words, and to write characters in proper stroke order. Basic radicals are also introduced. Dialogues and simple descriptive/narrative texts cover everyday topics, issues of interest, and idiomatic expressions. The students will learn basic conversational skills like introducing themselves, talking about their families, and providing important information like age, grades, and nationality, etc. The basic sentence patterns and grammatical constructions are also introduced. The students will be able to write short notes, invitations, cards, and simple letters in simplified characters. Class instruction emphasizes situational activities and performance. Through a series of culture-based activities, students not only learn about Chinese culture, but develop a basic awareness of cultural monomality and diversity as well.

CHINESE II
This course is designed for students who have already completed Chinese I or who can demonstrate that they have acquired a knowledge of the language to the required level. After a brief revision of the structures, vocabulary, and characters covered in Chinese I, the course continues to develop students’ abilities in listening, speaking, reading, and writing. It usually contains eight lessons, which includes two letters, a diary, and fifteen dialogues on the topics of shopping, talking about the weather, transportation, asking directions, etc. Approximately forty-five new vocabulary items will be introduced in this course. The students will learn serial verbs’ verb phrases, double objects, chule...yiwa..., suiran...keshi/danshi..., structures and patterns, comparative sentences, topic/comment sentences, reduplication of adjectives, resultative complements, etc. The students will continue to use the phonetic system of Pinyin and will learn to recognize and reproduce an additional three hundred and fifty characters, which make up approximately five hundred and fifty new Chinese words. Students will also learn Chinese calligraphy, poetry, songs, and cuisine.

CHINESE III
This course is designed for students who have completed Chinese II or who can demonstrate that they have acquired a knowledge of the language to the required level. After a brief revision of the structures, vocabulary, and characters covered in Chinese II, the course continues to develop students’ abilities in listening, speaking, reading, and writing, building upon the structure already required in Chinese II. The course usually contains nine lessons, which include four narratives and fourteen dialogues. The students will learn an additional three hundred and fifty characters, which make up approximately six hundred new Chinese words. In addition to completing and reviewing basic grammar and key sentence patterns, sixty new grammar items will also be introduced. While the learning of structure patterns is a major component of the course, efforts will be made to help students handle simple tasks such as discussing daily routines, going to school, sports, shopping, dining, vacationing, etc., and to write notes and letters. Activities designed for the course include both deductive and inductive lectures on grammatical constructions and culture conventions as they relate to the language. In addition, intensive drills on sounds and tones, vocabulary, and sentence patterns in meaningful contexts will be used in order for the students to communicate appropriately and accurately in authentic contexts. Both pedagogical prepared texts and authentic materials will be used in this course. For the reading and writing tracks, emphasis will be placed on the acquisition of character recurring components in order to systematically improve students’ Chinese orthographic awareness.

CHINESE III HONORS
Chinese III Honors is designed for students who have achieved a B or higher grade in Chinese II. In addition to completing the regular Chinese III course, the students in Chinese III Honors are required to read a monthly supplementary material, complete a written assignment related to the reading material, and present it orally to the class. They must master four hundred and fifty characters, which make up six hundred and fifty new words. The grading standards in listening, speaking, reading comprehension, and writing composition for the students in Chinese III Honors are higher than the regular class. The quizzes and tests which are designed for the honors class are twenty percent longer than regular ones. They usually include sentence translation in the vocabulary quizzes and paragraph writing on tests.

CHINESE IV
This course is designed for students who have successfully completed Chinese III course or who can demonstrate that they have acquired a knowledge of the language to the required level. This course will continue to help students develop their five language skills of aurally understanding, speaking, reading, writing, and computer communication from an intermediate level to an advanced level. The course contains fifteen lessons which fifteen narratives, fifteen dialogues and twelve readings on various topics. Many of the grammatical constructions introduced in previous Chinese courses will be repeated in this course with increasing sophistication in terms of style and usage. While many of the linguistic tasks the students are required to handle are similar to those of the previous years of Chinese, the level of language required to carry out those tasks are more advanced. New sentence structures and many important words and phrases will be introduced in this course. The students will expand their vocabulary from fifteen hundred to two thousand three hundred words (approx.). They will have stronger aural-oral skills to carry out conversations on diverse topics with a wide range of vocabulary and culture appropriateness as well as writing skills, with grammatical accuracy, and reading skills to comprehend authentic materials. In this course, students are required to produce paragraph-level Chinese with accuracy and fluency.

The classes are made up of lecture sessions, drill practice, discussions, reading comprehension practice, listening comprehension practice, situation dialogue practice, and language games. Class will be conducted in Mandarin Chinese.

After completing this course, students should be able to:

• Engage in conversations about a moderately broad range of topics, provide and obtain information, express feelings and emotions, and exchange opinions in Mandarin Chinese.
• Talk about eating out at restaurants, shopping, selecting courses in college, and renting a place to live, dating, methods of traveling, vacation destinations, health and insurance, education, etc.
• Demonstrate an understanding of existential sentences, reduplication of verbs, resultative complements, directional complements, rhetorical questions, potential complements, ways of making comparisons, multiple attributives, reduplication of measure words, special structures found only in Chinese written language, and various other grammatical patterns.
• Demonstrate an understanding of sentence structure and word order issues beyond those introduced in previous years.

CHINESE IV AP
This course is designed for students who have successfully completed Chinese III and have earned a grade of B or higher, or who can demonstrate that they have acquired a knowledge of the language to the required level. This course will help students continue to develop their five language skills of aurally understanding, speaking, reading, writing, and computer communication from an intermediate level to an advanced level. The course contains eighteen narratives, eighteen dialogues, and twenty readings on various topics. Many of the grammatical constructions introduced in previous Chinese courses will be repeated in this course with increasing sophistication in terms of style and usage. While many of the linguistic tasks the students learn to handle are similar to those of previous years of Chinese, the level of language required to carry out these tasks is more advanced. New sentence structures and many important words and phrases will be introduced in this course. The students will expand their vocabulary from fifteen hundred to two thousand eight hundred words (Approx.). They will have stronger oral-aural skills to carry out conversations on diverse topics including social and cultural phenomena with linguistic accuracy in a wide range of vocabulary and culture appropriateness, as well as writing skills, with grammatical accuracy, and reading skills to comprehend authentic materials. In this course students are required to produce para-
graph level Chinese with accuracy and fluency. Rigorous practice of spoken and written Chinese in complex communicative activities will be conducted; the students will also do intensive reading of expository writing on a variety of cultural topics.

The classes are made up of lecture sessions, drill practices, discussions, reading comprehension practices, listening comprehension practices, situation dialogue practices, and AP test practices. Classes will be conducted in Mandarin Chinese.

As is the distinction between Chinese III and Chinese III Honors, AP students are held to a higher standard than those in Chinese IV. In addition to completing regular courses and requirements, AP students must study Strive for 5, a preparation material for the AP exam.

CHINESE V
Students who are qualified and interested in extending their study of Chinese beyond Chinese IV should speak with Chinese teacher or Academic Dean.

SPANISH
SPANISH I
PURPOSE:
The purpose of the course is to introduce students to the Spanish language and cultures. The four fundamental skills of reading, writing, speaking and aural comprehension are developed in a balanced approach.

REPRESENTATIVE TEXTS:
e-Cuaderno Supersite

COURSE OUTLINE:
Fotonovela, episodes 1-6
Present tense of regular, irregular and reflexive verbs
Preterite tense of regular verbs
Uses of ser and estar
Present progressive
Uses of saber and conocer
Direct and indirect object pronouns
Article and gender of nouns and adjectives
Descriptive, Possessive and demonstrative adjectives and pronouns
Interrogative words and forming questions
Vocabulary: Greetings, introductions and leave-takings, family life, academic life, professions and occupations, sports, pastimes, travel and vacation, clothing and shopping, days of the week, months, seasons, weather, telling time and numbers.
Basic geography and cultural information of Spain, Ecuador, Mexico, Puerto Rico, Cuba and Hispanic Culture in United States and Canada.

Students watch the Adelante Fotonovela video episodes. They answer written and oral questions about the stories. They repeat and recreate the dialogs. They play games that help them remember the vocabulary and use the grammar structures in a context. They complete grammatical exercises, take vocabulary, grammar and culture quizzes and exams and they write, rehearse and perform skits that put the lesson’s vocabulary and grammar into practice.

EVALUATION:
Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

SPANISH II
PREREQUISITES:
A grade of D or better in Spanish I

PURPOSE:
The purpose of the course is to progresses in the study of the Spanish language and cultures beyond the level achieved in Spanish I. The four fundamental skills of reading, writing, speaking and aural comprehension are developed in a balanced approach.

REPRESENTATIVE TEXTS:
An Invitation to Spanish: Adelante Dos. Vista Higher Learning 2009
e-Cuaderno Supersite

COURSE OUTLINE:
Fotonovela, episodes 1-6
Reflexive verbs
Indefinite and negative words
Form and uses of the preterit and imperfect tenses.
Formal and informal commands
Present subjunctive
Uses of por and para
Vocabulary of daily routines, food, personal relationships, health and medical terms, technology, the house and house chores.
Basic geography and cultural information of Peru, Guatemala, Chile, Costa Rica, Argentina and Panama.

Students watch the Adelante Fotonovela video episodes. They answer written and oral questions about the stories. They repeat and recreate the dialogs. They play games that help them remember the vocabulary and use the grammar structures in a context. They complete grammatical exercises, take vocabulary, grammar and culture quizzes and exams and they write, rehearse and perform skits that put the lesson’s vocabulary and grammar into practice.

EVALUATION:
Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

SPANISH III
PREREQUISITES:
A grade of D or better in Spanish II

PURPOSE:
The purpose of the course is to achieve a basic knowledge of the Spanish language beyond the level achieved in Spanish II. The four fundamental skills of reading, writing, speaking and aural comprehension are developed in a balanced approach.
REPRESENTATIVE TEXTS:
An Invitation to Spanish: Adelante Dos. Vista Higher Learning 2009

e-Cuaderno Supersite

COURSE OUTLINE:
Fotonovela, episodes 1-6
Present perfect, past perfect.
Subjective tenses: Present, present perfect, past, past perfect
The future, future perfect, conditional and conditional perfect
Vocabulary: Nature, environment, city life, Health, nutrition, professions, occupations, the arts, current events and politics.
Basic geographical and cultural information of Colombia, Venezuela, Bolivia, Nicaragua, Republica Dominicana, El Salvador, Honduras, Paraguay and Uruguay.

Students watch the Adelante Fotonovela video episodes. They answer written and oral questions about the stories. They repeat and recreate the dialogs. They play games that help them remember the vocabulary and use the grammar structures in a context. They complete grammatical exercises, take vocabulary, grammar and culture quizzes and exams and they write, rehearse and perform skits that put the lesson’s vocabulary and grammar into practice.

EVALUATION:
Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

SPANISH IV
PREREQUISITES:
Completion of Spanish III or the equivalent of three years of high school Spanish. Students who have a grade lower than a C in Spanish III or have serious deficiencies may be required to do some remedial work over the summer before enrolling in this class. New students or students that have taken summer courses must pass the placement exam with a grade of C or higher.

PURPOSE:
The purpose of the course is to increase the student’s knowledge of the Spanish language beyond the level attained in Spanish III. The four fundamental skills of reading, writing, speaking and aural comprehension are developed in a balanced approach.

REPRESENTATIVE TEXTS:
Una vez más
Abriendo puertas: Antologia de literatura en español I and II. Works covered depend on the interests of the students. Horacio Quiroga, Federico García Lorca, Gabriel García Márquez, Jorge Luis Borges, Sergio Vodanovic, Julio Cortazar, Marco De Neví and Pablo Neruda are authors frequently chosen by the students.

Audio:
Spanish traditional and modern songs by Joaquín Díaz, Rosa León, Nuestro pequeño mundo, Joaquín Sabina, Manu Chao, and other authors and groups. The works chosen depend on the interests of the students.

COURSE OUTLINE:
Students review the most important linguistic structures studied during the previous three years of Spanish and are introduced to more advanced grammar and vocabulary. They also discuss in class the literary works and films mentioned above, write reports and essays, prepare and perform skits, listen to songs and watch movie clips and documentaries in order to improve their listening comprehension skills.

EVALUATION:
Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

SPANISH IV AP
PREREQUISITES:
Completion of Spanish III or the equivalent of three years of high school Spanish. Students who have a grade lower than a B in Spanish III or have serious deficiencies may be required to do some remedial work over the summer before enrolling in this class. New students or students that have taken summer courses must pass the placement exam with a grade of B or higher.

PURPOSE:
The purpose of the course is to develop the student’s knowledge of the Spanish language to a level similar to a third-year college Spanish course and to prepare students for the AP exam. The four fundamental skills of reading, writing, speaking and aural comprehension are developed in a balanced approach.

REPRESENTATIVE TEXTS:
Una vez más
Abriendo puertas: Antologia de literatura en español I and II. Works covered depend on the interests of the students. Horacio Quiroga, Federico García Lorca, Gabriel García Márquez, Jorge Luis Borges, Sergio Vodanovic, Julio Cortazar, Marco De Neví and Pablo Neruda are authors frequently chosen by the students.

Films:
La casa de Bernarda Alba
Calle Mayor
El Espíritu de la Colmena
Muerte de un ciclista
El Sur

Audio:
Spanish traditional and modern songs by Joaquín Díaz, Rosa León, Nuestro pequeño mundo, Joaquín Sabina, Manu Chao, and other authors and groups. The works chosen depend on the interests of the students.

COURSE OUTLINE:
Students review the most important linguistic structures studied during the previous three years of Spanish and are introduced to more advanced grammar and vocabulary. They discuss in class the literary works and films mentioned above, write
SPANISH V: READING, CULTURE AND CONVERSATION

PURPOSE: The purpose of the course is to provide the student with the opportunity to keep improving the oral and written skills acquired in Spanish IV or Spanish AP. It is not designed as a literature survey course, although students have to read a variety of works. Students are required to work independently because Spanish IV, Spanish AP and Spanish V are generally a combined class.

REPRESENTATIVE TEXTS: Revista: Conversación sin barreras. Works covered depend on the interests of the students. Marco Denevi, Elena Poniatowska, Octavio Paz, Augusto Monterroso, Gabriel García Márquez, Juan José Millás, Manuel Vicent Eduardo Galeano, Luis Santos, are some of the authors.

Abriendo puertas: Antología de literatura en español I y II. Works covered depend on the interests of the students.

Films: Viaje a Marte, by Juan Pablo Zaramella.
Diez Minutos, by Alberto Ruiz Rojo.
Nada que perder, by Rafa Russo.
El ojo en la nuca, by Rodrigo Plá.
Dime lo que sientes, by Iria Gómez.

COURSE OUTLINE: Spanish V students will sometimes attend class with the Spanish IV and Spanish AP students. Other times, Spanish V students work independently. They read the literary works and watch the films mentioned above. They meet with the teacher to make presentations and to discuss the works. Spanish V students also prepare and perform skits and they also help the teacher prepare instructional materials for lower level classes.

EVALUATION: Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

EVALUATION: Grades are based on oral and writing proficiency, listening and reading comprehension, vocabulary, grammar, pronunciation, class participation and homework.

Other significant features of the science curriculum include the following:
Activities which strengthen creativity and critical thinking skills, as well as the kind of cooperative/teamwork necessary for success in science.
York’s own Science Fair, judged by over 40 local scientists, develops student independence and furthers understanding of the scientific method.
An elective scientific research course for students especially interested in independent research.
Students are encouraged to take 4 years of science, and often take 6 years or more by enrolling in 2 or more courses during their sophomore, junior, or senior years.
Our “green” science building helps students to achieve a sense of global awareness and responsibility.
Students will explore science in the dedicated biology, chemistry, and physics laboratories as well as the Design Shop and the Outdoor Lab, where field work can easily be conducted.

PHYSICAL SCIENCE - (8th Grade requirement)

PURPOSE: A primary objective of this class is to build enthusiasm in science. Additionally, the course aims to engage students in how to approach the study of science and the scientific method, and to help students develop the ability to use the scientific method as a logical approach to problem solving. The material focuses on fundamental concepts of astronomy, chemistry and physics and includes, but is not limited to, Newton’s laws of motion, energy, atoms, covalent and ionic bonding, and the star cycle. Other components of this course include Science Fair Project, laboratory technique, critical thinking, safety and use of laboratory equipment, cooperation and experimental design.

REPRESENTATIVE TEXTS: Science Insights (Exploring Matter and Energy/Exploring Earth and Space) Addison-Wesley Publishing

SCIENCE

The science curriculum develops an understanding of the natural world, and the methods and technology which are employed to increase that understanding. To build enthusiasm in science, courses actively engage students in how to approach Scientific Thinking. A regular laboratory period is part of each course, providing students with direct, hands-on experience with laboratory equipment and associated technology. All students are required to take biology, chemistry, and physics, 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 interest 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:
Activities which strengthen creativity and critical thinking skills, as well as the kind of cooperative/teamwork necessary for success in science.
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REPRESENTATIVE TEXTS: Science Insights (Exploring Matter and Energy/Exploring Earth and Space) Addison-Wesley Publishing

COURSE OUTLINE: Scientific Method SI Units Graphing Habitats and Ecosystems Newton’s Laws of Motion Motion and Energy Periodic Table Matter Atomic structure Covalent and Ionic Bonding The Earth, Moon and Sun
The Solar System
Life cycle of a Star
Additional Topics covered if time permits
Earth Structure
Plate Tectonics

BIOLOGY I - (9th grade requirement)

PURPOSE:
With scientists unraveling the mysteries of life faster than ever before, this introductory general 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. Now that York has obtained access to our 100 acre outdoor lab, field work and environmental studies can easily be conducted.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
The Scientific Method
Themes and Characteristics of Life
Chemistry and Biochemistry of Organisms
Cell Structure and Function
Photosynthesis and Cellular Respiration
Cell Reproduction
Mendelian Genetics
Molecular Genetics
Genetic Engineering
Classification
Survey of Monerans, Protists, Fungi, Plants and Animals
Evolution
Ecology and Population Dynamics
Human Reproduction

EVALUATION:
Student progress is monitored and measured on the basis of class participation, written homework assignments, laboratory summaries, quizzes and chapter tests, maintenance of a notebook, which includes class notes and all class material, a research project, and final examinations in December and May.

ANATOMY-PHYSIOLOGY (offered every other year)

PREREQUISITES:
This full-year, elective course is offered to sophomores, juniors and seniors who have completed an introductory Biology course with at least a grade of C. This course is not a substitute for Biology I.

PURPOSE:
This course introduces students 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. These laboratory investigations include both hands-on dissection and computer simulations as well as computer assisted sensory probes for monitoring various physiological parameters. Through lectures, discussions and laboratory investigations students should come away with a strong sense of how structure and function are related.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
Levels of organization
Anatomical terminology
Chemistry of living things
Cell structure and function
Tissues
Integumentary system
Skeletal system
Muscular system
Nervous system
Senses
Digestion and nutrition
Respiratory system
Cardiovascular system
Immune system
Reproductive system
Development

EVALUATION:
Student progress is monitored and measured on the basis of class participation, written laboratory summaries, quizzes, tests and performance on laboratory practical exams. Final examinations are given in December and May.

ENVIRONMENTAL SCIENCE

PREREQUISITES:
This full-year, elective course is offered to sophomores, juniors and seniors who have completed an introductory Biology course with at least a grade of C.
PURPOSE:
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 give the students the idea that 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 what they learn in class. Now that York has obtained access to our 100 acre outdoor lab, field work and environmental studies can easily be conducted.

REPRESENTATIVE TEXTS:
Environmental Science by Karen Arms, 1996 Field/Laboratory manual

COURSE OUTLINE:
Science and Ecology
Populations
Agriculture
Water
Biodiversity
Resources
Air Pollution
Hazardous and Solid Wastes
Economy and Government

EVALUATION:
Based on presentations, research papers, homework, class participation, quizzes, tests, laboratory assignments and final exams.

MARINE BIOLOGY (offered every other year)

PREREQUISITES:
This full-year elective course is offered to sophomores, juniors and seniors who have completed an introductory Biology course with at least a grade of C. This course is not a substitute for Biology I.

PURPOSE:
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 both hands-on dissections and computer simulations as well as work with live specimens to study their physiology.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
Scientific Method
Sea Water and Water Motion
Adaptations of Marine Life

Classification
Plankton and Primary Production
Nekton
Invertebrates
Fish
Reptiles, Birds and Mammals
Marine Plants
Sea Floor and Subtidal Zone
Intertidal Zone
Estuaries
Coral Reefs
Deep Sea
Ecology
Ocean Resources
Human Impact

EVALUATION:
Based on laboratory assignments, homework, presentations, research projects, class participation, quizzes, tests and final exams.

ADVANCED PLACEMENT BIOLOGY

PREREQUISITES:
Completion of Introductory Biology and Introductory Chemistry with a grade of “B” in each course or with special permission of the instructor. The student must be committed to taking the Advanced Placement Examination in Biology in May.

PURPOSE:
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. extraordinarily adept at tying various concepts together, and in the world of modern biology, this is definitely a skill that is necessary for success.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
I. Molecules and Cells
§ Chemistry of Life
§ Cellular Structure
§ Cellular Energetics
II. Genetics and Evolution
§ Hereditary Inheritance Patterns
§ Molecular Genetics
§ Evolutionary Biology
III. Organisms and Populations
§ Diversity and Classification
§ Structure and Function of Plants and Animals
§ Ecology and Population Dynamics

EVALUATION:
Student progress is monitored and measured on the basis of class participation, written study questions and essays, laboratory summaries, quizzes, chapter tests, and final examinations in December and May

CHEMISTRY

PREREQUISITES:
Completion of or concurrent enrollment in Algebra II.

PURPOSE:
The course exposes the student to the major topics of chemistry. The laboratory work serves both to familiarize the student with lab equipment and techniques, and to complement the topics covered in the lecture. Homework is assigned and collected for each chapter.

REPRESENTATIVE TEXTS:

COURSE OUTLINE:
First Semester: Classification and Measurement of Matter
Introduction to Atomic Theory
Nomenclature
Stoichiometry
Thermochemistry

Second Semester: Electronic Structure
Chemical Bonding
Gases
Liquids and Solids
Solutions
Nuclear Chemistry
Organic Chemistry

EVALUATION:
The course grade is determined by a point system. Points are awarded for homework, laboratory write-ups, tests, a final exam before Christmas, and the free-response section of the Advanced Placement Exam.

PHYSICS (MECHANICS, THERMODYNAMICS, WAVES)

PREREQUISITES:
This full-year course is offered as a requirement to sophomores, juniors and seniors who have completed Algebra II.

PURPOSE:
This course introduces students to three of the primary branches in physics, Mechanics, Thermodynamics and Wave motion. Topics covered are statics, dynamics of particles and rigid bodies, Newton’s Laws of Motion, conservation principles, rotational motion, simple harmonic motion, wave motion, thermodynamics and sound. The course has a strong emphasis on problem solving and is designed to give students an outstanding preparation for college physics and engineering courses.

The first year York Physics course also emphasizes the historical and social impact of Physics. The course is taught by lectures, laboratories, discussions, demonstrations and video resource materials.
REPRESENTATIVE TEXTS:
Holt Physics (hardcover), Serway (author), Faugh (author)

COURSE OUTLINE:
First Semester:
1) Kinematics
2) Newton’s Laws
3) Forces and vectors (including inclined planes)
4) Motion in two dimensions (Projectiles)
5) Energy (Including Nuclear Power)
6) Gravitation

Second Semester:
1) Fluid Mechanics
2) Thermodynamics (Specific Heats, Change of State, entropy)
3) Simple Harmonic Motion and Waves
4) Optics (reflection, refraction and diffraction)
5) Other topics as time permits

SECOND SEMESTER:
1) Rolling, torque
2) Angular momentum
3) Gravitation
4) Oscillations
5) Electric charge
6) Electric fields
7) Capacitance
8) Electric circuits*
9) Magnetic fields*
10) Inductance*
*time permitting

EVALUATION:
Homework 20%
Labs 15%
Chapter Tests 45%
Final Exams 20%

SCIENCE RESEARCH

PREREQUISITES:
Completion of 9th grade biology

PURPOSE:
The Science Research Seminar is an opportunity for students to undertake original scientific research under the guidance of York science teachers and local science experts. Students will become proficient in the research processes necessary to solve a scientific problem, primarily by designing and conducting a controlled experiment of their choice.

REPRESENTATIVE TEXTS:
Required: None

EVALUATION:
Since this course is based on utilization of the scientific research methodologies, occasional quizzes will be given to demonstrate student understanding of the research process. However, as the primary goal of the course is to give students an opportunity to do independent research, the main sources of evaluation will be based on conducting an individual project. Key assignments will include a formal background research paper with citations from relevant literature, a suitable experimental design, and an analysis of results with appropriate statistical analysis. A final poster board and power point presentation will also be required to demonstrate effective communication of ideas and results, and will be used to participate in the York Science Fair, the Monterey County Science Fair and the Junior Sciences and Humanities Symposium.
STUDENT LIFE

Path
The purpose of Path is to engage students consciously in discussions or explorations of aspects of their lives beyond the academic day-to-day. Although not a graduation requirement, Path is considered to be integral to the student’s experience at learning at York.

The overarching question that Path asks our students to consider is, “What kind of person do you want to be?” All groups are of mixed grade levels from Eighth Grade to Seniors, thereby promoting a sense of interconnectedness among classes and the sharing of acquired knowledge and experience between older and younger students. Teacher advisors guide the Path meetings, introducing a topic for discussion or a project for the group to undertake together. Path meets for one half-hour period per cycle.

Path provides a small group advising experience each cycle. Each Path group has an advisor, or Sherpa, who acts as discussion facilitator. Discussions focus on topics of ethics, personal responsibility, and other subjects of the wider world. The purpose of the group meetings is to encourage students to think beyond the academic and beyond their individual experiences to foster a sense of purpose and greater meaning in their lives.

Pathways 11 (11th grade)
This class meets once a cycle in small groups during second semester and focuses on all elements related to making informed decisions about the college admission process as well as information regarding colleges and universities in general. The goal is to provide students with tools and activities that lead to better self-understanding. We begin by exploring learning styles, personality types, and areas of high interest that relate to choosing a suitable college major, college or university, and eventually a career. In our exploration, students use College Match, a workbook that guides students through forming appropriate decisions regarding the college application process. In addition, this handbook provides an opportunity to create personal and academic profiles. Toward the end of the spring term, Pathways focuses on college searches. We explore various types of colleges and universities, thus enabling students to create a preliminary college list based on generated criteria from their self-exploration work.

Pathways 12 (12th)
This class meets once a cycle in small groups during first semester of senior year and continues on the activity from second semester in 11th grade. Students finalize their college lists, set up their applications, search and apply for scholarships, work on college essays and personal statements, and eventually complete and submit college applications.