



Below is a list of the course descriptions for the 1st Quarter of the 2023 – 2024 school year. Each student will take at least 5 classes and a module. Students are expected to select a broad range of courses that match their interests, academic readiness, and state requirements. Please note some classes are required; therefore, some of the space in your program will be used for those required classes. Students should keep in mind both credit requirements and their preferences for the next term when selecting classes. 10th - 12th graders can use the transcript that they picked up or were sent in summer 2023 to see their credit needs. Students will receive an email prior to scheduling with their required classes, and the classes they are eligible to take.

The required courses for the first quarter are:

Course title	Required for:	Course description	Credit
iLearn	All 9th graders	Students in iLearn will develop foundational reading and writing skills, focusing, in the first semester, particularly on constructing an effective argument in their writing and learning to conduct close readings of nonfiction texts. For the second semester, students will shift their focus on conducting analytical work on a variety of literary texts. Students will meet with the teacher periodically to discuss their written work, in addition to participating in peer revision.	2 English
Analytical Writing	All 10th graders need to take in Q1 or Q2	From the billboards of Times Square to social media ads, arguments surround our everyday lives. In this required 10th-grade writing course, students will analyze various arguments according to Aristotle's rhetorical triangle, logical fallacies, and language. They will sharpen their expository writing skills and reflect on their writing growth throughout the course. The ultimate goal of the course is for students to become stronger writers, critical thinkers, and consumers.	0.5 English
Research and Writing	All 12th graders who successfully completed Critical Thinking	In the Research & Writing course students will acquire the ability to successfully conduct scholarly research. You will learn how to be comfortable with the uncertainty of the work you are doing and will come to understand that a natural part of the process is to adjust the focus of your research (and, sometimes, to change the direction of your research entirely). This is the second course in the senior project series and one that is designed to explore your research question by reading what other researchers have said about your topic. By the end of the quarter you will be able to approach scholarly research with confidence and skill, rather than uncertainty and fear.	0.5 English



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Global Current Events	All students beginning their study of Global History	Global Currents Events is designed for you to explore what is happening in the world today, in a way that acknowledges the incredible complexity of issues. You will choose the issues and the areas of the world that you are most interested in to focus on. As you develop your expertise on the issues, you will share what you are learning with your peers, so that everyone is exposed to a wide range of current events. The purpose of this course is to build your capacity to independently develop complex understandings of new topics.	0.5 Global History
U.S. Current Events	All students beginning their study of U.S. History	US Current Events is a required course for students who are beginning a yearlong course of study ending with the US History & Government Regents. We will go into some detail on the geography and political institutions that hold us together (or divide us) today in the United States. We want to know how power is exercised and distributed among different branches of our national government, and how power is shared between the government in Washington, DC and the 50 states. These topics have been important and controversial throughout our nation's history.	0.5 U.S. History
Online Living Environment	All students who have not passed or received a waiver for the Living Environment Regents	Living Environment is a required class for students who are beginning a year-long course of study ending with the Living Environment Regents. The course will cover important foundational topics such as genetics, ecology, evolution, and immunity, as well as some of the pressing issues of our time. In order to sit for the Regents each student is required to satisfactorily complete 1200 lab minutes and the corresponding lab assessments.	2 Life Science

Mathematics

All students will enroll in a yearlong mathematics course.

Course title	Credit
Algebra I Common Core	2 Mathematics
Geometry	2 Mathematics
Algebra 2/Trigonometry	2 Mathematics
PreCalculus/Calculus	2 Mathematics
Statistics (<i>Seniors Only</i>)	2 Mathematics
Applied Mathematics (<i>Seniors Only</i>)	2 Mathematics
AP Calculus AB	2 Mathematics
AP Calculus BC (<i>Seniors Only</i>)	2 Mathematics



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Advanced Placement/College Credit Classes (Required year long classes)

Enrollment for these classes occurred in spring 2023. If you were selected to take one of these classes in the 2023 -24 school year, you were notified in the spring. These classes will be listed as a required class when you get your individualized scheduling link.

Course title	Credit
AP Language and Composition	2 English
AP US History	2 US History
SUNY ESF (Environmental Science)	2 Life Science

Non-required courses for the first quarter are:

English

Course title	Course description	Credit	Open to
New York Narratives	The <i>zeitgeist</i> is the defining spirit and mood of a particular historical moment. Students will explore a limited period of New York City's history and the art (including, but not limited to, visual art, literature, music, and cinema) produced in that time to understand the deep connections between culture and creative expression. Ultimately, students will return to the present, choosing and reflecting on a work that expresses the current zeitgeist as they experience it.	0.5 English	All students
Ethics and Morals	Would it be "right" to sacrifice 1 life for 3 lives? What about 10 lives? What if the 1 life was someone you know? How do we decide what's "right" and what's "wrong?" In this course we will explore and discuss ethical theories and moral dilemmas in order for students to have a better understanding of how they make decisions in their own lives.	0.5 English	All students

Science

Course title	Course description	Credit	Open to
Race, Class, Gender and the Environment	The way in which we interact with and are affected by the environment is largely a product of our identities and economic status. The struggle for a clean and stable environment is inherently intersectional, and cannot succeed independent from the movements for racial, gender, and economic equality. In this course we will use real world case studies to explore the intersections of race, class, gender, and the environment. We will	0.5 Life Science	All students



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	<p>look critically at the relationships between segregationist housing, lending policies and exposure to pollution. We will analyze the use of gendered language embedded in the way we think about nature and humanity and consider how it has shaped our cultural relationship with the earth and each other.</p>		
Botany: The Wonderful World of Plants	<p>Take a deep breath and then thank all the plants that just gave you that oxygen. Have you ever seen a beautiful flower or watched the leaves change color in the Fall? Have you ever wondered how all of these things happen? In this course, students will explore plant biology. They will learn plant anatomy, the process of photosynthesis, the various types of plants, and their uses around the world. Students will learn how plants “talk” to each other, reproduce, and shape their environment. They will explore the wonderful and mysterious world of plants and hopefully appreciate how important the world of plants is to us and the Earth.</p>	0.5 Life Science	All students
Electronic Circuits DIY	<p>Electronics are a ubiquitous part of the modern digital world. Smartphones, TVs, laptops, and desktop computers are just a few examples of electronic devices that enhance our daily lives in many ways. These technological devices are made to be used so simply by design, but have you ever wondered how they function within? In this elective, you will explore the physics of electronic circuits and learn how to program your own electronic circuits to complete specific tasks. Using the Arduino IDE programming software, you will become familiar with how to execute commands permitting your circuits to function as you choose. By the end of this course, you will become proficient in the basics of electronic circuitry and be able to describe how many of today’s electronic devices work on a fundamental level.</p>	0.5 Physical Science	All students
“Mystery” Science Elective	<p>Do you love science and like to take risks? We're still in the process of hiring a science teacher who will be teaching an unknown life science elective Q1. It could be about animal behavior or diseases or medicine or some other amazing and interesting life scientific topic! If science is your passion, and/or you need the science credit, this course is for you!</p>	1 Life Science	All students
Chemistry	<p>In this year-long course, students will learn how to investigate, model, analyze and interpret data, and construct scientific arguments all while learning about the "stuff" around us. As we progress through the year, we will be learning how to apply real scientific skills while demystifying our current understanding of our universe.</p>	2 Physical Science	Prerequisite: Living Environment Regents or Regents waiver



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<p>Physics</p>	<p>Physics is the scientific study of the natural world describing the interactions between matter and energy along space and time. This year-long course provides students with a conceptual and mathematical view of the fundamental principles that define our physical world. The major topics covered are mechanics, energy, matter, thermodynamics, electricity and magnetism, and waves.</p>	<p>2 Physical Science</p>	<p>Prerequisite: Living Environment Regents or Regents waiver</p>
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Social Studies

Course title	Course description	Credit	Open to
<p>World Mythology</p>	<p>Plenty of people can reel off the popular mythological figures of Ancient Greece and Rome, and Norse Gods have plenty of representation. But what about the lesser-known gods and goddesses of historically underrepresented countries? In this elective, we will explore these mythologies, and craft learning experiences to share with some elementary-aged kids who still think mythology stops with Thor and Zeus.</p>	<p>0.5 Global History</p>	<p>All students</p>
<p>The Resistance War Against America: Rethinking the Vietnam War</p>	<p>The War in Vietnam has a lot of names– Vietnam War, the Second Indochina War, Nam, and to many Vietnamese people, Khang Chien Chong My, which translates to the Resistance War Against America. This course will rethink the ways in which traditional history education has approached the war in Vietnam, and the generational consequences of loss and erasure. In this course, students will examine and analyze various historical documents, pieces of legislation, congressional decisions to explore possible answers to the question: was the Vietnam War a success or a failure in United States foreign policy?</p>	<p>0.5 Global History</p>	<p>All students</p>
<p>Rehab: A History of Addiction</p>	<p>From belladonna treatments to incarceration, the United States has a long history of stigmatizing and failing to adequately and compassionately address substance abuse in our society. In this elective, we will explore various misguided attempts to treat through student-led discussions, and we will read the work of the writers, reporters, and mental-health crusaders that ultimately led to reform. Finally, we will examine parity and current mental health laws and insurance guidelines, as well as the for-profit “research studies” conducted by pharmaceutical companies. As future reformers, leaders, and activists, what changes does our society still need? Students will conduct interviews, write a research paper based on class readings, and create a zine that blends their research with their own experiences and impressions.</p>	<p>0.5 U.S. History</p>	<p>All students</p>



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<p>Native American Experiences-Resistance, Resilience and Revitalization</p>	<p>How have Native peoples resisted colonization and fought for power and rights throughout US history? In Native American Experiences, students will explore the relationship between different groups of American Indians and the US Government through the policy eras of Colonization, Removal, Allotment, Indian Reorganization and the Present. Through case studies including the Lenape, whose land our school is located on, and the Taino who have a significant presence in NYC today, we will focus on understanding both the US policies of each era, and the different ways that Native peoples have acted to maintain political power and cultural identity through each period. Students will have the opportunity to choose a specific group of Native people to study throughout the course. We'll compare the experiences and actions of different groups through regular discussions.</p>	<p>0.5 U.S. History</p>	<p>All students</p>
<p>Rock the Vote</p>	<p>What makes an election fair? In Rock the Vote, students will explore different voting systems and consider different methods to evaluate the fairness of those systems. We'll talk about fundamental questions like who should vote in a democracy? Is voting for a representative more fair than directly voting on issues? What systems of voting result in the best governing? We'll zoom in and evaluate New York City's ranked-choice voting and consider how it impacts the fairness of our elections.</p>	<p>0.5 Government</p>	<p>All students</p>
<p>Personal Finance</p>	<p>Personal Finance introduces the financial tools and knowledge students will need to make good financial decisions in the future. Students will learn how to track, budget, organize, save and spend their money. We will also look at a series of real decisions students will need to make in the next few years about careers, student loans, credit cards, responding to discrimination within financial institutions, and options for building wealth.</p>	<p>0.5 Economics</p>	<p>All students</p>

Foreign Language

Course title	Course description	Credit	Open to
<p>Spanish</p>	<p>Begin or continue your study of Spanish by enrolling in this semester-long blended learning course. Students will use the online program Voces along with class time to become better speakers, writers, and listeners, as well as learn about Spanish culture.</p>	<p>1 credit Foreign Language</p>	<p>All students, (level determined by previous coursework)</p>
<p>Heritage 1</p>	<p>This year-long course is designed primarily for Spanish speaking students who are comfortable with oral</p>	<p>2 Foreign Language</p>	<p>Heritage Spanish speakers</p>



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	communication. Students will expand on their own experience and values, and develop an appreciation of the diversity of the various Latino cultures and their influence in the US. This class will be conducted entirely in Spanish.		
Heritage 2	This year-long course is a continuation of Heritage Spanish 1 to continue to support their diverse academic, linguistic and cultural background by increasing their ability to read, comprehend, interpret and react to a variety of authentic written texts, including literature, authentic audio and video selections and spoken language.	2 Foreign Language	Prerequisite: Heritage 1
Online French, Italian, or Mandarin	Begin or continue your study of a foreign language by enrolling in this year-long online course. Students will use the online program, Rosetta Stone, to become better speakers, writers, and listeners, as well as learn about culture. <u>Please note there is no teacher for these online courses.</u>	1 credit Foreign Language	All students (10-12 placement determined by spring 2023 foreign language survey)

Arts Courses

Course title	Course description	Credit	Open to
Guitar 1	Learning how to play an instrument can be one of the most rewarding experiences that a student can have. In Guitar 1 students will learn the basics of playing the guitar. Through a variety of songs we will learn about technique, open position chords, strumming patterns and rhythm. No previous experience is required. Students will need to have an instrument at their home, which they can pick up from the iSchool at a designated time and return after the course is over. In order to facilitate growth and give feedback it is a requirement that all students have their cameras on during live sessions.	0.5 Arts	All students
Piano 1	Have you always wanted to learn how to play piano? This performance based course will teach you the basics of the piano from scales and music theory all the way through to your first piece. (No prior musical background required.)	0.5 Arts	All students
Jazz Ensemble	Considered to be America's only true art form, Jazz is a style of music that combines many influences from all over the globe to create a platform of expression, communication and creativity. In this course students will learn about the history of the music through structured listening, reading and videos as well as instrumental practice. Improvisation is a vital part of jazz and we will be discussing improvisational techniques through theory and analysis. This is a yearlong course and open to all students regardless of experience with an instrument or jazz.	1 Arts	All students
Introduction to Drawing	How can you create the illusion of 3-D space on a flat piece of paper? Learn fundamental drawing techniques emphasizing	0.5 Arts	All students



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	realism: proportion, perspective, drawing from life, shading, etc, using a variety of drawing materials like pencil, charcoal, and ink.		
Clay Sculpture	Students explore clay sculpting and hand-building techniques in the creation of a series of sculpture and pottery projects.	0.5 Arts	Prerequisite: Any introductory art class
Math Art	Students will explore math and art in this quarter-long elective art class. Topics will include: tessellations, origami, hyperbolic string patterns, and other amazing math art projects!	0.5 Arts	All students

Health

Course title	Course description	Credit	Open to
Nutrition and Food Justice	In this course students will learn about sustainable farming, farm policy, food justice, and basic nutrition information. They will discover how our current food system and farm policies impact what we eat and how what we eat impacts our overall health.	0.5 Health	<i>Students who have taken the Food Revolution module are not eligible for this course.</i>

Elective

Course title	Course description	Credit	Open to
Bridge Building	Learn about the bridges of New York City and around the world before constructing your own model bridge out of balsa wood. Students will work in pairs to build a miniature bridge and test their strength by demolishing them. Strongest bridge wins!	0.5 Elective	All students

Physical Education

<u>Course title</u>	<u>Course description</u>	<u>Credit</u>	<u>Open to</u>
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Physical Education: In School	Using the equipment in our weight room, students will learn about appropriate physical activity and engage in strength training circuits. You received an email from Ms. Leimsider detailing your options for in school PE.	1 Physical Education	All students
Physical Education: iSchool Sports Team	Students can join two PSAL sports teams to earn physical education credit. Note: Ninth graders are eligible to join sports teams, but are not eligible to earn credit for it until they have earned 1 PE credit in school.	1 Physical Education	10 th , 11 th , and 12 th grades
Physical Education: Before School (8 am)	Students can participate in our 8 AM PE course where they will need to attend 54 sessions throughout the school year. Students who pick this option will take one less class during the school day because they will be coming in at 8 am.	1 Physical Education	All students
Physical Education: Out of School	Students can participate on a sports team or in supervised exercise classes outside of school where they can log 54 hours of physical education activity with a coach or instructor.	1 Physical Education	All students
Physical Education: Run a 5K	Interested students can find the course description in the "Modules" section below.	1 Physical Education	All students

Modules are intensive, nine-week interdisciplinary courses developed around real-world challenges. Modules are designed to develop students' understanding of big ideas and broad global concepts, and their development and application of 21st century skills. Modules are developed with real work and real world challenges in mind. Both the content and skills students learn each day contribute to their understanding of the task or challenge, provide content-related context, and enable them to complete the challenge with a high level of quality.

Module Course Offerings

<u>Course title</u>	<u>Course description</u>	<u>Credit</u>	<u>Open to</u>
Comics	Memoir comics have transformed the medium from one dominated by superheroes to one used by journalists and artists to tell their personal stories. In this course, students will learn how cartoonists depict historical, social and personal narratives in sequential art. Students will develop their own comic drawing style and create their own personally meaningful memoir comic. The final student-created comics will then be sold at a comic book store in NYC!	1 Arts	All students
Graphic Design	Graphic design utilizes creativity and technology to visually communicate ideas or messages. This communication can be in the form of printed materials, architectural signs and graphics, exhibition environments, packaging, and electronic media. Properly applied, effective design—design that solves specific problems—can influence individual and group behavior, public policy, and even society. In this module, students will learn the principles and elements of design and typography while developing Adobe Photoshop and Illustrator skills. Throughout the course, students will be given challenging real-world projects typical of the graphic design industry and use their skills and knowledge to create design briefs to meet the needs of clients.	1 Arts	All students
Theater Production	In this module, students will learn the diverse elements of theater as they study and stage a play. The culmination of our work will be two staged performances of the play at the end of the quarter. Students will work as members of performance teams, including actors, directors and production managers; each team will have specific responsibilities that mirror the real-world challenges of	0.5 English, 0.5 Arts	All students



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	<p>professional theater. Students will be fully immersed in the multi-faceted world of stage production. Class meetings will comprise the bulk of rehearsal time, so every student will be asked to sign a contract ensuring good attendance and overall commitment. Attendance at both performances is required.</p>		
iNews: Feature Writing	<p>Are you interested in profiling a friend, writing about a beloved clothing brand, or reviewing a popular TV series? Journalists oftentimes report breaking news, but they also spend time writing feature articles that illuminate stories, often in human terms. These stories are not only based on facts but include interesting anecdotes that show rather than tell the information that is conveyed. In this course, iNews reporters will learn how to write compelling feature articles about topics that appeal to the NYC iSchool community on <i>The iNews Network</i>.</p>	1 English	All students
Literary Magazine	<p>In this creative writing module, students will write daily and have the chance to freely explore a wide-variety of writing styles, including (but not necessarily limited to) short-stories, poetry, and literary nonfiction. Students will ultimately choose pieces for submission to the next issue of iSchool’s online literary magazine. Everyone will also create smaller individual ‘zines, showcasing a variety of work from throughout the quarter.</p>	1 English	All students
Speak THIS!	<p>Students in Speak THIS! will write and deliver an eight- to ten-minute-long speech. By focusing on the development of their confidence, authenticity, and passion—as well as their ability to engage the audience and be introspective about what they’re saying—students will move closer toward presenting a dynamic public speaking persona. They will be evaluated in the class by both the teacher and their peers, and they will also perform for a panel of upperclassmen during an evening of performances at the end of the quarter.</p>	1 English	Required for 9th and 10th grade students



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Call to Action: Nuclear Proliferation	In this module, students will gain an understanding of the dangers of nuclear power and nuclear weapons via scientific inquiry, videos, and literature that explains the push for nuclear disarmament. Students will examine governments that currently use nuclear power in various ways and how this could impact the future of the planet. This course will cause students to question their role as global citizens and how technology affects humanity. Activities range from hosting nuclear activism talks with professionals, participating in an immersive virtual reality story with Games for Change, to measuring/monitoring radiation in New York City. Ultimately, students will adopt and defend a nuclear stance.	1 English	All students
Food Revolution	Students will develop their knowledge of nutrition and sustainable farming to expand the iSchool's rooftop garden into a teaching garden to inform the iSchool community about nutrition, the food system, and sustainable farming practices.	1 Health	<i>Students who took the Nutrition and Food Justice elective are not eligible for this module.</i>
3D Modeling	3D modeling is the process of using coordinate geometry, aided by computer graphics, to develop three-dimensional representations of real physical objects. Using Computer Aided Design (CAD), one can combine basic geometric entities such as lines, curves, triangles, and other simple polygons, to make the imaginary a reality. In this course, students will learn how to use 3D rendering software to create graphical models of 3D objects and potentially build real physical models using 3D printing hardware. In addition, students will learn the physics of how specific properties of an object's physical structure affect its function.	1 Physical Science	All students
Forensics	A crime has been committed. A crime scene has been isolated. But what happens next? How do we process and interpret evidence? In this module, we will learn how we can use science to solve crimes. We will incorporate	1 Physical Science	All students



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	biology, anatomy, chemistry, and physics and look at the different technologies used to examine evidence. Then we will apply our understanding of this science to our own interpretation of example evidence.		
“Mystery” Science Module	Do you love science and like to take risks? We're still in the process of hiring a science teacher who will be teaching an unknown life science module Q1. It could be about animal behavior or diseases or medicine or some other amazing and interesting life science topic! If science is your passion, and/or you need the science credit, this module is for you!	1 Life Science	All students
iAdvocate: Combating Ageism	How can our government work better to improve our lives, and the lives of our older neighbors? Your challenge is, initially, to identify problems that concern you personally at the local and national level, researching the ways in which they are being addressed by your representatives. Working with the non-profit DOROT organization (Hebrew for “generations”), you will then share these issues with older adults and together explore the specific problem of ageism, a form of discrimination that is more prevalent in our society than we may think. At the end of the quarter, groups will design different solutions and campaigns to combat major inter-generational issues, then share finished work at a final presentation attended by community stakeholders.	1 Government	All students
Wild NYC	From refugee parrots and prodigal beavers to gorgeous Fifth Avenue hawks and vengeful groundhogs, New York City has some surprising nonhuman citizens. How are our city council and local government agencies attempting to conserve local animal populations in our evolving metropolis, and what can we, as New Yorkers, do to contribute to these efforts? For this module, we will meet with local government officials, talk to conservationists at the World Wildlife Fund, and create documentaries to be shared at the Bronx Zoo.	1 Government	All students



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Empathy Project: Emigration Stories	With millions of people on the move today in response to war, famine, religious persecution, violence, and economic crisis, immigration is more than an American political issue, it is a global issue. In this course, students will deepen their understanding of modern immigrants by finding and interviewing individuals who have left their homes to come to the United States. Students will document their stories by creating and publishing professional oral histories. Then students will promote empathy by bringing attention to their interviews through social media or by creating a podcast.	1 Global History	All students
Displacing Borders	Across the globe, there are currently more than 150 border disputes. Some disputes have been distantly simmering for centuries, while others have erupted in violent bloodshed, spurred displacement of peoples, and initiated campaigns of genocide. Media is often saturated by the fear instilled by these conflicts, but we seldom consider the purpose of borders, or why one border is more militarized than the other. This course will examine how borders around the world are created and destroyed, and will question the legal, social, and ethical implications of sustaining and defending those man-made lines. Students will propose policy solutions using pertinent information from their elected case study in a class symposium.	1 Global History	All students
Untold Stories	What we know about history depends greatly on whose stories we hear and learn about in school. But what about the untold stories? What would happen if our history studies in school included more diverse stories and perspectives? How might our society change if collectively we more deeply understood all of the diverse perspectives related to an event. In this course, we will dive into the untold stories of historical events that are not typically taught in	1 US History	All students



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	schools and unpack why these stories are too often omitted.		
Run a 5K	This course will get your body and mind moving. Students will learn about running technique, how to create an individualized training schedule and about healthy eating. Students will be running together outside 4 days a week and focusing on technique, pacing and achieving personal fitness goals. The training that we do leads up to running in an official 5K race.	1 Physical Education	All students