

The High School Curriculum

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A|C|A|D|E|M|Y
C|H|A|R|T|E|R
S|C|H|O|O|L|S

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Mission

Success Academy is redefining what's possible in public education. **Our dual mission is to:**

- Build exceptional, world-class public schools that prove children from all backgrounds can succeed in college and life, and
- Advocate to change public policies that prevent so many children from having access to opportunity.

K-12 School Design

At Success Academy, we constantly ask ourselves, **“Would our scholars choose to come to school even if they didn’t have to?”** We have set out to redesign a high school experience that will evoke a resounding “yes!” from our oldest scholars. We reject the mediocrity, boredom, and inequity that have become almost synonymous with American public high schools, and we reject the assumption that teenagers won’t and don’t have to love school.

We believe that kids are bored by ease and engaged by challenging, intriguing work, so we ask our scholars to engage critically with difficult conceptual problems; sophisticated texts; and the complex ideas, issues, and events that have shaped our world. An advanced liberal arts curriculum prioritizes student-led inquiry, applied problem-solving, and cross-disciplinary perspectives. A wide range of electives and clubs — along with an honors program and STEM academy, internship opportunities, and robust summer experiences — cultivates scholars’ curiosity, talent, and skill in navigating the world around them.

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



High School Academics

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

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

Honors & Academy Programs

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

Honors Courses

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

In each department, scholars in the top 10% of their grade are offered the

option to elect into an honors course the following year. Scholars are informed of the additional workload requirements before electing to take the course. To stay enrolled in an honors course, scholars must maintain a passing grade, which teachers and advisors will monitor closely.

Scholars who are consistently struggling academically may be asked to drop the honors course by their teacher or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging.

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

Honors Diploma

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

STEM & Humanities Academies

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

Humanities Academy

The Humanities Academy is a diploma distinction that reflects a robust suite of AP-level courses typically reserved for collegiate study. These include a study of canonical works in Global Literature, an opportunity to specialize in a specific type of history — Modern World History, Art History, US History, European History — and an opportunity to take introductory-level college courses in Macroeconomics and Microeconomics. Scholars who have successfully completed four AP-level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

STEM Academy

The STEM Academy program has sub-programs: Engineering and Pre-Medicine. The Engineering program progresses through a sequence of two semester-long rotations in Electrical Engineering and Mechanical Engineering in grades 11 or 12. The three-year Pre-Medicine program progresses through Pathophysiology, Microbiology, Genetics, Immunology, and Bioethics, and culminates in a senior year capstone project in which scholars conduct independent, college-level research into a topic of their choosing. Scholars who have completed Pre-Med Academy will be set up for success for the rigorous pre-med college track.

The top 20% of STEM scholars are offered the option to elect into a course in the STEM Academy the following year. Scholars are identified based on their GPA in Science and Math. Scholars are informed of the additional workload requirements before electing to take the course. Scholars enrolled in STEM Academy courses must maintain a passing course grade, which teachers and advisors monitor closely. Scholars who are consistently struggling academically may be asked to drop the Academy course by their teacher

or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging.

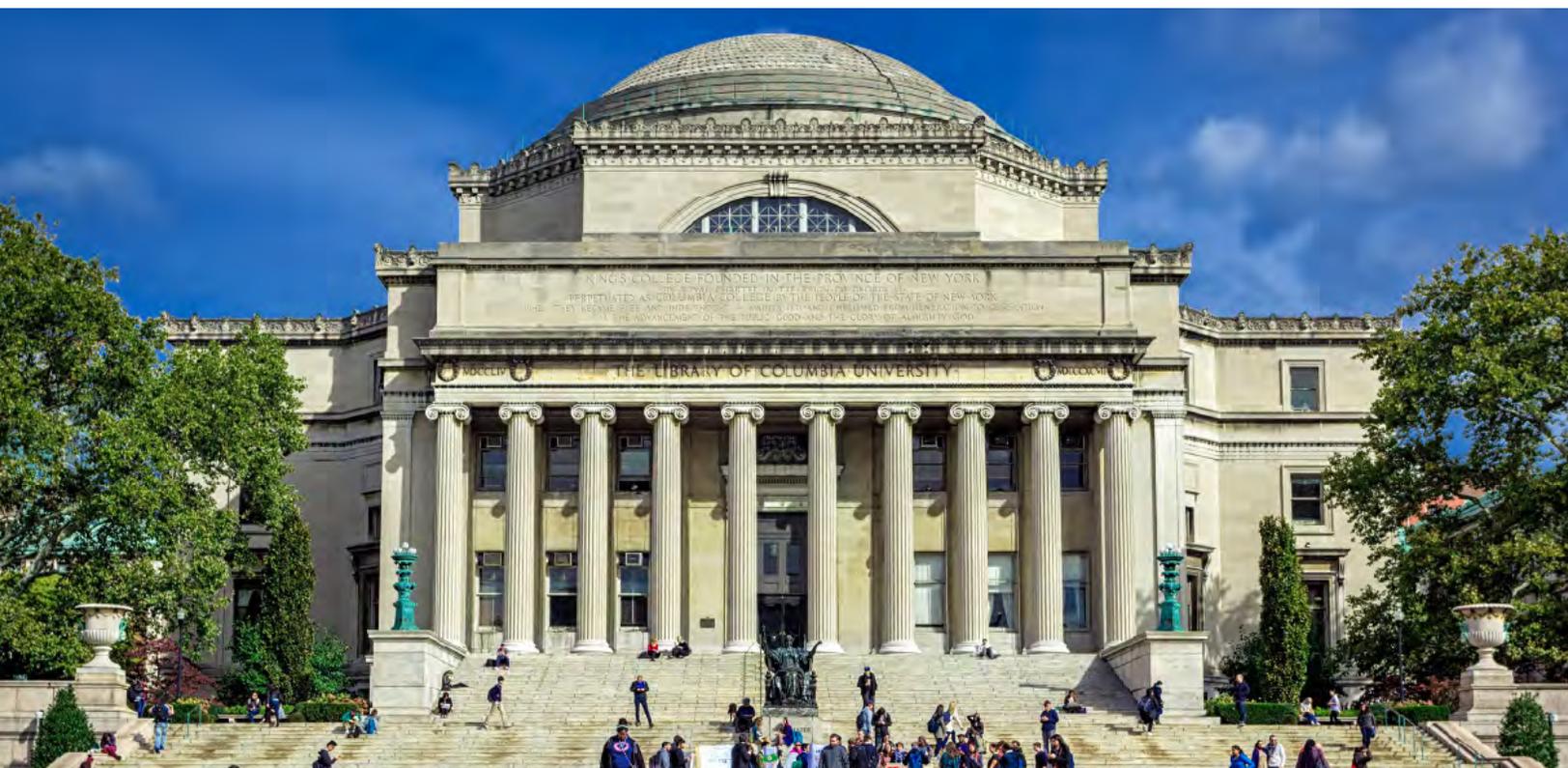
If a scholar successfully completes an Academy course, their GPA in the course will be multiplied by 1.10 to determine their final transcript grade. This accounts for the added rigor of the coursework.

Dual Enrollment Partnerships with Columbia University and New York University

A small number of scholars will attain the highest level of academic achievement on the full suite of course offerings at HSLA. These scholars are eligible to apply for a limited number of seats in our dual enrollment partnerships, offered through Columbia University (the Columbia Edge program) and New York University (the NYU Pre-College program). If accepted, scholars are able to take one or more college courses on campus, alongside

undergraduate students, tuition-free. Classes are often in the late afternoons or evenings and require a very high investment of time and study. These seats are almost exclusively reserved for accelerated scholars in STEM, given the extensive Humanities offerings available at HSLA.

Scholars enrolled in either program must maintain excellent grades in both their college course(s) and their high school course loads, which college counselors and advisors will monitor closely through regular cohort meetings. Scholars who are consistently struggling academically may be asked to drop the course by their teacher or advisor. Scholars may also initiate a drop before the drop deadline if they feel the course load is too challenging. HSLA reports scholar grades from dual enrollment partnerships on a Pass/Fail basis, and scholars should submit the official college transcript alongside their high school transcript as part of their college application.

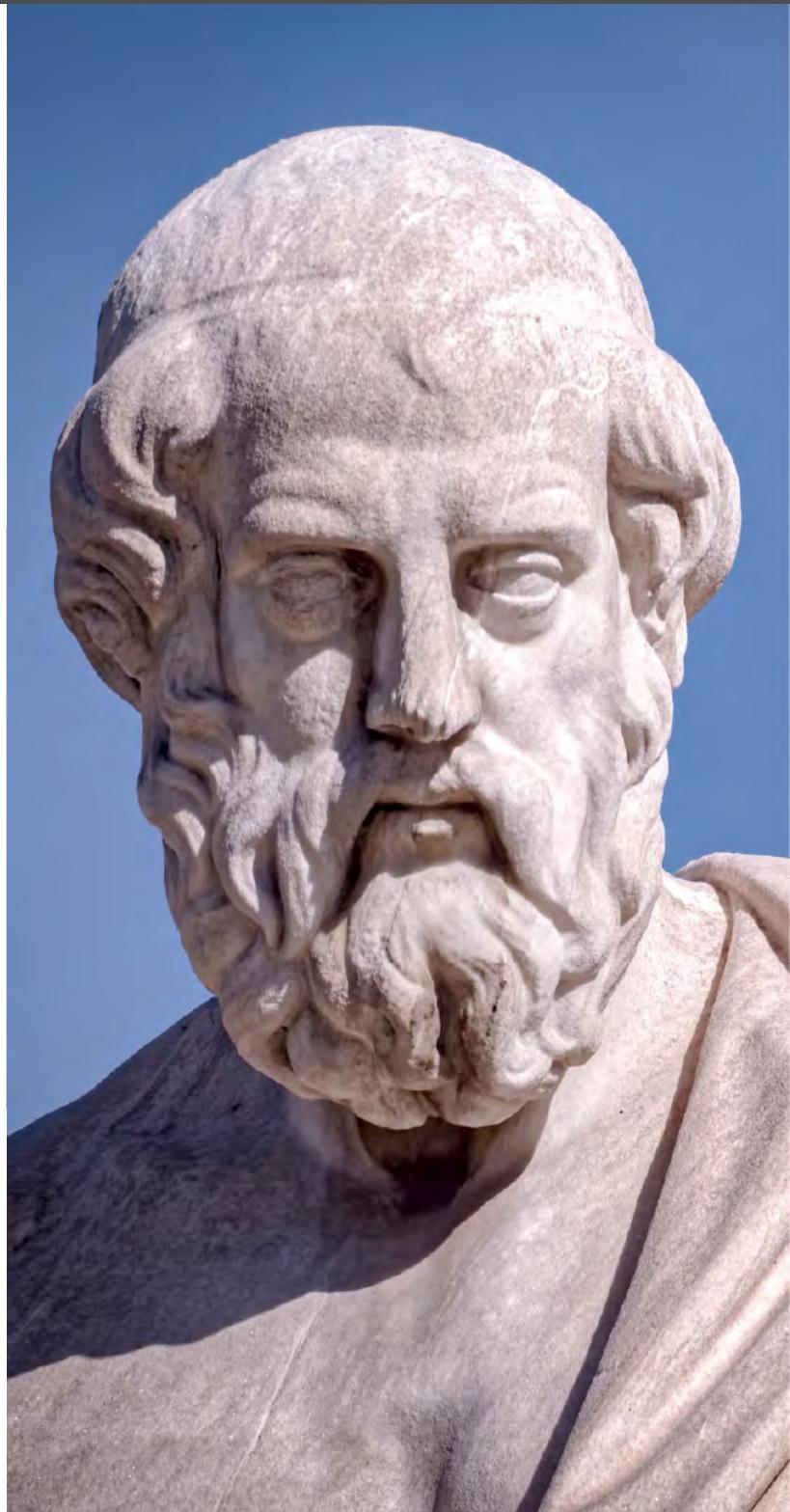


Humanities

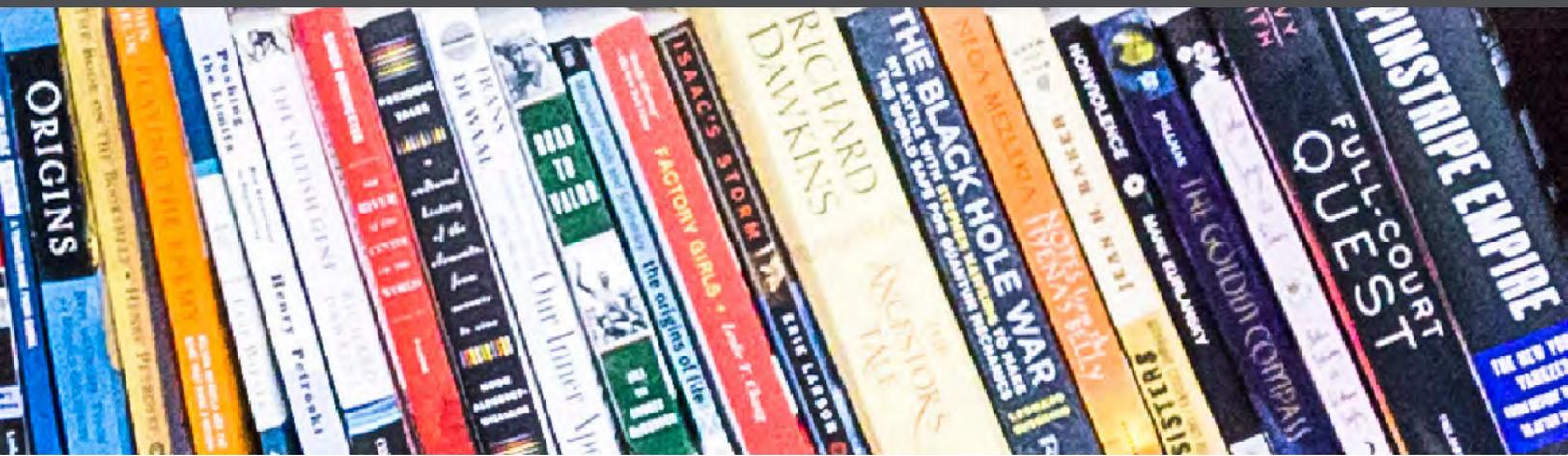
English

Our English curriculum exposes scholars to the great texts, ideas, and events that have shaped our modern world, and it prioritizes Platonic-style discourse; incisive analysis; and powerful, cogent writing. By studying works of lasting and urgent value, our students learn to grapple with complex ideas, appreciate diverse cultural perspectives, and experience the joy of the written word. Scholars also practice strong writing across styles and genres, helping them to appreciate writing as a powerful tool for discovering, developing, and conveying their ideas.

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



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



Survey of Great Books

STANDARD YEAR: 9TH GRADE

COURSE TYPE: REQUIRED

PREREQUISITE: NONE

EXTERNAL EXAM: NYS ELA REGENTS EXAM (JANUARY)

[SEE COURSE TEXTS, PAGE 21 →](#)

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

Canonical Works of American Literature

STANDARD YEAR: 10TH GRADE

COURSE TYPE: REQUIRED

PREREQUISITE: FRESHMEN READING & COMPOSITION

EXTERNAL EXAM: NONE

[SEE COURSE TEXTS, PAGE 21 →](#)

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

AP Literature: Canonical Works of Global Literature

STANDARD YEAR(S): 11TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: AMERICAN LITERATURE
EXTERNAL EXAM: AP ENGLISH LITERATURE AND COMPOSITION EXAM (MAY)
[SEE COURSE TEXTS, PAGE 21 →](#)

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

English Electives & Senior Seminars

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

Critical Perspectives in Literature

STANDARD YEAR(S): 12TH GRADE
COURSE TYPE: REQUIRED (SENIOR SEMINAR)
PREREQUISITE: THE GLOBAL CANON
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 21 →](#)

This course is a survey of the main trends in twentieth century literary theory and criticism. As scholars engage with prominent theorists, texts, and schools of thought (psychoanalytic criticism, Marxist criticism, and feminist criticism, among others), they will apply these lenses to various readings and texts to broaden and deepen their meanings. Coursework will culminate in a senior project: Scholars will select a literary theory and use it to analyze a high school text of their choosing in a 10-page (approximately) term paper. Ultimately, scholars will emerge from this course with a deeper appreciation, understanding, and curiosity about the big questions they have touched on throughout their high school careers: What is literature? What factors influence its production? How can it be understood? And, finally, what is its purpose?



Old, Middle, and Early Modern English Literature

STANDARD YEAR(S): 12TH GRADE
 COURSE TYPE: ELECTIVE (SENIOR SEMINAR)
 PREREQUISITE: THE GLOBAL CANON
 EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 21 →](#)

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

Creative Writing Workshop

STANDARD YEAR(S): 12TH GRADE
 COURSE TYPE: ELECTIVE
 PREREQUISITE: N/A
 EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 22 →](#)

This introductory course is designed to encourage scholars' creativity by addressing two critical components of writing: craft and creation. Scholars will spend half the semester reading and writing fiction and the other half reading and writing poetry. Each week, one day will be devoted to analyzing assigned readings, while the other will be devoted to discussing scholar work in an intimate workshop setting; two days will be devoted to in-class writing exercises. On craft days, scholars will be expected to submit reading responses and conduct in-depth discussions on assigned work. On workshop days, scholars will be required to offer constructive, critical support that sparks growth and fosters a community of writers. Ultimately, scholars will submit a portfolio containing two short stories and four poems that they write over the course of the semester. They will also submit a revision of one short story and two poems to emphasize the importance of editing and highlight writing as a process.

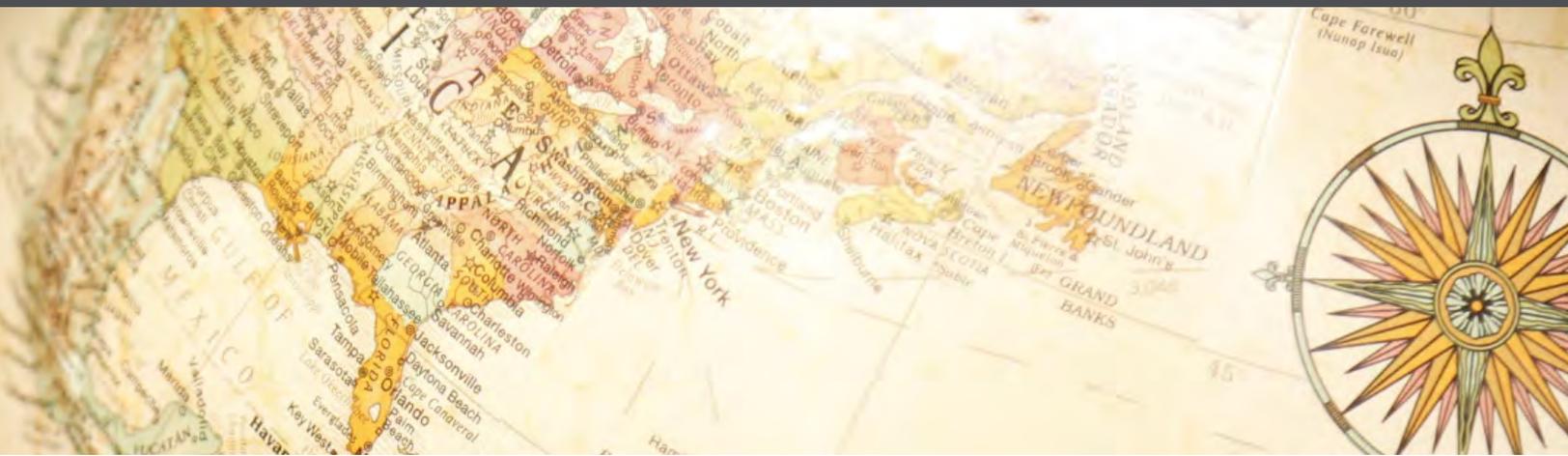
History

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

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



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



Pre-Modern World History

STANDARD YEAR: 9TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: N/A
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 22 →](#)

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

AP Modern World History

STANDARD YEAR: 10TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: PRE-AP WORLD HISTORY
EXTERNAL EXAM: AP WORLD HISTORY EXAM
[SEE COURSE TEXTS, PAGE 22 →](#)

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

AP Art History

STANDARD YEAR: 9TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: N/A
EXTERNAL EXAM: AP ART HISTORY EXAM
[SEE COURSE TEXTS, PAGE 22 →](#)

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

Modern and Contemporary Art¹

STANDARD YEAR: 10TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: AP ART HISTORY
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 22 →](#)

This course explores Modern and Contemporary art from Gustave Courbet's *Burial at Ornans* (1851 C.E.) to present. Courbet's embrace of the peasant as subject incensed critics at Paris Salons for decades and laid the groundwork for revolution in the art world. Successive movements continued to challenge traditional conventions like naturalism and pictorial representation as they met the trials of their respective epochs, including the World Wars and social movements such as Feminism. While focusing on European and American art from the mid-nineteenth century onward, the course emphasizes the impacts of interactions with Africa, the Middle East, China, and Japan on such artists as Monet, Picasso, and Klimt. Students in the course engage with primary sources such as artist's letters, notebooks, and manifestoes as well as with contemporary interpretations of the art of this transformative period. Over the course of the year, scholars develop the important collegiate skill of sustaining a research project as they design, execute, and present their own novel research paper that applies a critical interpretive and historical perspective to a singular object or suite of associated objects.

For scholars who complete this course, their grade will be multiplied by a course weight of 1.10

¹Not offered in SY21-22

Modern African History²

STANDARD YEAR: 11TH–12TH GRADE

COURSE TYPE: ELECTIVE

PREREQUISITE: AP WORLD HISTORY: MODERN

EXTERNAL EXAM: NONE

[SEE COURSE TEXTS, PAGE 22 →](#)

This year-long survey covers the major themes, trends, and historical processes in Africa from 1000 CE to the present. Scholars will begin the course by exploring the political, economic, and cultural landscape of African societies in the early common era, examining the significance of religion and trade. They will critically study trade systems and the enslavement of African people, focusing on the trans-Atlantic system and its long-lasting social, political, and economic effects on the continent. They will examine the tumultuous times of the nineteenth century, focusing on religious, political, and social revolutions. Scholars will then have the opportunity to dive deep into independent research, developing their own regional expertise, by exploring the violent, transformative, and multifaceted impacts of colonialism, the intellectual mobilization of Africans in the decolonization era, and the persistence of historical legacies in shaping affairs in the contemporary era. Throughout this course, scholars will assess the importance of centering the experiences, perspectives, and agency of African people throughout their own histories.

AP European History

STANDARD YEAR: 10TH–12TH GRADE

COURSE TYPE: ELECTIVE

PREREQUISITE: PRE-AP WORLD HISTORY

EXTERNAL EXAM: AP EUROPEAN HISTORY EXAM

[SEE COURSE TEXTS, PAGE 23 →](#)

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

² Modern African History will be offered starting in SY22-23.



AP Macroeconomics

STANDARD YEAR: 11TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: AP WORLD HISTORY
EXTERNAL EXAM: AP MACROECONOMICS EXAM
[SEE COURSE TEXTS, PAGE 23 →](#)

In this introductory AP macroeconomics course, scholars learn about the economic system as a whole, including the determination of output, unemployment, inflation, interest rates, and exchange rates. Methods of systematic reasoning will provide scholars with the tools necessary to understand the economic role of government, the banking system, the determination and measurement of national income, economic growth, and monetary and fiscal policy. Important policy debates such as the subprime mortgage crisis (The Great Recession), welfare, the public debt, and international economic issues are critically examined. Throughout the course, scholars will also be exposed to current economic events.

Note: AP Macroeconomics and AP Microeconomics can be taken in either order. It is not recommended that both courses be taken concurrently.

AP Microeconomics

STANDARD YEAR: 11TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: AP WORLD HISTORY
EXTERNAL EXAM: AP MICROECONOMICS EXAM AND AP MACROECONOMICS EXAM
[SEE COURSE TEXTS, PAGE 23 →](#)

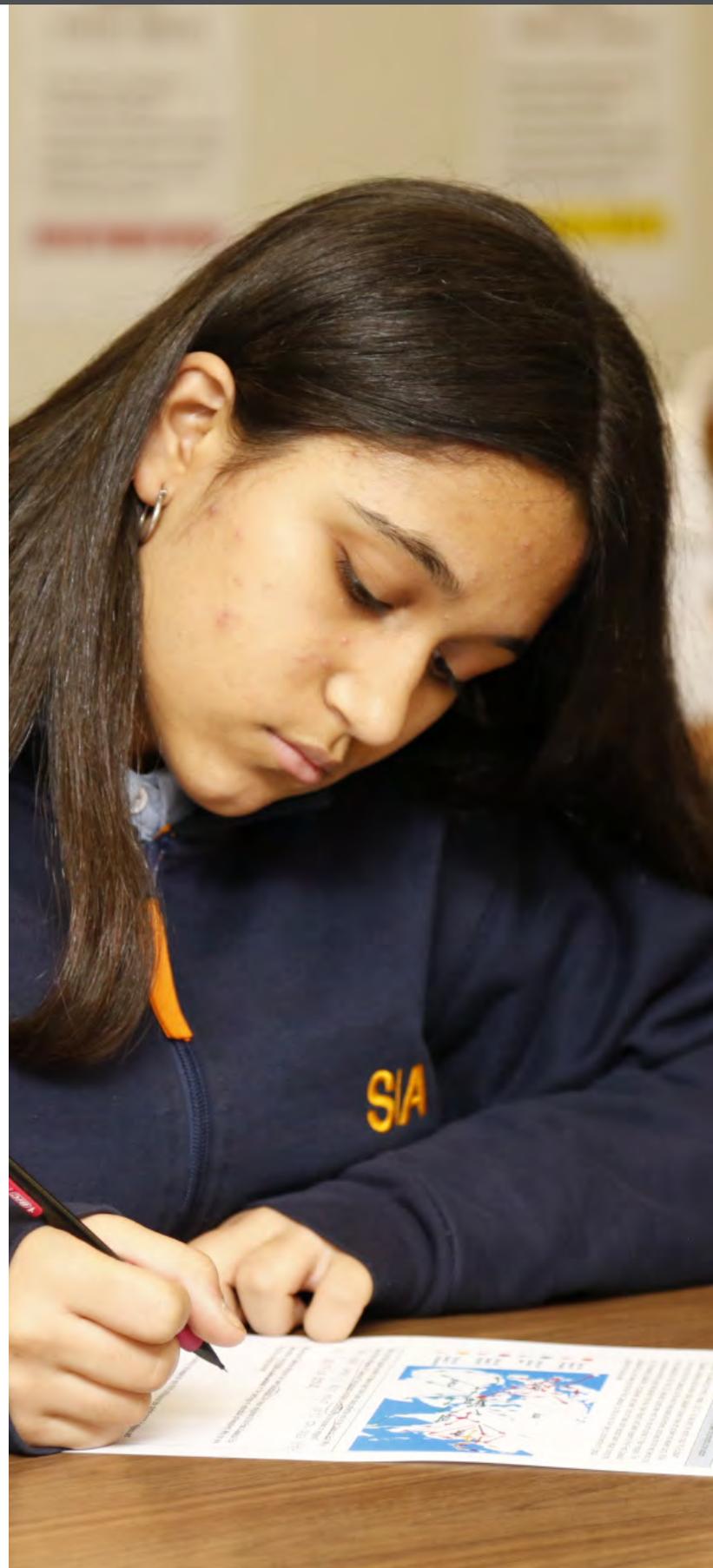
Scholars broaden their mastery of the social sciences through the study of microeconomic theory. The course provides a framework for understanding how individuals, firms, markets, and governments allocate scarce resources and make decisions. Topics covered in the course include the theories of consumer behaviors, theories of the firm and market structure, and general equilibrium and welfare economics. Methods of systematic reasoning will provide scholars with the tools necessary to understand price rises, competition among firms, labor unions, and the effects of government policies such as rent control, minimum-wage, legislation, environmental preservation, and agricultural price supports.

Note: AP Macroeconomics and AP Microeconomics can be taken in either order. It is not recommended that both courses be taken concurrently.

U.S. History and Government

STANDARD YEAR: 11TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: AP WORLD HISTORY
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 23 →](#)

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



COURSE
SAMPLE COURSE TEXTS

Survey of Great Books

COURSE DESCRIPTION, PAGE 12 →

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

Canonical Works of American Literature

COURSE DESCRIPTION, PAGE 12 →

“Letter from Birmingham Jail” by Martin Luther King, Jr.
The Great Gatsby by F. Scott Fitzgerald
The Narrative of the Life of Frederick Douglass
 by Frederick Douglass
The Scarlet Letter by Nathaniel Hawthorne
Their Eyes Were Watching God by Zora Neale Hurston

**AP Literature:
Canonical Works of
Global Literature**

COURSE DESCRIPTION, PAGE 13 →

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

**Critical Perspectives
in Literature**

COURSE DESCRIPTION, PAGE 13 →

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

**Old, Middle, and Early
Modern English Literature**

COURSE DESCRIPTION, PAGE 14 →

Beowulf translated by Seamus Heaney
Canterbury Tales by Geoffrey Chaucer
Paradise Lost by John Milton
The Faerie Queene by Edmund Spenser

COURSE

SAMPLE COURSE TEXTS

Creative Writing Workshop

COURSE DESCRIPTION, PAGE 14 →

Fiction:

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

Poetry by:

Charles Bukowski

William Carlos Williams

Gwendolyn Brooks

Frank Stanford

Mary Oliver

Audre Lorde

Danez Smith

Pre-Modern World History

COURSE DESCRIPTION, PAGE 16 →

A History of the World in 6 Glasses by Tom Standage*Sapiens: A New History of the World* by Noah Yuval Harari**AP Modern World History**

COURSE DESCRIPTION, PAGE 16 →

1493 for Young People

by Charles C. Mann and Rebecca Stefoff

King Leopold's Ghost by Adam Hochschild*The Origins of the Modern World* by Robert Marks**AP Art History**

COURSE DESCRIPTION, PAGE 17 →

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

COURSE DESCRIPTION, PAGE 17 →

The Politics of Vision: Essays on Nineteenth-Century Art and Society by L. Nochlin*Technical Manifesto of Futurist Sculpture* by U. Boccioni**Modern African History**

COURSE DESCRIPTION, PAGE 18 →

Predicament of Blackness: Postcolonial Ghana and the Politics of Race by Jemima Pierre*Worldmaking after Empire: The Rise and Fall of Self-Determination* by Adom Getachew*Dead Aid: Why Aid Is Not Working and a Better Way for Africa* by Dambisa Moyo

COURSE**SAMPLE COURSE TEXTS**

AP European History

COURSE DESCRIPTION, PAGE 18 →

The Black Prince of Florence by Catherine Fletcher*When the King Took Flight* by Timothy Tackett*Everyday Stalinism* by Sheila Fitzpatrick

AP Macroeconomics

COURSE DESCRIPTION, PAGE 19 →

Naked Economics by Charles Wheelan*The Big Short: Inside the Doomsday Machine*

by Michael Lewis

AP Microeconomics

COURSE DESCRIPTION, PAGE 19 →

Naked Economics by Charles Wheelan

**U.S. History
and Government**

COURSE DESCRIPTION, PAGE 20 →

A Very Short Introduction to American Political History

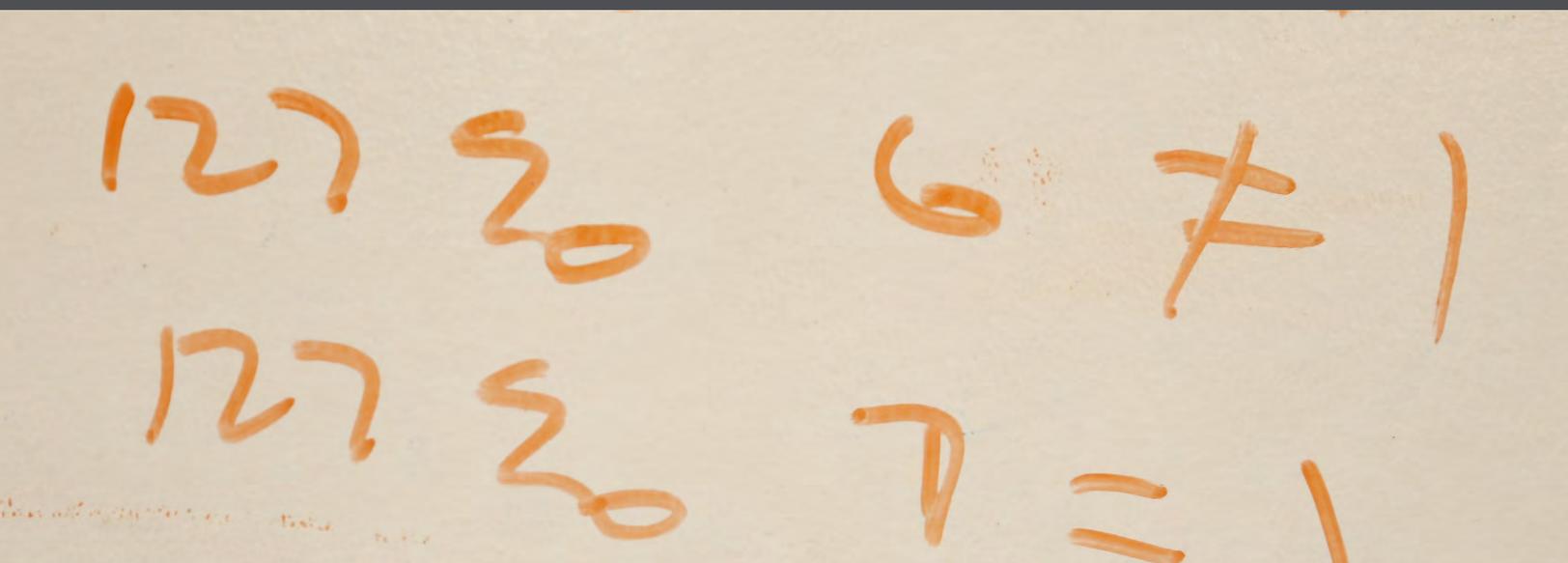
by Donald T. Critchlow

The New Jim Crow by Michelle Alexander

STEM

At Success Academy High School of the Liberal Arts, we are building the next generation of innovators in the STEM fields and beyond, which starts with a revolutionary mathematics and science program. To reach this end, our teachers are facilitators of inquiry-based learning, creating the conditions for scholars to pose and investigate rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust *thinking culture* across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers.





Mathematics

Empowering scholars as STEM innovators starts with a revolutionary mathematics program. Our teachers are facilitators of inquiry-based learning, creating the conditions for scholars to pose and pursue rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Each mathematics course at the high

school consists of a series of carefully sequenced tasks that allow scholars to pose and pursue rich and often socially relevant mathematical questions. Through these problems, scholars formalize and gain fluency with key math concepts, conventions, and procedures. Applications span public policy, economics, technology, and popular culture to build a key mindset: Mathematics is a powerful tool for analysis across disciplines.

All scholars take four years of Mathematics.

Course Title	Dept.	Credits	Year Required
Algebra II	Math	1.0	9th ³
Geometry	Math	1.0	10th
Advanced Algebra and Pre-Calculus	Math	1.0	-
Pre-Calculus	Math	1.0	11th
AP Calculus AB	Math	1.0	12th
AP Statistics	Math	1.0	11th or 12th

³ For SY21-22, both Grade 9 and Grade 10 scholars will take Algebra II.

Algebra II

STANDARD YEAR: 9TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: NONE
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 29 →](#)

In Algebra II, scholars build on their understanding of various families of functions including quadratics, logarithms, exponentials, and trigonometric functions. They are then introduced to the complex plane, both geometrically and algebraically, to solve problems that require an alternate coordinate plane. Scholars explore a variety of real-world contexts including the growth of social media, revenue models of pharmaceutical companies, and average temperatures across cities to study climate change.

Geometry⁴

STANDARD YEAR: 10TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: N/A
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 29 →](#)

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



⁴For SY21-22, Geometry will not be offered. The future status of the Standard Mathematics Course Sequence will be finalized in Fall 2021.

Advanced Algebra and Precalculus

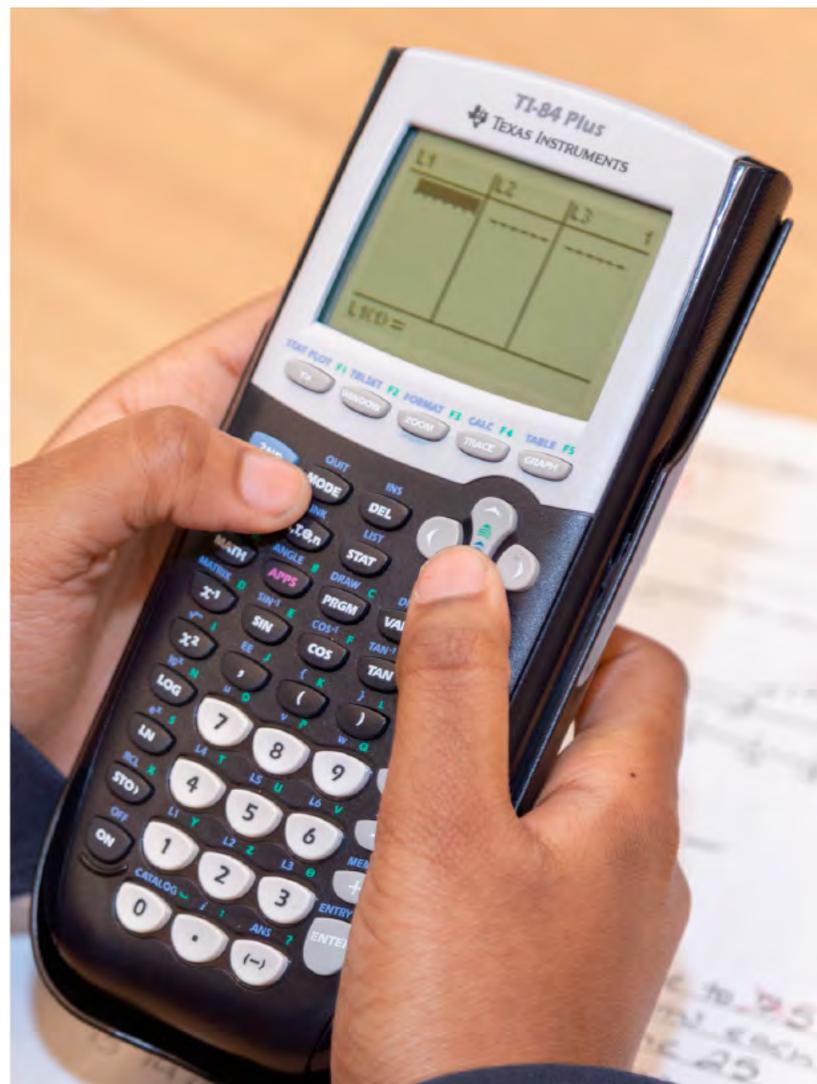
STANDARD YEAR: 10TH GRADE
COURSE TYPE: ELECTIVE FOR SELECT SCHOLARS IN THE TOP 10% OF THEIR MATH CLASS
PREREQUISITE: GEOMETRY
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 29 →](#)

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

Precalculus

STANDARD YEAR: 11TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: ALGEBRA II
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 29 →](#)

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



AP Calculus AB

STANDARD YEAR: 12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: PRECALCULUS OR ADVANCED ALGEBRA & PRECALCULUS
EXTERNAL EXAM: AP CALCULUS AB EXAM
[SEE COURSE TEXTS, PAGE 29 →](#)

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

AP Statistics

STANDARD YEAR: 11TH–12TH GRADE
COURSE TYPE: ELECTIVE
PREREQUISITE: ALGEBRA II OR ADVANCED ALGEBRA
EXTERNAL EXAM: AP STATISTICS EXAM

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



COURSE**REFERENCE TEXT****Algebra II**

COURSE DESCRIPTION, PAGE 26 →

Algebra & Trigonometry by Ron Larson

Geometry

COURSE DESCRIPTION, PAGE 26 →

Discovering Geometry by Michael Serra

**Advanced Algebra
and Precalculus**

COURSE DESCRIPTION, PAGE 27 →

Precalculus - Mathematics for Calculus by James Stewart

Precalculus

COURSE DESCRIPTION, PAGE 27 →

Precalculus - Mathematics for Calculus by James Stuart

AP Calculus AB

COURSE DESCRIPTION, PAGE 28 →

Calculus by James Stewart

Science

Our core science program encourages scholars to think flexibly and analytically when faced with unfamiliar and difficult problems. Ninth graders complete weekly laboratory exercises and write-ups, mastering advanced applications of the scientific method. Beginning in the sophomore year, scholars engage in college-level science content in AP courses. All scholars take four years of Science.



Course Title	Dept.	Credits	Year Required
Principles of Biology	Science	1.0	9th
Principles of Physics	Science	1.0	10th
Principles of Chemistry	Science	1.0	11th
AP Biology	Science	1.0	-
AP Chemistry	Science	1.0	-
AP Physics 1	Science	1.0	-

Principles of Biology

STANDARD YEAR: 9TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: N/A
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 34 →](#)

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

The course content centers on the four big topics explored in greater depth in AP Biology: evolution, energetics, information storage and transmission, and system interactions. Scholars will develop fluency within the science practices necessary for success in higher-level courses: a plan for collecting data, analyzing data, applying mathematical routines, and justifying arguments using evidence.



Principles of Physics

STANDARD YEAR: 10TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: GEOMETRY AND/OR
CONCURRENT W/GEOMETRY
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 34 →](#)

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

Principles of Chemistry

STANDARD YEAR: 11TH GRADE

COURSE TYPE: REQUIRED

PREREQUISITE: PRINCIPLES OF BIOLOGY,
GEOMETRY AND/OR CONCURRENT W/GEOMETRY

EXTERNAL EXAM: NONE

[SEE COURSE TEXTS, PAGE 34 →](#)

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

The course culminates in an examination of contemporary research topics, including nanochemistry, environmental engineering, and photonics.

AP Biology

STANDARD YEAR: 10TH–12TH GRADE

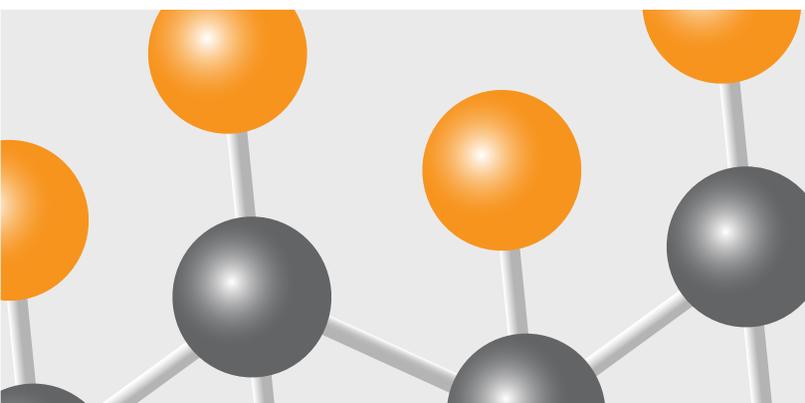
COURSE TYPE: ELECTIVE

PREREQUISITE: PRINCIPLES OF BIOLOGY,
PRINCIPLES OF CHEMISTRY (OR CONCURRENT
ENROLLMENT)

EXTERNAL EXAM: AP BIOLOGY EXAM

[SEE COURSE TEXTS, PAGE 34 →](#)

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



AP Chemistry

STANDARD YEAR: 10TH–12TH GRADE

COURSE TYPE: ELECTIVE

PREREQUISITE: PRINCIPLES OF CHEMISTRY, ALGEBRA II

EXTERNAL EXAM: AP CHEMISTRY EXAM

[SEE COURSE TEXTS, PAGE 34 →](#)

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

AP Physics 1

SP11HAC

STANDARD YEAR: 11TH OR 12TH GRADE

COURSE TYPE: ELECTIVE

PREREQUISITE: GEOMETRY, ALGEBRA II
(OR CONCURRENT ENROLLMENT)

EXTERNAL EXAM: AP PHYSICS 1

[SEE COURSE TEXTS, PAGE 35 →](#)

AP Physics 1 is an algebra-based, introductory college-level physics course. Scholars cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.



COURSE
COURSE TEXTS

Principles of Biology

COURSE DESCRIPTION, PAGE 31 →

Required Reading:

Survival of the Sickest by Dr. Sharon Moalem

Reference Text:

Campbell Biology, 11th Edition

Principles of Physics

COURSE DESCRIPTION, PAGE 31 →

Reference Text:

Conceptual physics by Paul Hewitt

Principles of Chemistry

COURSE DESCRIPTION, PAGE 32 →

Required Reading:

Salt Sugar Fat: How the Food Giants Hooked Us
by Michael Moss

Reference Text:

Chemistry: The Central Science, 14th Edition

AP Biology

COURSE DESCRIPTION, PAGE 32 →

Required Reading: Teacher Choice

Brain on Fire: My Month of Madness by Susannah Cahalan

The Sixth Extinction by Elizabeth Kolbert

The Tangled Tree: A Radical New History of Life
by David Quammen

The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus
by Richard Preston

The Immortal Life of Henrietta Lacks by Rebecca Skloot

The Emperor of All Maladies: A Biography of Cancer
by Sodhartha Mukherjee

Spillover: Animal Infections and the Next Human Pandemic
by David Quammen

Bad Blood: Secrets and Lies in a Silicon Valley Startup
by John Carreyrou

Lab Girl by Hope Jahren

Your Inner Fish: A Journey into the 3.5-Billion-Year History of the Human Body
by Neil Shubin

Reference Text:

Campbell Biology, 11th Edition

AP Chemistry

COURSE DESCRIPTION, PAGE 33 →

Required Reading:

Culinary Reactions: The Everyday Chemistry of Cooking
by Simon Quellen

Quellen Field Reference Text: Chemistry and Chemical Reactivity, 10th Edition

COURSE

AP Physics 1

[COURSE DESCRIPTION, PAGE 33 →](#)

COURSE TEXTS

Required Reading:

Topic 1 of the course textbook, College Physics: AP Edition

Reference Text:

College Physics, AP Edition

STEM Academy Curriculum

The STEM Academies are selective programs that have been designed for scholars who are passionate about STEM and want to delve into specialized, college-level study while still in high school. The Engineering Academy is a yearlong program, progressing through a sequence of two semester-long rotations in Electrical Engineering and Mechanical Engineering. After completing the four survey courses, scholars are equipped with the foundation and knowledge to choose the engineering discipline in college. The Pre-Med Academy is a two-year program that progresses through Pathophysiology, Microbiology, Genetics, Immunology, and Bioethics. The Engineering and Pre-Med programs culminate in a senior-year capstone project

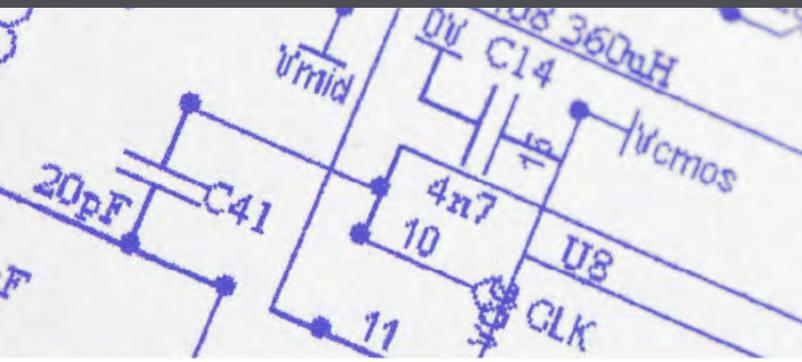
in which scholars conduct independent, college-level research into a topic of their choosing. Scholars who have completed Pre-Med Academy will be set up for success for the rigorous pre-med college track.

Select scholars may apply to take Engineering and Pre-Medicine courses within the STEM Academy. To graduate within the STEM Academy, scholars must complete 2 or more Engineering and Pre-Medicine credits. Select scholars are also eligible to apply and take advanced undergraduate courses at Columbia University. Courses within the STEM Academy do not fulfill the four core science courses required for graduation.

Course Title	Dept.	Credits	Year Required
Mechanical and Electrical Engineering	Math	1.0	-
Introduction to Data Science⁵	Math	1.0	-
PreMed 1	Science	1.0	-
PreMed 2	Science	1.0	-
STEM Academy Senior Capstone⁶	Science	1.0	-

⁵ Introduction to Data Science, a Computer Science elective, will count as a STEM Academy Engineering elective in SY 21-22 for scholars who have previously successfully completed Electrical and Mechanical Engineering.

⁶ Will not be offered in SY 21-22



Mechanical Engineering and Electrical Engineering

STANDARD YEAR: 11TH GRADE
COURSE TYPE: SELECTIVE (SCHOLARS IN THE TOP 20% OF THEIR STEM CLASSES)
PREREQUISITE: ALGEBRA II (RECOMMENDED)
EXTERNAL EXAM: NONE

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

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

PreMed 1

STANDARD YEAR: 10TH GRADE
COURSE TYPE: SELECTIVE (SCHOLARS IN THE TOP 20% OF THEIR STEM CLASSES)
PREREQUISITE: PRINCIPLES OF BIOLOGY (OR CONCURRENT ENROLLMENT)
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 40 →](#)

The first half of this course is an in-depth study of the structure and function of the human body and the integration of the human body systems through pathophysiology. Scholars should be interested in a science career path, and are expected to learn an abundance of scientific terminology and complete a rigorous laboratory program that includes dissections. The second half of the year will take an in-depth look at diseases, how they are diagnosed, and how scientists manipulate genes to help them. Scholars will learn college-level lab techniques involving growing and identifying bacteria and viruses, designing their own labs, and learning about current research in this field.

PreMed 2

STANDARD YEAR: 11TH GRADE
COURSE TYPE: SELECTIVE (SCHOLARS IN THE TOP 20% OF THEIR STEM CLASSES)
PREREQUISITE: PREMED 1
EXTERNAL EXAM: NONE
[SEE COURSE TEXTS, PAGE 40 →](#)

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



STEM Academy Senior Capstone⁷

STANDARD YEAR: 12TH GRADE

COURSE TYPE: SELECTIVE (SCHOLARS IN THE TOP 20% OF THEIR STEM CLASSES)

PREREQUISITE: SUCCESSFUL COMPLETION OF 2 STEM ACADEMY COURSES.

EXTERNAL EXAM: NONE

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

and physics, chosen from over 21 categories of study that they are interested in. They design their own experiments, collect data, and analyze this data to present their findings. These projects are showcased, presented, and ultimately entered into competitions against other projects at the local, state, and national level. Scholars should have an interest in upper level lab work and should be problem solvers, detail oriented, and self-disciplined.

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

BELOW

First ever image of black hole.

M87 Galaxy, Event Horizon Telescope, 2019

⁷STEM Academy Senior Capstone will not be offered in SY 21-22



COURSE

COURSE TEXTS

PreMed 1

COURSE DESCRIPTION, PAGE 38 →

Required Reading: Scholar Choice

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

Reference Text

Human Physiology: An Integrated Approach, 8th Edition
*Microbiology: An Introduction, 12th Edition***PreMed 2**

COURSE DESCRIPTION, PAGE 38 →

Required Reading: Scholar Choice

Inheritance by Sharon Moalem*The Immortal Life of Henrietta Lacks* by Rebecca Skloot*Human Errors: A Panorama of Our Glitches, From Pointless
Bones to Broke Genes* by Nathan Lents*Endless Forms Most Beautiful* by Sean B. Carroll

Reference Text

Concepts of Genetics, 12th edition

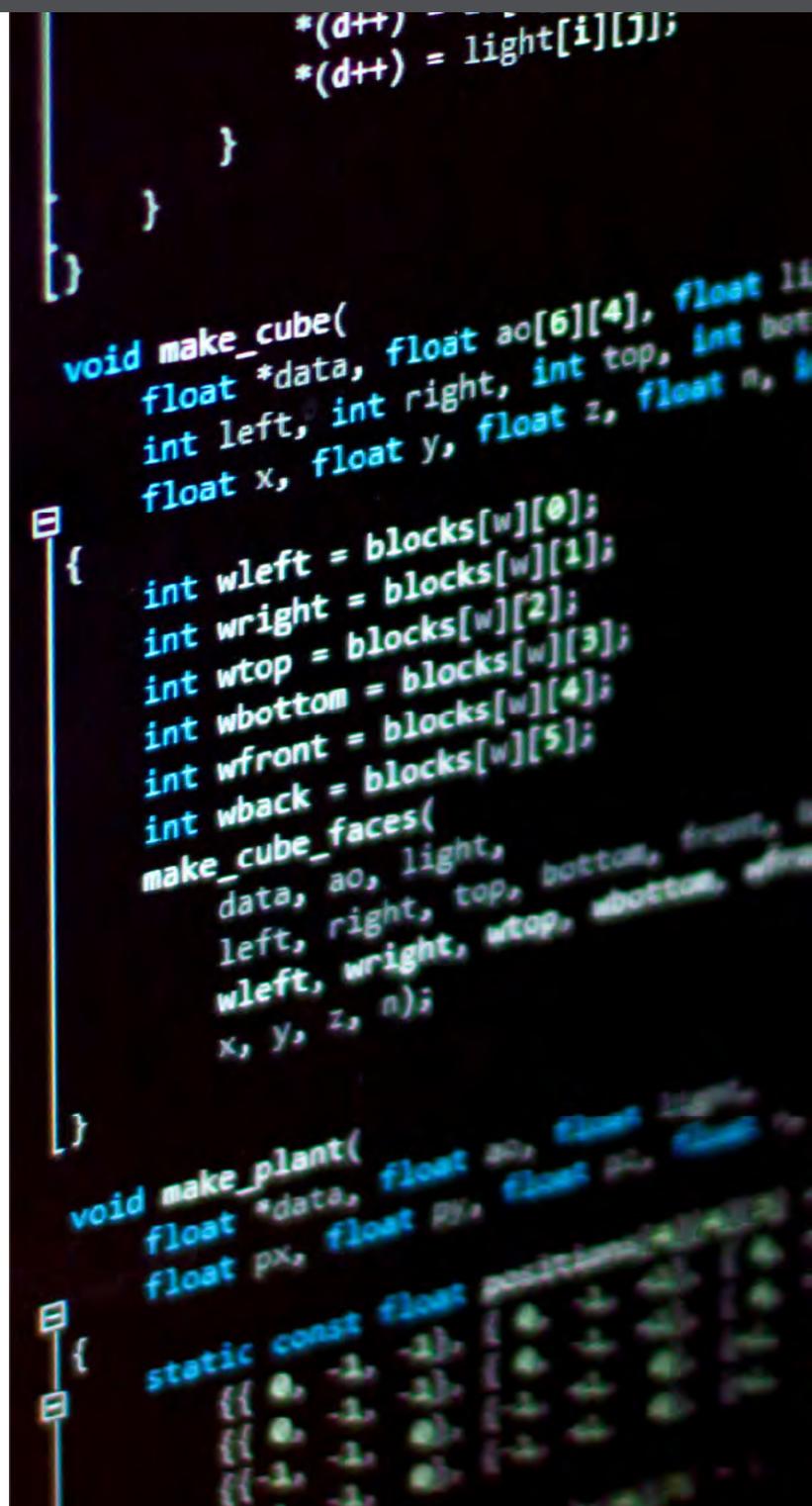
Computer Science

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

⁸This course counts as a STEM Academy Engineering elective in SY 21-22 for scholars who have previously successfully completed Electrical and Mechanical Engineering.

⁹Will not be offered in SY 21-22.

¹⁰Will not be offered in SY 21-22.



Course Title	Dept.	Credits	Year Required
Introduction to Computer Science	Computer Science	1.0	-
Introduction to Data Science ⁸	Computer Science	1.0	-
Back-end Web Development ⁹	Computer Science	1.0	-
Machine Learning and Advanced AI ¹⁰	Computer Science	1.0	-

Introduction to Computer Science

STANDARD YEAR: 9TH-12TH GRADES

COURSE TYPE: ELECTIVE

PREREQUISITE: NONE

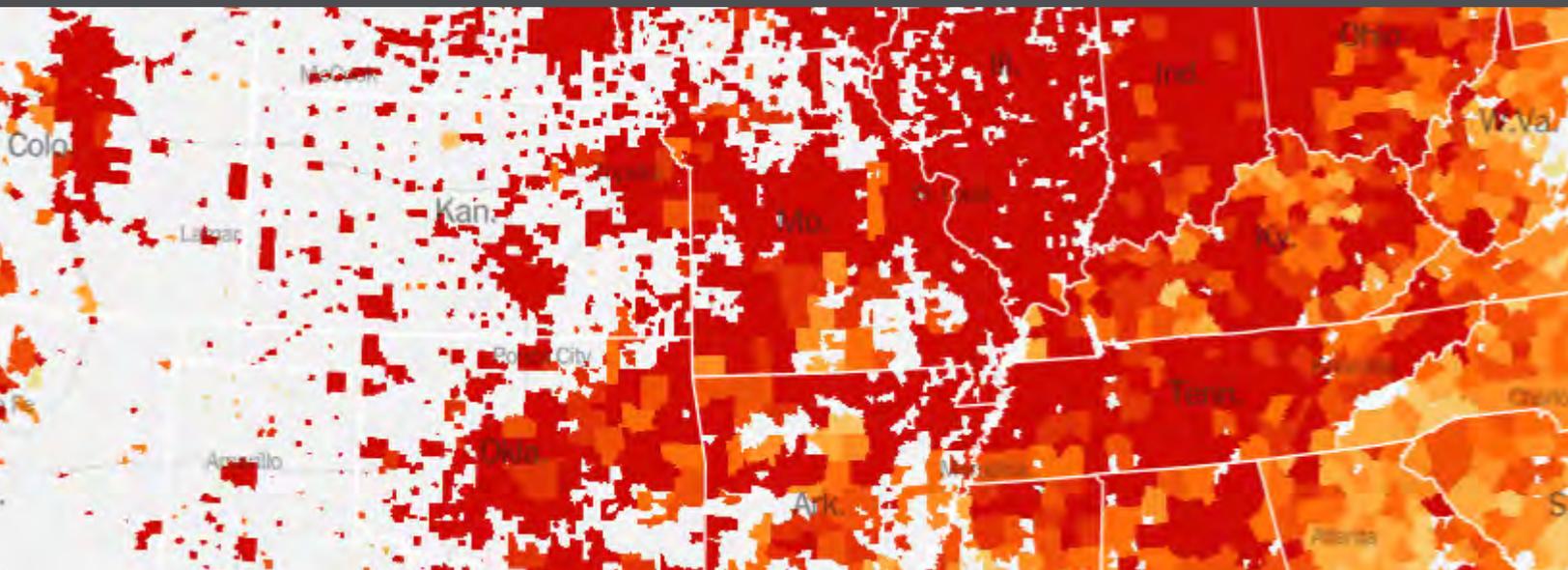
EXTERNAL EXAM: NONE

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

In the second half of the course, scholars are introduced to more advanced programming and front-end development concepts such as API calls, DOM

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





Introduction to Data Science¹¹

STANDARD YEAR: 10TH–12TH GRADES

COURSE TYPE: ELECTIVE

PREREQUISITE: INTRODUCTION TO COMPUTER SCIENCE OR ELECTRICAL & MECHANICAL ENGINEERING; AP STATISTICS

(CO-ENROLLMENT PREFERRED)

EXTERNAL EXAM: NONE

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

In the second semester of the course, scholars are introduced to core data science concepts such as data

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

¹¹ Introduction to Data Science will count as a STEM Academy Engineering elective in SY 21-22 for scholars who have previously successfully completed Electrical and Mechanical Engineering.

Back-end Web Development¹²

STANDARD YEAR: 10TH–12TH GRADES

COURSE TYPE: ELECTIVE

PREREQUISITE: INTRODUCTION TO COMPUTER SCIENCE OR EQUIVALENT

EXTERNAL EXAM: NONE

In Introduction to Computer Science, scholars learned front-end development, which focuses on the user-facing aspect of web development. This yearlong course will directly complement that knowledge and give scholars the tools needed to make a robust backend for their web sites. Scholars will gain an understanding of what goes on “under the hood” of modern websites, i.e. how and where data is stored, how user information is authenticated, and how to prevent third parties from hacking a website and acquiring sensitive information. Scholars will focus on dynamic server-side programming using the micro framework Flask. Topics covered include databases, authentication, encryption, dynamic content generation, and app development. Scholars also learn about the Model View Controller (MVC) design pattern for making modern web pages. By the end of this course, scholars will be more well-rounded developers with knowledge in all facets of modern web development. Daily tasks include live code-alongs and coding exercises with assignments and projects that assess a scholar's knowledge of the course.

Machine Learning and Advanced AI¹³

STANDARD YEAR: 11TH–12TH GRADE

COURSE TYPE: ELECTIVE

PREREQUISITE: INTRODUCTION TO DATA SCIENCE

EXTERNAL EXAM: NONE

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

¹² Not offered SY21-22.

¹³ Not offered SY21-22.

The Arts

The Success Academy High School Arts department is committed to cultivating the creative talents that our scholars possess. Our teachers are content experts who challenge scholars to be expressive, confident pioneers. Ultimately, scholars learn to question, interpret,

and appreciate works of visual, musical, and dramatic art by studying selected masterpieces and/or producing original pieces. Scholars can choose to hone these skills by exploring the expansive list of disciplines within the Arts department.

Visual Arts

Course Title	Dept.	Credits	Year Required
Visual Arts 100: Foundations in Visual Arts I	Arts	1.0	-
Visual Arts 101: Foundations in Visual Arts II: Studio Arts	Arts	1.0	-
Visual Arts 102: Foundations in Visual Arts II: Illustration	Arts	1.0	-
Visual Arts 103: Foundations in Visual Arts II: Photography	Arts	1.0	-
Visual Arts 104: Foundations in Visual Arts II: Film Theory	Arts	1.0	-
Visual Arts 200: Art in Theater	Arts	1.0	-
Visual Arts 201: Graphic Design	Arts	1.0	-

Course Title	Dept.	Credits	Year Required
Visual Arts 300: Artist Apprenticeship	Arts	1.0	-
Visual Arts 301: Animation and Storytelling	Arts	1.0	-
Filmmaking 200: Composition and Storytelling	Arts	1.0	-
Filmmaking 300: Genre Study and Production	Arts	1.0	-
Photography 200: Digital Imaging	Arts	1.0	-
Photography 300: Conceptual Imaging	Arts	1.0	-

Visual Arts 100: Foundations in Visual Arts I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

Foundations in Visual Arts is an introductory survey course in the visual arts for the aspiring artist/designer/creator. Scholars will explore a range of traditional and modern media as they learn about the elements of art and principles of design. Exploring how art forms have evolved over time, as well.

Visual Arts 101: Foundations in Visual Arts II: Studio Arts

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This is an introductory survey course in the visual arts for the aspiring artist/designer/creator, with a concentration in Studio Arts. Scholars will explore a range of traditional and modern media as they learn about the elements of art and principles of design. Exploring how art forms have evolved over time, as well as art historical references, scholars will learn to make thoughtful and intentional works of art. Scholars in this course receive an additional 100 minutes of instruction per week in drawing, printmaking, painting, and collage.

Visual Arts 102: Foundations in Visual Arts II: Illustration

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This is an introductory survey course in the visual arts for the aspiring artist/designer/creator, with a concentration in Illustration. Scholars will explore a range of traditional and modern media as they learn about the elements of art and principles of design. Exploring how art forms have evolved over time, as well as art historical references, scholars will learn to make thoughtful and intentional works of art. Scholars in this course will receive an additional 100 minutes of instruction per week in the fundamental techniques of illustration leading to the visual representation of a narrative.

Visual Arts 103: Foundations in Visual Arts II: Photography

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This is an introductory survey course in the visual arts for the aspiring artist/designer/creator, with a concentration in Digital Photography. Scholars will explore a range of traditional and modern media as they learn about the elements of art and principles of design. Exploring how art forms have evolved over time, as well as art historical references, scholars will learn to make thoughtful and intentional works of art. Scholars in this course receive an additional 100 minutes of instruction per week in the essential concepts of photography and digital editing tools that can be used to make photographs with a high degree of control and self expression.

Visual Arts 104: Foundations in Visual Arts II: Film Theory

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This is an introductory survey course in the visual arts for the aspiring artist/designer/creator, with a concentration in Film Theory & Production. Scholars will explore a range of traditional and modern media as they learn about the elements of art and principles of design. Exploring how art forms have evolved over time, as well as art historical references, scholars will learn to make thoughtful and intentional works of art. Scholars in this course receive an additional 100 minutes of instruction per week in basic story structure and character development, as well as basic camera functions, shot types, composition, and framing.



Visual Arts 200: Art in Theater

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: VISUAL ARTS 100-104

This intermediate course is for scholars who love theater and art. Scholars in this course will create props, costume accessories, and set elements for all of the high schools' mainstage productions. Scholars will learn how to transform the face and body using special fx makeup techniques, design and hand/machine sew costumes and use faux finishing techniques to transform the stage set. Scholars will work as a team for each major event including the Fall Play and Spring Musical plus multiple stage productions throughout the school year.

Visual Arts 201: Graphic Design

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: VISUAL ARTS 100-104

Graphic Design is the art and discipline of projecting visual communications between creator and consumer. In this course, students will learn how to visually represent ideas, companies, and products through logo design, product design, and creating a brand identity. Students will use the elements and principles of design to create logos, campaigns, and develop their own brand identity. Students will learn what it means to collaborate, design, and discuss their work; Students will learn the history of contemporary design as they develop their brand identities and will understand the fundamentals and leading artists that contributed to the design world.



Visual Arts 300: Artist Apprenticeship

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: VISUAL ARTS 200, VISUAL ARTS 201, OR TEACHER PERMISSION

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

Visual Arts 300: Artist Apprenticeship

COURSE TYPE: ELECTIVE OR ART

PREREQUISITE: VISUAL ARTS 200, VISUAL ARTS 201, OR TEACHER PERMISSION

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

Visual Arts 301: Animation and Storytelling

COURSE TYPE: ELECTIVE OR ART

PREREQUISITE: VISUAL ARTS 200, VISUAL ARTS 201, OR TEACHER PERMISSION

Animation is a technique used to render successive art through a layered period of time that tells a visual story through the illusion of movement. Through animation students will learn how to utilize sequential art frame by frame to represent a story. This course is designed to introduce students to visual storytelling using animation. Students will start from the principals of art and design; Students will be expected to use prior knowledge to create character designs, conceptual sceneries, three dimensional modeling, and work towards telling a cohesive story. Students will use this foundation to start rendering a traditional animation of their final story and character creations.



Filmmaking 200: Composition and Storytelling

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

In Filmmaking 200: Composition and Storytelling, scholars will build upon their knowledge of film theory as they learn the elements of mise en scene and how on-screen elements such as lighting, production design, costumes and setting enhance a story. They will analyze a variety of films to help further develop this understanding, such as: Rear Window (1954), 2001: A Space Odyssey (1961), Fences (2016), Isle of Dogs (2018), and Black Panther (2018). Scholars will further develop their technical skills by learning how to use the camera to tell a story frame by frame. Scholars will apply their production skills to the end of year project, where they will work a team of their peers to write, shoot, and edit their own short film. Selected short films will be submitted to film festivals across the country.

Filmmaking 300: Genre Study and Production

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: FILMMAKING 200

In this fast-paced, advanced-level course, scholars will spend each quarter exploring a different film genre. Throughout the year students will unpack genres such as comedy, drama, film noir, and thriller and study the characteristics of each. Scholars will spend time analyzing each genre through films such as, Moonlight (2016), Vertigo (1958), and 10 Cloverfield Lane (2016). They will also study the different components of mise en scene for each genre, and gain an understanding of how to write scripts focused on a specific genre. Scholars will end each quarter by creating a group project where they will write, shoot and edit a project of their own design inspired by the correlating genre.



Photography 200: Digital Imaging

COURSE TYPE: ELECTIVE OR ART

PREREQUISITE: PHOTOGRAPHY 100 OR 101

In this intermediate course, scholars will expand on the basics of photography. Scholars will review compositional elements and fundamental manual camera functions, while learning complex lighting techniques. Scholars will learn intricate digital editing methods and will fine-tune their vocabulary for discussing photographs during seminars and critiques. Scholars will develop this intermediate visual and analytical language through readings, research, demonstrations, and exercises. Scholars will more deeply consider what they want to express through their photographs. The course will also require participation in two photography exhibitions. Photographers discussed in the course include Deana Lawson, James Van Der Zee, Atong Atem, Namsa Lueba, Stephen Tayo, Anthony Goicolea, Walker Evans, Cindy Sherman, Dorothea Lange and many more.

Photography 300: Conceptual Imaging

COURSE TYPE: ELECTIVE OR ART

PREREQUISITE: PHOTOGRAPHY 200

In this advanced course, scholars will expand upon the skills acquired in Digital Imaging. Scholars will learn in-depth lighting techniques with professional studio equipment. Scholars will learn more complex digital editing methods and will fine-tune their vocabulary for discussing photographs during seminars and critiques. Scholars will more deeply consider what they want to express through their photographs. As this is an advanced photography course, engaged and in-depth dialogue investigating course topics in relation to individual scholarly work and studio practice is expected. There will be regular readings, demonstrations, and exercises intended to benefit the progression of varied and singular bodies of work, and scholars may approach course assignments using any photo making method of their choice. The course will also require participation in two photography exhibitions. Photographers discussed in the course include Dulce Pinzón, Seydou Keïta, Atong Atem, David LaChapelle, Quil Lemons, Gregory Crewdson, Man Ray and many more.



Chess

Course Title	Dept.	Credits	Year Required
Chess 100: Essentials of Play	Arts	1.0	-
Chess 101: Essentials of Play II	Arts	1.0	-
Chess 200: Advanced Opening Theory	Arts	1.0	-
Chess 400: Aspiring Grandmasters	Arts	1.0	-

Chess 100: Essentials of Play

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

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

Chess 101: Essentials of Play II

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

In this course for non-competitive chess players, scholars will learn basic tools and principles for all parts of the game. Basic endgame, opening, and middlegame techniques will be explored and scholars will have many opportunities for hands-on practice during matches and tournaments with their peers. Scholars in this course will receive an additional 100 minutes of instruction per week in this content area.



Chess 200: Advanced Opening Theory

COURSE TYPE: ELECTIVE

PREREQUISITE: CHESS 100, TEACHER PERMISSION, OR USCF RATING OVER 500

This course is focused on the study of openings. A strong opening knowledge is essential to being confident in every game of chess. Scholars will discuss many variations and lines and will have hands-on opportunities to practice their new weapons. Scholars delve into openings for both colors, and will leave the course with a complete opening repertoire and renewed excitement for beginning a game of chess.

Chess 400: Aspiring Grandmasters

COURSE TYPE: ELECTIVE

PREREQUISITE: CHESS 200, TEACHER PERMISSION, OR USCF RATING OVER 1000

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



Debate

Course Title	Dept.	Credits	Year Required
Debate 100: Fundamentals of Argumentation I	Arts	1.0	-
Debate 101: Fundamentals of Argumentation II	Arts	1.0	-
Debate 200: Competitive Styles and Techniques	Arts	1.0	-
Debate 300: Advanced Debate Theory	Arts	1.0	-

Debate 100: Fundamentals of Argumentation I

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

Debate 100 is an introductory course based on the fundamental theory and concepts of argumentation under the format of policy debate. Scholars build confidence as they learn and practice argumentation and debate skills such as utilizing types of arguments, constructing arguments, defending positions, selecting evidence, recognizing fallacies of reason, cross-examining opponents, and delivering rebuttal speeches.

Debate 100: Fundamentals of Argumentation II

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

Debate 100 is an introductory course based on the fundamental theory and concepts of argumentation in policy debate. Scholars build confidence as they learn and practice argumentation and debate skills such as utilizing types of arguments, constructing arguments, defending positions, selecting evidence, recognizing fallacies of reason, cross-examining opponents, and delivering rebuttal speeches. Scholars in this course will receive an additional 100 minutes of instruction per week in this content area.



Debate 200: Competitive Styles and Techniques

COURSE TYPE: ELECTIVE
PREREQUISITE: DEBATE 100, 101, OR TEACHER PERMISSION

In this intermediate level course, scholars will explore various competitive debate formats such as British Parliamentary debate, Lincoln-Douglas debate, Public Forum debate, and Policy debate. Scholars will be provided an opportunity to express and engage various subject matter and content through debate exercises and contests.

Debate 300: Advanced Debate Theory

COURSE TYPE: ELECTIVE
PREREQUISITE: DEBATE 200 OR TEACHER PERMISSION

This course expands the fundamental and advanced skills learned in Debate 200. Scholars will engage in advanced debate theory and will develop their skills in selecting and editing quality literature, researching methods, and analyzing current issues on various debate formats taught in Debate 200. Scholars also learn principles of leadership and coaching techniques in debate, as well as consistently demonstrate superior skills of analysis and evaluation by classmates. Scholars are expected to participate in local Debate (Forensic) competitions and will work on crafting topic papers for submission to various academic debate conferences and organizations.

Music

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

Choir 100: Mixed Chorus I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Choir 101: Treble Choir

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Choir 200: Bel Canto

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: CHOIR 100 OR
 TEACHER PERMISSION

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



Choir 300: Chamber Chorale

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: CHOIR 200 OR
 TEACHER PERMISSION

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

Music 100: Concert Band I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Music 101: Concert Band II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

Open to all scholars interested in playing a wind or percussion instrument. Ability to read music is suggested, but no prior experience reading music or playing an instrument is required. Pep Band members study music through the performance of band music arrangements of popular music. Members are expected to perform at school and community events. This course may be repeated for additional elective or arts credit.

Music 200: Symphonic Winds

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: MUSIC 100, 101, 200 OR TEACHER PERMISSION

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

Music 300: Advanced Music Theory

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: MUSIC 200 OR
TEACHER PERMISSION

The Advanced Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. Scholars learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, scholars will practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition. Enrolled scholars are encouraged, but not required, to play an instrument.



Theater

Course Title	Dept.	Credits	Year Required
Theater 100: Foundations in Theater I	Arts	1.0	-
Theater 101: Foundations in Theater II	Arts	1.0	-
Theater 200: Tools, Techniques, and Performance	Arts	1.0	-
Theater 300: Classical and Contemporary Styles	Arts	1.0	-
Theater 301: Advanced Scene Study and Auditions	Arts	1.0	-
Theater Technology 100: Foundations in Stagecraft I	Arts	1.0	-
Theater Technology 101: Theater Tech 101: Foundations in Stagecraft II	Arts	1.0	-
Theater Technology 200: Theater Systems	Arts	1.0	-
Theater Technology 300: Mainstage Productions	Arts	1.0	-

Theater 100: Foundations in Theater I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Theater 101: Foundations in Theater II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

In this introductory-level course, scholars learn to unleash their imagination and build confidence through a series of improvisational, physical, and vocal acting exercises. Scholars will learn the tools to achieve their stage presence, performance, communication and collaboration skills through improvisation, devised theatre, ensemble work, scene study, and playwriting. This course will break the new actor out of their comfort zone and into a world of confidence. Scholars in this course receive an additional 100 minutes of instruction per week in this content area.

Theater 200: Tools, Techniques, and Performance

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: THEATER 100

This course is designed for scholars who are interested in taking exploration and development of their acting technique to the next level. Through the study of theatre history, scene study, character development, Stanislavski technique, and performance/critique, scholars will achieve knowledge of the theater world, be able to assess their own performance and that of their peers, and find their voice.

Theater 300: Classical and Contemporary Styles

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: THEATER 200

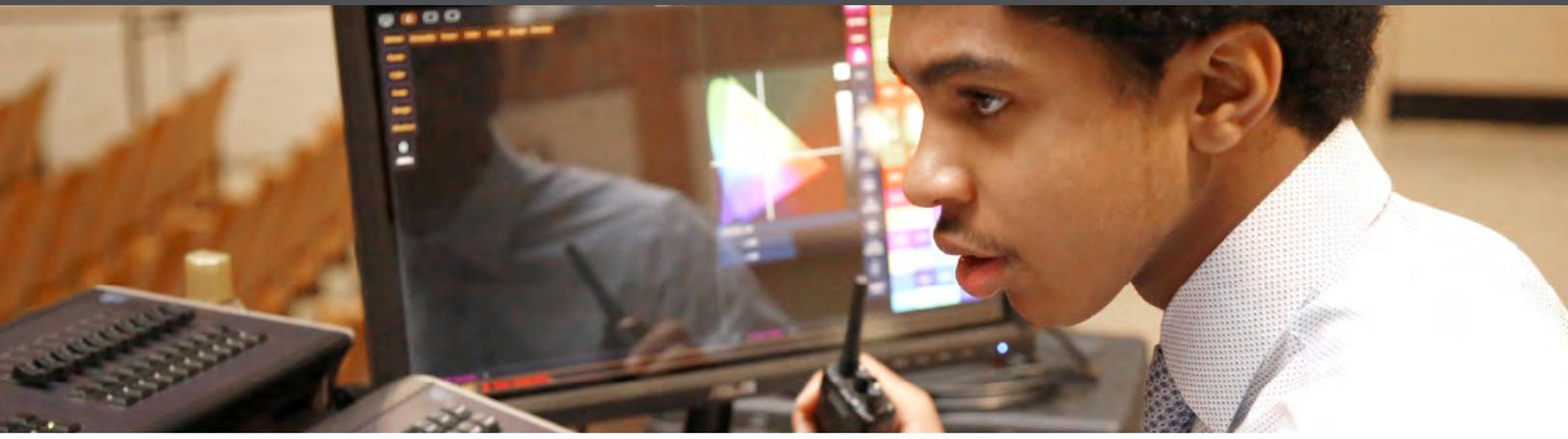
This course deepens the experience for the scholar actor by exploring the next steps of character development, advanced scene study through analyzing text and given circumstances, and sense memory. Stanislavski technique is continued throughout this course and is further developed in the scholar's independent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

Theater 301: Advanced Scene Study and Auditions

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: THEATER 200

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





Theater Technology 100: Foundations in Stagecraft II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Theater Technology 101: Foundations in Stagecraft II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Theater Technology 200: Theater Systems

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: THEATER TECHNOLOGY 100

In this intermediate-level course, scholars delve deeper into lighting design and further develop their production skills. Scholars explore scenic design and build various set designs, including two-story buildings, and multi-level and rotating platforms. Scholars continue to build their technical skills from Theater Tech 100, and begin lighting plot design and audio board operation.

Theater Technology 300: Mainstage Productions

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: THEATER TECHNOLOGY 200 OR
TEACHER PERMISSION

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

Athletics

Course Title	Dept.	Credits	Year Required
Foundations in Fitness and Conditioning I	Athletics	1.0	-
Foundations in Fitness and Conditioning II	Athletics	1.0	-
Survey of Sports I	Athletics	1.0	-
Survey of Sports II	Athletics	1.0	-
Hatha Yoga I	Athletics	1.0	-
Track 200: Sprints and Hurdles	Athletics	1.0	-
Track 300: Elite Track Team	Athletics	1.0	-
Basketball 200: Trusted Training and Skills	Athletics	1.0	-
Basketball 300: Offensive and Defensive Schemes	Athletics	1.0	-

Foundations in Fitness and Conditioning I

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

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

Foundations in Fitness and Conditioning II

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

This course is designed for scholars with limited or no previous fitness experience looking to get into better physical shape. Scholars will focus on building body strength and muscle, while learning the different components of general fitness throughout the body. Exercises will include running, weightlifting, high intensity training, and flexibility. Scholars in this course receive an additional 100 minutes of instruction per week in this content area.

Hatha Yoga I

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

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

Track 200: Sprints and Hurdles

COURSE TYPE: ELECTIVE
PREREQUISITE: FOUNDATIONS IN FITNESS & CONDITIONING OR TRACK 100

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

Track 300: Elite Track Team

COURSE TYPE: ELECTIVE
PREREQUISITE: TRYOUTS OR TEACHER PERMISSION

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





Survey of Sports I

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

In this introductory level course, scholars will explore both traditional (e.g. basketball, soccer) and non-traditional (i.e. volleyball, ultimate frisbee) sports in different units throughout the year. Scholars will also have the opportunity to compete in intramural competitions within the units. The ultimate goal of the course is to promote physical fitness and activity, while introducing students to potential athletic scholarships outside of basketball and track.

Survey of Sports II

COURSE TYPE: ELECTIVE
PREREQUISITE: NONE

In this introductory level course, scholars will explore both traditional (e.g. basketball, soccer) and non-traditional (i.e. volleyball, ultimate frisbee) sports in different units throughout the year. Scholars will also have the opportunity to compete in intramural competitions within the units. The ultimate goal of the course is to promote physical fitness and activity, while introducing students to potential athletic scholarships outside of basketball and track. Scholars in this course receive an additional 100 minutes of instruction in this content area.



Basketball 200: Trusted Training and Skills

COURSE TYPE: ELECTIVE
PREREQUISITE: BASKETBALL 100

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

Basketball 300: Offensive and Defensive Schemes

COURSE TYPE: ELECTIVE
PREREQUISITE: BASKETBALL 200

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

Dance

Course Title	Dept.	Credits	Year Required
Conservatory 100: Theories of Dance I	Athletics	1.0	-
Conservatory 101: Theories of Dance II	Athletics	1.0	-
Conservatory 200: The American Tapestry			
Conservatory 300: Performance Techniques	Athletics	1.0	-
Commercial 100: Global Perspectives in Dance	Athletics	1.0	-
Commercial 101: Global Perspectives in Dance II	Athletics	1.0	-
Commercial 200: The Elements of Hip Hop	Athletics	1.0	-
Commercial 300: Performance Techniques	Athletics	1.0	-

Conservatory Dance 100: Theories of Dance I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Conservatory 100: Theories of Dance II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This course explores the unique intersections and diversions between classical dance genres like Ballet, Modern, and Contemporary. Dancers will learn fundamental barre and center work, proper body alignment, and classical terminology. By the end of the year scholars will acquire grace, technique, discipline, flexibility, stamina, and endurance. Scholars in this course will receive an additional 100 minutes of instruction in this content area.

Conservatory 200: The American Tapestry

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: CONSERVATORY 100

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

Conservatory 300: Performance Techniques

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: CONSERVATORY 200

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

Commercial 100: Global Perspectives in Dance I

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

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

Commercial 101: Global Perspectives in Dance II

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: NONE

This course is designed for aspiring dancers with passion, creativity and a desire to be challenged. Courses include upper and lower body conditioning, rigorous warm-up, across the floor phrases and dynamic choreography and studio performance. Scholars will study a variety of genres as well as study history from across the globe that use dance to celebrate culture and build athleticism, discipline and artistry. This course is designed for scholars who want to delve deeper into this content through additional training, research, and choreography. Scholars in this course receive an additional 100 minutes of rigorous instruction per week.



Commercial 200: The Elements of Hip Hop

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: COMMERCIAL 100,
COMMERCIAL 101

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

Commercial 300: Performance Techniques

COURSE TYPE: ELECTIVE OR ART
PREREQUISITE: COMMERCIAL 200

This is a pre-professional level course for dancers eager to utilize previous training and engage in the larger dance community through outside studios, auditions, and college. This course builds on previous levels to master strength, flexibility, etiquette, and dance history, showcased in 2-3 performances throughout the year. Students will pair composition exercises with rigorous technique courses to access complex choreography, perform more confidently, and deepen their dance prowess. For Seniors, this course culminates in a capstone project designed to showcase their artistic voices, acquired throughout their time in the HSLA Dance Program.





Academic Intervention and Special Education

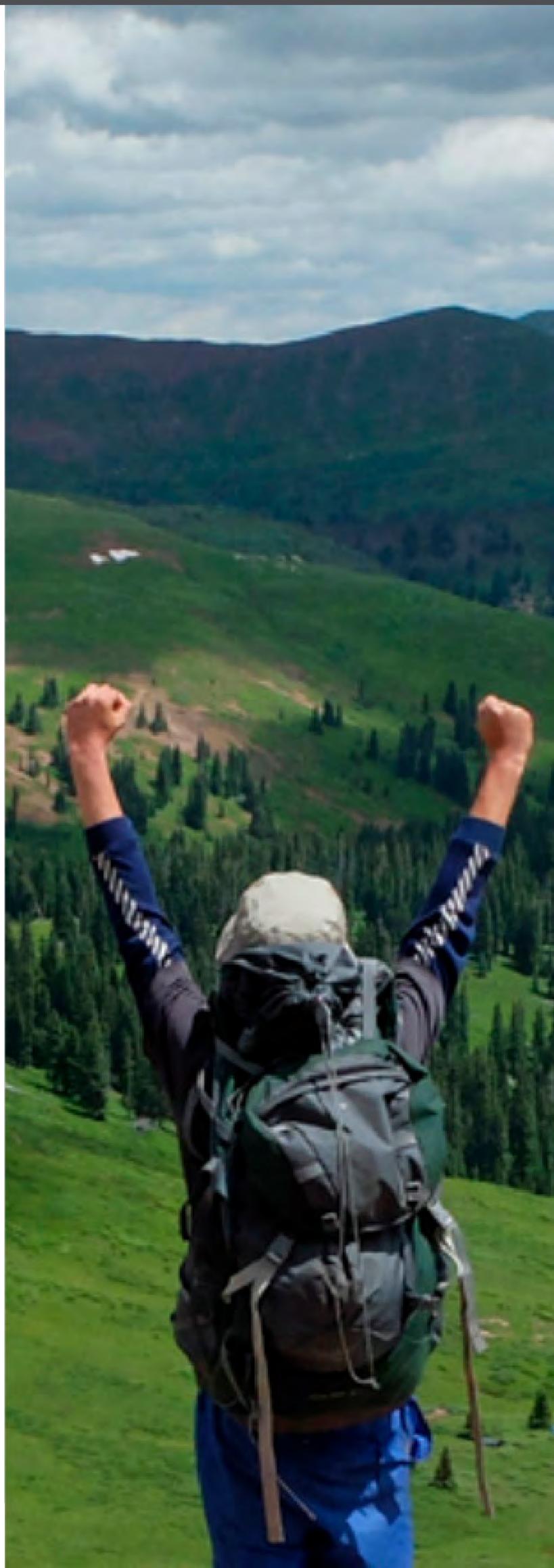
We are committed to helping all scholars, including those with special needs, tackle challenging academic work and meet sky-high expectations. Our special education teachers receive ongoing training to ensure they are experienced in the most current, research-based practices for supporting students with disabilities. Specialized staff work closely with families to guide them through the special education referral and evaluation process and

coordinate special education services with the Committee on Special Education.

We offer a range of supports for any scholar who is struggling or facing challenges in specific courses. Teachers and leaders may partner to place scholars in Academic Intervention courses to supplement core courses, or to provide individualized tutoring in subjects in which a scholar is experiencing challenges.

Experiential Learning

Our schools nurture the creative interests and special talents of scholars, and we regard electives, internships, clubs, and summer programs as vital to the curriculum. Whether combining creativity with engineering skills in video game design or training diligently for the nation's largest track and field event, scholars are invested in their pursuits. We support them by providing high-level elective courses, truly excellent faculty, and sophisticated enrichment activities, including Broadway plays, trips to world-class museums, and travel to events in cities across the United States.



Clubs

Clubs provide a forum for scholars to socialize, forge friendships, pursue interests, and develop leadership skills. Scholars can join one of many existing clubs or create their own.

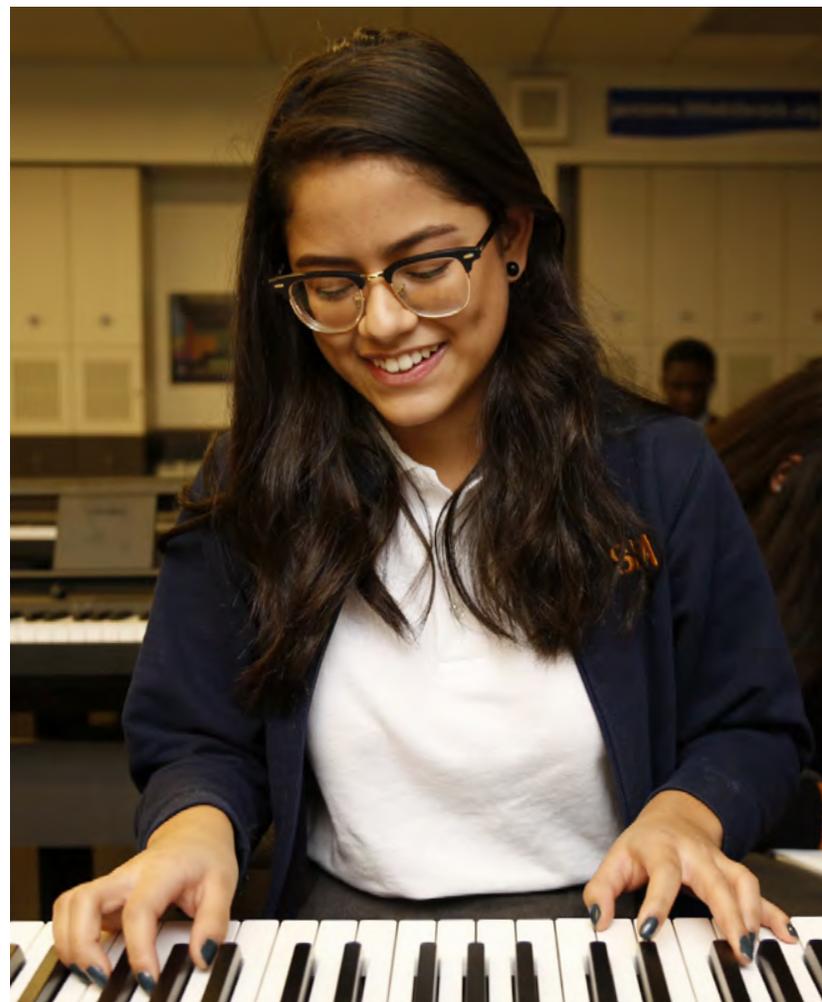
Afrobeats Dance
 Chess and Strategy Games
 Council on Scholar Affairs (COSA)
 Echo A Cappella Choir
 Film Appreciation Club
 Fine Line Art Club
 Finance
 Gaming & Design
 Gay-Straight Alliance
 Hawk Drumline
 HSLA Ambassadors
 HSLA Mentors
 Improv Troupe
 International Thespian Society
 Musical Theater
 National Arts Honor Society
 Naturally Me
 Oh Snap! Photography Club
 Ping Pong Club
 Playwriting
 Pre-Med
 Psychology
 RockHawks (Modern Pop Band)
 SA-NAN (No Adults Needed) Student Tutoring
 Sketch Comedy Crew
 Studio Squad Elite Photography
 Theater
 Theater Tech Crew

Competitive Teams

Teams compete in regional and national tournaments. Scholars who participate in competitive Success Academy teams must make a substantial time commitment, but they also gain wonderful experiences traveling across the city, state, and country to compete against top private and public schools.

Basketball
 Chess
 Conservatory Dance Company
 Debate
 OT3 Hip Hop Dance Team
 Track & Field
 PSAL Girls Basketball*
 PSAL Girls Volleyball*

*Scholars can try out for PSAL (Public School Athletic League) teams as part of the co-located Norman Thomas campus.



Summer Experience

SA HSLA scholars have the chance to participate in competitive collegiate, artistic, and outdoor leadership opportunities through the Success Academy Summer Experience program,* which provides a depth of experience that sets scholars up for success in college. Many scholars spend at least one summer on a college campus in pre-college programs. Other summer experiences include dance workshops, cultural trips abroad, theater programs, and a wide range of academic or interest-based opportunities. Summer Experience programs are selective, and outstanding Success Academy high schoolers are chosen through a rigorous application process that provides early insight into and experience with the college application process they will undertake as seniors.

*Summer programs are subsidized by Success Academy but require families to cover travel expenses.

Sample summer experiences:

Barnard College Summer in the City

Boston College Experience for High School Students

Boston University Summer Theater Institute

Brown University Pre-college Programs

Carleton College Summer Academic Programs

Cooper Union Summer Writing Program

Deer Hill Expeditions

Emory University Precollege Program

Johns Hopkins Center for Talented Youth

Loomis Chaffee School Summer Program

Massachusetts Institute of Technology Minority Introduction to Engineering and Science (MITES)

Phillips Exeter Academy Exeter Summer

Putney School of the Arts

Putney Student Travel

Stanford University Pre-Collegiate Summer Institutes

Tufts University College Experience

Washington University in St. Louis Summer Scholars Program



College Access & Persistence

HSLA is deeply invested in college access and persistence for our scholars. To further these goals, we are proud to offer intensive SAT preparation and a range of college counseling services.

HSLA puts a premium on college persistence and life-long learning. We know that intellectual preparation is not limited to mastery of advanced core subjects. In order to compete with their peers at selective colleges, our scholars must also graduate from high school with demonstrated mastery of the persistence skills needed to succeed in college and in their future professions. These persistence skills

include, but are not limited to:

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

We are proud to offer intensive SAT preparation and a range of college counseling services.



Independent Study

Scholars can pursue their own research into a topic and research question of their own choosing by conducting an Independent Study for one semester in order to earn 0.5 credits.

Independent Study

OFFERED SCHOOLS: MA
STANDARD YEAR: 10TH-12TH
ELECTIVE PREREQUISITE: APPROVAL BY PRINCIPAL
EXTERNAL EXAM: NONE

Independent Study provides scholars with a structure for pursuing research into an academic topic not specifically covered by a course offering at Success Academy. These programs are one-semester long (either Fall or Spring) and must involve the scholar working through a reading list of selected academic texts and completing a final project. During the semester, scholars will meet regularly with a faculty advisor, and will be expected to complete intermediate assignments throughout the semester. Scholars can dedicate their Independent Study to any academic topic in any content area (History, English, Math, or Science) or related subfield (Economics, Political Science, Art History, Literature, Poetry, Math Theory, Biology, Life Science, etc.). Scholar research must be guided towards answering a central research question. To be considered, scholars must write up a proposed Topic and Research Question, must produce a reading list, and must have the support of a faculty sponsor for their proposal to be reviewed and approved. Scholars must demonstrate that their Independent



Study represents a semester of coursework, approximately 200 hours (roughly ten hours per week). Independent Study courses do not satisfy graduation requirements for any content area. Independent Study cannot require lab work: they must be devoted to research into primary or secondary sources fiction or nonfiction works, texts, novels, books, or media. Scholars interested in pursuing lab work in STEM should instead take courses available in the STEM Academy tack

SAT Preparation

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

Academic Core Seminar: SAT I Preparation

STANDARD YEAR: 11TH GRADE
COURSE TYPE: REQUIRED
PREREQUISITE: NONE
EXTERNAL EXAM: SAT I EXAM
NOTE: PASS/FAIL

The SAT I Preparation course is designed to set scholars on the path for their best possible superscore across 2 test

administrations. Throughout the length of the course, scholars will see units that cover all major question types on the test. Scholars focus on understanding mathematical relationships, executing masterful problem solving, and expanding their knowledge of grammar, argumentation, and big picture reasoning, in order to prepare for both the SAT Math and Verbal sections. Scholars will see SAT material through section practices designed to improve stamina, and through full-length practice exams that are critical to growth. Scholars are supported by SAT coaches who will facilitate both skill and strategy building.



College Counseling Services

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

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

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

- Prescriptively advise on the best list of colleges where scholars can apply to maximize their successful graduation and financial outcomes;
- Support comprehensively through financial aid applications;
- Provide extensive edits on all college application writing, including scholarships;

- Coach scholars through college interviews;
- Ensure that faculty and counselor recommendation letters are high quality, reflecting our scholars' performance in and out of our school community;
- Advocate on our scholars' behalf with admissions and financial aid officers;
- Reach out to alumni in college to keep in touch and provide periodic guidance.

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

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

SA HSLA College Acceptances

Since our first graduating class in 2018, every Success Academy senior has earned acceptances to selective colleges, in addition to significant financial aid packages.

Orange = colleges and universities where more than one SA graduate has matriculated.

Babson College	Franklin & Marshall College	Northwestern University	SUNY College At Oswego
Barnard College	Goucher College	Oberlin College	SUNY Cortland
Binghamton University	Grinnell College	Occidental College	SUNY Old Westbury
Boston College	Haverford College	Pennsylvania State University	Swarthmore College
Boston University	Hobart and William Smith Colleges	Pitzer College	Syracuse University
Bowdoin College	Howard University	Rensselaer Polytechnic Institute	Tufts University
Brandeis University	Ithaca College	Rice University	Tulane University
Bryn Mawr College	Kenyon College	Rochester Institute of Technology	University At Buffalo
Carnegie Mellon University	Lafayette College	Rutgers University	University of Chicago
Clark Atlanta University	Lehigh University	Skidmore College	University of Pennsylvania
Colgate University	Massachusetts Institute of Technology	Spelman College	University of Southern California
Columbia University	Middlebury College	St. John's University	University of Wisconsin -Madison
Cornell University	Morehouse College	Stony Brook University	Wake Forest University
CUNY College of Staten Island	Morgan State University	SUNY Albany	Washington University in St. Louis
CUNY Hunter College	Mount Holyoke College	SUNY Fredonia	Wheaton College (MA)
Dartmouth College	New York University	SUNY Purchase College	Virginia State University*
Dickinson College	Norfolk State University	SUNY Buffalo State	Yale University
Duke University	Northeastern University	SUNY College At Brockport	
Emory University			



Essential Logistics

Graduation Requirements

To graduate from HSLA, a scholar must fulfill course credit and exam credit requirements. Scholars must earn a passing grade of 70% in 23 academic core courses as well as Arts and Athletics courses. English, History, Math and Science are considered core courses. Of these, freshmen,

sophomores, and juniors usually take four core courses per semester and seniors are strongly recommended to take four core courses; any departure must be approved by the High School Principal. To graduate from HSLA, a scholar must also pass 5 external exams.



	23 Credits			5 External Exams	
	Credits	Semesters	Timeframe	Required Exams	Exam Options (Not Comprehensive)
English	4	8	4 years	1	ELA Regents AP English Literature
History	4	8	4 years	1	Global History Regents US History Regents AP World History AP US History AP ArtHistory AP Macroeconomics AP Microeconomics
Math	4	8	4 years	1	Algebra I Regents Algebra II Regents Geometry Regents AP Calculus AB AP Statistics
Science	4	8	4 years	1	Living Environment Regents Chemistry Regents Physics Regents AP Biology AP Chemistry AP Physics 1, 2, or C
				1	Any of the above
Arts	1	2	1 year		Any of the above
Electives	6	12	3 years (2 per year)		Any of the above

The High School Program

	Freshman Year	Sophomore Year	Junior Year	Senior Year
	7 courses required		6 courses required (can elect 7 courses)	
College Persistence¹⁴			Academic Core Seminar: SAT (Fall & Spring)	
English	Survey of Great Books	Canonical Works of American Literature	AP Literature: Canonical Works of Global Literature	Fall: Old, Middle, and Early Modern English Literature, Creative Writing Workshop Spring: Critical Perspectives
History	Pre-Modern World History	AP World History: Modern	Choose from the department course catalog. Scholars who complete four AP humanities courses graduate from within the HUM Academy.	
	AP Art History			
Math	Algebra II or Advanced Algebra & Pre-Calculus (Honors)	Geometry	Pre-Calculus AP Calculus AB ¹⁵	AP Statistics, AP Calculus AB Columbia Edge
Science	Principles of Biology	Principles of Physics AND Principles of Chemistry ¹⁶		Columbia Edge
		AP Biology ¹⁷ , AP Chemistry, AP Physics 1		
Arts & Athletics	Choose from the departmental course catalog.			
Electives	Choose from the departmental course catalog. Academic electives include two CS courses in web development	Choose from the departmental course catalog. Academic electives include two CS courses in web development, and two CS courses in data science Select scholars are eligible for Pre-Medicine (beginning G10) and Engineering (beginning G9) courses within the STEM Academy.		

¹⁴ The SAT Preparation course does not count towards the 23 credit requirement, and the SAT I exam does not count towards the 5 exam requirement for graduation.

¹⁵ Scholars who took Advanced Algebra and Precalculus as sophomores progress directly to AP Calculus AB as juniors.

¹⁶ Grades 10 and 11 Science: Scholars must take Chemistry and Physics during the course of Grades 10 and 11: scholars can choose the order. Select scholars may be eligible to take AP Physics or AP Chemistry in Grade 10, and scholars may also be advanced out of the Principles course into the AP course.

¹⁷ If scholars take AP Biology as an elective in Grade 10, they must take Principles of Chemistry in Grade 10 as well.

Parent Engagement

Like all college preparatory high schools, Success Academy High School of the Liberal Arts asks a lot of scholars and, therefore, of their families. Homework load is high, and the content is challenging; the payoff is that college will be easy by comparison! We ask that both scholars and their parents

commit to this challenge and to the long-term goal of college completion in four years. We depend on parents to do their part — without parents' effort, oversight, and communication with teachers and leadership, we simply won't succeed. Our core expectations for parents include the following.

- 1. Responsiveness:** Read school and network communications and respond within 24 hours.
- 2. Meetings:** Be ready to meet with teachers and/or school leaders within three instructional days if the need arises.
- 3. School Culture:** Ensure that scholars are in school every day, on time, and in full uniform.
- 4. Independent Work:** Ensure that scholars do their nightly and weekend homework and that they study for exams.
- 5. Scholar Behavior:** Hold scholars accountable for upholding the school's Code of Conduct and Honor Code.



Photo Credits

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