



2024-25
High School Curriculum Guide

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Mission

The IDEAL School of Manhattan is an inclusion school dedicated to creating a diverse community that affirms and accepts the full identities of all people, while inspiring academic excellence, creative leadership, and a desire to build a more just and equitable world.

High School Vision Statement

IDEAL's High School is a uniquely student-driven, flexible, and individualized program. In small, seminar-style classes, expert faculty cultivate the voice, skills, and confidence of each student through challenging and differentiated academics, creative leadership and service



learning opportunities, an integrated multicultural curriculum, and nurturing student-faculty relationships.

IDEAL's High School model is based on a rotating curriculum. Students in Grades 9-12 learn together in intentional groups designed to challenge and support each individual. This means that all High School students study the same essential subject matter in English, history, and science at the same time. For example, in the 2021-22 school year, all High School students will study United States History, while, in English, they are all reading literature related to the themes of identity and power. Students in Grades 9-11 study physics in science, and students in Grade 12 take advanced elective courses. Each course is offered at a variety of levels based on student readiness, including foundational, college-prep, and honors. Throughout the year, students from across sections come together to work on projects, participate in large discussions, take trips, and share presentations. Creativity is at the heart of IDEAL's High School, and all students are required to participate in arts elective classes.

IDEAL's faculty consists of talented general educators, learning specialists, related service providers, and faculty advisors who collaborate and work in partnership with students and families to provide students with a personalized experience during their High School years.

Honor Code

This Honor Code summarizes but does not replace the community standards and rules for students set forth in The IDEAL School Family Handbook or the IDEAL Upper School Student Handbook and Code of Conduct. It is comprised of five essential rules and responsibilities to guide each community member to serve the school's mission and to participate in the creation of an inclusive and respectful community, in and out of the classroom, where all individuals have the opportunity to strive for excellence, demonstrate creative leadership, and work together to build a more just and equitable world.

The Five I's of IDEAL

1. I will be respectful of the learning process, strive for excellence in and out of the classroom, and engage respectfully in all school classes, programs, and activities.
2. I will act with integrity and represent myself and my work honestly.
3. I will ensure that my words and actions demonstrate respect for all and acceptance of the full identity of all individuals that make up our diverse community.
4. I will strive to ensure that my actions, my work, and my words help to create a more inclusive community and a more just and equitable world.
5. I will be a creative and compassionate leader by modeling IDEAL's core values both in and out of school.

IDEAL Four-Year Course Map

The following course map highlights IDEAL's unique High School rotating curriculum model. Students in Grades 9-12 are blended and learn together in intentional groups designed to challenge and support each individual learner. This means all students in High School study the same essential subject matter in English, history, and science at the same time. Each course is offered at a variety of levels based on student readiness, including foundational, standard, and honors. Throughout the year, students from across sections come together to work on projects, participate in large discussions, take trips, and share presentations.

Graduation Requirements

English 4 Credits	History 4 Credits	Math 4 Credits	Science 3 Credits	Spanish 3 Credits
Arts 4 Credits	Physical Education 3 Credits	Health 1 Credit	Graduation Required Credits: 26 Credits Per Year: 7, including Physical Education/Health	

English

Year 1: Identity and Power

Year 2: Coming of Age and Journeys

Year 3: Conflict and Resolution

Year 4: Leadership and World Leaders

History

Year 1: United States History

Year 2: Semester 1--Government, Semester 2--Economics

Year 3: World History

Year 4: World History: Global Civil Rights Movements

Math

All students are placed in the appropriate course in the math sequence below, as determined by the math department and High School Head.

- Math for the Real World, Levels 1-4
- Introduction to Algebra, Algebra 1, or Algebra 1 Honors
- Geometry or Geometry Honors
- Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors
- Precalculus or Precalculus Honors
- Statistics on alternate years

Science

Year 1: Chemistry

Year 2: Physics

Year 3: Biology

Year 4: Electives and online options, including AP, will be available and suited to student and teacher interest and expertise

Spanish

All students take the appropriate course in the Spanish sequence below, as determined by the Spanish department and High School Head. Language exemptions may be granted at the discretion of the High School Head.

Spanish Exposure	Spanish 3
Spanish 1	Spanish 4
Spanish 2	Spanish 5/AP Spanish

Arts Electives

- IDEAL offers a variety of arts electives each year, based on student and teacher interest
- Students select a new elective--Drama, Music, or Visual Art--each semester in High School
- STEAM units such as coding and video-editing are integrated through the curriculum and engage students in self-expression, communication, and problem-solving

Physical Education and Health

- Physical education classes meet three days per week for all students in Grades 9-12
- Health classes meet one day per week during the PE block for all students in Grades 9-12

One Schoolhouse

- IDEAL students who meet the prerequisites for a One Schoolhouse class and demonstrate interest and independence in this area of curriculum may apply to take one One Schoolhouse class per year at no additional charge
- Prerequisites are listed in the One Schoolhouse online curriculum guide
- Applications to take a One Schoolhouse class are attached at the end of this guide

Next Steps Transition Program

- Students continue to develop core skills in math, reading, and writing
- Community outings/volunteering
- Public transportation
- Life skills (cooking, cleaning, health, daily routines)
- Organizational skills (planning, time management, etc.)
- Extended internship opportunities

The Arts

Graduation Requirement: Four years (4 credits) in the arts

Through IDEAL's robust arts curriculum, students develop creativity, critical thinking skills, and confidence, and they learn to take healthy risks as they explore multiple perspectives and strengthen their own thinking. The skills students acquire in the arts enhance their learning in all academic areas. Partnerships with New York City outreach programs and cultural institutions extend classroom experiences and create a vibrant curriculum that is integrated throughout all disciplines. Arts classes are mixed-grade, semester-long, and based on student interest. Arts offerings each semester are custom-tailored to suit the individual needs of students enrolled in each specific class.

Music

Interdisciplinary Music Appreciation

Drawing from their knowledge in other subjects, personal life experiences, heritage, and viewpoints, students explore how music is both a product as well as an influencer of culture. Students learn how to appreciate music as a musician, applying musical language to evaluate aesthetic and performative aspects of music, and also as an ethnomusicologist, drawing connections between the cultural implications and influences of the music they enjoy.

Instrumental Exploration

Applying their growing expertise as music appreciators, students engage in ear training and performance with a variety of melodic and rhythmic instruments including piano, guitar, bass, drums, and hand percussion. Students learn the rudiments of written music and also become practitioners of oral musical traditions from around the world.

Choral Ensemble

The Choral Ensemble is a performing group that has regular practice in musical literacy, harmony, theory, effective vocal techniques, and the creation of a blended group sound. The ensemble performs diverse choral works seasonally and for special events.

Music Production

Students in Music Production learn how to engineer a recording session, record a track, and film a music video using GarageBand, iMovie, and other music production media. Students are guided as vocal and instrumental performing artists through the recording process, and also create music tracks on multiple instruments. Other concepts integrated with the projects include studying form, sampling, remixing, processing and mastering a recording, and the physical setup and breakdown of recording hardware from basic setup to advanced setups and configurations.

Theater

Comprehensive Theater

Comprehensive Theater gives students the opportunity to gain knowledge and the necessary tools to perform in a theater troupe. In this course, students will explore the many categories and acts that take place during International Thespian Society competitions which include solo, duet, small group, and large group performances both musical and theatrical. In addition to performing, students will learn how to compose short scenes for the stage and instruction on the directing process. Skills built in this unit may result in schoolwide presentation or future competition.

Actors' Lab

Actors' Lab gives students the opportunity to accomplish their best on-camera presentations. In this course, students participate in performance-based and production activities dedicated to creating compelling works for the screen. The classroom is equipped with cameras, microphones, softbox lighting, set pieces, and props for student use. Artists participate in creating film scenes, live multi-camera shooting activities, and original short film compositions developed by the group. This course challenges students to explore their creative identity, focus their energy, and express their presence to the camera. Furthermore, students gain knowledge and practice in multiple film crew responsibilities.

Comedy Workshop

This course gives students the opportunity to celebrate humor in all its forms. In this course, students are exposed to variations of improvisation and parody and receive instruction on delivery and physicality. Additionally, students explore literary works by some of the great comedic playwrights of the 20th century such as Neil Simon, Mary Chase, Edward Albee, and Eugene O'Neill. Students also collaborate to develop original scenes and characters.

Theater Arts Foundations

In this course, students explore the fundamentals of drama. The objective of this course is to establish a rapport within the theater arts community and to establish a safe and judgment-free learning environment. Students generate daily journals and participate in discussions following their submissions. Additionally, students collaborate in group scenes which may include pantomime, improvisation, and tableaux.

Visual Art

Studio Art

In this semester-long course, students establish an arts practice guided by the 'Studio Habits of Mind' and 'Teaching for Artistic Behavior' pedagogies. Students experience the visual arts as artists responsible for their learning. Students will be introduced to and develop the essential skills of drawing, collage, painting, digital art, sculpture, and textile art. Following a

period focused on discovery and experimentation within these mediums, students will advance their individual artistic processes to create their own original works of art. Through this process, students will engage with inquiry and ideation, skill development and artmaking, reflection and revision, self-evaluation and presentation, and will share their final work and artist statement with the IDEAL school community.

Studio Art: Portfolio and AP Portfolio

This year-long course for dedicated juniors and seniors, is equivalent to a one-semester introductory college course in 2-D art and design, 3-D art and design, and drawing. Students create a portfolio of work demonstrating their unique inquiries in art and design and the development of their ideas and artistic process over the course of a year. Student portfolios include works of art, documentation of their artistic process, and written statements about the work presented. In May, students participating in the AP program, submit their work for evaluation to the Advanced Placement college board.

Specialty Arts Course: Fashion and Design

In this semester-long Fashion and Design introductory course, students will gain a basic understanding of fashion drawing, pattern making, sewing; both by hand and machine, and jewelry design. With each skill introduced students will complete an example project, such as a fashion drawing portfolio page, hand-sewn pillow, machine-sewn reversible tote bag, and custom jewelry piece. The culminating semester project will be designing and creating the costumes for the IDEAL spring musical.

English

Graduation Requirement: Four years (4 credits)

In small, student-centered learning communities, students explore and analyze texts from a variety of literary genres. Through discussion, students strengthen their ability to analyze text, make connections, express themselves with clarity, and compare multiple perspectives. At each level, students develop their written expression in workshop-style classes focused on the writing process. They also learn how to format essays with appropriate headings, citations, and textual support. Students compose one formal research paper each year, strengthening their understanding of the research process and improving their ability to evaluate sources, synthesize original and published ideas, and apply MLA format. As students move from freshman to senior year, they gradually take on more leadership responsibilities and are supported individually in realizing their potential. All English classes are mixed-grade, with instructional groupings suited to learning profile and readiness. A variety of levels, including foundational, college-prep, and honors, are offered each year, with intentional bridges and opportunities for shared conversations and projects among all of the classes.

English: Leadership and World Leaders (2024-25, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers and writers. To this end, students study literature from a variety of genres with a

critical lens. The texts explore themes related to leadership and world leaders and may include works such as *Julius Caesar*, *Dreams From My Father*, *The Hate U Give*, *1984*, *The Alchemist*, *I Know Why the Caged Bird Sings*, *The Color Purple*, *Unbroken*, and *Invisible Man*. While students have the opportunity to write for a variety of purposes and continue to develop personal and analytical writing skills throughout the year, they focus particular attention on narrative writing, journalism, and persuasive writing, as well as research. Students develop strong thesis statements and provide evidence and analysis to support their ideas. To further the development of their reading and writing skills, students study grammar and vocabulary contextually throughout the year. Assessments are derived from students' reading, writing, and class discussion. Students in the foundational level receive differentiated materials and assignments to support their learning, and students in the honors level will receive additional reading, writing, and research assignments.

English: Identity and Power (2025-26, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers, writers, and critical thinkers. The texts explore themes related to identity and power and may include works such as *Frankenstein*, *Lord of the Flies*, *The Diary of a Young Girl*, *The Cartographer Tries to Map a Way to Zion*, *The Joy Luck Club*, *Between the World and Me*, *The Brief Wondrous Life of Oscar Wao*, *Interior Chinatown*, and *Macbeth*. Our reading of these texts paired with class discussion, projects, reflections, essays, and field trips will introduce students to the various factors and experiences that shape individuals and societies. This course will also expose students to how power and privilege function in society. Texts will be paired with film, poetry, and short stories to further inspire discourse on how identity and power function at the individual and societal levels. Students will have the opportunity to write for a variety of purposes and will focus their attention on analytical, comparative, and personal essays, in addition to completing a research paper related to the theme. Students continue to develop strong thesis statements and provide evidence and analysis to support their ideas. To further the development of their reading and writing skills, students will study grammar and vocabulary contextually throughout the year. Assessments are derived from students' reading, writing, and class discussion. Students in the foundational level receive differentiated materials and assignments to support their learning, and students in the honors level will receive additional reading, writing, and research assignments.

English: Identity and Power--Foundations (2025-26, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers and writers. To this end, students study literature from a variety of genres with a critical lens. The texts and poetry explore themes related to leadership and may include works such as *Who Was Ann Frank?*, *The Outsiders*, *Home of the Brave*, *Frankenstein*, *The Hate U Give*, *My Friend the Enemy*, and *Night*. While students have the opportunity to write for a variety of purposes, they focus their attention on personal narratives, comparative essays, literary responses, and perspective essays. Additionally, students will complete a research paper related to the theme of conflict and resolution. Students will continue to learn to

develop strong thesis statements and provide textual evidence and analysis to support their ideas. To further the development of their reading and writing skills, students study grammar and vocabulary contextually throughout the year. Assessments are derived from students' reading, writing, and class discussion. Students in the foundational level receive differentiated materials and assignments to support their learning.

Honors/AP English: Literature (2025-26, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers, writers, and critical thinkers. In particular, this course will challenge students to pay attention to the daily arguments presented to us in today's media, and teach them that all good writing is rewriting. This honors-level English Literature course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students will evaluate, synthesize, and cite text to support their arguments. Additionally, throughout the year they will read and analyze rhetorical elements and their effects in nonfiction texts--including images as forms of text--from a range of disciplines, voices, and historical periods. Students will read fiction and non-fiction texts that include *Frankenstein*, *Lord of the Flies*, *The Things They Carried*, *The Diary of a Young Girl*, *A Small Place*, *Americanah*, *Interior Chinatown*, *The Cartographer Tries to Map a Way to Zion*, *The Joy Luck Club*, *Between the World and Me*, *The Underground Railroad*, *Gulliver's Travels*, and *Macbeth*. Throughout the year, students are supported through one-to-one teacher conferences, peer revisions, and regular essay writing through a process of drafting and revision.

English: Coming of Age and Journeys (2026-27, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers, writers, and critical thinkers. The texts explore themes related to coming of age and journeys and may include *When I Was Puerto Rican*, *Enrique's Journey*, *The Boys in the Boat*, *Othello*, *Persepolis*, *American Born Chinese*, *Things Fall Apart*, and *There, There*. These readings, paired with class discussion, projects, and essays will expose students to diverse voices and the struggles and triumphs of coming of age. These texts will illuminate the various types of physical, mental, and emotional journeys representative of individuals, groups of people, and changing societies. Students will have the opportunity to write for a variety of purposes and continue to develop personal and analytical writing skills throughout the year. They will focus attention on personal narratives, analytical, and expository writing, in addition to composing a research paper related to the theme of coming of age and journeys. Students will continue to learn how to develop strong thesis statements and provide evidence and analysis to support their ideas. To further the development of their reading and writing skills, students study grammar and vocabulary contextually throughout the year. Assessments are derived from students' reading, writing, and class discussion. Students in the foundational level receive differentiated materials and assignments to

support their learning, and students in the honors level receive additional reading, writing, and research assignments.

English: Conflict and Resolution (2027-28, Grades 9-12)

All aspects of this course are designed to support students in becoming more effective readers, writers, and critical thinkers. The texts and poetry explore themes related to conflict and resolution and may include works such as *A Long Way Gone*, *The Kite Runner*, *1984*, *Lord of the Flies*, *Night*, *Slaughterhouse 5*, *Henry VI*, *Cold Mountain*, *Beyond War*, *The Namesake*, and independent reading. Textual reading paired with class discussion, projects, and writing will expose students to the complexity of conflict and the process of resolution. These texts will illuminate the various struggles between forces and will explore relationships, tensions, and resolutions that occur on an individual and global scale. This course will encourage students to identify internal and external conflicts affecting characters and societies and their resounding effects. Students will also study the techniques writers use to drive conflict and establish resolution within the story arc and employ these techniques in their own writing. Balancing the study of literature and the creation of writing, students will write for a variety of purposes ranging from expository and personal narrative to research, analysis/argumentation, and creative writing. The emphasis throughout will be in helping students continue to develop as enthusiastic and skilled readers and as confident writers. Students will continue to learn to develop strong thesis statements and provide evidence and analysis to support their ideas. To further the development of their reading and writing skills, students will study grammar and vocabulary contextually throughout the year. Assessments are derived from students' reading, writing, and class discussion.

History and Social Sciences

Graduation Requirement: Four years (4 credits), including two years of World History and two of United States History, with one of those years focused on Economics and US Government

IDEAL's History Department emphasizes historical thinking, research, and writing skills as students study American and World history through a variety of contrasting lenses. Debate and discussion are featured heavily in classes that cultivate student voice and opinion through the examination of various viewpoints, even as students develop their essential knowledge of the subject matter. All history classes are mixed-grade, with instructional groupings suited to learning profile and readiness. A variety of levels, including foundational and honors, are offered each year, with intentional bridges and opportunities for shared conversations and projects among all classes.

Civil Rights Research Projects (Grades 9-12)

The annual, schoolwide Civil Rights Research Project is an opportunity for every student to examine an aspect of civil rights that resonates for them and springs from the history curriculum. This year-long research process begins in September with students exploring the focus that their research will take. In recent years, students have studied women's rights, environmental racism, and the rights of religious and ethnic groups. Students increasingly

focus their research towards organizations that can allow them to take personal agency in supporting initiatives that are meaningful to them, such as finding solutions to urban food deserts or clean water access. Guided by teachers, students identify research sources and articulate their understanding of the civil rights issue, the stakeholders, potential solutions, and ways young people can have agency in the solution. Students write a research paper and develop a forum to present and share their research with the community in their Civil Rights Research Presentations.

World History: Global Civil Rights Movements (2024-25, Grades 9-12)

Beginning with the Enlightenment in Europe, students explore the development of the concepts of human rights, liberalism, and the formation of the secular nation-state. They also look at how other civilizations around the world contributed to the concept of human rights. Students explore how Enlightenment ideals influenced other civilizations to rise up against authoritarian regimes. After looking at the revolutions in France and Latin America, the class turns to a different type of revolution, the Industrial Revolution, which led to European colonization of the world. Students take an in-depth look at the impact of colonization on societies around the world, ending with how these communities were able to achieve independence and create their own nations. Many of these societies were able to do this nonviolently. Thus, beginning with Gandhi, the class examines nonviolent political revolutions and the emergence of new nation-states. Finally, the class develops an understanding of a new era of international and political order by studying the two World Wars and the development of the United Nations. The class concludes with a study of the Cold War, the emergence of America as the primary world power, and finally to the “rise of the rest,” the new political order of emerging economies in an era of globalization.

World History: Global Civil Rights Movements--Foundations (2024-25, Grades 9-12)

The foundational level of Global Civil Rights Movements studies how civil rights movements around the world affect how we live today. This course begins with a focus on Gandhi--his life, important ideas, and how he led nonviolent political revolutions. Gandhi serves as a key figure in this class, as students frequently look back to see how he might have navigated moments of tension around the world. The class studies other revolutions that have taken place around the globe and how each revolution came to be and changed its nation. With each new country studied, students explore the culture, geography, and traditions that distinguish them. Students analyze, compare, and contrast the countries with America, learning how each is unique and that all peoples and traditions bring a different perspective to the world. The year concludes with students researching and presenting the history, culture, geography, traditions, and a key movement that led to civil change in a country that interests them. Ultimately, this course gives students a deeper understanding of the world around them and the beliefs and movements that unite and divide nations and peoples.

United States History (2025-26, Grades 9-12)

This class examines the history of the United States from its founding to the present. Whether or not history matches the ideals the Founding Fathers put forth for their new nation is an essential question. Therefore, students first examine what motivated our founders to break away from Great Britain and form “a more perfect union” and then look at the institution of our government and how it upholds those original values. Students analyze the Declaration of Independence, the United States Constitution, and the Constitution of New York to determine how these important documents are relevant to the world today. Students examine American history from its founding through the civil rights era and to the present day, paying close attention to marginalized groups whose voices are often left out of history, in order to see if the original goals of the Founding Fathers extended to them. The focus of the class is on who has belonged to our nation and who has been excluded in different eras. Students employ and develop their research skills through an individualized Civil Rights Research paper, through which they research an area of civil rights of personal interest. This course uses *A People’s History of the United States* by Howard Zinn.

United States History--Foundations (2025-26, Grades 9-12)

The approach to this course begins with exposure to life in the colonies and understanding how our government came to be, as well as how it evolved through the years. Students study the development of the Constitution, the amendments, and how the laws created by the founders impact our lives today. Major themes of this class include industrialization, urbanization, the emergence of the United States as a world power, the two World Wars, the Cold War, 9/11, and current events. The branches of government and civic responsibility are also essential topics. A multisensory approach helps students to gain an understanding of how and why the history of the United States has evolved and developed into the country they live in today. This course uses *A Young People’s History of the United States* by Howard Zinn.

United States Government (First semester 2026-27, Grades 9-12)

In this course, students study the United States government and its evolution from the Revolutionary Era to the present. Students begin by analyzing the U.S. Constitution and the forces that shaped it, including the conflict and balance between federal and state power. Students research the three branches of the federal government, exploring how the legislative, executive, and judiciary branches interact. They analyze some key decisions of the Supreme Court to evaluate how it interacts with and guides the American system. Students also debate the four theories of power in America: pluralist, Marxist, elite, and bureaucratic. Students learn about the electoral process and the impact of special interest groups on the government. Civil rights and liberties are also a focus of this class as students examine interpretations by the courts such as freedom of speech, rights of the accused, and the rights of women. The class moves from the theoretical to the practical as students explore ways in which individuals and groups can participate in government--through voting, protest, and movements, and compare various movements, past and present. Students also develop media literacy skills by evaluating the impact of the media--from print to television and

online sources--on elections and movements. As a part of this unit, students research the ownership and influence of contemporary media outlets. For a final project, students research and develop--and, if they choose, implement--a plan to contribute to a movement or political action group that is personally meaningful to them.

United States Government--Foundations (First semester 2026-27, Grades 9-12)

In this course, students study the history of our nation's government, the branches of government and their roles, and how the branches work together to ensure we remain a democracy. Students also learn about the key concepts of the Constitution. The class explores how the Constitution was created, its language, components, and the importance of the Bill of Rights. Students also spend time discussing how this document is important to our country's history and today's society. Students compare and contrast the roles of the federal and state governments and research the three branches of government and the concept of checks and balances. Students learn about the key positions in each branch and research a job that interests them, presenting to the class about the requirements and the role and responsibilities of those holding this position. As a part of this course, students also develop media literacy skills, evaluating the presentations of candidates and special interest groups on television, in print, and on social media. In addition to learning about how the media influences voters, students learn about the responsibility of voting and the electoral process. For a final project, students select a political figure or movement in recent history to research, write about, and present to their classmates.

Economics (Second semester 2026-27, Grades 9-12)

This course explores the production, consumption, and transfer of wealth through the history of our country. Students study how major fiscal crises and events such as the Great Depression, the Great Recession, the collapse of the United States housing bubble, and drivers such as inflation and unemployment affect the different socioeconomic classes that make up our country. Students research and analyze market cycles, supply and demand, small vs. large businesses, and the stock market to gain insight into the intricacies of the American capitalist system. Activities include a comparison of primary and secondary sources in a variety of media, as well as debate and class discussions. Students complete research papers, interviews, and projects as they explore the impact of economics on American history and the daily lives of Americans.

Economics--Foundations (Second semester 2026-27, Grades 9-12)

In the foundational level of Economics, students examine the importance of money and how it directly ties to the world around us. Core concepts include a comparison of wants vs. needs, wealth vs. poverty, small vs. large businesses, and how key fiscal crises affected these concepts for different socioeconomic classes. Students research, compare and contrast, and use critical thinking skills to understand how drivers such as inflation, unemployment, and recession impact different economic groups when obtaining jobs, homes, clothing, healthcare, and other necessities. Mathematical thinking skills critical to daily living and

budgeting are reinforced throughout this course. As a culminating project, students design their own small business, plan a budget, and run and evaluate it.

World History (2027-28, Grades 9-12)

This course focuses on the study of world history through exploration of the ancient and classical civilizations that spread along the east/west latitude in Eurasia, spanning the early dynasties of China to the Muslim empires of the Middle East to the city-states of Greece and the Roman Empire. Students study how these empires interacted and what ideas and goods passed along trade corridors like the Silk Road. Students also trace the migrations of people into the Americas to study the great empires of the Olmec, Maya, Aztec, and Inca, as well as studying the great kingdoms and empires of Ghana, Mali, and Songhai. The rise and fall of empires is a central theme throughout World History, as students explore what causes empires and civilizations to flourish and thrive in Golden Ages, what factors lead to their decline, and how power centers have shifted throughout history. The class also explores the roots of two of the world's most practiced religions, Christianity and Islam, to see how they were integrally connected to the first Abrahamic religion, Judaism. In this course, students learn how to analyze primary sources and compare and contrast differing belief systems, social policies, and political systems in order to understand bias and differing perspectives.

World History--Foundations (2027-28, Grades 9-12)

Students at the foundational level study the countries that make up our world. The year starts as students explore how Pangea split into continents. After that, the class spends the rest of the year learning about each continent and its countries. Students study ancient Greece, Rome, China, South Africa, Australia, Germany, Russia, Brazil, and more. History, language, customs, art, geography, and daily life are the primary aspects of culture in which this course immerses students. Students end the year by completing a presentation on a country of their choice; this project integrates research, writing, speaking, technology, and graphic design skills. Students leave the class knowledgeable about the world around them and ready to travel and continue to learn more.

The Learning Center

The Learning Center is the hub of academic life at IDEAL. It provides a comfortable space for one-to-one and small group work where experienced learning specialists and faculty expand upon classroom instruction by providing additional support, enrichment, and resources. For students in the Zenith Program, their schedule provides time throughout the school day, one to three times per week, to work with learning specialists to address specific academic needs. All students are encouraged to visit or schedule an appointment to explore resources or clarify current work. The Learning Center is overseen by experienced learning specialists who also serve as resources to faculty members, supporting differentiation, and developing student-centered or technology-based activities.

Mathematics

Graduation Requirement: 4 years (4 credits) of Math

The Mathematics Department strives to foster in all students an understanding of the foundational and algebraic mathematical functions that order our world. Math classes encourage critical analytical thinking, creative and collaborative problem solving, and connections between the curriculum and the world. Students are assessed regularly to be sure they are progressing at an appropriately challenging and supportive pace. Students begin the curriculum as appropriate for their readiness level and progress through multi-grade classes recommended by the department to challenge and support their development.

Math for the Real World:

Math for the Real World takes the skills students learned in previous foundational math classes and applies them to real-world experiences. Students focus on time management, money, and measurement skills to help round out their math curriculum. Students travel into the community to practice their money skills and plan activities in and around the city to solidify their time and money management skills. Students run the school store--they identify items that other students would buy, price the items, use a cash register, and make change for customers. Additionally, students monitor profits and keep track of data. This class gives students practical experience for life beyond IDEAL. This course uses the AbleNet *Equals Mathematics* program.

Topics of Algebra--Year 1

Fundamentals of Algebra builds on the basic math skills students have learned in previous foundational math classes and applies them to algebraic concepts. The first semester focuses on using mathematical thinking to solve real world problems. Through a semester-long inquiry project, students develop budgeting skills and research a career of their choice. During the second semester, students are introduced to algebraic concepts. They learn to identify and simplify the components of algebraic expressions using the distributive property and combining like terms. Students study how to read and write algebraic expressions, and how to evaluate variable equations to solve for x . Throughout the course, students continue to develop numerical fluency in real-world, inquiry-based problem solving. This course uses the *Common Core Algebra I* program from eMATHinstruction.

Topics of Algebra--Year 2

Fundamentals of Algebra Year 2 continues to develop essential algebra skills from the previous year. Students explore the coordinate plane, plot points, and learn to find the distance between two points. Students expand on their understanding of the structure of expressions and equations to solve more complex real-world problems. Students then make connections between the equations of linear functions and their graphs. The year concludes with the study of quadratic expressions and functions. This course uses the *Common Core Algebra I* program from eMATHinstruction.

Algebra 1

In Algebra 1, students develop the skills, knowledge, and vocabulary necessary to perform, express, and communicate mathematical ideas and solve real-world problems using algebra. Students develop algorithms for solving and simplifying expressions, equations, and inequalities. Students work with linear and quadratic functions, in both equation and graph forms, which help to model their thinking. Through discussions and guided activities, students explore positive and negative exponents and learn how these concepts relate to many areas of study outside of mathematics, such as finance, science, and gaming. Students develop techniques for factoring polynomials that will serve them well in future math and science courses. Students also learn how to use online graphing applications and TI-83/84 calculators to assist them in their work. This course uses the *Common Core Algebra I* program from eMATHinstruction.

Geometry

Geometry formalizes and extends students' geometric experiences from previous pre-algebra and algebra coursework. Students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments and proofs. Specifically, this course covers Euclidean geometry including definitions, postulates, and theorems. Students also learn to complete geometric constructions. Additional areas of study include congruence, parallel and perpendicular lines, similarity, right triangles, and an introduction to trigonometry. Various algebraic techniques are incorporated throughout the year in the application of geometric concepts and while modeling given situations. This course uses the *Common Core Geometry* program from eMATHinstruction.

Topics of Algebra 2 & 3

This course builds upon topics from Algebra 1 and is designed to strengthen fundamental algebra skills and prepare for higher-level mathematics. The concept of a function is the foundation of this course and ties together each unit. Students study linear, exponential, logarithmic, quadratic, and circular functions and equations. This includes the study of complex numbers, trigonometric ratios, and absolute values. These skills are applied to model and solve real-world problems such as compound interest, projectile motion, and architecture. This course uses the *Common Core Algebra II* program from eMATHinstruction.

Algebra 2/Trigonometry

This course builds upon topics from Algebra 1 and is designed to strengthen fundamental algebra skills and prepare for higher-level mathematics. The concept of a function is the foundation of this course and ties together each unit. Students study linear, exponential, logarithmic, quadratic, and circular functions and equations. This includes the study of complex numbers, trigonometric ratios, and absolute values. These skills are applied to

model and solve real-world problems such as compound interest, projectile motion, and architecture. This course uses the *Common Core Algebra II* program from eMATHinstruction.

Statistics and Data Analysis

This course provides an introduction to the fundamental principles of statistics, probability, and data analysis. Students explore distributions of data and apply measures of central tendency, variation, and standard deviation, interpreting the information that can be derived from each measure. In this project-based course, the techniques of analysis will be applied to a range of real-world phenomena including sporting outcomes, the stock market, population dynamics, virus spread, and the statistics of extreme weather events. Students will see applications of the normal distribution and distributions that are asymmetrical. The display of data through a range of graphical means will be explored and interpreted appropriately to a range of data sets. Students will explore the regression analysis of two-dimensional data sets, examining the data for linearity or other functional relationships. This course uses *Statistics and Probability with Applications* (Starnes and Tabor) and *Introduction to Statistics: An Intuitive Guide for Analyzing Data and Unlocking Discoveries* (Frost).

Physical Education

Graduation Requirement: 3 credits of PE, taught three days per week in Grades 9-12

The High School physical education program is designed to support the skills and practices that develop a lifelong appreciation for physical fitness and to ensure that students engage in physical activity. Students are introduced to a range of sports, practice teamwork, build stamina, and develop the habit of maintaining an active and engaged lifestyle.

Physical Education

The Physical Education curriculum emphasizes the need for physical activity to support healthy lives while honing students' fundamental skills in team sports and fitness. Units are focused not only on learning the skills required to play sports but also on how to be a supportive member of a team. All units include fitness days and activities so that students can work towards individual goals. Students practice a range of sports over the course of the year, including soccer, floorball, basketball, volleyball, and badminton. Students also create their own original games, presenting and teaching them to the class.

Health and Wellness

Graduation Requirement: 1 credit of Health and Wellness, taught 1 day per week, during the PE block in Grades 9-12

IDEAL's Health and Wellness curriculum is predominantly based on the Sexuality Information and Education Council of the United States ([SIECUS](#)) guidelines. Key concepts of the curriculum include human development, relationships, personal skills (decision-making, communication, negotiation), drug and alcohol avoidance, and sexuality. Topics for lessons, discussions, and readings are approached in developmentally appropriate ways, where a

class may break into smaller groups based on the subject matter and readiness of individuals within it. The curriculum also emphasizes the importance of establishing safe and effective health practices both inside and outside of school. The class will look at the significance of practicing good nutrition, the world of mental health, and peer-to-peer relationships. Sexual health encompasses discussions of behavior, consent, sexually transmitted diseases, identity, and the role of society and the media. All IDEAL students take a Health and Wellness class once a week during the PE block.

Science

Graduation Requirement: Three years (3 credits), consisting of Chemistry, Physics, and Biology or the corresponding foundational courses

IDEAL's Science Department is dedicated to creating an inquiry-based curriculum that develops students' foundational knowledge of biology, chemistry, and physics, as well as opportunities for elective study. Students learn through hands-on exploration and experimentation. Students also have opportunities to apply their science skills and literacy to examine our planet's most pressing challenges in sustainability, particularly those involving human health and environmental issues.

Physics (2024-25, Grades 9-11)

Physics explores the nature of motion, matter, and energy. In this survey course, students study concepts including the fundamental properties of mechanical systems, such as motion, forces, and energy, with their applications to heat, electricity, magnetism, sound, and optics. Students conduct laboratory investigations, which play a central role in consolidating their understanding of the concepts and applications in their lives. Physics gives students a regular opportunity to apply math skills at every level through estimation, calculation, measurement, and algebraic application of formulae. Coursework involves laboratory activities, class experiments, data analysis, and independent research that require students to demonstrate problem-solving skills that connect to applications that range widely, including sports, music, space, Earth dynamics, transportation, and digital technology. Honors physics provides additional emphasis on the mathematical tools necessary to solve more complex problems. Students in the foundational level explore the same topics through a multisensory approach tied closely to real-world phenomena. This course uses the *Experience Physics* text from SAVVAS Realize and *Conceptual Physics* by Paul Hewitt.

Biology (2025-26, Grades 9-11)

This course explores traditional concepts in biology, including genetics, evolution, and molecular interdependence within the systems of our bodies and the planet. The class begins with an introduction to biochemistry and atomic theory to understand molecules of the cell and protein synthesis. Students then explore DNA structure to understand modern genetic engineering and theories of heredity and evolution. Through experimental design and comparative anatomy dissections, students investigate body systems of several phyla of the animal kingdom, ultimately studying the eleven human systems necessary to maintain

homeostasis. Finally, students engage in ecological studies to question and solve problems that relate to the environmental challenges that affect our planet. This college-preparatory course incorporates inquiry-based learning, laboratory activities, oral presentations, collaborative study, and scientific writing.

Students in the foundational section focus on connections between the anatomy and physiology of human body systems and healthy lifestyle practices. Inquiry-based learning includes the creation of scientific models, laboratory investigations, and a wide variety of hands-on activities. Students are encouraged to build presentation skills and work collaboratively to share knowledge and implement learning in their personal lives. Honors Biology is an intensive course taught at a level equivalent to that of an introductory biology course taken in college. The emphasis is on developing an understanding of biological concepts including cell and molecular biology, genetics, organismal biology, ecology, and evolution.

Chemistry (2026-27, Grades 9-11)

This introductory course in the theories and concepts of modern chemistry is designed to prepare students for college chemistry. Topics are presented to increase awareness and understanding of the role of chemistry in daily life and in environmental issues prevalent in our world today. The course emphasizes atomic and molecular structure, chemical bonding, stoichiometry, properties of gases and solutions, reaction rates and equilibrium, acid-base reactions, and chemical thermodynamics. Students are introduced to organic and nuclear chemistry through inquiry-based learning and independent research initiatives. Laboratory work develops students' reasoning power and the ability to apply chemical principles to current environmental and human health challenges. In Honors Chemistry, students explore topics in additional depth and additional emphasis is placed on the formal lab report and analysis of data. In Foundations of Chemistry, students are introduced to the study of matter and the practices of scientific investigation. Students learn about the physical properties of solids, liquids, and gasses, and they explore changes in states of matter and density. Using the scientific method, students predict, experiment, and observe chemical reactions.

Global Languages

Graduation Requirement: Three full years of the same global language or additional support in language arts with permission of the High School Head

Through the study of global languages at IDEAL, students gain confidence in reading, writing, listening, and speaking in the target language, and they develop an appreciation for the diverse cultures and communities of native speakers. The arts and experiential learning infuse the curriculum as students explore the rich history of the culture they are studying in New York City and across the globe, applying their knowledge in creative ways.

Spanish

Spanish 1

Spanish 1 provides daily opportunities for students to develop the fundamental elements of the Spanish language within a cultural context. The primary focus areas of this class are listening, understanding, responding, reading, and writing. Students learn and practice vocabulary on practical topics such as school, family, home, community, animals, sports, transportation, travel. The class is taught largely in Spanish to allow students to practice conversational skills. Upon completion, students are able to comprehend and respond with grammatical accuracy to both spoken and written Spanish and are also ready to demonstrate their cultural awareness with more confidence. Throughout the year, students travel to cultural events, art exhibits, shops, and restaurants to expose them to the rich Latinx culture within New York City. This course uses *High School Español Santillana 1* and *Easy Spanish Step-By-Step* texts.

Spanish 2

In this course, students continue to improve their skills in all modalities of the language--listening, speaking, reading, and writing--with a heavy emphasis on grammatical structures. Multimedia presentations and interactive activities develop students' content mastery and fluency. Having mastered the present tense in Spanish 1, students study the past, present progressive, present perfect, conditional, and future tenses, along with learning commands and reflexive verbs. Spanish 2 moves beyond daily life into topics such as travel, sports, leisure activities, childhood, news, and professions. Skills are developed through more advanced reading, writing, and listening activities, and speaking practice. Creating awareness of social justice is an important aspect of this Spanish class which explores issues that Latinos face in their home countries and the reasons behind immigration to the United States. In addition to talking about the challenges Latinos face in this county, we also celebrate their achievements. This course uses *High School Español Santillana 2* and *Easy Spanish Step-By-Step* texts.

Advanced Spanish: Language and Culture

Advanced Spanish: Language and Culture is a rigorous course, conducted almost exclusively in Spanish, providing students with opportunities to develop language proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Students will engage with authentic materials including essays, literary texts, newspaper articles, charts and graphs, music, podcasts, and videos. These materials, which are representative of the Spanish-speaking world, are the source material for reading, writing, listening, and speaking within the three modes of communication. Through engagement with authentic sources, students will develop an understanding of the culture that allows them to make comparisons based on interdisciplinary analysis and interpretation.

Senior Electives

Senior electives are offered to students who have met their three science graduation requirements of biology, chemistry, and physics, or who have met their Spanish language requirement. Students are offered a range of semester-long electives, independent studies, or year-long classes offered by One Schoolhouse. Electives are driven by student and faculty interest.

Recent electives offered include:

American Sign Language

Journalism and Media Studies

Culinary Arts

Philosophy

Astronomy and Cosmology

Sustainable Design

Recent Student Independent Studies, include:

The Study of Black Music

Mental Health of Children During the Pandemic

IDEAL Career Exploration Course

Exploration of Arts

Exploration of Sports

Exploration of Education

Exploration of Music

Exploration in Culinary Arts

One Schoolhouse

IDEAL is a member of the [One Schoolhouse Consortium](#). Membership in One Schoolhouse allows us to expand our High School course offerings. Upper-level electives offered through One Schoolhouse include Psychology, Latin 1, Marine Science, This I Believe: Activism in the Age of Disenfranchisement and Extremism. Through One Schoolhouse, IDEAL also offers Advanced Placement (AP) classes including AP Spanish Literature and Culture and AP Studio Art. Summer transition classes include Summer Geometry. Girls can also take single-gender online classes through [The Online School for Girls](#), a subsidiary of One Schoolhouse. Students interested in taking a One Schoolhouse class and who meet the minimum course prerequisites are encouraged to see the Head of School for an application.

One Schoolhouse Classes at IDEAL

IDEAL will provide funding for eligible students to take one class through [One Schoolhouse](#) in Grades 9-12. IDEAL supports students in taking One Schoolhouse classes by communicating

regularly with the One Schoolhouse administration and checking in with our students. One Schoolhouse classes are offered for credit and will appear on students' transcripts, so this represents a serious commitment on their part. IDEAL students are expected to adhere to all expectations and policies set forth in IDEAL's handbook and in the One Schoolhouse Handbook. Please review with care the withdrawal and refund policies in the One Schoolhouse Handbook. Withdrawal after the deadline will result in a \$500 charge to the family.

Summer classes offered by One Schoolhouse (go to www.oneschoolhouse.org to review the course description before selecting):

Geometry
AP Computer Science Principles
Pre-Calculus
World Religions

A sampling of courses offered by One Schoolhouse (go to www.oneschoolhouse.org to review the course description before selecting):

AP Art History	AP US Government & Politics
AP Calculus	AP Comparative Government and Politics
AP Chinese Language & Culture	Art History
AP Computer Science A	Chinese III/IV
AP Computer Science Principles	Civics, Culture, and Intersectionality Gender and Sexual Identity in America
AP English Literature	Latin I, Latin II, Latin III/IV
AP Environmental Science	Marine Science
AP Human Geography	Neuroscience
AP Music Theory	Psychology
AP Psychology	
AP Statistics	

Leadership, Service Learning, and Social Justice

Working in concert with the academic curriculum, the leadership, service learning, and social justice programs at IDEAL foster the social and emotional development of confident and compassionate young people who are able to advocate for themselves and others; possess the self-awareness to take healthy risks that lead to growth; and are prepared to contribute their voices and talents to a more just and equitable society.

Leadership

Every Upper School student can find an opportunity to lead at IDEAL. Student voices and leadership find expression formally and informally. Student Council provides a forum for students to discuss issues related to life in the Upper School, represent their peers, and plan student-centered community activities and initiatives. Student leaders represent the school regularly as admissions ambassadors and panelists. Clubs offer students opportunities to lead in a wide array of activities. Upper School students are also paired as buddies with Lower School students.

Advisory

Every High School student is a member of a grade-level advisory group, and every advisory group is led by faculty members who look after the academic, social, and emotional growth of the individuals and the group as a whole. Advisory groups gather briefly at the beginning and end of each day to touch base and to strengthen the sense of community before delving into academic classes. Advisory groups also meet each week for guided discussions on topics related to health, friendship, advocacy, and growth mindset. With guidance from an advisor, weekly time is spent working on navigating the topics and stressors that are important for High School age children. Students spend time practicing mindfulness techniques, frustration tolerance, conflict resolution strategies, and discussing issues that might be weighing on them. It is the role of the advisor to know each student as an individual and as a learner and to support the academic and personal growth of each student on a daily basis and in more strategic ways over the course of the year. The advisor serves as the first point of contact and as a partner for parents so that the school and families act in concert to support each child in achieving their full potential.

Service Learning

Aligned with IDEAL's mission to build a more just and equitable world, the High School Service Learning Program builds on the foundations laid in the Lower and Middle Schools. In Grades 9 and 10, students survey a range of service organizations and identify a few that particularly resonate with their interests. Designated service learning days provide students with service experiences with a range of organizations. With the guidance of a faculty mentor, Grade 11 students focus their service on a particular organization, learning more about its mission, operations, population served, and organizational needs. As seniors, each student develops and undertakes a capstone project designed to serve their organization over the course of the year, presenting to the IDEAL community during the closing weeks of school, prior to graduation. High School students are required to serve community organizations for a minimum of 15 hours per year.

Social Justice Curriculum

IDEAL's anti-bias and multicultural values are woven into the fabric of our curriculum and school. We support each student's positive identity and attitude development by directly addressing during Community Time the impact of stereotyping, bias, and discriminatory behavior; encouraging cooperative learning; and teaching conflict resolution. Students compare multiple perspectives in all of their classes as they develop empathy, voice, and self-advocacy skills. Social justice topics are also woven into the advisory program. Inclusive education provides students with an excellent academic foundation and empowers them to succeed in a truly diverse society with self-confidence, acceptance, and compassion.

Senior Leadership--Senior Speech

Seniors are leaders in the school. As they prepare for post-secondary life, every senior will work on a Senior Speech, drafting, editing, and refining a speech on a meaningful topic of their choice. The senior speech draws deeply on the senior's experience and growth through IDEAL as well as their aspirations for making an impact in their world. The speech is presented to the community during a special Senior Speech Assembly that meets approximately once a month from October to April.

Senior Leadership--Senior Career Exploration

The Senior Project is a work experience through which seniors engage with shadowing and supported internships in careers they are interested in. Students work with a mentor to identify, research, discuss, and learn more about their passions and future goals. The student is supported in this process, connects with the organization, and engages with professionals in the professions of their interests. At the conclusion of the work period, each senior makes a presentation to the community to share their experiences and what they learned.

College and Postsecondary Guidance

IDEAL's College and Postsecondary Guidance Program partners with families to develop a student-centered, individualized plan that encourages students to take appropriate ownership of their postsecondary process. Throughout the academic year, families have the opportunity to receive information through college nights and intimate panel discussions with college and postsecondary access experts. The process begins in Grade 9 by beginning discussions about post-secondary hopes and plans and continues with increasing focus throughout their High School years. Through one-on-one conferencing and a year-long College Research and Exploration course, Grade 11 and 12 students establish goals and reflect on how they learn best. This weekly preparation class includes a personal statement writing workshop, financial aid overview, interview preparation, and how to request letters of recommendation from teachers. Students in Grade 11 also have the opportunity to enroll in a four-month SAT preparation course on the IDEAL campus with the external prep company Empire Edge, through which they receive individualized weekly feedback and coaching. Families meet with IDEAL's College and Postsecondary Counselor to help them identify an appropriate range of options that best suit the student's aspirations and chart a course through the application and financial aid process. Grade 12 students and their families are supported through all the steps of applications, including financial aid applications, evaluation of offers, and connecting with specific programs.



One Schoolhouse Online Course Application

Name: _____

Date: _____

Title of the online class you are applying to take _____

Please be sure that you meet the prerequisites for this course.

Please respond to each question in three to five sentences (type or use the back of the page if necessary):

1. Why do you want to take a One Schoolhouse class?
2. What challenges and opportunities might this course present?
3. How have you demonstrated the independence and grit (perseverance and passion) required for success in an online class?

Signatures--Required

I understand that by enrolling in a One Schoolhouse online class, I am undertaking a commitment with expectations that are similar to the expectations for my IDEAL classes. I will complete my work in a timely manner and communicate regularly with my online teacher and IDEAL advisor about my progress. My online course grades will appear on my IDEAL transcript. I am required to comply with all One Schoolhouse policies and procedures, including course withdrawal policies. Withdrawal or failure in a course after the course withdrawal deadline will result in a \$500 charge to the family and will appear on my academic transcript.

Student Signature _____ Date_____

Parent/Guardian Signature _____ Date_____