



Course Planning Catalog 2026–27

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York's Mission & Values and Learning Outcomes

Mission & Values

Our Mission

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

Our Values

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

Diversity

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

Inclusivity

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

Learning Outcomes

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

Creative, Independent Thinkers

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

Effective Communicators

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

Courageous Leaders & Problem Solvers

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

Global Participants & Community-Minded Citizens

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

Academic Support

There are several levels of support and counseling for students. In addition to consulting with teachers, students and families are invited to contact the following at any time:

Assistant Head of School

Works collaboratively with all constituents at York to enhance the school's ability to deliver on its mission.

Director of College Counseling

Provides guidance on college selection, admission requirements, application procedures, and College Board standardized tests (PSAT, SAT, AP tests). Juniors and seniors meet with the College Counselor individually and in a required class, Pathways, where they work on all aspects of the college admissions process.

Academic Dean

Oversees the curriculum and coordinates course selection and scheduling.

Department Chairs

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

Class Deans

Have extensive experience with the needs of students in their particular grade levels and are familiar with a variety of potential solutions for common issues that arise. Note that for 2026-27, York will *not* have Class Deans.

Director of Academic Support

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

College Counseling

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

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

- Pathways: a required course graded Pass/Fail for all juniors (Spring) and seniors (Fall), designed to guide students through the search and application process and help them stay on track, including work on their personal statements.
- College Matters in the Friday Falcon: a newsletter for students and parents to stay up-to-date on college trends, events, and timelines.
- On-campus College Visits: we invite admission representatives to York to teach our students more about their colleges.
- Cost-Saving Workshops: York hosts yearly workshops on how to reduce costs in the college process.
- College Case Studies: York hosts in-depth, narrative-driven investigations of how college applications are read and evaluated, led by admission counselors.
- Exam Preparation: we have resources for students to use when preparing for standardized exams.

Course Requests and Timeline

In early spring, York students in 8th–11th grade are expected to request courses for the upcoming academic year. During this process students consult with their teachers, Department Chairs, Class Deans, the Director of College Counseling, the Director of Academic Support, the Academic Dean, and/or the Assistant Head of School. Students are expected to discuss course requests with their parents and should map out four-year plans (using the [Course Planner](#)) that satisfy both York School graduation and college admission requirements, while at the same time making space for exploration of new subjects and new opportunities and pursuing interests and passions. Please see the timeline below for specific expectations and deadlines.

Timeline

Mid-March	Course Catalog available online with  Course Planning & Selection Resources
Mid-March to Late March	After the Course Catalog is published, students begin course request conversations with faculty, academic advisors, and parents
Late March	Course request conversations during Class Meetings (8th–11th grade). Online course request portal opens
End of March	Student course requests are submitted through the online portal for review. Online course request portal closes
Early April	Academic departments review course requests to ensure prerequisites are met, graduation requirements are followed, and approve/deny requests for advanced courses based on School policies and prerequisites
Late April to Early June	Academic Dean builds the Master Schedule, engages students regarding scheduling conflicts, and finalizes academic schedule for the upcoming year. Students may email the Academic Dean to request modifications to their course requests. Courses lacking healthy enrollment numbers may be removed from course offerings and students may be asked to request new courses
Mid-June	Students receive schedules for the upcoming year

Course Enrollments & Cancellation

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

Course Load

The course load requirement has changed for the 2026-27 academic year. Students must enroll in a minimum of seven (7) courses each semester, except for students in 12th grade, who must enroll in a minimum of six (6) courses each semester. Chamber Choir and Jazz Band are graded courses that meet in the regular schedule and therefore count as full-course equivalents to a student's course load. Other music ensembles (e.g., Choir and

Rock Band), though graded, meet fewer times per cycle, so they may be taken as half-course equivalents to the load requirement. Students are limited to no more than four (4) advanced courses per semester, including Advanced or Advanced Placement (AP) courses.

Students who wish to take an overload—beyond the minimum number of courses or more than four (4) advanced courses per semester—must use the [Course Overload Agreement, Planning, and Permission Form](#) to request permission from the Assistant Head of School, who will consult with the Academic Dean, the Director of College Counseling, the Department Chairs, the School and any others deemed necessary to grant approval. In all overload cases, the student's record of commitment and achievement will be considered.

Course Selection Mapping by Grade Level

The following mapping can help guide course selection for each grade level. A full-year course is considered a single credit. A half-year equivalent or semester-long course is considered a half credit.

Grade 8

Seven (7) courses: English 8, History (Middle Ages), Science 8, Arts 8, a math course, a world language course, and Study Hall. Students can also take a music ensemble.

Grade 9

Seven (7) courses: English 9, Modern World History, Biology, Arts 9, a math course, a world language course, and semester-long courses in leadership (Foundations in Leadership) and learning (Foundations for Educational Success). Students can also take a music ensemble.

Grade 10

Seven (7) courses: English 10, Media Literacy and Civic Engagement, a science course, a math course, a world language course, and electives to balance the course load requirement. It is highly recommended that students take an arts course as one of their electives. Students can also take a music ensemble.

Grade 11

Seven (7) courses: English 11, history/social science electives*, a science course, a math course, a world language course, and two other electives (one of which could be continuation of semester-long courses in arts). Students can also take a music ensemble. Juniors add the college counseling course, Pathways, in the second semester, which meets once per cycle.

* Starting in 2027-28, students will take U.S. History and can take additional history/social science electives in the same year or in Grade 12.

Grade 12

Six (6) courses: Because many seniors choose to enroll in one or more advanced courses and take Pathways in the first semester to help them in the college application process, students in their senior year sometimes take only six courses. English 12 is the only required course, and depending on where seniors are with graduation requirements, there are many options to add courses based on personal interest and college aspirations. It is recommended that seniors continue with courses in history/social science, science, math, and world language in Grade 12 to be competitive for college admission.

Graduation Requirements

Graduation from York requires more than an accumulation of courses or credits, and, accordingly, students may only be awarded a York diploma after completing York's program requirements. Without exception, students are expected to be enrolled at the school for 12th grade.

The York School program requirements fall into three categories: Academics, Athletics/Health & Wellness, Service Learning.

Academics

Starting with the graduating Class of 2030 (i.e., Grade 9 for the 2026-27 academic year), a student needs a minimum of 27 total credits to graduate, distributed as seven (7) courses each semester, except for students in 12th grade, who must enroll in a minimum of six (6) courses each semester. A semester-long course counts as 0.5 credit, and a year-long course counts as 1 credit. Students who will graduate before 2030 have different minimum requirements as the course load change is phased in: Class of 2027 (24 credits), Class of 2028 (25 credits), Class of 2029 (26 credits).

Grade 8

Students in York's 8th grade take a combination of courses unique to their grade level and courses with students in upper grade levels. Seven (7) courses are required, including grade level-only courses in English, history, science, arts, and study hall. Students also enroll in appropriate math and world language courses, based on their individual readiness. Students can choose to take a music ensemble, including Choir, Jazz Band, or Rock Band.

Grades 9–12

York School values a breadth of study, so requires the following distribution requirements for graduation. Requirements for students who enter York after the 9th grade may be altered based upon the student's previous study. Each semester, students must enroll in seven (7) courses, except 12th graders, who may take six (6) courses. A credit is equivalent to a full year.

York's graduation requirements for academics are detailed in the table below. [See how these align with minimum requirements for college admissions.](#)

	*Class of '27, '28, or '29	**Class of '30 or after	
Arts	1 credit	2 credits	* One full credit in either visual arts or performing arts. Some arts courses are year-long courses and others are semester long (or half-course equivalents). ** Two full credits. One credit is earned in the 9th-grade year after completing Arts 9, an interdisciplinary and foundational arts course. The other credit is earned by completing a sequence in either visual arts or performing arts (e.g., Studio Art I & II, Musical Theatre I & II, Technical Theatre I & II). Some upper level arts electives are year-long courses. In performing arts, the second credit may be attained by completing one year of Chamber Choir or Jazz Band, or two years of Choir or Rock Band.
English	4 credits		English is required each year: English 9 (9th grade), English 10 (10th grade); English 11 (11th grade), and English 12 (12th grade).

History/Social Science	3 credits	* Three credits are required: Modern World History (9th grade), U.S. History (10th grade), and two semester-long electives in either 11th grade or 12th grade. ** Three credits are required: Modern World History (9th grade), Media Literacy and Civic Engagement (10th grade), and U.S. History (11th grade). Semester-long electives are open to students in 11th and 12th grade.
Leadership	0.5 credit	All 9th-grade students are required to take the one-semester course, Foundations in Leadership.
Learning	0 credits 0.5 credit	** All 9th-grade students are required to take the one-semester course, Foundations for Educational Success.
Mathematics	3 credits	Three years of math are required, through the 11th grade and including Algebra II. Four years of math are recommended.
Science	3 credits	Three years of science are required: Biology (taken in 9th grade), Chemistry or Physics, and one other year-long science course. Four years of science are recommended.
World Languages	3 credits	Students are required to complete three years of a world language, either Mandarin or Spanish, through at least Level III of that language. Students transferring to York in grades 11 or 12 who are not on track to complete a Level III course by the end of grade 12 will be required to fulfill the requirement as best they can, which may mean completing only Level I or Level II of a world language.
Electives (available in any of the subject areas above)	6.5 credits ('27) 8 credits ('30) 7.5 credits ('28) 8.5 credits ('29)	

Athletics/Health & Wellness

In order to fulfill the Athletics/Health & Wellness graduation requirement, students must participate in all three seasons (Fall, Winter, Spring) of either an Interscholastic Sport or a Health & Wellness (H&W) activity each year at York. During each season the Athletics/Health & Wellness period is an integral part of the school day, and

attendance in these activities is mandatory. Team sports typically meet from 3:10 pm to approximately 5:00 pm. H&W activities usually meet Monday–Thursday from 3:10–3:45 pm. Students can satisfy the Athletics/Health & Wellness requirement by participating in stage rehearsals (typically from 3:10 pm to approximately 6:00 pm) for the Fall Play, Winter New York City trip, or Spring Musical.

Interscholastic Sports

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

Fall Sports	Winter Sports	Spring Sports
Cross Country - Coed	Basketball - Boys	Golf - Coed
Field Hockey - Girls	Basketball - Girls	Lacrosse - Girls
Tennis - Girls	Soccer - Boys	Swimming - Coed
Volleyball - Girls	Soccer - Girls	Tennis - Boys
Water Polo - Coed		Track & Field - Coed
		Volleyball - Boys

Eligibility

In order to maintain eligibility for Interscholastic Sports, students must remain in good academic standing—that is, [they are not on Academic Warning nor on Academic Probation](#). Students transferring to York after the beginning of their 9th-grade year will need to file the appropriate Sports Eligibility Transfer paperwork. These forms require the signature of the previous school’s Athletic Director and that of the York School Athletic Director.

Health & Wellness

Students have the opportunity to choose from Monday/Wednesday H&W offerings and from Tuesday/Thursday H&W offerings to engage with a variety of activities. Sample H&W activities include: Fitness Walking, Strength & Conditioning, Outdoor Basketball, Ultimate Frisbee, Yoga, Wiffle Ball, and more, depending on the season.

Independent Athletics/Health & Wellness

Students may participate in an organized independent team sport or fitness activity not offered at York (e.g., martial arts, equestrian, ballet, club sports) in lieu of participating in York offerings, but need to submit the [Outside Sport or H&W Request Form](#) for approval. Credit for these independent activities is subject to the approval of the Health & Wellness Coordinator.

Service Learning

In alignment with York’s core values of honesty, respect, responsibility, and compassion, students are driven to make meaningful and positive contributions to their community through the Service Learning program. The service requirement creates a unique experiential education opportunity that extends the boundaries of the school and engages students in volunteerism, helping the community to grow closer and stronger through collaboration, hard work, and positive connections.

York’s Service Learning program includes a “Service Learning Internship” structure, which serves different purposes for the three constituent groups involved (students, community organizations, and York School). For students, commitment to intentional partnerships with local organizations gives them first-hand knowledge and experience in combating social and environmental issues, expands their network and understanding beyond the school campus, and provides a catalyst for personal growth and broadened self-awareness. Community organizations benefit from expanded capacity, potential staff recruitment, and increased visibility. Finally, through this program, York is able to support and engender contributions to the broader community, strengthen our resource network, and nurture a service ethic in the school body.

The Service Learning requirement consists of 40 hours completed between grades 9–12, which can be divided up in the following ways:

1. A 20-hour Service Learning Internship with an approved local 501(c)(3) nonprofit organization followed by a student reflection upon completion.
2. A 10-hour Service Learning Internship with a secondary approved local 501(c)(3) nonprofit organization OR 2-for-1 hours of service to York School in the Peer Tutoring Program and second-year York Shield Student Ambassador Program. (Meaning, as a Peer Tutor, or beginning with your second year as a Shield member, every 2 hours you volunteer on campus will count as 1 hour toward the Service Learning requirement for up to 10 service hours.)
3. Up to 10 flex volunteer hours toward approved organizations of the student's choice.

Note that all 40 hours may be completed through a single Service Learning Internship with an approved local 501(c)(3) nonprofit organization.

All Service Learning Internships and volunteer hours must be:

- Comprised of 40 hours completed between grades 9–12, per the above guidelines;
- Non-paying and done outside of York, with a local 501(c)(3) nonprofit organization (unless completed through Peer Tutoring or Shield);
- Not under the supervision of a parent or close relative;
- Completed before the fourth quarter of the student's senior year;
- Internships must be pre-approved and facilitated by the Service Learning Coordinator.

Students may complete internships and other volunteer hours after school, on weekends, school breaks, or summer vacation. Students are encouraged to start their service learning requirement before the 11th grade. Through the Service Learning Internship experience and volunteer hours, we hope that students will encounter people, places, and situations that challenge them. Students should prepare to confront preconceptions, ask questions, and embrace different ways of thinking, thereby engaging in a process of self-discovery, social responsibility, and growth. The reciprocal nature of learning and giving through community involvement is a cornerstone of our program.

Minimum Requirements for York Graduation, UC/CSU, & General College Admission

Each York student's curricular choices should start with York's graduation requirements. We have included a chart below that explains those requirements. Please note that meeting or exceeding these requirements and recommendations does not guarantee admission to any specific college, nor does following a different curricular pattern preclude admission to a college.

We highly recommend that most York students exceed our minimum requirements. We encourage students to request advanced courses (Advanced and/or AP) when it is appropriate for their level and interests. Students can take Advanced or AP courses as early as Grade 10. Most selective colleges are seeking students that have chosen reasonable challenge from within the curriculum available to them. In other words, colleges ask that students take *some* courses from among the most rigorous courses available at York, not *all* of them. Students should develop a balanced curriculum each year that allows them to experience the breadth and depth of our curricular offerings, explore their interests in particular subject areas, and maintain their health and well-being outside of the classroom. There is not a single path through York's curriculum, and we encourage each student to explore and take risks along the way. The Director of College Counseling is available throughout this process to offer guidance and advice—rising seniors should work with the Director of College Counseling during Pathways, which they take in the second semester of junior year.

For in-depth information about the college process at York, including standardized testing advice, please reach out to the Director of College Counseling.

	York Graduation Requirements	UC/CSU System Minimum Course Requirements*	Private Colleges/Non-UC System Suggested Course Requirements**
Arts	2 years, including Arts Exploration in 9th and Level I & II in a single discipline (students graduating before 2030 need only 1 year of Arts)	1 year, in the same discipline: dance, theatre, music, visual arts	1–2 years or more, according to interest
English	4 years	4 years	4 years
History/Social Science	3 years, including U.S. History and World History	2 years, including U.S. History and World History	4 years
Leadership	0.5 year	—	—
Learning	0.5 year (students graduating before 2030 are exempt from this)	—	—
Mathematics	3 years, through 11th grade including Algebra II (advanced algebra)	3 years [#] , including elementary and advanced algebra and geometry; 4 years recommended	4 years, taken in grades 9–12, through Precalculus or Calculus (Calculus preferred)
Science	3 years, including Biology, Chemistry or Physics, and one other course; all of the York science courses are A–G approved lab sciences	2 years, in biology, chemistry, or physics; 3 years recommended	3–4 years of a lab science
World Languages	3 years, through Level III	2 years, in the same language; 3 years recommended	3–4 years, taken in grades 9–12, all in the same language
Electives	Available in any of the above areas; additional courses strengthen application	1 year [^]	Take according to interest and schedule in any of the above areas; additional courses strengthen application
Athletics/H&W	4 years	—	—
Service	40 hours	—	—

* See [Courses required for California State University and University of California admission](#). For further information on UC requirements, visit the [University of California Subject requirement \(A–G\)](#) and/or the [University of California First-year requirements](#). For further information on CSU requirements, see [CSU Freshman Admission Requirements](#). Highly competitive CSUs recommend courses beyond the minimum requirements (e.g., see [CalPoly SLO recommended courses](#)). UC/CSU schools require a total of 15 college-preparatory courses (A–G courses) to be completed with a grade of “C” or better; **11 of these 15 courses must be completed prior to the beginning of Grade 12.**

** Direct questions about your particular academic and co-curricular interests and how they relate to college admission to the Director of College Counseling.

Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades (Algebra I, Geometry, Algebra II) if the high school accepts them as equivalent to its own courses.

^ Electives must be chosen from approved academic courses in history/social science, English, advanced mathematics, lab science, foreign language, social science, or visual and performing arts. York's graduation requirements already include courses that meet the UC/CSU elective requirement.

Course Catalog

See the course descriptions for detailed information about required course sequences and prerequisites. Semester courses are noted as taking place in the Fall and/or Spring, otherwise a course is year-long.

Arts

[Arts 8: An Exploration of Performing Arts](#)

[Arts 9: Foundations](#)

Visual (Studio)

[Studio Art I: Foundation](#) (Fall & Spring)

[Studio Art II: Drawing](#) (Fall)

[Studio Art II: Painting](#) (Spring)

[Advanced Studio Art III: Building Your Portfolio](#)

[AP Art & Design](#)

Performing (Music)

[Choir](#)

[Chamber Choir](#)

[Advanced Chamber Choir](#)

[Rock Band](#)

[Jazz Band](#)

Performing (Musical Theatre)

[Musical Theatre Repertoire I](#) (Fall)

[Musical Theatre Repertoire II](#) (Fall)

[Advanced Musical Theatre Repertoire III](#) (Fall)

Interdisciplinary

[Technical Theatre I](#) (Fall & Spring)

[Technical Theatre II](#) (Fall & Spring)

[Advanced Technical Theatre III](#) (Fall & Spring)

Electives

[Musical Theatre History](#) (Spring)

English

[English 8: Writes of Passage](#)

[English 9: The Canon Reimagined](#)

[English 10: Narrate, Elevate, Resonate](#)

[English 11: American Literature](#)

[Advanced English 11](#)

[English 12: Literature of Science: Discovery, Imagination, and Story](#) (Fall)

[English 12: Speculative Fiction: Pondering Possibility](#) (Fall)

[English 12: Literature of Horror: Anatomy of the Grotesque](#) (Spring)

[English 12: Mythological Literature: Ancient Myths & Modern Meanings](#) (Spring)

[Advanced English 12](#)

Electives

[Intro to Philosophy](#) (Fall) (10–12th grades)

[Intro to Shakespeare](#) (Fall) (10–12th grades)

[Creative Writing](#) (Spring) (10–12th grades)

[History/Social Science](#)

[Middle Ages: The Rise, Transformation, and Legacy](#) (8th grade)

[Modern World History](#) (9th grade)

[Media Literacy and Civic Engagement](#) (10th grade)

[U.S. History](#) (11th grade) (not offered in 2026–27)

[Advanced U.S. History](#) (11th grade) (not offered in 2026–27)

Electives

[Greek History](#) (Fall) (11th or 12th grade) (alternating years)

[Roman History](#) (Fall) (11th or 12th grade) (alternating years; not offered in 2026–27)

[Advanced U.S. Government & Politics](#) (Fall) (12th grade)

[Asian History: Challenges to Democracy in Asia](#) (Spring) (11th or 12th grade)

[History Through Film: 20th Century Reel American History](#) (Spring) (11th or 12th grade)

[Musical Theatre History](#) (Spring) (10–12th grades)

[Advanced World Religions](#) (Spring) (11th or 12th grade)

[Advanced Psychology](#) (12th grade)

[Leadership](#)

[Foundations in Leadership](#) (Fall & Spring) (9th grade)

[Learning](#)

[Foundations for Educational Success](#) (Fall & Spring) (9th grade)

[Mathematics](#)

[Pre-Algebra](#)

[Algebra I](#)

[Geometry](#)

[Algebra II](#)

[Pre-Calculus](#)

[Advanced Pre-Calculus](#)

[Calculus](#)

[AP Calculus AB](#)

[AP Calculus BC](#)

[Statistics](#)

[AP Statistics](#)

[Math Modeling](#) (alternating years; not offered in 2026–27)

[Science](#)

[Science 8](#)

[Biology](#)

[Chemistry](#)

[Physics](#)

[Environmental Science](#)

[Anatomy & Physiology](#) (alternating years)

[Marine Biology & Oceanography](#) (alternating years; not offered in 2026–27)

[AP Biology](#)

[AP Chemistry](#)

[AP Physics C: Mechanics](#)

[World Languages](#)

Mandarin

[Mandarin I](#)

[Mandarin II](#)

[Mandarin III](#)
[Advanced Mandarin IV](#)
[Advanced Mandarin V](#)

Spanish

[Spanish I](#)
[Spanish II](#)
[Spanish III](#)
[Spanish IV](#)
[AP Spanish Language & Culture](#)
[Advanced Spanish V / VI / VII](#)

[Other Academic Electives](#)

[AP Computer Science A](#) (online: One Schoolhouse)
[AP Research](#)

What's New This Year

New Courses

Arts
Arts 9
English
English 12 seminar courses
Literature of Science
Speculative Fiction
Mythological Literature
Advanced English 12
Electives
Creative Writing (10–12th grades)
Intro to Philosophy (10–12th grades)
Intro to Shakespeare (10–12th grades)
History/Social Science
Media Literacy and Civic Engagement (10th grade)
Greek History (11th or 12th grade)
Other Academic Electives
AP Research (11th or 12th grade)

Course Name Changes and/or Revisions

General

- “Honors” and “YAS” courses are now called “Advanced.”
- More advanced courses are available to students with the option to sign up for AP exams. These include Advanced English 11, Advanced English 12, Advanced U.S. History, Advanced U.S. Government & Politics, Advanced Psychology, and Advanced Pre-Calculus.

Arts

- Studio Art III is now Advanced.
- Jazz Band now counts as a full-course equivalent rather than half.
- Musical Theatre Repertoire has been rebranded as the progression Musical Theatre Repertoire I / II and Advanced Musical Theatre Repertoire III.
- Backstage Theatre Basics has been rebranded as the progression Technical Theatre I / II and Advanced Technical Theatre III.

English

- English courses have adopted a naming convention based on grade level. English 11 and English 12 have been restructured to provide students with more options, including electives.

- Advanced English courses will be separate sections, differentiated from their non-Advanced counterparts.

History/Social Science

- Starting in 2027-28, students in Grade 11 will take U.S. History or Advanced U.S. History and can take additional history/social science electives in the same year or in Grade 12.
- Advanced U.S. History will be a separate section, differentiated from its non-Advanced counterpart.
- Introduction to Psychology is now Advanced Psychology and is a year-long course.
- U.S. Government & Politics is now Advanced.
- World Religions is now Advanced.

World Languages

- There are no longer advanced offerings for Level III language courses.
- AP Spanish Language & Culture will be classroom-based rather than online.
- Advanced Spanish will be renamed to continue the progression of Levels to V, VI, and VII.
- Mandarin IV and V will have the Advanced designation.

Other Academic Electives

- AP Seminar will not be offered.

Academic Policies & Procedures

Grades

End-of-semester and final grades are the only grades entered on a student's official transcript. Once recorded, grades become part of a student's permanent record. A grade is a single representation of several aspects of a measurement of progress, level of current mastery, recommendation for advancement or placement into the next level of a course, and potential indicator of additional support needed.

Credit

Students earn one credit for successful completion (D- or above in all courses except English, which requires C- or above) of most year-long courses and one-half credit for single-semester courses. Note that some continuation courses have a prerequisite of C- or above to be prepared for the next level. Also, note that to meet University of California requirements, grades in courses required for admission must be a C- or above. Students receive one-half credit for year-long music ensembles, except for Chamber Choir and Jazz Band, which earn students a full credit. Credit is not awarded for courses in programs not sanctioned by York, since a York transcript represents work completed at or under the auspices of the school.

Advanced Courses & AP® Exams

See [Advanced Courses & AP Exams Policy](#).

Add/Change/Drop/Withdraw Policy

See [Add/Change/Drop/Withdraw Policy](#).

Online Courses

York partners with [One Schoolhouse](#) (OS), a consortium of outstanding schools that have joined together to offer exemplary online courses. The OS Academic Program's in-depth, online courses prioritize connection, collaboration, and community. Students engage with expert teachers and peers around the globe—building academic maturity and an expanded worldview. Academic Program courses create learning environments where students feel seen, valued, and respected—making them more likely to challenge themselves and reach new levels of success.

Before registering for an OS course, students should be aware of the following

- OS courses have 20 or fewer students in them, and thus have space limitations.
- Students must have a period in their York schedule for their OS course, and it is the student's responsibility to independently manage their coursework and use their time effectively and responsibly. Students are required to check in with the Director of Academic Support during the period an OS course appears on their schedule. Attendance expectations are the same as any other York course.
- OS courses and grades are included on the student's York transcript and calculated into the York GPA.
- OS courses follow a slightly different calendar than York courses:
 - The Fall term begins after Labor Day and ends before Winter Break.
 - The Spring term begins mid-January and is completed in early May.
 - OS does not have Thanksgiving Break or Spring Break, and students will have OS assignments during these York holidays.
- OS courses are best suited for students who are good self-motivators, self-advocates, and work well independently.
- Admittance to OS courses will be determined by the Assistant Head of School based upon feedback from the Academic Dean, the Director of College Counseling, the Department Chairs, and any others deemed necessary to grant approval based on the student's work habits.

Withdrawal Policy and Financial Responsibility

Students who apply to take an OS class offered by York as part of their course schedule and are accepted will not be responsible for the OS tuition. If a student decides to drop the course after enrollment, a "Withdraw" will appear on their transcript. Additionally, the student and their family will be responsible for reimbursing the tuition according to OS's [Tuition and Policies](#).

Course Descriptions

Arts

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

Requirements: In Grade 8, students enroll in Arts 8. Students can choose to take a music ensemble, including Choir, Jazz Band, or Rock Band. In Grades 9–12, students must complete two full credits. One credit is earned in the 9th-grade year after completing Arts 9, an interdisciplinary and foundational arts course. The other credit is earned by completing a sequence in either visual arts or performing arts (e.g., Studio Art I and II, Acting I and II, Technical Theatre I and II, Musical Theatre Repertoire I and II). Some upper level arts electives are year-long courses. In performing arts, the second credit may be attained by completing one year of Chamber Choir or Jazz Band, or two years of Choir or Rock Band.

Grade 8

Arts 8: An Exploration of Performing Arts

Year Course; 1 credit

Open to: 8 (required)

Arts 8 is an exploration of finding confidence in your own voice. We build that confidence through the mediums of theatre, musical theatre, and music. We start the year with learning about how the theatre works, how to use correct theatrical vocabulary, and feeling comfortable in the physical space. Then we move into communication styles: pantomime, non-verbal, improvisation, monologues, and scene work. Our work then turns into using presentation software to create our very own songs, and videos. We dive into the software SoundTrap, WeVideo, and Canva. Finally, we take the opportunity to learn a new instrument: the ukulele. This allows students to find their musical voice, by learning the technique to play and sing their own song by the end of the year.

Transcript Name: Arts 8

Course Code: ARTS 8

Choir

Year Course; 0.5 credit

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

Prerequisites: None

See [Choir](#) description below.

Transcript Name: Choir

Course Code: CHOIR

Rock Band

Year Course; 0.5 credit

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

Prerequisites: None

See [Rock Band](#) description below.

Transcript Name: Rock Band

Course Code: ROCK

Jazz Band

Year Course; 1 credit

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

Prerequisites: None

See [Jazz Band](#) description below.

Transcript Name: Jazz Band

Course Code: JAZZ

Grades 9–12

Arts 9: Foundations

Year Course; 1 credit

Open to: 9 (required)

Arts 9: Foundations introduces students to the core disciplines of the performing and visual arts through four quarter-long rotations in the following disciplines: Music, Singing, Visual Art Foundations, and Technical Theatre. Designed for students with no prior experience, this course emphasizes exploration, creativity, collaboration, and foundational skills. Through hands-on, process-based learning, students build confidence, artistic vocabulary, and an appreciation for multiple forms of artistic expression while developing transferable skills in observation, communication, and creative problem-solving.

Transcript Name: Arts 9

Course Code: ARTS 9

Visual

Our visual arts program offers students a new way of seeing their world and expressing their creativity. It is a chance to build better problem solving skills and strengthen their confidence, as well as develop passions and hobbies that resurface throughout their lives. Students begin with a foundation art course that centers on drawing and incorporates a variety of media such as charcoal, pastel, pen and ink, color study, and printmaking. York's art

teachers are very active in their fields and are fully involved in the professional art community in Monterey County. Their experiences enhance the curriculum in the classrooms and give real world vitality to the program.

(Studio)

Studio Art I: Foundation

Semester Course; 0.5 credit (Fall & Spring)

Open to: 9, 10, 11, 12

Prerequisites: None

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

Transcript Name: Studio Art I: Foundation

Course Code: STUD ART I

Studio Art II: Drawing

Semester Course; 0.5 credit (Fall)

Open to: 10, 11, 12

Prerequisites: Studio Art I: Foundation

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

Transcript Name: Studio Art II: Drawing

Course Code: STUD ART II DRAW

Studio Art II: Painting

Semester Course; 0.5 credit (Spring)

Open to: 10, 11, 12

Prerequisites: Studio Art I: Foundation

In this course students will work with a variety of canvas sizes while completing assignments dealing with a specific design element. There is often an emphasis on value, pattern, balance, color, emphasis, texture, or a combination of several elements. Students will use collage, acrylic and oil paints and other mediums while embracing an environment for experimentation. We always start with a still life to learn mixing and matching and further subjects include animals, abstraction, portraiture, the human form, and landscape. These exercises will be interspersed with demos, artist of the week talks, and writing exercises.

Transcript Name: Studio Art II: Painting

Course Code: STUD ART II PAINT

Advanced Studio Art III: Building Your Portfolio

Year Course; 1 credit

Open to: 11, 12

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

Advanced Studio Art III allows students to build a portfolio throughout the course of a year. Highlighting this process is a concentration or "sustained investigation" of a particular theme chosen by the student. In this way each portfolio is meant to be personal and evolving with new experiences. Advanced Studio Art III students will develop familiarity with many styles and means of artistic expression that will help encourage original designs. Students will be encouraged to use multiple mediums and a variety of subjects. This is a full-year course that requires a high level of autonomy, motivation, and love for the visual arts. Students are exposed to the art world

through field trips to galleries and museums, visiting artists, research, and critiques. This course is recommended to be taken in the junior year in preparation for AP Art & Design in the senior year.

Transcript Name: Advanced Studio Art III: Building Your Portfolio

Course Code: ADV STUD ART III

AP Art & Design

Year Course; 1 credit

Open to: 12

Prerequisites: Studio Art III & department approval

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. *Students may choose to submit any or all of the AP Portfolio Exams, but they must submit to at least one.*

Transcript Name: AP Art and Design

Course Code: AP ART

Performing

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

We work with local and national guest directors, choreographers, musical directors and designers so that students get a varied experience working with professionals. York's music program is an integral part of the York School experience. Students have many options for participating in performance ensembles. The three music ensembles offered by the department are open to students in all grades, including 8th grade. Our flexible scheduling allows students to participate in both instrumental and vocal music ensembles. The groups perform several times each year, both on campus and in the surrounding community like Monterey Bay Football Club, Laguna Seca, CHOMP Hospital, Hacienda Hay & Feed, and Carmel Mission.

(Music)

Choir

Year Course; 0.5 credit (meets only half the frequency of a normal class)

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

Prerequisites: See description

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

Transcript Name: Choir

Course Code: CHOIR

Chamber Choir

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Choir or Spring Musical & audition

Chamber Choir is designed to give students an opportunity to sing advanced and varied choral literature from a range of styles that could include: traditional, sacred, popular, jazz and musical theatre. It is an auditioned ensemble for students who have completed one year of Choir. Students will learn about good vocal health, technique and pedagogy. They will have the opportunity to perform as a group in the Winter/Spring Concerts, and also in solo/duet/trio/quartets. Chamber Choir also connects with local community members to perform throughout Monterey County. There will also be a touring opportunity. New students in the 10th, 11th, and 12th grades with choral experience should talk to the Director of Performing Arts as soon as possible if they wish to audition for Chamber Choir.

Transcript Name: Chamber Choir

Course Code: CHAMBER CHOIR

Advanced Chamber Choir

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Two (2) years of Chamber Choir

Advanced Chamber Choir is a one-year, audition-based vocal ensemble for highly experienced singers that provides students with a rigorous and comprehensive study of choral music through performance, analysis, musicianship development, and leadership. Students engage with a diverse range of repertoire from multiple historical periods and cultural traditions, including traditional choral works, sacred music, jazz, contemporary a cappella, and musical theatre, with increased expectations of independence, initiative, and artistic ownership. In addition to ensemble work, students take on leadership roles within the ensemble, including serving as section leaders, leading sectionals or rehearsals, and mentoring peers. Students are expected to complete all music theory requirements at a high level of proficiency and to actively contribute to the musical growth of the ensemble. Students engage in frequent solo and small group performance opportunities across multiple events, demonstrating initiative and artistic voice beyond the classroom. By the end of the course, students demonstrate advanced technical skill, musical independence, leadership, and performance readiness consistent with an honors-level, college-preparatory visual and performing arts curriculum.

Transcript Name: Advanced Chamber Choir

Course Code: ADV CHAMBER CHOIR

Rock Band

Year Course; 0.5 credit (meets only half the frequency of a normal class)

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

Prerequisites: None

Description

Transcript Name: Rock Band

Course Code: ROCK

Jazz Band

Year Course; 1 credit

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

Prerequisites: See description

Jazz Band serves as an introduction to the rich history and style of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this unique and exciting art form. Emphasis will be placed on rudimentary improvisational skills, phrasing in a swing feel, and performance techniques. By the end of this course, students will have a basic understanding of jazz and the beginning level forms associated with it. Students will be able to perform a variety of standard jazz/popular music repertoire. Students will also have an elementary knowledge of the 12 bar blues form and how to improvise over that form using fundamental chords. Performance opportunities will include Winter/Spring Concerts and various York events. All instruments are welcome, not just the traditional "jazz"

instruments, and Jazz Band makes every attempt to accommodate students at their present level of ability. The horn positions are open to all students with basic knowledge of their instruments, and it is important that those who play piano, guitar, bass, and drums have some experience on their instrument.

Transcript Name: Jazz Band

Course Code: JAZZ

(Musical Theatre)

Musical Theatre Repertoire I

Semester Course; 0.5 credit (Fall)

Open to: 10, 11, 12

Prerequisites: Arts 9

This course gives students the opportunity to perform music in a variety of musicals based on decades, starting in the 1940s. Students will work to create a “rep book” that will consist of Broadway songs that they will be able to use for future auditions, and performances. They will work at building their repertoire with musical theatre songs pre-1965 and post-1965, and pop/rock songs—building off what college Musical Theatre auditions require. We will present a recital of these songs in December. Concurrent enrollment in Choir or Chamber Choir is suggested.

Open to all students of abilities/ranges.

Transcript Name: Musical Theatre Repertoire I

Course Code: MUSIC THEAT I

Musical Theatre Repertoire II

Semester Course; 0.5 credit (Fall)

Open to: 11, 12

Prerequisites: Musical Theatre Repertoire I

This course focuses on the study and performance of musical theatre repertoire through the work of influential composers such as Rodgers & Hammerstein, Stephen Sondheim, Andrew Lloyd Webber, and other key voices in the canon. Students explore stylistic differences across eras while building a personalized “rep book” of Broadway songs suitable for auditions and performance. The course culminates in a recital presented in December.

Concurrent enrollment in Choir or Chamber Choir is suggested. Open to students of all abilities and vocal ranges.

Transcript Name: Musical Theatre Repertoire II

Course Code: MUSIC THEAT II

Advanced Musical Theatre Repertoire III

Semester Course; 0.5 credit (Fall)

Open to: 12

Prerequisites: Musical Theatre Repertoire II

Advanced Musical Theatre Repertoire III is an advanced, pre-professional performing arts course designed for students who have developed foundational and intermediate skills and are prepared to refine their work at a high level. Students build a comprehensive, audition-ready repertoire portfolio while deepening their skills in vocal performance, acting, and interpretive analysis. Emphasis is placed on artistic identity, consistency under pressure, and professional-level preparation. Students engage in advanced analysis of musical and lyrical structure, character development, and stylistic nuance, applying this understanding to performance. Through performance cycles, mock auditions, and self-tape work, students refine their ability to make specific, intentional choices and adapt in real-time performance settings. Regular critique, including feedback from peers, instructors, and guest artists, supports continued growth. The course culminates in a final recital and formal repertoire evaluation demonstrating technical proficiency, stylistic range, and interpretive depth. Concurrent enrollment in Chamber Choir is suggested.

Transcript Name: Advanced Musical Theatre Repertoire III

Course Code: ADV MUSIC THEAT III

Interdisciplinary

Interdisciplinary art acts as a collaborative nexus where artistic vision meets engineering, technology, and science to create immersive pieces of work. It merges, among others, the fields of engineering and computer science for digital design, structural design/construction, electrical engineering, and physics, as well as visual arts.

Technical Theatre I

Semester Course; 0.5 credit (Fall & Spring)

Open to: 10, 11, 12

Prerequisites: Arts 9

(Formerly Backstage Theatre Basics) Technical Theatre I is a hands-on course that immerses students in the behind-the-scenes world of theatrical production. With a strong emphasis on set construction and scenic painting, students learn to safely use tools, materials, and techniques to create theatrical environments. Students contribute directly to York's productions and, depending on the needs of each show, may also gain experience in prop design, lighting, and sound. The course emphasizes collaboration, creative problem-solving, and practical skills that support live performance. No prior experience is required—only a willingness to build, create, and work as part of a production team.

Transcript Name: Technical Theatre I

Course Code: TECH THEATRE I

Technical Theatre II

Semester Course; 0.5 credit (Fall & Spring)

Open to: 10, 11, 12

Prerequisites: Technical Theatre I or Backstage Theatre Basics

Technical Theatre II builds on the foundational skills developed in Technical Theatre I, offering students deeper engagement in the design, construction, and execution of theatrical productions. Students take on increased responsibility in set construction, scenic painting, and the use of tools and materials, with greater attention to craftsmanship, efficiency, and safety. Depending on the needs of each production, students may further explore prop fabrication, lighting, and sound while collaborating closely as part of a production team. Emphasis is placed on leadership, problem-solving, and supporting the artistic vision of live performance.

Transcript Name: Technical Theatre II

Course Code: TECH THEATRE II

Advanced Technical Theatre III

Semester Course; 0.5 credit (Fall & Spring)

Open to: 12

Prerequisites: Technical Theatre II

Advanced Technical Theatre is a capstone course designed for experienced technical theatre students ready to take on leadership, mentorship, and independent design responsibilities. Building on skills developed in Technical Theatre I & II, students help lead production teams, mentor younger technicians, and take ownership of design and build elements such as scenic construction, scenic painting, props, lighting, or sound. Emphasis is placed on collaboration, problem-solving, time management, and translating artistic vision into practical execution. Students play a critical role in supporting York's productions while developing professional-level skills and leadership experience.

Transcript Name: Advanced Technical Theatre III

Course Code: ADV TECH THEATRE III

Electives

Musical Theatre History

Semester Course; 0.5 credit (Spring)

Open to: 11, 12

Prerequisites: None

How has the American Musical Theatre influenced social movements over the last hundred years? How has Broadway created or supported political statements/movements? What is the future of Broadway and how will it survive? This course will be a deep dive into the historical significance of shows like Oklahoma!, South Pacific, Chicago, Cabaret, RENT, and Hamilton that were on the forefront of change that included conversations about race, mixed marriages, gender, sexuality, AIDS-crisis, slavery, and immigrants. This course will give students an overview of musical theatre history but it will also connect to how musical theatre has influenced history for over a hundred years. There will be readings, discussions, and individual and group projects.

Transcript Name: Musical Theatre History

Course Code: MUSIC HIST

English

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

Requirements: In Grade 8, students enroll in English 8 for the full year. In Grades 9–12, English is required each year: English 9 (9th grade), English 10 (10th grade), English 11 (11th grade), and English 12 (12th grade). Advanced-level courses and additional electives are available.

Grade 8

English 8: Writes of Passage

Year Course; 1 credit

Open to: 8 (required)

Literature is an adventure of discovery, and in English 8, students will focus on stories that center self-discovery. Upbeat and energetic, this class approaches literature as an opportunity for enjoyable collaboration while building the skills of class discussion, deep reading, and writing for a variety of audiences. Students will explore works of various genres, with authors ranging from William Shakespeare to Harper Lee to Trevor Noah. Coursework reinforces students' familiarity with basic elements of literary analysis and introduces them to more advanced analytical concepts, promoting strong critical thinking skills while bolstering English mechanics. Students expand their comfort with writing excellent paragraphs, advancing to the point of constructing coherent analytical and personal response essays. The goal of this course is to meet students where they are while exploring the frontiers of their abilities and moving them towards the academic expectations of a challenging high school English curriculum.

Grades 9–12

English 9: The Canon Reimagined

Year Course; 1 credit

Open to: 9 (required)

Prerequisites: None

English 9 takes students on an unconventional journey through literary history. From works as old as The Iliad to its 21st Century retellings, students will examine how ancient tales resonate in our contemporary world. They will explore speculative fiction as a throughline from Ursula K. Le Guin to N. K. Jemison, they will analyze in both graphic memoir and film what it means to come of age in wartime, and they will embody the politically paranoid

populace of Macbeth in a Shakespeare acting workshop. Meanwhile, students strengthen their argumentative writing skills through literary analysis as well as a debate unit, compelling them to develop points and counterpoints using ethical frameworks. At the end of the course, students will have the opportunity to reimagine a classic text through any of the storytelling genres they will have encountered along the way.

Transcript Name: English 9

Course Code: ENG 9

English 10: Narrate, Elevate, Resonate

Year Course; 1 credit

Open to: 10 (required)

Prerequisites: Grade of C- or better in English 9

How can one person's story impact us, inform us, change us, and stay with us? Students will explore the power of a story in English 10, a literature-based course that invites students to think deeply and critically about literature while building their strengths of reading, writing, speaking, and analyzing. Students will read novels, essays, plays, short stories, and poetry, all with an eye towards how narrative is constructed and interpreted, and how stories build our understanding of the world and the human condition. Students also explore and develop their own story as they write and deliver their Sophomore Speech—a York tradition celebrated by our supportive community that bolsters confidence while offering a unique public-speaking experience. Within this focus on the power of narrative, students will continue to strengthen their skills as close readers, deep thinkers, perceptive writers, and articulate presenters. They will write frequently, formally and informally, through analytic and personal essays, journals, and response forums. They will also cultivate their abilities to build arguments and think cooperatively through frequent student-led discussions and small-group collaborations.

Transcript Name: English 10

Course Code: ENG 10

English 11: American Literature

Year Course; 1 credit

Open to: 11 (English 11 or Advanced English 11 is required)

Prerequisites: Grade of C- or better in English 10

In English 11, students explore American literature as a record of lived experience and national identity. Through novels, plays, memoirs, essays, and poetry, students examine how writers represent belonging, conflict, injustice, and resilience across historical moments. Emphasis is placed on close reading, historical and cultural context, and analytical writing. Students will analyze authorial choices such as voice, structure, symbolism, and characterization, and consider how these choices shape meaning and reflect broader social realities. Writing instruction focuses on developing clear claims, integrating textual evidence, and crafting coherent analytical arguments. This course builds students' confidence as readers and writers while preparing them for the rhetorical and interpretive demands of senior-year English.

Transcript Name: English 11

Course Code: ENG 11

Advanced English 11

Year Course; 1 credit

Open to: 11 (English 11 or Advanced English 11 is required)

Prerequisites: Grade of B+ or better in English 10 & department approval

Advanced English 11 centers on the study of rhetoric and the power of language to shape ideas, arguments, and public discourse. Students read and analyze a wide range of texts—including essays, speeches, articles, visual media, and cultural commentary—to examine how writers craft messages for specific audiences and purposes. Through close reading and discussion, students investigate rhetorical strategies such as argument, structure, tone, evidence, and style, considering how language functions to persuade, inform, and influence readers. Students also study how context, audience, and the cultural moment shape both the production and reception of texts. Students will compose analytical, argumentative, and reflective pieces that emphasize clarity of thought, purposeful organization, and rhetorical awareness. Through drafting, feedback, and revision, students develop their ability to construct thoughtful arguments and communicate effectively with mature readers. By the end of the course, students will have strengthened their skills as critical readers, careful thinkers, and adaptable writers,

prepared to engage thoughtfully with complex texts and contemporary conversations. *Students have the option to sign up for the AP English Language and Composition exam.*

Transcript Name: Advanced English 11

Course Code: ADV ENG 11

English 12

Seniors are required to enroll in a full year equivalent of English 12. Students can fulfill their English requirement by enrolling in two single-semester English 12 seminar courses, one Fall option and one Spring option. Alternatively, students can opt for Advanced English 12 and take any of the English 12 seminar courses as electives.

English 12: Literature of Science: Discovery, Imagination, and Story

Semester Course; 0.5 credit (Fall)

Open to: 12

Prerequisites: Grade of C- or better in English 11 / Advanced English 11

This senior seminar explores the intersection of science, literature, and storytelling. By reading published papers, essays, articles, narrative nonfiction, works of fiction, and other texts, students examine how writers endeavor to translate complex scientific ideas into language that informs, engages, and inspires varied audiences. Readings may include classic and contemporary science writing alongside works of literature that grapple with discovery, ethics, and humanity's relationship with the natural world. Through discussion, analytical writing, and creative projects, students investigate how narrative shapes the way scientific knowledge is understood and communicated, as well as the tensions and possibilities that emerge when scientific truth meets artistic imagination. The course invites students to consider how observation, curiosity, and creativity connect scientific inquiry with the work of writers and artists.

Transcript Name: English 12: Literature of Science

Course Code: ENG 12 SCI

English 12: Speculative Fiction: Pondering Possibility

Semester Course; 0.5 credit (Fall)

Open to: 12

Prerequisites: Grade of C- or better in English 11 / Advanced English 11

This senior seminar explores the imaginative possibilities of speculative literature. Margaret Atwood defined speculative fiction as "a way of dealing with possibilities that are inherent in our society now, but which have not yet been fully enacted." Imagined futures, technological uncertainty, and political trajectory will be common threads through reading and writing in this course, as well as the inspiration for discussions, reflection, and analytical writing. Students will read works of speculative fiction while examining how authors use imagined but possible scenarios to reflect on the present. Through discussion and writing, the class considers the desirable or troubling futures that might lie ahead and what these stories suggest about our own world.

Transcript Name: English 12: Speculative Fiction

Course Code: ENG 12 SPEC

English 12: Literature of Horror: Anatomy of the Grotesque

Semester Course; 0.5 credit (Spring)

Open to: 12

Prerequisites: Grade of C- or better in English 11 / Advanced English 11

This senior seminar examines the dark philosophy of horror. The spooky, the creepy, the uncanny, and the unexplainable will be common threads through reading and writing in this course, as well as the inspiration for discussions, presentations, and creative projects. In some classes, students read short stories; in others, they write them. We use a variety of critical lenses to drive discussion of how authors develop fear and discomfort in their audience while simultaneously addressing social issues.

Transcript Name: English 12: Literature of Horror

Course Code: ENG 12 HORROR

English 12: Mythological Literature: Ancient Myths & Modern Meanings

Semester Course; 0.5 credit (Spring)

Open to: 12

Prerequisites: Grade of C- or better in English 11 / Advanced English 11

This senior seminar explores the power of myths in shaping the psyche. Myths are not relics of a vanished past. They are living texts that reveal how human beings seek to understand creation, morality, identity, and the divine. This one-semester literature course examines mythology as a foundational mode of storytelling that continues to shape art, culture, and belief across civilizations. Moving beyond the familiar Greek and Roman canon, students discover a global landscape of mythic traditions through engagement with ancient texts and contemporary works that reinterpret myth for the modern world. Through close reading, analytical writing, and creative inquiry, students investigate how mythic narratives express collective values, challenge assumptions, and endure as essential mirrors of the human condition.

Transcript Name: English 12: Mythological Literature

Course Code: ENG 12 MYTH

Advanced English 12

Year Course; 1 credit

Open to: 12

Prerequisites: Grade of B+ or better in English 11 or – or better in Advanced English 11 & department approval

Through close reading of challenging works across genres, students in Advanced English 12 examine how language, structure, voice, and perspective interact to produce layered and sometimes contested meanings. Students engage with novels, drama, poetry, short fiction, and selected nonfiction, alongside works of literary criticism that introduce a range of theoretical and critical frameworks. These lenses encourage students to move beyond comprehension toward interpretation, evaluation, and synthesis, strengthening their ability to develop nuanced, defensible arguments grounded in precise textual evidence. Writing assignments emphasize analytical depth, clarity of reasoning, and stylistic control. Students practice crafting sophisticated claims, integrating and analyzing evidence, and revising their work as a process of refining ideas and sharpening expression. Class discussions function as collaborative inquiry, requiring thoughtful participation, intellectual risk-taking, and engagement with multiple perspectives. Assessments include analytical essays, seminar discussions, presentations, research, and reflective writing. Assignments and expectations are more frequent and more demanding than those in English 12, reflecting the pace and rigor of advanced study. Students are expected to participate actively and substantively in discussions. *Students have the option to sign up for the AP English Literature and Composition exam.*

Transcript Name: Advanced English 12

Course Code: ADV ENG 12

Electives

Intro to Philosophy

Semester Course; 0.5 credit (Fall)

Open to: 10, 11, 12

Prerequisites: Grade of C- or better in English 9

As one of humanity's most ancient traditions, philosophy stands as the backbone of thought, culture, and expression. From the study of knowledge itself to that of logic, philosophy offers insight into not only grand, wide reaching matters, but to everyday decision making and experiences. By having an understanding of philosophical methods of inquiry, we invite thoughtfulness into our lives via a lens of curiosity and criticality. One's own philosophical approach to a given subject is deeply personal, though through the study of established philosophical systems, we are given the opportunity to augment and refine our means of interacting with the world around us. This course introduces integral aspects of philosophy (epistemology, metaphysics, philosophy of the mind, and more) through the study of foundational philosophical texts. Through this study, students will consider the assertions of great philosophers while developing their own understanding of the topics held therein. Students are furthermore encouraged to explore how these systems impact their daily lives through reflection, critique, and discussion. In doing so, students will work collaboratively with the goal of better understanding oneself.

Transcript Name: Intro to Philosophy

Course Code: PHILOSOPHY

Intro to Shakespeare

Semester Course; 0.5 credit (Fall)

Open to: 10, 11, 12

Prerequisites: Grade of C- or better in English 9

"Introduction to Shakespeare: The Author and the Other" is a one-semester, college-level English course that explores the language and performance of Shakespeare with a particular focus on his depiction of the "Other" in three plays, *The Merchant of Venice* (1596), *Othello* (1603), and *The Tempest*, (1611), and how this depiction evolved during his own lifetime. In addition to developing fluency in Shakespearean language, students study the art of dramatic adaptation and perform and produce many scenes from the plays. In this way, they consider the tools that a director has at their disposal when putting on work written by others.

Transcript Name: Intro to Shakespeare

Course Code: SHAKESPEARE

Creative Writing

Semester Course; 0.5 credit (Spring)

Open to: 10, 11, 12

Prerequisites: Grade of C- or better in English 9

Creative Writing is an elective for students who want to develop their voice, experiment with form, and take their ideas seriously as art. During the semester, students will explore many genres, including short fiction, poetry, creative nonfiction, and drama. As students read model texts, emphasis is placed not only on expression but on craft; students will use those techniques learned to craft their own pieces. The process writing workshop is central to this course— students will share writing, offer and receive constructive feedback, engaging in thoughtful revision toward clarity and purpose, considering impact and ethical dimensions of their storytelling. Students will prepare polished pieces for authentic audiences, including submission to the school's longstanding Literary Magazine and other publication opportunities.

Transcript Name: Creative Writing

Course Code: CREATIVE

History / Social Science

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

Requirements: In Grade 8, students enroll in the year-long Middle Ages course. In Grades 9–12, three credits are required: Modern World History (9th grade), Media Literacy and Civic Engagement (10th grade), and U.S. History (11th grade). Advanced electives are open to students in 12th grade while other elective options are open to students in either 11th or 12th grades.

Grade 8

Middle Ages: The Rise, Transformation, and Legacy

Year Course; 1 credit

Open to: 8 (required)

This course tackles tough questions: What is a civilization and what can we learn from different civilizations? How do societies organize, unify, and share beliefs? What are the Connections between the long-distance past and the present? Beginning with the decline of the Roman Empire and the rise of feudalism, students explore medieval societies through project-based learning, simulations, debates, and primary document analysis. The course compares European development with the Golden Age of Islam, China, India, Mali, and the Americas, examining

their remarkable achievements. Students then investigate the revolutionary transitions from the Middle Ages through the Renaissance, Reformation, Age of Exploration, and Scientific Revolution, culminating in debates about influential rulers of this era. Throughout, students learn to draw connections between past and present, using historical insights to consider where current global trends might lead.

Grades 9–12

Modern World History

Year Course; 1 credit

Open to: 9 (required)

Prerequisites: None

This course offers students opportunities to gain insight into the connection between significant historical events and today's complex world by using primary sources and student-centered inquiry projects. Particular emphasis is placed on historical analysis and interpretation, using multiple historical perspectives to build their understanding of events. Students explore the revolutionary forces that have shaped our modern world, beginning with the French Revolution and its global impact, including uprisings in Haiti and the Americas. The curriculum examines the Industrial Revolution, Victorian working conditions, and the expansion of voting rights, before analyzing how both World Wars fundamentally altered societies worldwide. Students will study the Communist revolutions in Russia and China and their evolution to the present day, alongside the rise of fascism in Italy, Spain, Germany, and Japan. Throughout, the course highlights positive role models who have made meaningful differences in challenging historical contexts, inspiring students to connect the past with contemporary global issues.

Transcript Name: Modern World History

Course Code: MODWORLD

Media Literacy and Civic Engagement: Screens, Society, and Citizenship

Year Course; 1 credit

Open to: 10 (required)

Prerequisites: Modern World History

We live in an age of constant connection and information overflow. Truth competes with manipulation, while algorithms, advertisements, and ideologies clandestinely shape what we see and believe. This course invites students to become discerning consumers, creators, and critics of media in all its forms. By analyzing images, news, film, social media, and emerging digital technologies, students uncover how messages are constructed, how bias operates, and how misinformation and disinformation threaten civic life. Moving between historical contexts and contemporary case studies, the class examines how the modern media landscape influences public consciousness and civic engagement. Through critical reading, thoughtful discussion, and creative media projects, students learn to question narratives, verify sources, and recognize that media literacy is not only an academic skill but an essential practice of citizenship in the twenty-first century.

Transcript Name: Media Literacy and Civic Engagement

Course Code: MEDIA LIT & CIVICS

U.S. History

Year Course; 1 credit (not offered in 2026–27)

Open to: 11 (U.S. History or Advanced U.S. History is required)

Prerequisites: Media Literacy and Civic Engagement

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

Transcript Name: U.S. History

Course Code: US HIS

Advanced U.S. History

Year Course; 1 credit (not offered in 2026–27)

Open to: 11 (U.S. History or Advanced U.S. History is required)

Prerequisites: Grade of A- or better in Media Literacy and Civic Engagement & department approval

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

Transcript Name: Advanced U.S. History

Course Code: ADV US HIS

Electives

Greek History

Semester Course; 0.5 credit (Fall) (alternating years)

Open to: 11, 12 (Elective)

Prerequisites: Media Literacy and Civic Engagement or U.S. History

This course examines the key events in Ancient Greek history, from the emergence of the Minoan and Mycenaean civilizations through the rise of the city-states and their relationships with one another, culminating in their eventual conquest by the Macedonians. Students investigate the development of Greek political systems, analyzing their strengths and weaknesses while researching, presenting, and teaching their peers about Greek contributions to art, literature, history, theater, warfare, science, and philosophy. Primary sources from the period are used to compare differing perspectives, including those of democratic Athens, militaristic Sparta, and foreign powers such as Persia. Through research projects, student-led presentations, and debates, students explore topics of particular interest while developing a deeper understanding of the political, cultural, and intellectual legacy of the ancient Greek world.

Transcript Name: Greek History

Course Code: GREEK

Roman History

Semester Course; 0.5 credit (Fall) (alternating years; not offered in 2026–27)

Open to: 11, 12 (Elective)

Prerequisites: Media Literacy and Civic Engagement or U.S. History

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

Transcript Name: Roman History

Course Code: ROMAN

Advanced U.S. Government & Politics

Semester Course; 0.5 credit (Fall)

Open to: 12 (Elective)

Prerequisites: Advanced U.S. History

Advanced U.S. Government & Politics is a one-semester, college-level course that examines the foundations, institutions, and political processes of the United States government. Students engage deeply with constitutional principles, federalism, the separation of powers, civil liberties and civil rights, political participation, public opinion,

and policymaking. Through exploration of primary texts, landmark Supreme Court cases, political datasets, and current events, students develop a nuanced understanding of how American democracy functions in theory and in practice. The course emphasizes advanced analytical writing, argumentation, source evaluation, civil discourse, interpretation of political science research, and the evaluation of competing political claims. Students critique institutional frameworks, assess power dynamics, examine how political actors influence policy outcomes, and interpret complex political data. By the end of the course, students will be able to interpret original sources, analyze government data, construct well-supported arguments, and participate meaningfully in civic life. This course mirrors the expectations of an introductory college-level political science curriculum. *Students have the option to sign up for the AP U.S. Government and Politics exam.*

Transcript Name: Advanced U.S. Government and Politics

Course Code: ADV US GOV

Asian History: Challenges to Democracy in Asia

Semester Course; 0.5 credit (Spring)

Open to: 11, 12 (Elective)

Prerequisites: Media Literacy and Civic Engagement or U.S. History

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

Transcript Name: Asian History

Course Code: ASIAN HIST

History Through Film: 20th Century Reel American History

Semester Course; 0.5 credit (Spring)

Open to: 11, 12 (Elective)

Prerequisites: Media Literacy and Civic Engagement or U.S. History

This course is a comprehensive history of America from 1920–1980, focusing on domestic politics, American culture, and societal shifts. Film will be used as the primary texts in this course, some contemporary with the era they portray, others modern and reflective in nature. Students will practice both cinematic interpretation and historical literacy. Two major assignments offer some agency for students to display their understanding, but focus on historical context and cross-textual analysis.

Transcript Name: History through Film

Course Code: FILM

Musical Theatre History

Semester Course; 0.5 credit (Spring)

Open to: 11, 12 (Elective)

Prerequisites: None

How has the American Musical Theatre influenced social movements over the last hundred years? How has Broadway created or supported political statements/movements? What is the future of Broadway and how will it survive? This course will be a deep dive into the historical significance of shows like Oklahoma!, South Pacific, Chicago, Cabaret, RENT, and Hamilton that were on the forefront of change that included conversations about race, mixed marriages, gender, sexuality, AIDS-crisis, slavery, and immigrants. This course will give students an overview of musical theatre history but it will also connect to how musical theatre has influenced history for over a hundred years. There will be readings, discussions, and individual and group projects.

Transcript Name: Musical Theatre History

Course Code: MTH

Advanced World Religions

Semester Course; 0.5 credit (Spring)

Open to: 12 (Elective)

Prerequisites: Advanced U.S. History

This advanced one-semester course invites students to explore the world's major religious traditions through university-level reading, discussion, and analysis. Emphasis is placed on interpreting sacred texts and considering how diverse belief systems shape cultures, worldviews, and human experiences. Through critical study and respectful dialogue, students deepen their compassion, religious literacy, and understanding of humankind.

Transcript Name: Advanced World Religions

Course Code: ADV WOR REL

Advanced Psychology

Year Course; 1 credit

Open to: 12 (Elective)

Prerequisites: Advanced U.S. History

This yearlong course offers a comprehensive introduction to the field of psychology, exploring key theories, research methods, and empirical findings across the discipline's major areas. Students learn to think critically about behavior and mental processes by evaluating research, interpreting case studies, and examining psychology's relevance to their own lives. Emphasis is placed on inquiry, analysis, and reflection as students develop the conceptual tools necessary to think like psychologists and understand the complexity of the human mind. Designed to mirror a college-level psychology course, this class introduces students to the diverse subfields of psychology and demonstrates the many ways psychology reveals the richness and complexity of the human condition. *Students have the option to sign up for the AP Psychology exam.*

Transcript Name: Advanced Psychology

Course Code: ADV PSYCH

Leadership

Requirements: All 9th-grade students are required to take the one-semester course, Foundations in Leadership.

Grade 9

Foundations in Leadership

Semester Course; 0.5 credit (Fall & Spring)

Open to: 9 (required)

Prerequisites: None

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

Transcript Name: Foundations in Leadership

Course Code: LEAD

Learning

Requirements: All 9th-grade students are required to take the one-semester course, Foundations for Educational Success.

Grade 9

Foundations for Educational Success

Semester Course; 0.5 credit (Fall & Spring)

Open to: 9 (required)

Prerequisites: none

This course introduces students to skills that will help them plan and organize task completion, regulate their nervous system, and utilize effective study strategies. These components will encourage students to feel prepared to take on complex assignments, with increasing independence and confidence.

Transcript Name: Foundations for Educational Success

Course Code: SUCCEED

Mathematics

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

Requirements: In Grades 9–12, three years of math are required, through the 11th grade and including Algebra II. Four years of math are recommended. More information can be found in the

 [Math Progression & Advancement Policies](#) .

Grade 8–12

Pre-Algebra

Year Course; 1 credit

Open to: 8, 9

Prerequisites: None

Pre-Algebra is a course that serves as a bridge between a student's earlier math courses and the more conceptual Algebra courses that will follow. Skills that are explored in Pre-Algebra include complex order of operations; solving one-step, two-step and more complex linear equations; rational algebraic expressions; percents and percent applications; ratio and proportion problems with applications; square roots; the Pythagorean Theorem; Geometry problems to include perimeter, area, circumference, congruence, and similarity; probability; statistics and data analysis.

Transcript Name: Pre-Algebra

Course Code: PRE-ALG

Algebra I

Year Course; 1 credit

Open to: 8, 9, 10

Prerequisites: None

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

Transcript Name: Algebra I

Course Code: ALG I

Geometry

Year Course; 1 credit

Open to: 8, 9, 10, 11

Prerequisites: Grade of C- or better in Algebra I; in the case of incoming students, a score of 70% or better on the Algebra I assessment

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

Transcript Name: Geometry

Course Code: GEOM

Algebra II

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Grade of C- or better in Geometry; in the case of incoming students, a score of 70% or better on the Geometry assessment

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

Transcript Name: Algebra II

Course Code: ALG II

Pre-Calculus

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of C+ or better in Algebra II

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

Transcript Name: Pre-Calculus

Course Code: PRE-CALC

Advanced Pre-Calculus

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of B or better in Algebra II & department approval

This course covers Pre-Calculus topics in greater depth, with a broader scope, and includes challenging enrichment topics. Students learn how to describe both new and already familiar functions verbally, algebraically, graphically, and numerically. Students also learn how to transform these functions to model real-world data. Additionally, students become familiar with polar and complex coordinate systems and use vectors to model physical quantities. Experience with proofs strengthen students' ability to make conjectures, construct logical arguments, and justify their reasoning. Advanced Pre-Calculus is intended for students who have a strong interest and aptitude for math and who are ready, willing, and able to do the work necessary to tackle demanding problems at an accelerated pace. *Students have the option to sign up for the AP Precalculus exam.*

Transcript Name: Advanced Pre-Calculus

Course Code: ADV PRE-CALC

Calculus

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B or better in Pre-Calculus & department approval

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

Transcript Name: Calculus

Course Code: CALC

AP Calculus AB

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of A- or better in Pre-Calculus or B or better in Advanced Pre-Calculus & department approval
AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. College Course Equivalent: AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Calculus AB exam.*

Transcript Name: AP Calculus AB

Course Code: AP CALC AB

AP Calculus BC

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B or better in AP Calculus AB & department approval

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. College Course Equivalent: AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Calculus BC exam.*

Transcript Name: AP Calculus BC

Course Code: AP CALC BC

Statistics

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of C- or better in Algebra II

This course introduces essential tools for collecting, analyzing, and interpreting data. Moving at a more deliberate pace than AP Statistics, it prioritizes deep understanding of core concepts over broad coverage. Students engage in collaborative group activities and use modern technology to solve real-world problems. Rather than preparing for the AP exam, students demonstrate mastery through a capstone research project and presentation. This hands-on approach emphasizes practical application, making statistics accessible and relevant for students seeking a project-based learning experience.

Transcript Name: Statistics

Course Code: STATS

AP Statistics

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of B or better in Algebra II & department approval; preference is given to higher grade levels

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. College Course Equivalent: The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Statistics exam.*

Transcript Name: AP Statistics

Course Code: AP STATS

Math Modeling

Year Course; 1 credit (alternating years; not offered in 2026–27)

Open to: 11, 12

Prerequisites: Grade of B or better in Advanced Pre-Calculus

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

Transcript Name: Math Modeling

Course Code: MATH MODEL

Science

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

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

Requirements: In Grade 8, students enroll in Science 8 for the full year. In Grades 9–12, three years of science are required: Biology (taken in 9th grade), Chemistry or Physics, and one other year-long science course. Four years of science are recommended. More information can be found in the

[Science Progression & Advancement Policies](#) .

Grade 8

Science 8

Year Course; 1 credit

Open to: 8 (required)

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

Grades 9–12

Biology

Year Course; 1 credit

Open to: 9 (required)

This is an introductory biology course that provides a foundation for students to understand the living world around them. We will use scientific modeling and inquiry based activities to explore complex biological concepts including, but not limited to, experimental design, cells and the central dogma of biology, energy systems and metabolism, heredity and genetics, and evolution. With a focus on authentic science experiences, students will develop skills in line with York's learning objectives, such as creative and critical thinking, problem solving, and effective science communication. To advance students' understanding of the scientific method, students in this course will spend the first semester developing and carrying out their own individual research projects under close mentorship of the course instructor. These projects will be completed by February, when students get the opportunity to present their work to judges from the broader scientific community at the York Science Fair.

Transcript Name: Biology

Course Code: BIO

Chemistry

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology; concurrent* with or completion of Algebra II

* If Geometry grade was C or below, department approval is needed for concurrent enrollment with Algebra II

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

Transcript Name: Chemistry

Course Code: CHEM

Physics

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology; Algebra II

This is a foundational course for science and engineering with an evolving emphasis on project-based learning of introductory applied physics. Applied physics is at the intersection of physics and engineering. Physicists build to understand; engineers understand to build. In this course, students are doing both. Through the curation of various experiences, the goal is to help students gain a better understanding of how science applies to the real world and develop skills that will be useful in their future careers. The course is designed to encourage and promote self-directed study, exploration of physics in the context of real-world applications, improved collaborative and communication skills in team-driven activities, and the development of research skills by working on projects. The subject areas covered by this course include kinematics, momentum, force, work and energy, with extensions into rotational kinematics, angular momentum, gravitation, and oscillation and waves. It is equivalent to a standard introductory algebra-based physics course.

Transcript Name: Physics

Course Code: PHYS

Environmental Science

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Biology

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

Transcript Name: Environmental Science

Course Code: ENV SCI

Anatomy & Physiology

Year Course; 1 credit (alternating years)

Open to: 10, 11, 12

Prerequisites: Biology

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

Transcript Name: Anatomy & Physiology

Course Code: ANATPHYS

Marine Biology & Oceanography

Year Course; 1 credit (alternating years; not offered in 2026–27)

Open to: 10, 11, 12

Prerequisites: Biology

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

Transcript Name: Marine Biology & Oceanography

Course Code: MAR BIO

AP Biology

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B or better in Biology and Chemistry & department approval

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions. College Course Equivalent: The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Biology exam.*

Transcript Name: AP Biology

Course Code: AP BIO

AP Chemistry

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B or better in Chemistry & department approval

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: Atomic Structure and Properties; Compound Structure and Properties; Properties of Substances and Mixtures; Chemical Reactions; Kinetics; Thermochemistry; Equilibrium; Acids and Bases; Thermodynamics and Electrochemistry. College Course Equivalent: AP Chemistry is equivalent to a college-level general chemistry course. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Chemistry exam.*

Transcript Name: AP Chemistry

Course Code: AP CHEM

AP Physics C: Mechanics

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B or better in Physics; concurrent with or completion of calculus & department approval

AP Physics C: Mechanics is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics; Forces and Translational Dynamics; Work, Energy, and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations. College Course Equivalent: AP Physics C: Mechanics is equivalent to the first course in an introductory college course sequence in calculus-based physics. *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Physics C: Mechanics exam.*

Transcript Name: AP Physics C: Mechanics

Course Code: AP PHYS

World Languages

York's World Language Program develops confident communicators who use Mandarin or Spanish to engage meaningfully with others and to better understand the world around them. Our classrooms are immersive, interactive spaces where language is acquired through purposeful communication rather than memorized in isolation. From the first day of study, students use the target language to interpret authentic texts, exchange ideas, express opinions, and present their thinking in culturally appropriate ways.

Grounded in proficiency-based instruction, our program prioritizes the development of interpretive, interpersonal, and presentational communication skills. Students build listening, speaking, reading, and writing abilities through engaging, real-world contexts: stories, discussions, multimedia resources, literature, documentaries, and

collaborative projects. Grammar and vocabulary are developed as tools in service of communication, supporting students as they grow in fluency, accuracy, and confidence.

Cultural understanding is central to our work. Students explore the products, practices, and perspectives of Mandarin- and Spanish-speaking communities, examining both contemporary issues and historical contexts. Through meaningful cultural inquiry, students compare global experiences with their own, deepening intercultural competence and expanding their worldview.

A York World Language graduate leaves not only with measurable proficiency, but also with the confidence, curiosity, and intercultural awareness necessary to communicate across differences and participate thoughtfully in an interconnected world.

Requirements: In Grades 9–12, students are required to complete three years of a world language, either Mandarin or Spanish, through at least Level III of that language. Students transferring to York in grades 11 or 12 who are not on track to complete a Level III course by the end of grade 12 will be required to fulfill the requirement as best they can, which may mean completing only Level I or Level II of a world language.

Grade 8–12

Mandarin

Mandarin I

Year Course; 1 credit

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

Prerequisites: None

Mandarin I introduces the fundamentals of Mandarin Chinese by exploring familiar topics such as self, family, hobbies, school, and sports. Students will develop basic skills in listening, speaking, reading, and writing through interactive classroom activities, with a strong focus on establishing a solid foundation in Mandarin tones and Chinese characters. While students will be introduced to Chinese keyboarding using pinyin, writing simplified characters legibly will be expected throughout the year. The course also offers insights into culturally significant topics, such as Chinese names, family dynamics, and popular sports.

Transcript Name: Mandarin I

Course Code: MND I

Mandarin II

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Mandarin I

Mandarin II builds on foundational language skills through engaging games and interactive communicative tasks set in real-world contexts. Students will learn to express and inquire about basic needs and feelings, agree or disagree, state opinions with supporting reasons, and compare and contrast different ideas. A strong emphasis is placed on developing Chinese orthographic awareness through the systematic acquisition of recurring character components. Additionally, students will explore Chinese culture in depth, covering topics such as traditional musical instruments, holiday celebrations, foods and dining out, and an overview of the Chinese school system.

Transcript Name: Mandarin II

Course Code: MND II

Mandarin III

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Mandarin II

Mandarin III builds on the core skills acquired in previous levels, further enhancing students' interactional competence through communicative activities and multimedia resources. As their linguistic repertoire expands,

students will gain greater ability to engage in everyday conversations, express needs and opinions, discuss personal interests, and complete paragraph-length writing assignments. The course also integrates in-depth cultural discussions on various aspects of student life in China, encouraging students to compare and contrast these experiences with their own, on topics such as health and wellness, academic support, extracurricular activities, and strategies for learning Chinese beyond the classroom.

Transcript Name: Mandarin III

Course Code: MND III

Advanced Mandarin IV

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of B+ or better in Mandarin III & department approval

Advanced Mandarin IV aims to enhance students' ability to communicate spontaneously and effectively in real-world situations, with a focus on cultural appropriateness. Students will expand their vocabulary and discourse strategies, allowing them to articulate opinions on a wide range of topics, including connecting with friends, planning events, and exploring traditional performing arts. Through interactive learning activities, guided discussions, collaborative projects, and supplementary readings, students will further develop their Mandarin fluency while gaining a deeper understanding of both Chinese culture and their own.

Transcript Name: Advanced Mandarin IV

Course Code: ADV MND IV

Advanced Mandarin V

Year Course; 1 credit

Open to: 11, 12

Prerequisites: Grade of B+ or better in Advanced Mandarin IV & department approval

Advanced Mandarin V is designed to further develop students' communicative proficiency and prepare them to engage confidently and effectively in Mandarin-speaking environments. The course explores a range of social and contemporary topics and incorporates short stories, news articles, videos, films, and other authentic materials to deepen students' understanding of colloquial language and idiomatic expressions. Students continue to refine communication and language-learning strategies, such as interpreting meaning through sociocultural context and linguistic cues. Through discussions, presentations, and collaborative learning tasks, they strengthen their ability to express ideas with increasing fluency, accuracy, and sophistication. The course also examines the dynamic relationships among cultural products, practices, and perspectives, while encouraging thoughtful comparisons between Chinese and American cultural norms and values.

Transcript Name: Advanced Mandarin V

Course Code: ADV MND V

Spanish

Spanish I

Year Course; 1 credit

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

Prerequisites: None

Spanish I offers an immersive, input-rich approach to language learning, focusing on both language acquisition and cultural understanding. Using the SOMOS curriculum and the TPRS (Teaching Proficiency through Reading and Storytelling) method, students are introduced to Spanish in a way that emphasizes communication from Day 1. Using comprehension-based instruction, this course teaches language and culture simultaneously, allowing students to develop their proficiency in listening, speaking, reading, and writing while gaining a deep appreciation for the diverse cultures of the Spanish-speaking world. By the end of the course, students will have the tools to communicate confidently in Spanish and a rich understanding of the cultures that shape the language. The proficiency goal for students to achieve by the end of the year is Novice High.

Transcript Name: Spanish I

Course Code: SPN I

Spanish II

Year Course; 1 credit

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

Prerequisites: Spanish I

Spanish II offers an immersive, input-rich approach that emphasizes both language acquisition and cultural exploration. Using the SOMOS curriculum and the TPRS (Teaching Proficiency through Reading and Storytelling) method, students deepen their understanding of Spanish while expanding their ability to communicate more effectively. With a solid grasp of basic vocabulary and structures, students in this course are ready to tackle more complex themes and concepts affecting the Spanish-speaking world. Students will engage with a variety of topics, allowing them to express opinions, explore cultural issues, and navigate more advanced conversations. A key component of Spanish II is the introduction of reading novels in Spanish, which enhances comprehension skills and allows students to see language in context. This also provides further opportunities to develop cultural insight by reading authentic, culturally relevant literature. By the end of the course, students will have strengthened their abilities in listening, speaking, reading, and writing, moving toward a higher level of proficiency. With a deeper appreciation of Spanish language and culture, students will be able to engage more confidently in real-world conversations and explore the richness of the Spanish-speaking world on a broader scale. The proficiency goal for students to achieve by the end of the year is Intermediate Low.

Transcript Name: Spanish II

Course Code: SPN II

Spanish III

Year Course; 1 credit

Open to: 9, 10, 11, 12

Prerequisites: Spanish II

Spanish III is an intermediate-level course conducted predominantly in Spanish. This course offers an immersive, input-rich approach that emphasizes both language acquisition and cultural exploration. Using the SOMOS curriculum, the TPRS (Teaching Proficiency through Reading and Storytelling) method, and the CI (Comprehensible Input) method students deepen their understanding of Spanish while expanding their ability to communicate more effectively. With a solid grasp of vocabulary and structures, students in this course are ready to tackle more complex themes and concepts affecting the Spanish-speaking world, such as addressing cultural themes such as race, social justice, migration, and globalization. The course also examines the impact of region, social status, and ethnicity on language use, exploring language variation and change. Students will engage with a variety of topics, allowing them to express opinions, explore cultural issues, and navigate more advanced conversations. A key component of Spanish III is the introduction of reading novels in Spanish, which enhances comprehension skills and allows students to see language in context. This also provides further opportunities to develop cultural insight by reading authentic, culturally relevant literature. By the end of the course, students will have strengthened their abilities in listening, speaking, reading, and writing, moving toward a higher level of proficiency. With a deeper appreciation of Spanish language and culture, students will be able to engage more confidently in real-world conversations and explore the richness of the Spanish-speaking world on a broader scale. The proficiency goal for students to achieve by the end of the year is Intermediate-Mid to Intermediate-High.

Transcript Name: Spanish III

Course Code: SPN III

Spanish IV

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Spanish III

Spanish IV is a project-based communicative course for students who already have a strong foundation in Spanish and are ready to use the language more independently in real-world contexts. This immersive course explores contemporary and historical themes of innovation, resilience, identity, and cultural expression across diverse Spanish-speaking communities. Students build proficiency through authentic texts and media, including film, literature, podcasts, music, visual art, and digital platforms, engaging regularly in inquiry, discussion, and

creative projects. The course emphasizes growth across all three modes of communication—interpretive (listening/reading), interpersonal (interaction in spoken and written form), and presentational (formal speaking/writing)—with proficiency targets in the Intermediate-High range. Instruction is content-based and proficiency-oriented: key grammatical structures from previous years are revisited and extended in meaningful contexts as students focus on expressing connected ideas clearly and accurately across time frames. By the end of Spanish IV, students can analyze and articulate informed perspectives on social, political, historical, and cultural issues, preparing them for AP Spanish Language & Culture or other advanced coursework in Spanish, as well as for continued progress toward the Seal of Biliteracy.

Transcript Name: Spanish IV

Course Code: SPN IV

AP Spanish Language & Culture

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of B+ or better in Spanish III & department approval; a score of Intermediate-Mid or better on the placement test

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). *Students may be required to complete summer work to prepare for this course. Students are required to sign up for the AP Spanish Language and Culture exam.*

Transcript Name: AP Spanish Language & Culture

Course Code: AP SPN LANG

Advanced Spanish V / VI / VII

Year Course; 1 credit

Open to: 10, 11, 12

Prerequisites: Grade of B+ or above in Spanish IV or AP Spanish Language & Culture & department approval

Advanced Spanish V/VI/VII is a college-seminar style course designed for highly motivated students seeking to deepen their proficiency in advanced Spanish language, literature, and cultural analysis. Structured as a rotating three-year curriculum (A/B/C), the course allows students at varying levels (Spanish V, VI, and VII) to engage collaboratively in the same classroom while exploring sophisticated texts, essential questions, and interdisciplinary themes from across the Spanish-speaking world. This course emphasizes close reading, literary analysis, discussion, academic writing, research, and oral expression. Through engagement with major works from the AP Spanish Literature and Culture reading list as well as complementary contemporary texts, films, essays, podcasts, and cultural artifacts, students develop the analytical and linguistic skills necessary to engage critically with Hispanic/Latinx literature and thought. Students completing the course should feel well-prepared to pursue the AP Spanish Literature and Culture exam independently, as well as advanced collegiate study in Spanish language, literature, and cultural studies. The course centers student inquiry around enduring themes such as identity, power, resistance, gender, social justice, spirituality, memory, migration, and the relationship between the individual and society. Instruction prioritizes discussion-based learning, collaborative interpretation, student-led seminars, and authentic communication. Students are expected to analyze texts in historical and cultural context while drawing connections between literary movements, contemporary global issues, and their own lived experiences.

Transcript Name: Advanced Spanish V / VI / VII

Course Code: ADV SPN V / VI / VII

Other Academic Electives

These electives are not housed in a specific academic department at York, but students can request them as they would any other elective. Additional arts, English, history/social science, math, science, or world languages can also be taken as electives.

AP Computer Science A

Year Course; 1 credit (online: One Schoolhouse)

Open to: 11, 12

Prerequisites: Algebra II & approval from the Assistant Head of School according to the [Online Courses](#) policy

The AP Computer Science A course introduces the key concepts of programming in Java. This updated course is designed with the idea that programming should be fun, engaging, and intuitive. Students work creatively and collaboratively alone and with their classmates to explore and discuss ethical and social issues relating to the use of technology and develop a solid foundation from which to launch into a wide range of computer science areas. The course begins with Java basics and progresses quickly. Students learn to apply the main principles of object-oriented software design and programming by using classes and objects, constructors, methods, instance and static variables, data structures, and file I/O. This course features weekly coding assignments that help students understand and practice new skills, as well as practice with AP-style multiple-choice and free-response questions. The analytical, critical-thinking, and problem-solving skills that students develop in this course transfer to programming in other coding languages. Upon completion of this course, students can program in Java, understand how to program in an object-oriented language, and are prepared to take the College Board's AP Computer Science A Test in May. Please note: this course cannot be completed without a computer running a Windows or Macintosh operating system. Chromebooks, iPads, smartphones, and tablets are not adequate.

AP Computer Science A will be conducted asynchronously online through One Schoolhouse. To support student progress and ensure accountability, learners will check in regularly with a teacher. Although asynchronous, this course is scheduled during a designated block in each student's schedule to provide dedicated time for focused study and participation.

Transcript Name: AP Computer Science A

Course Code: OS AP COMP SCI A

AP Research

Year course; 1 credit

Open to: 11, 12

Prerequisites: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Transcript Name: AP Research

Course Code: AP RES

Distinguished Scholars Program

See the [Distinguished Scholars Program](#) for more details and follow up with any Department Chair for more information.

Costa Rica Program

Since 2022–23, with the inaugural year of the Costa Rica and Sustainability program, York has partnered with the Council on International Educational Exchange (CIEE) to take students to its Monteverde campus in Costa Rica for a week of experiential learning, exploring firsthand the scientific and social causes and consequences of climate change in the Monteverde Cloud Forest Biological Preserve. Students attend classes by local professors and professionals to investigate sustainability, focusing on how Costa Rican institutions have become a world pioneer in climate change mitigation and a leader in establishing green economic practices. Nature walks and field work inspire students to develop research questions and solutions in order to bring their learning back to the York community. This experience is for all 9th grade students.

Experiential Learning Activities

Experiential Learning at York invites students to explore real-world topics through hands-on, creative, and interdisciplinary projects. Each year a selection of activities are offered on a semester basis. These activities range from automotive basics, electrical circuits, and financial literacy to poetry, ukulele, and dance—giving students the opportunity to learn by doing. Whether researching marine science, designing a lobby set, writing for *The York Oracle*, or painting a collaborative mural, students develop practical skills, critical thinking, and collaboration. Courses like Cooking with Chemistry and Ethics Bowl blend curiosity with problem-solving. With mentorship and meaningful engagement, Experiential Learning empowers students to dive deeply into their interests and become active, thoughtful learners. The links below showcase some of our offerings (these may change for the upcoming academic year).

[Experiential Learning Catalog - 2025 Fall Semester](#)

[Experiential Learning Catalog - 2026 Spring Semester](#)

Experiential Learning has a dedicated time in our weekly school schedule (11:00–11:45 am on Fridays).

Club Activities

Joining a club is one of the best ways to meet new people, explore interests outside the classroom, serve local communities, and be a leader. Challenge yourself to try something new every year! All York students are required to sign up for two (2) clubs each year, an “A” Club and a “B” Club.

Club activities have a dedicated time in our weekly school schedule (9:45–10:30 am on Mondays).

Affinity & Alliance Groups

See [York Affinity & Alliance Groups](#) for more details.

Course Planner

Use the planner linked below to map out four-year plans that satisfy both York School graduation and college admission requirements, while at the same time making space for exploration of new subjects and new opportunities and pursuing interests and passions. Make sure to choose the page that matches your expected graduation year (listed above the grade you will be entering).

[York School Individual Course Planners 2026-27](#)