



UPPER SCHOOL

COURSE CATALOG

2027 - 2027

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GRADUATION REQUIREMENTS

E.A. Young Academy's Upper School graduation requirements are designed to provide scholars with a rigorous academic foundation while allowing for accelerated, individualized, and talent-development pathways.

Beginning with the Class of 2028, scholars must earn a minimum of 29.0 credits for graduation. The Class of 2027 completes a 30.0-credit graduation program reflecting the History/Social Studies/Civics requirements applicable to that cohort.

Scholars must earn three credits in the same Language Other Than English.

Graduation requirements represent minimum expectations. Scholars frequently exceed these requirements through advanced coursework, accelerated academic pathways, Talent Development experiences, or approved college-level study.

Because EAYA scholars may complete Upper School coursework while enrolled in Middle School, approved Upper School courses completed prior to ninth grade may satisfy applicable graduation requirements. For the Class of 2027, grades earned in Upper School courses beginning in eighth grade are included in the cumulative Upper School GPA; grades earned prior to eighth grade are excluded. Beginning with the Class of 2028, grades earned in Upper School courses prior to ninth grade are excluded from the cumulative Upper School GPA. In all cases, approved Upper School coursework and credit remain reflected on the scholar's Upper School transcript.

Graduation Area	Class of 2027	Class of 2028+
English Language Arts	4.0	4.0
Mathematics	4.0	4.0
Science	5.0	5.0
History/Social Studies/Civics	5.0	4.0
Language Other Than English	3.0	3.0
Communication/Fine Arts	2.0	2.0
Health/Physical Education	1.0	1.0
Talent Development	4.0	4.0
Design Thinking, Engineering & Computer Science	2.0	2.0
Total	30.0	29.0

MINIMUM ANNUAL COURSE LOAD

Upper School scholars are required to maintain a minimum annual course load of **five full-credit academic courses**.

Scholars are strongly encouraged to include coursework each academic year in each of the four core academic disciplines: **English Language Arts, Mathematics, Science, and History/Social Studies/Civics**.

Because EAYA scholars may complete Upper School coursework prior to ninth grade or progress through subject areas at an accelerated pace, individual academic pathways may

vary. Course selection is determined in consideration of graduation requirements, prior coursework, academic readiness, postsecondary goals, and available advanced coursework.

INDIVIDUALIZED COURSE PLANNING

EAYA's academic program is intentionally designed around scholar readiness rather than rigid grade-level sequencing. Scholars may advance through particular disciplines at different rates, and course placement reflects demonstrated readiness, prerequisite knowledge, prior coursework, and the scholar's developing academic and postsecondary goals.

As a result, scholars within the same graduating class may follow substantially different academic pathways. Some scholars complete Upper School coursework prior to ninth grade, while others may incorporate Advanced Placement, Distinguished, Dual Credit, Dual Enrollment, approved external coursework, or individualized study into their programs.

Course availability may vary from year to year based upon enrollment, scholar readiness, faculty availability, scheduling, and partnerships with outside institutions. EAYA works with scholars to develop an appropriate pathway toward completion of graduation requirements when a particular course is unavailable or when an accelerated scholar has progressed beyond EAYA's regularly offered sequence.

UPPER SCHOOL COURSEWORK COMPLETED IN MIDDLE SCHOOL

E.A. Young Academy scholars may complete courses designated for the Upper School while enrolled in Middle School based upon academic readiness. Satisfactory completion of Upper School coursework in Middle School is reflected on the scholar's Upper School transcript and applies toward applicable graduation requirements.

Beginning with the Class of 2028, grades earned in Upper School courses completed prior to ninth grade are excluded from the cumulative Upper School GPA. The course title, credit, and grade remain reflected on the scholar's transcript.

For the Class of 2027, grades earned in Upper School courses beginning in eighth grade are included in the cumulative GPA in accordance with the GPA policy applicable to that cohort. Upper School courses completed prior to eighth grade are excluded from the cumulative GPA.

Scholars who complete Algebra I and/or Geometry prior to ninth grade are expected to continue into appropriately advanced mathematics coursework based upon readiness and prior preparation.

EXTERNAL AND TRANSFER COURSEWORK

EAYA recognizes that individualized and accelerated academic pathways may include coursework completed outside E.A. Young Academy.

Coursework completed prior to enrollment at EAYA is reviewed to determine appropriate transfer credit and applicability toward EAYA graduation requirements. Coursework accepted for transfer credit is identified as such on the scholar's transcript.

While enrolled at EAYA, scholars may complete coursework through colleges, universities, accredited educational providers, or other approved outside programs.

Beginning with the Class of 2028, external coursework must receive prior EAYA approval to be incorporated into the scholar's EAYA academic program or transcript. Approved external coursework may be accepted when it:

1. satisfies or substitutes for an EAYA graduation requirement;
2. constitutes an approved Talent Development experience; or
3. qualifies as an Approved Academic Extension.

An Approved Academic Extension is academically substantive coursework that represents continued progression or advanced specialization within a discipline beyond the coursework reasonably available to the scholar through EAYA. Approval considers the scholar's prior preparation, academic pathway, the level and rigor of the proposed coursework, and the availability of comparable coursework through EAYA.

External coursework accepted by EAYA is recorded as **credit only** and does not receive an EAYA letter grade or affect the cumulative EAYA GPA. External coursework does not automatically receive an EAYA Honors, Distinguished, Advanced Placement, Dual Enrollment, or Dual Credit designation.

Completion of outside coursework does not guarantee its inclusion on the EAYA transcript. Scholars may pursue additional learning experiences independently without those experiences becoming part of the EAYA academic record.

Class of 2027 Transition: External coursework previously accepted and recorded on the transcripts of Class of 2027 scholars remains part of their EAYA academic record under the policies applicable to that cohort.

DUAL ENROLLMENT AND DUAL CREDIT

EAYA distinguishes between Dual Enrollment (DE) and Dual Credit (DC) according to the structure of the academic partnership through which the course is offered.

Dual Enrollment courses appearing on current EAYA scholar transcripts were offered in partnership with Tarleton State University. Psychology (DC) has been offered as Dual Credit through Texas Woman's University.

EAYA awards and records the applicable Upper School credit on the EAYA transcript. College credit and the corresponding college course record are awarded and maintained by the partnering college or university.

Because institutional partnerships and college course offerings may change, the availability of specific Dual Enrollment and Dual Credit opportunities may vary by academic year.

COURSE DESIGNATIONS

E.A. Young Academy uses course designations to communicate the level, structure, and academic expectations of Upper School coursework. Course designations reflect meaningful differences in curriculum, instructional expectations, assessment, and/or the institution responsible for awarding college credit.

Honors (H)

Honors courses provide advanced academic study characterized by increased depth, complexity, pace, and expectations relative to standard Upper School coursework. Honors courses are developed, taught, assessed, and graded by EAYA faculty.

Distinguished (D)

Distinguished courses represent EAYA's highest level of internally developed advanced coursework. Distinguished courses incorporate college-level content, materials, rigor, and academic expectations and are developed, taught, assessed, and graded by EAYA faculty.

Distinguished courses do not independently confer college credit and are not represented as Advanced Placement or college-sponsored courses.

Advanced Placement (AP)

Advanced Placement courses follow the curriculum and expectations established by the College Board for the applicable AP course. Instruction, assessment, and course grades are managed by EAYA faculty.

AP examinations are administered separately through the College Board and are not part of the scholar's EAYA course grade. Scholars enrolled in an AP course may elect whether to take the corresponding AP examination. Individual colleges and universities determine whether and how AP examination scores may be applied toward college credit or placement.

Dual Enrollment (DE)

Dual Enrollment courses combine EAYA instruction with enrollment in coursework through a partnering college or university. The partnering institution establishes the requirements for the college course and awards and maintains the corresponding college credit and college transcript. Instruction is delivered by EAYA faculty.

EAYA maintains responsibility for the scholar's EAYA Upper School academic record and awards the corresponding EAYA high school credit and grade.

Dual Credit (DC)

Dual Credit courses are EAYA courses that have been reviewed and approved by a partnering college or university for the awarding of college credit. EAYA manages course content delivery, instruction, assessment, and grading. EAYA faculty teaching Dual Credit coursework must meet the credentialing requirements established by the partnering institution.

The partnering institution awards and maintains the corresponding college credit and college transcript.

Transfer and External Credit

Coursework accepted from another high school, college, university, or approved external educational provider is recorded by EAYA as credit only. Grades earned through another institution do not transfer into the EAYA grading system and are not included in the cumulative EAYA GPA.

Only coursework taught and graded by EAYA receives an EAYA course grade and applicable EAYA GPA weighting.

GPA WEIGHTING BY COURSE DESIGNATION

EAYA calculates cumulative GPA using grades earned in EAYA coursework eligible for GPA calculation. Course weighting reflects the academic designation of the EAYA course.

Course Designation	GPA Weight
Standard/On Level	Base GPA
Honors (H)	Base GPA + 0.5
Distinguished (D)	Base GPA + 1.0
Advanced Placement (AP)	Base GPA + 1.0
Dual Enrollment (DE)	Base GPA + 1.0
Dual Credit (DC)	Base GPA + 1.0
Credit/No Credit (CR/NC)	Excluded from GPA
Transfer/External Credit	Excluded from GPA

GRADING SCALE

Numerical Grade	Letter Grade	Base GPA	Honors	AP / D / DE / DC
97–100	A+	4.33	4.83	5.33
93–96	A	4.00	4.50	5.00
90–92	A–	3.67	4.17	4.67
87–89	B+	3.33	3.83	4.33
83–86	B	3.00	3.50	4.00
80–82	B–	2.67	3.17	3.67
77–79	C+	2.33	2.83	3.33
73–76	C	2.00	2.50	3.00
70–72	C–	1.67	2.17	2.67
67–69	D+	1.33	1.33	1.33
63–66	D	1.00	1.00	1.00
60–62	D–	0.67	0.67	0.67
Below 60	F	0.00	0.00	0.00

Course weighting is applied to grades of C- or higher. Grades below C- receive the base quality-point value regardless of course designation.

ACADEMIC HONORS AT GRADUATION

E.A. Young Academy recognizes graduating scholars who demonstrate sustained academic excellence through the following distinctions, based upon the scholar's final cumulative weighted EAYA GPA:

Distinction	Cumulative Weighted GPA
Summa Cum Laude	4.83 and above
Magna Cum Laude	4.50–4.82
Cum Laude	4.17–4.49

GRADE CLASSIFICATION AND PROGRESS TOWARD GRADUATION

E.A. Young Academy identifies Upper School scholars by their anticipated year of graduation and corresponding grade-level cohort. Because scholars may progress through individual academic disciplines at different rates, accumulated credits do not independently determine grade-level classification.

Progress toward graduation is reviewed individually based upon completed coursework, remaining graduation requirements, and the scholar's anticipated graduation date. Scholars and families work with EAYA to plan an academic pathway that supports timely completion of graduation requirements while allowing for appropriate acceleration, advanced study, and individualized academic opportunities.

COURSE LOAD AND COURSE PLANNING

Upper School scholars are required to maintain a minimum annual course load of five full-credit academic courses. Scholars are strongly encouraged to include coursework each

academic year in each of the four core academic disciplines: English Language Arts, Mathematics, Science, and History/Social Studies/Civics.

Because EAYA scholars may complete Upper School coursework prior to ninth grade or progress through individual subject areas at an accelerated pace, academic pathways may vary significantly from one scholar to another. Course selection is determined in consideration of graduation requirements, prior coursework, academic readiness, postsecondary goals, and the availability of appropriately advanced coursework.

EAYA does not require scholars within the same grade-level cohort to follow an identical course sequence. Scholars may advance through disciplines at different rates, and course placement is based upon demonstrated readiness and prerequisite knowledge rather than grade level alone.

Course availability may vary from year to year based upon enrollment, scholar readiness, faculty availability, scheduling, and partnerships with outside institutions. When a particular course is unavailable or a scholar has progressed beyond EAYA's regularly offered sequence, EAYA works with the scholar to identify an appropriate pathway toward continued academic progress and completion of graduation requirements.

COURSE CHANGES, ADD/DROP, AND WITHDRAWALS

Course selections are made thoughtfully based upon the scholar's academic readiness, prior coursework, graduation requirements, and individual academic pathway. Schedule changes after the beginning of a course should therefore be limited and made in consultation with EAYA administration.

A course may be added, dropped, or changed when EAYA determines that a change is academically appropriate or necessary due to placement, scheduling, course availability, or other individual circumstances.

Courses dropped early in the term, before substantial coursework has been completed, may be removed from the scholar's academic record. When a scholar discontinues a course after substantial participation, EAYA will determine the appropriate treatment of the course on the academic record based upon the timing and circumstances of the change.

EAYA reserves the right to make schedule or course-placement changes when necessary to support appropriate academic placement, resolve scheduling conflicts, address changes in course availability, or maintain the integrity of the scholar's academic program.

TALENT DEVELOPMENT GRADUATION REQUIREMENT

Talent Development (TD) is an integral component of the E.A. Young Academy Upper School program. All EAYA scholars must complete a minimum of 4.0 credits of Talent Development for graduation.

For the Classes of 2027 and 2028, scholars must complete 4.0 total Talent Development credits. Because these cohorts began their Upper School programs under EAYA's previous Talent Development structure, no specific distribution between Foundation and Advanced Talent Development is required.

Beginning with the Class of 2029, scholars must complete at least 2.0 of the required 4.0 Talent Development credits through Advanced Talent Development experiences.

Talent Development experiences are classified as either Foundation or Advanced. Foundation Talent Development emphasizes self-knowledge, exploration, planning, goal-setting, and preparation for increasingly specialized development. Advanced Talent Development represents sustained, domain-specific development beyond EAYA's standard graduation curriculum and emphasizes increasing depth, complexity, independence, expertise, and authentic application.

Courses or experiences used to satisfy another EAYA graduation requirement may contribute to a scholar's broader developmental pathway but may not simultaneously be counted toward the Talent Development credit requirement.

Because EAYA scholars follow individualized academic pathways, Talent Development experiences may vary according to readiness, interests, transfer status, scheduling, and available opportunities. Scholars may earn additional Foundation or Advanced Talent Development credits beyond the 4.0-credit graduation minimum.

Detailed Talent Development policies, course descriptions, Advanced Talent Development criteria, and transitional provisions are provided in the Talent Development section of this catalog.

Community Engagement

Community Engagement is an expectation of the EAYA Upper School experience and reflects the school's commitment to compassion, agency, and meaningful participation in the broader community. Scholars are expected to engage in substantive service or community contribution and to reflect upon the significance and impact of that engagement.

Community Engagement is not based solely upon the accumulation of service hours. EAYA considers the nature of the scholar's participation, engagement, responsibility, and reflection in determining completion of the graduation expectation.

Beginning with the Class of 2028, Community Engagement is a non-credit graduation expectation and does not count toward the 4.0-credit Talent Development requirement.

As a transitional provision, Community Engagement remains a credit-bearing Foundation Talent Development experience for the Class of 2027, consistent with the academic program applicable to that cohort.

PROGRAMS OF DISTINCTION

FIERY HILLS

A Schoolwide Civic and Economic Learning Environment

Fiery Hills is E.A. Young Academy's signature schoolwide civic and economic learning environment, providing scholars with an authentic, interdisciplinary setting in which to apply academic learning to the operation of a functioning community.

Scholars across EAYA participate as citizens and employees of Fiery Hills. Through age-appropriate roles and increasing levels of responsibility, scholars engage with economic systems, government, entrepreneurship, financial literacy, communication, leadership, and collaborative problem-solving. Fiery Hills includes its own currency and economy, employment system, banking operations, laws and civic structures, and scholar-led businesses and organizations.

Each year, scholars participate in a schoolwide employment process that includes preparation for and participation in job interviews. Once employed, scholars carry out responsibilities within Fiery Hills organizations and businesses and receive wages through the Fiery Hills economy. Experiences such as the Firehawk Store and Market Days provide opportunities for scholars to participate in commerce, entrepreneurship, budgeting, production, customer service, and financial decision-making.

The complexity of Fiery Hills participation increases as scholars mature. Younger scholars develop foundational understandings of citizenship, work, money, and community responsibility, while older scholars may assume increasingly significant responsibility for managing organizations, supervising others, supporting financial and operational systems, and planning schoolwide events.

Fiery Hills is designed as an authentic application environment rather than a simulation confined to a single course. Scholars encounter real decisions, competing priorities, interpersonal challenges, organizational responsibilities, and consequences within a developmentally appropriate school setting.

ADVANCED RESEARCH AND INDIVIDUALIZED TALENT DEVELOPMENT

E.A. Young Academy's Talent Development program provides scholars with opportunities to move beyond advanced coursework into sustained, individualized development within areas of strength, talent, and significant interest.

As scholars progress through Upper School, Talent Development may extend beyond the traditional classroom through advanced research, independent and individualized study, mentorship, internships and field experiences, leadership practica, creative production, and approved college or external coursework. Experiences are developed in response to the scholar's interests, readiness, goals, and area of specialization.

Advanced Research provides one of EAYA's most intensive pathways for this work. Scholars may design and pursue sustained research within an identified discipline under

faculty mentorship, developing increasing independence in research design, methodology, analysis, and communication of findings. Depending upon the nature of the project, scholars may engage in laboratory or field investigation, scholarly research, original analysis, and presentation or publication of their work.

EAYA's individualized approach to Talent Development recognizes that advanced development does not look the same for every scholar. A scholar's area of specialization may emerge in STEM, the humanities, arts, leadership, entrepreneurship, communication, or an interdisciplinary field. The common expectation is progression from exploration toward depth, independence, expertise, and authentic application.

ADVANCED TALENT DEVELOPMENT PRACTICUMS

Advanced Talent Development practicums provide scholars with opportunities to develop expertise through sustained, authentic application within an identified area of specialization. Practicums emphasize learning through increasingly independent responsibility, guided practice, problem-solving, reflection, and the application of disciplinary or professional skills in authentic settings.

Practicums may be connected to existing EAYA programs and activities, including Fiery Hills, Yearbook, Firehawk Players, and House leadership. Through these experiences, scholars may pursue advanced development in areas such as leadership, entrepreneurship, organizational management, journalism and publishing, visual communication, theatrical performance and production, or other identified domains.

Specific practicum requirements, approval criteria, and credit provisions are described in the Talent Development section of this catalog.

ENGLISH LANGUAGE ARTS

E.A. Young Academy's English Language Arts program develops sophisticated readers, writers, speakers, and thinkers. Coursework emphasizes close reading, literary and rhetorical analysis, written composition, research, discussion, and communication across a range of genres and disciplines.

The Upper School ELA sequence is designed to increase in depth, complexity, and independence as scholars progress through the program. Scholars typically complete English I, AP English Language and Composition, AP English Literature and Composition, and Special Studies in English.

Because EAYA scholars may enter Upper School with different academic experiences and levels of readiness, this sequence represents the typical EAYA pathway rather than an inflexible grade-level progression. Equivalent prior coursework, transfer credit, demonstrated readiness, and the scholar's individualized academic pathway may be considered when determining appropriate placement.

Four credits of English Language Arts are required for graduation.

Current ELA Progression

Course	Designation	Credit
English I	Honors	1.0
AP English Language and Composition	Advanced Placement	1.0
AP English Literature and Composition	Advanced Placement	1.0
Special Studies in English	Distinguished	1.0

ENGLISH I

Designation: Honors

Credit: 1.0

Prerequisite: None

Graduation Area: English Language Arts

English I builds a strong foundation in reading, writing, speaking, listening, vocabulary, grammar, usage, and mechanics. Scholars read and analyze a range of literary and informational texts while developing increasingly sophisticated written responses connected to their reading.

The course introduces scholars to major literary genres and emphasizes close reading, textual analysis, discussion, and effective written communication. Scholars develop greater command of language while learning to support interpretations and arguments with relevant evidence.

AP ENGLISH LANGUAGE AND COMPOSITION

Designation: Advanced Placement

Credit: 1.0

Prerequisite: English I or equivalent

Graduation Area: English Language Arts

AP English Language and Composition develops scholars' abilities to read, analyze, and write about complex nonfiction texts from a variety of periods, disciplines, and rhetorical contexts. Scholars examine how writers make purposeful choices based on audience, context, subject, and intended effect.

Through extensive reading, discussion, and composition, scholars develop rhetorical awareness, evidence-based argumentation, research skills, and stylistic flexibility. Writing assignments emphasize analysis, synthesis, argument, and effective communication for a variety of audiences and purposes.

The course follows the expectations of the College Board AP English Language and Composition curriculum and prepares scholars for the corresponding AP examination.

AP ENGLISH LITERATURE AND COMPOSITION

Designation: Advanced Placement

Credit: 1.0

Prerequisite: AP English Language and Composition or equivalent

Graduation Area: English Language Arts

AP English Literature and Composition engages scholars in the close reading and critical analysis of imaginative literature. Through the study of works representing multiple genres, periods, voices, and perspectives, scholars deepen their understanding of the ways writers use language, structure, characterization, imagery, symbolism, tone, and other literary techniques to create meaning.

Scholars develop increasingly sophisticated skills in literary interpretation and written analysis while examining relationships among text, context, authorial choices, and human experience. Coursework includes analytical writing, discussion, close reading, and independent interpretation supported by textual evidence.

The course follows the expectations of the College Board AP English Literature and Composition curriculum and prepares scholars for the corresponding AP examination.

SPECIAL STUDIES IN ENGLISH

Designation: Distinguished

Credit: 1.0

Prerequisite: AP English Literature and Composition or equivalent

Graduation Area: English Language Arts

Typical Placement: Culminating Upper School ELA course

Special Studies in English is the culminating English Language Arts experience at E.A. Young Academy. Scholars engage in advanced study of literature, writing, research, and communication through thematic, interdisciplinary, or specialized inquiry.

Course content may vary from year to year according to the academic interests, needs, and opportunities of the cohort. Regardless of theme, scholars engage with complex texts and ideas, examine multiple perspectives, and produce sophisticated analytical and written work.

As a Distinguished-level course, Special Studies emphasizes depth of inquiry, intellectual independence, advanced written communication, and opportunities for differentiation and personalization. Scholars are expected to demonstrate college-level habits of critical reading, analysis, discussion, research, and composition.

LEGACY ENGLISH LANGUAGE ARTS COURSES

The following courses were part of earlier EAYA academic pathways and may appear on the transcripts of currently enrolled scholars. They are retained in this edition of the Course Catalog to provide context for colleges, universities, and other institutions reviewing those academic records.

Courses identified as **Legacy/Retired** are no longer part of the current EAYA English Language Arts progression and are not available for new enrollment. They will be removed from future editions of the Course Catalog after they no longer appear on the academic records of currently enrolled scholars.

COMPOSITION I

Designation: Dual Enrollment

Credit: 0.5

Status: Legacy/Retired — offered to the Class of 2028

Graduation Area: English Language Arts

Composition I introduces scholars to the characteristics of writing for academic contexts. Scholars write about ideas, with particular emphasis on responding analytically and critically to written sources.

The course develops familiarity with academic audiences, situations, purposes, genres, and primary conventions, including style and organization. Scholars also develop their individual composing processes, particularly strategies for generating ideas, planning, drafting, and revising their work.

COMPOSITION II

Designation: Dual Enrollment

Credit: 0.5

Status: Legacy/Retired — may appear on Class of 2027 and Class of 2028 transcripts

Graduation Area: English Language Arts

Composition II introduces scholars to research in academic contexts. Scholars examine the purposes and limitations of academic research, the forms research may take, and the processes involved in conducting effective inquiry.

The course introduces a variety of research methods, systems of documentation, contemporary library resources, and research genres. Through multiple writing and research tasks, each scholar develops and conducts an independent research study.

*Note: This course may appear in earlier EAYA materials as **English Composition II**. The titles refer to the same 0.5-credit Dual Enrollment course.*

AMERICAN LITERATURE

Designation: Distinguished

Credit: 0.5

Status: Legacy/Retired — offered to the Class of 2028

Graduation Area: English Language Arts

American Literature surveys American literature from the period of exploration and settlement to the present. Scholars study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts are selected from a diverse range of authors for what they reflect and reveal about the evolving American experience and character.

BRITISH LITERATURE

Designation: Distinguished

Credit: 0.5

Status: Legacy/Retired — offered to the Class of 2027

Graduation Area: English Language Arts

British Literature surveys the development of British literature from the Anglo-Saxon period to the present. Scholars study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts are selected from a diverse range of authors and literary traditions.

MATHEMATICS

E.A. Young Academy's Mathematics program emphasizes conceptual understanding, mathematical reasoning, problem-solving, and the application of mathematics across increasingly complex contexts. Scholars progress through mathematics according to demonstrated readiness and prior coursework rather than grade level alone.

The typical Upper School mathematics sequence progresses through Algebra I, Geometry, Algebra II, and Precalculus, followed by advanced mathematics coursework appropriate to the scholar's readiness and academic goals. Because EAYA scholars may complete Upper School mathematics courses prior to ninth grade, individual pathways may vary substantially.

Four credits of Mathematics are required for graduation. Upper School mathematics courses successfully completed prior to ninth grade may satisfy graduation requirements in accordance with EAYA policy. Scholars who complete portions of the required sequence prior to Upper School are encouraged to continue into appropriately challenging advanced mathematics coursework. Scholars who complete Algebra I and/or Geometry prior to ninth grade continue into appropriately advanced mathematics based upon readiness and prior preparation.

Mathematics Course Progression

Course	Designation	Credit
Algebra I	Honors	1.0
Geometry	Honors	1.0
Algebra II	Honors	1.0
Precalculus	Honors	1.0
Calculus I	Distinguished	1.0
Calculus II	Distinguished	1.0
Elementary Statistical Methods	Dual Enrollment	1.0

ALGEBRA I

Designation: Honors

Credit: 1.0

Prerequisite: Pre-Algebra, Foundational Algebra, or demonstrated readiness

Graduation Area: Mathematics

Algebra I includes the study of properties and operations of the real number system; evaluating algebraic expressions; solving and graphing linear equations and inequalities; translating contextual problems into equations; operations with and factoring polynomials; solving quadratic equations; and modeling linear data.

GEOMETRY

Designation: Honors

Credit: 1.0

Prerequisite: Algebra I or equivalent

Graduation Area: Mathematics

Geometry emphasizes an abstract and formal approach to the study of geometric relationships. Scholars develop deductive reasoning, logic, problem-solving, and mathematical argument through the study of plane and solid figures.

Topics include postulates, theorems, and formal proofs; congruence and similarity; parallel and perpendicular relationships; proportional reasoning; angle relationships; and the properties of triangles, quadrilaterals, and other geometric figures.

ALGEBRA II

Designation: Honors

Credit: 1.0

Prerequisites: Algebra I and Geometry, or equivalent preparation

Graduation Area: Mathematics

Algebra II extends scholars' understanding of algebraic relationships and functions, with particular emphasis on connections among symbolic, graphical, tabular, and verbal representations.

Topics include linear and quadratic equations and inequalities; systems of equations; rational and irrational expressions; polynomial operations and factoring; higher-degree equations; exponential and inverse functions; statistical modeling; and the modeling and interpretation of quantitative data.

PRECALCULUS

Designation: Honors

Credit: 1.0

Prerequisites: Geometry and Algebra II, or equivalent preparation

Graduation Area: Mathematics

Precalculus integrates trigonometry, elementary functions, analytic geometry, and mathematical analysis in preparation for calculus and other advanced mathematics.

Topics may include complex numbers; polynomial, logarithmic, exponential, rational, and trigonometric functions; inverse functions and graphs; trigonometric identities and equations; vectors; polar coordinates; conic sections; matrices; sequences and series; mathematical modeling; and introductory concepts of limits and continuity.

CALCULUS I

Designation: Distinguished

Credit: 1.0

Prerequisite: Precalculus or equivalent

Graduation Area: Mathematics

Calculus I provides scholars with an understanding of the fundamental concepts, methods, and applications of differential and integral calculus.

Topics include functions and graphs; limits and continuity; derivatives and their applications; differentiation techniques; derivatives at a point and as functions; higher-order derivatives; definite integrals; antiderivatives; and introductory applications of integration.

As a Distinguished-level EAYA course, Calculus I emphasizes college-level rigor, depth of study, mathematical reasoning, differentiation, and opportunities for individualized exploration.

CALCULUS II

Designation: Distinguished

Credit: 1.0

Prerequisite: Calculus I or equivalent preparation

Graduation Area: Mathematics

Calculus II extends the concepts and methods introduced in Calculus I and develops greater depth in the applications of integral calculus and advanced mathematical analysis.

Topics may include advanced techniques and applications of integration; parametric, polar, and vector functions; polynomial approximations; infinite sequences and series; and Taylor series.

As a Distinguished-level EAYA course, Calculus II emphasizes college-level rigor, mathematical reasoning, depth of analysis, differentiation, and opportunities for individualized exploration.

ELEMENTARY STATISTICAL METHODS

Designation: Dual Enrollment

Credit: 1.0

College Partner: Tarleton State University

Status: Prior/Rotational Offering

Graduation Area: Mathematics

Elementary Statistical Methods is a college-level statistics course offered through EAYA's Dual Enrollment partnership with Tarleton State University. The course develops scholars' understanding of statistical reasoning, data analysis, probability, inference, and the interpretation and communication of quantitative information.

EAYA awards high school Mathematics credit for successful completion of the course. College credit is awarded and documented separately by Tarleton State University.

ADVANCED MATHEMATICS PATHWAYS

Scholars who complete the required mathematics sequence early are encouraged to continue into advanced coursework appropriate to their readiness, interests, and postsecondary goals. Advanced mathematics opportunities may include Calculus II, Statistics, or other approved advanced or college-level mathematics coursework.

Specific advanced course offerings and designations may vary by academic year based on scholar needs, enrollment, staffing, available college partnerships, and curricular opportunities. Statistics coursework may be offered through an Advanced Placement, Distinguished, Dual Credit, Dual Enrollment, or other approved advanced pathway, depending upon the academic program available in a given year.

SCIENCE

E.A. Young Academy's Science program emphasizes scientific inquiry, conceptual understanding, experimentation, data analysis, research, and the application of scientific knowledge to authentic problems. Scholars progress through increasingly sophisticated scientific study according to readiness, prior coursework, and individual academic pathways.

Five credits of Science are required for graduation. Because EAYA scholars may complete Upper School science coursework prior to ninth grade, individual pathways may vary. Advanced opportunities within the Science Department also include specialized research and laboratory experiences that may fulfill Advanced Talent Development rather than Science graduation credit.

Science Course Offerings

Course	Designation	Credit	Graduation Area
Integrated Physics & Chemistry	Honors	1.0	Science
Biology	Honors	1.0	Science
Intro to Research Methods	Credit/No Credit	1.0	Science
Chemistry	Honors	1.0	Science
Physics	Distinguished	1.0	Science
Applied Biomedical Science	Distinguished	1.0	Science
STEM Lab Assistant	Credit/No Credit	1.0	Talent Development – Adv.
Advanced Research	Distinguished	1.0	Talent Development – Adv.

INTEGRATED PHYSICS & CHEMISTRY

Designation: Honors

Credit: 1.0

Prerequisite: Demonstrated readiness

Graduation Area: Science

Integrated Physics & Chemistry provides a foundation in the fundamental principles of the physical sciences. Scholars investigate relationships among matter, energy, force, motion, and chemical and physical interactions while developing scientific reasoning, laboratory, measurement, and problem-solving skills.

The course may be completed prior to ninth grade when appropriate to a scholar's academic readiness and individualized pathway.

BIOLOGY

Designation: Honors

Credit: 1.0

Prerequisite: Demonstrated readiness

Graduation Area: Science

Biology provides an in-depth study of living systems and the processes that sustain life. Scholars examine biological organization from the molecular and cellular levels through organisms, populations, ecosystems, and the biosphere.

Coursework emphasizes scientific inquiry, laboratory investigation, analysis of evidence, and the application of biological concepts. Topics may include cellular structure and function, genetics and heredity, evolution, ecology, energy transformations, homeostasis, and the diversity and interdependence of living organisms.

INTRODUCTION TO RESEARCH METHODS

Designation: Credit/No Credit

Credit: 1.0

Typical Placement: Freshman year

Graduation Area: Science

Introduction to Research Methods introduces scholars to the principles and practices of scientific research. Scholars develop the skills necessary to formulate research questions, evaluate existing information, design investigations, collect and analyze data, interpret results, and communicate scientific findings.

The course emphasizes scientific reasoning, research design, quantitative analysis, responsible research practices, and the use of evidence to support conclusions. It provides a foundation for subsequent laboratory, research, and advanced science experiences at EAYA.

Historical Course Title: This course was previously titled *Applied Research & Statistics*. Applied Research & Statistics and Introduction to Research Methods are the same EAYA course. The Class of 2027 was the final cohort to complete the course under the *Applied Research & Statistics* title.

CHEMISTRY

Designation: Honors

Credit: 1.0

Prerequisites: Biology and appropriate mathematical preparation, or equivalent readiness

Graduation Area: Science

Chemistry examines the composition, structure, properties, and transformations of matter. Scholars use laboratory investigation, quantitative analysis, mathematical reasoning, and scientific models to understand chemical phenomena.

Topics may include atomic structure, periodic relationships, chemical bonding, nomenclature, chemical reactions, stoichiometry, states of matter, solutions, acids and bases, thermochemistry, equilibrium, and other foundational principles of chemistry.

PHYSICS

Designation: Distinguished

Credit: 1.0

Prerequisites: Appropriate prior Science and Mathematics coursework

Graduation Area: Science

Physics examines the fundamental principles governing matter, energy, motion, forces, and interactions in the physical world. Scholars use mathematical modeling, experimentation, data analysis, and conceptual reasoning to investigate physical phenomena.

Topics may include mechanics, energy and momentum, waves, sound, electricity, magnetism, optics, and other areas of classical and modern physics.

As a Distinguished-level EAYA course, Physics emphasizes college-level rigor, depth of study, mathematical and scientific reasoning, differentiation, and opportunities for individualized exploration.

APPLIED BIOMEDICAL SCIENCE

Designation: Distinguished

Credit: 1.0

Prerequisites: Appropriate prior Science coursework or demonstrated readiness

Graduation Area: Science

Applied Biomedical Science provides advanced study at the intersection of biology, medicine, health science, and scientific research. Scholars apply knowledge from previous Science coursework to investigate human biological systems, disease processes, medical science, and contemporary biomedical questions.

Coursework may incorporate laboratory investigation, case analysis, scientific literature, research, data interpretation, and the application of scientific concepts to authentic biomedical problems.

As a Distinguished-level EAYA course, Applied Biomedical Science emphasizes college-level rigor, depth of study, interdisciplinary thinking, differentiation, and opportunities for individualized investigation. The course may serve as an advanced Science option within a scholar's individualized pathway, including fulfillment of the fifth required Science credit.

STEM LAB ASSISTANT

Designation: Credit/No Credit

Credit: 1.0

Department: Science

Graduation Area: Talent Development – Advanced

STEM Lab Assistant provides scholars with an advanced, applied experience in the operation and support of a scientific laboratory environment. Scholars develop increasing independence and responsibility through laboratory preparation, organization, equipment and materials management, implementation of established procedures, and support of scientific investigations.

The experience emphasizes laboratory competence, attention to detail, responsible scientific practices, problem-solving, collaboration, and the application of previously developed scientific knowledge and skills in an authentic setting.

STEM Lab Assistant is housed within the Science Department but fulfills **Advanced Talent Development credit rather than Science graduation credit**. Credit is not double-counted toward both requirements.

ADVANCED RESEARCH

Designation: Distinguished

Credit: 1.0

Prerequisites: Prior research coursework and approval based upon readiness

Department: Science

Graduation Area: Talent Development – Advanced

Advanced Research provides scholars with the opportunity to pursue sustained, increasingly independent investigation within an area of scientific interest. Scholars develop and refine research questions, engage with relevant scholarly literature, design and conduct investigations, collect and analyze data, evaluate findings, and communicate their work through appropriate scholarly formats.

The course emphasizes independence, depth, methodological rigor, critical analysis, persistence, and the development of expertise within the scholar's area of investigation. Individual research pathways may vary according to the nature of the project, available resources, faculty or outside mentorship, and the scholar's prior preparation.

As a Distinguished-level EAYA course, Advanced Research represents advanced specialization beyond the standard Science graduation program.

Advanced Research is housed within the Science Department but fulfills Advanced Talent Development credit rather than Science graduation credit. Credit is not double-counted toward both requirements.

INDIVIDUALIZED AND ADVANCED SCIENCE PATHWAYS

EAYA scholars may progress through Science coursework on individualized pathways based upon readiness, prior coursework, interests, and postsecondary goals. Upper School Science courses completed prior to ninth grade may satisfy graduation requirements in accordance with EAYA policy.

After completing foundational and required Science coursework, scholars may pursue advanced study through courses such as Applied Biomedical Science or through specialized Talent Development experiences such as STEM Lab Assistant and Advanced Research. Placement in advanced coursework reflects the scholar's preparation, interests, and developing area of specialization.

HISTORY, SOCIAL STUDIES & CIVICS

E.A. Young Academy's History, Social Studies, and Civics program develops scholars' understanding of human societies, historical change, government, economics, geography, and human behavior. Coursework emphasizes historical and contextual analysis, evaluation of evidence and sources, critical thinking, research, written and oral argument, and the application of social science concepts to contemporary and historical questions.

Beginning with the **Class of 2028**, **four credits of History, Social Studies, and Civics are required for graduation**. The **Class of 2027** requires five credits under the graduation requirements applicable to that cohort.

The typical current pathway includes World Geography, World History: Modern, U.S. History, U.S. Government and Politics, and Macroeconomics. Honors and Advanced Placement pathways are available according to scholar readiness. AP U.S. History is offered on an alternating-year rotation with AP U.S. Government and Politics and AP Macroeconomics; therefore, the order in which scholars complete upper-level coursework may vary.

History, Social Studies & Civics Course Offerings

Course	Designation	Credit	Status
World Geography	Honors	1.0	Current
World History: Modern	Honors	1.0	Current
AP World History: Modern	AP	1.0	Current
AP U.S. History	AP	1.0	Current/Rotational
AP U.S. Government and Politics	AP	0.5	Current/Rotational
AP Macroeconomics	AP	0.5	Current/Rotational
Psychology	Dual Credit	1.0	Rotational/By Availability
Advanced World Studies	Honors	1.0	Legacy/Retired
U.S. History I	Dual Enrollment	0.5	Legacy/Retired
U.S. History II	Dual Enrollment	0.5	Legacy/Retired
U.S. History II	Distinguished	0.5	Legacy/Retired

WORLD GEOGRAPHY

Designation: Honors

Credit: 1.0

Prerequisite: None

Graduation Area: History/Social Studies/Civics

World Geography develops scholars' understanding of the physical and human characteristics of the world and the relationships among people, places, cultures, resources, and environments.

Scholars examine geographic patterns and processes through spatial reasoning, maps and other geographic representations, research, data, and analysis. Coursework may address physical geography, population and migration, culture, political and economic systems, human-environment interaction, globalization, and regional studies.

WORLD HISTORY: MODERN

Designation: Honors

Credit: 1.0

Prerequisite: Appropriate readiness

Graduation Area: History/Social Studies/Civics

World History: Modern examines major developments, movements, interactions, and transformations in world history with an emphasis on the modern era. Scholars investigate political, economic, social, cultural, technological, and intellectual developments across regions and civilizations while examining connections among events and historical processes.

Coursework emphasizes historical reasoning, analysis of primary and secondary sources, research, evidence-based argument, and the interpretation of historical events from multiple perspectives.

Historical Course Titles: The Honors-level course has previously appeared in EAYA records as *Modern World History* and *World Studies Modern*. These titles and *World History: Modern* represent the same EAYA Honors course; the title appearing on a scholar's transcript reflects the naming convention in use during the year the course was completed.

AP WORLD HISTORY: MODERN

Designation: Advanced Placement

Credit: 1.0

Prerequisite: Appropriate readiness

Graduation Area: History/Social Studies/Civics

AP World History: Modern is a college-level course aligned with the College Board Advanced Placement curriculum. Scholars investigate significant events, individuals, developments, and processes in world history while developing the disciplinary practices and reasoning skills used by historians.

The course emphasizes analysis of primary and secondary sources, historical context, comparison, causation, continuity and change, evidence-based argument, and written historical analysis.

AP U.S. HISTORY

Designation: Advanced Placement

Credit: 1.0

Prerequisite: Appropriate readiness

Status: Rotational Offering

Graduation Area: History/Social Studies/Civics

AP U.S. History is a college-level study of United States history aligned with the College Board Advanced Placement curriculum. Scholars examine significant events, developments,

individuals, ideas, institutions, and historical processes while developing the analytical and reasoning practices used by historians.

Coursework emphasizes primary and secondary source analysis, historical context, comparison, causation, continuity and change, argumentation, and the use of evidence to develop and support historical interpretations.

AP U.S. History is offered on an alternating-year rotation with AP U.S. Government and Politics and AP Macroeconomics.

AP U.S. GOVERNMENT AND POLITICS

Designation: Advanced Placement

Credit: 0.5

Prerequisite: Appropriate readiness

Status: Rotational Offering

Graduation Area: History/Social Studies/Civics

AP U.S. Government and Politics is a college-level study of the foundations, institutions, processes, and political behaviors that shape the United States system of government.

Scholars examine constitutional principles, interactions among branches of government, civil liberties and civil rights, political participation, political beliefs and behaviors, and the institutions and processes through which public policy is developed. Coursework emphasizes analysis of foundational documents, data, evidence, competing perspectives, and constitutional and political questions.

The course is offered in the alternating-year cycle with AP Macroeconomics and AP U.S. History.

AP MACROECONOMICS

Designation: Advanced Placement

Credit: 0.5

Prerequisite: Appropriate readiness

Status: Rotational Offering

Graduation Area: History/Social Studies/Civics

AP Macroeconomics is a college-level introduction to the principles that apply to an economic system as a whole. Scholars develop an understanding of economic concepts and models and apply them to questions involving national and global economies.

Topics include basic economic concepts, economic indicators and measurement, national income and price determination, the financial sector, stabilization policies, economic growth, and international economics.

The course is offered in the alternating-year cycle with AP U.S. Government and Politics and AP U.S. History.

PSYCHOLOGY

Designation: Dual Credit

Credit: 1.0

College Partner: Texas Woman's University

Status: Rotational/By Availability

Graduation Area: History/Social Studies/Civics

Psychology is a college-level introduction to the scientific study of behavior and mental processes offered through EAYA's Dual Credit partnership with Texas Woman's University.

Scholars examine major concepts, perspectives, methods, and areas of study within psychology while developing their ability to evaluate psychological research and apply psychological concepts to human behavior and experience.

EAYA awards high school History/Social Studies/Civics credit for successful completion of the course. College credit is awarded and documented separately by Texas Woman's University.

LEGACY/RETIRED COURSES

The following courses are no longer part of EAYA's current curricular pathway but are retained in the Course Catalog because they may appear on the transcripts of currently enrolled scholars.

ADVANCED WORLD STUDIES

Designation: Honors

Credit: 1.0

Status: Legacy/Retired

Graduation Area: History/Social Studies/Civics

Advanced World Studies provided an Honors-level interdisciplinary examination of world history, geography, culture, political systems, economics, and the relationships among societies and historical developments.

Advanced World Studies was offered as a distinct course to the Class of 2027 and is retained in the catalog because it may appear on current scholar transcripts. It is not part of EAYA's current History/Social Studies/Civics sequence.

U.S. HISTORY I

Designation: Dual Enrollment

Credit: 0.5

College Partner: Tarleton State University

Status: Legacy/Retired

Graduation Area: History/Social Studies/Civics

U.S. History I provided college-level study of the first portion of the United States history sequence through EAYA's former Dual Enrollment pathway with Tarleton State University.

EAYA awarded 0.5 high school History/Social Studies/Civics credit for successful completion of the course. College credit was awarded and documented separately by Tarleton State University.

U.S. HISTORY II

Designation: Dual Enrollment

Credit: 0.5

College Partner: Tarleton State University

Status: Legacy/Retired

Graduation Area: History/Social Studies/Civics

U.S. History II continued the college-level United States history sequence through EAYA's former Dual Enrollment pathway with Tarleton State University.

EAYA awarded 0.5 high school History/Social Studies/Civics credit for successful completion of the course. College credit was awarded and documented separately by Tarleton State University.

U.S. HISTORY II

Designation: Distinguished

Credit: 0.5

Status: Legacy/Retired

Graduation Area: History/Social Studies/Civics

U.S. History II provided an EAYA-based advanced pathway for completion of the second portion of the United States history sequence. The course emphasized historical analysis, interpretation of primary and secondary sources, research, evidence-based argument, and advanced study of significant developments in United States history.

As a Distinguished-level EAYA course, U.S. History II emphasized college-level rigor, depth of study, differentiation, and opportunities for individualized exploration.

During the 2025–26 academic year, scholars completing the U.S. History sequence followed individualized pathways. Following U.S. History I through Dual Enrollment, scholars completed either U.S. History II through Dual Enrollment or the EAYA Distinguished U.S. History II course. The designation appearing on the scholar's transcript reflects the pathway completed.

INDIVIDUALIZED AND ROTATIONAL SOCIAL STUDIES PATHWAYS

EAYA's History, Social Studies, and Civics program combines individualized placement with a rotational upper-level course schedule. Cohorts may complete World History: Modern at either the Honors or Advanced Placement level according to readiness.

AP U.S. History is offered in alternating years with AP U.S. Government and Politics and AP Macroeconomics. As a result, the chronological order of these upper-level courses may vary by cohort without changing the overall graduation pathway.

Additional advanced Social Studies opportunities, including Psychology through Dual Credit, may be offered on a rotational or availability basis according to scholar interest, readiness, staffing, and available college partnerships.

LANGUAGES OTHER THAN ENGLISH

E.A. Young Academy's Languages Other Than English program develops scholars' proficiency in communication while deepening their understanding of the cultures and communities in which the language is used. Language study emphasizes increasingly sophisticated skills in listening, speaking, reading, and writing, as well as cultural understanding and authentic application of language.

Three credits in the same language are required for graduation.

EAYA currently offers Spanish as its Upper School language sequence. Scholars progress through the sequence according to demonstrated proficiency, prior coursework, and readiness. Advanced coursework may be offered when scholar readiness and enrollment support the course.

Spanish Course Offerings

Course	Designation	Credit	Status
Spanish I	Honors	1.0	Current
Spanish II	Honors	1.0	Current
Spanish III	Honors	1.0	Current
Spanish IV	Distinguished	1.0	Rotational/By Demand

SPANISH I

Designation: Honors

Credit: 1.0

Prerequisite: None or demonstrated readiness

Graduation Area: Languages Other Than English

Spanish I introduces scholars to the Spanish language through the development of foundational communication skills in listening, speaking, reading, and writing.

Scholars develop vocabulary and grammatical structures necessary for meaningful communication while exploring the cultures and communities of the Spanish-speaking world. Coursework emphasizes comprehension, interpersonal communication, pronunciation, written expression, and the practical use of Spanish in familiar contexts.

SPANISH II

Designation: Honors

Credit: 1.0

Prerequisite: Spanish I or demonstrated equivalent proficiency

Graduation Area: Languages Other Than English

Spanish II builds upon the foundational communication skills developed in Spanish I. Scholars expand their vocabulary, grammatical understanding, listening comprehension, reading ability, spoken communication, and written expression.

Coursework emphasizes increasingly sustained communication in Spanish and the application of language skills across a broader range of contexts. Scholars continue to explore the cultures, perspectives, practices, and products of Spanish-speaking communities.

SPANISH III

Designation: Honors

Credit: 1.0

Prerequisite: Spanish II or demonstrated equivalent proficiency

Graduation Area: Languages Other Than English

Spanish III develops greater proficiency and independence in listening, speaking, reading, and writing. Scholars use increasingly complex language structures and vocabulary to communicate about a wider range of academic, cultural, personal, and contemporary topics.

Coursework emphasizes sustained communication, comprehension and interpretation of authentic materials, increasingly sophisticated written and oral expression, and deeper examination of the cultures and perspectives of the Spanish-speaking world.

Successful completion of Spanish III ordinarily completes EAYA's three-credit Languages Other Than English graduation requirement for scholars progressing through the Spanish I–III sequence.

SPANISH IV

Designation: Distinguished

Credit: 1.0

Prerequisite: Spanish III or demonstrated equivalent proficiency

Status: Rotational/By Demand

Graduation Area: Languages Other Than English

Spanish IV provides advanced language study for scholars who have completed the standard Spanish sequence and are prepared to continue developing higher levels of proficiency.

Scholars engage with increasingly complex spoken and written Spanish through authentic texts, media, conversation, composition, cultural study, and other advanced applications of the language. Coursework emphasizes greater fluency, precision, independence, interpretation, and the ability to communicate effectively across a range of contexts and purposes.

As a Distinguished-level EAYA course, Spanish IV emphasizes advanced academic rigor, depth of study, differentiation, and opportunities for individualized exploration.

Spanish IV is offered when scholar readiness, interest, enrollment, and staffing support the course.

Placement and Advanced Language Study

Placement within the Spanish sequence reflects prior coursework and demonstrated language proficiency. Scholars entering EAYA with previous Spanish study or significant existing proficiency may be placed at an appropriate level based upon available academic records and demonstrated readiness.

Scholars who complete the three-credit graduation requirement may continue into Spanish IV or other approved advanced language study when appropriate opportunities are available.

COMMUNICATION & FINE ARTS

E.A. Young Academy's Communication and Fine Arts program provides scholars with opportunities to develop creative expression, communication, collaboration, design thinking, and artistic skills through visual, digital, written, and performance-based experiences.

Course offerings reflect scholar interest, faculty expertise, and available opportunities and may vary by academic year. Some courses are offered rotationally, while others may be repeated as scholars continue to develop their skills and creative practice.

Two credits of Communication and Fine Arts are required for graduation.

Communication & Fine Arts Course Offerings

Course	Designation	Credit	Status
Studio Art	Credit/No Credit	1.0	Current; Repeatable
Yearbook	Credit/No Credit	1.0	Current
Communication Arts	Credit/No Credit	1.0	Rotational/By Availability
Digital Media Design	Credit/No Credit	1.0	Legacy/Retired
Storytelling: Art & Sci.	On Level	1.0	Legacy/Retired
Firehawk Players	Credit/No Credit	1.0	Legacy/Retired

STUDIO ART

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Current; Repeatable

Graduation Area: Communication & Fine Arts

Studio Art provides scholars with opportunities to develop artistic skills, creative expression, visual literacy, and individual artistic voice through sustained engagement with the visual arts.

Scholars explore artistic concepts, techniques, processes, and media while developing their ability to plan, create, revise, present, and reflect upon original work. Coursework may incorporate drawing, painting, mixed media, three-dimensional work, design, and other forms of visual expression according to available resources and individual areas of study.

Studio Art may be repeated for credit, allowing scholars to pursue increasingly sophisticated work and continued development of their individual artistic practice.

Historical Grading Note: Studio Art has been offered with different academic and grading designations during the enrollment period of currently enrolled EAYA scholars. The designation and grade appearing on an individual scholar's transcript reflect the grading structure in effect during the academic year in which the course was completed. The course has also previously appeared on transcripts as *Visual Arts*.

DIGITAL MEDIA DESIGN

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Current

Graduation Area: Communication & Fine Arts

Digital Media Design explores the creative and conceptual aspects of designing and producing interdisciplinary media arts across multiple forms, platforms, and technologies.

Scholars investigate the ways media can be combined to create physical, interactive, multimedia, and virtual experiences. Coursework may include aesthetic meaning, appreciation, and analysis; design and development; digital production and processing; multimedia and interactive experiences; presentation and distribution; and the cultural, historical, and contextual dimensions of media.

The course emphasizes creativity, communication, design thinking, technical exploration, and the thoughtful use of emerging media and technologies.

YEARBOOK

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Current

Graduation Area: Communication & Fine Arts

Yearbook provides scholars with an authentic publishing experience through the planning, creation, production, and completion of EAYA's annual yearbook.

Scholars participate in multiple aspects of publication, which may include concept development, writing, editing, photography, graphic design, layout, organization, interviewing, documentation of school events, project management, and collaborative production. The course emphasizes communication, creativity, responsibility, attention to detail, collaboration, and meeting authentic publication deadlines.

Historical Grading Note: The grading designation for Yearbook has changed during the enrollment period of currently enrolled EAYA scholars. In some academic years, Yearbook was offered as a letter-graded course; in others, it was offered on a Credit/No Credit basis. The designation appearing on an individual scholar's transcript reflects the grading structure in effect during the year in which the course was completed.

COMMUNICATION ARTS

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Rotational/By Availability

Graduation Area: Communication & Fine Arts

Communication Arts develops scholars' ability to communicate effectively across a range of contexts, audiences, purposes, and media.

Coursework may incorporate oral communication, presentation, public speaking, interpersonal communication, collaborative communication, media, performance, and other forms of expressive communication. Scholars develop confidence, clarity, audience awareness, organization, listening skills, and the ability to adapt communication to different situations and purposes.

Communication Arts is offered rotationally based upon scholar needs.

LEGACY/RETIRED COURSES COMMUNICATION & FINE ARTS

The following courses are no longer part of EAYA's current credit-bearing program but are retained in the Course Catalog because they may appear on transcripts of currently enrolled scholars.

STORYTELLING: THE ART AND SCIENCE OF THE NARRATIVE

Designation: On Level

Credit: 1.0

Status: Legacy/Retired

Graduation Area: Communication & Fine Arts

What makes a story unforgettable? Why do some messages stick while others fade away? In *Storytelling: The Art and Science of the Narrative*, scholars explore how powerful stories are built and why the ability to tell them matters. From ancient myths and campfire tales to graphic novels, video games, and brand campaigns, humans have long shaped meaning through narrative.

This hands-on course invites scholars to experiment with a wide range of storytelling forms, including visual storytelling, persuasive messaging, improvisation, personal narrative, and collaborative world-building.

The course is retained in the catalog because it may appear on transcripts of scholars in the Classes of 2028 and 2029.

FIREHAWK PLAYERS

Designation: Credit/No Credit

Credit: 1.0

Status: Legacy/Retired as a Credit-Bearing Course

Graduation Area: Communication/Fine Arts

Firehawk Players provided scholars with an applied performing arts experience through theatrical production and performance. Scholars participated in the collaborative processes involved in developing and presenting theatrical work while developing skills in communication, creativity, performance, collaboration, and production.

Beginning with the 2026–27 academic year, Firehawk Players operates as an extracurricular activity rather than a credit-bearing course. The former course is retained in the catalog because it may appear on transcripts of currently enrolled EAYA scholars.

DIGITAL MEDIA DESIGN

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Current

Graduation Area: Communication & Fine Arts

Digital Media Design explores the creative and conceptual aspects of designing and producing interdisciplinary media arts across multiple forms, platforms, and technologies.

Scholars investigate the ways media can be combined to create physical, interactive, multimedia, and virtual experiences. Coursework may include aesthetic meaning, appreciation, and analysis; design and development; digital production and processing; multimedia and interactive experiences; presentation and distribution; and the cultural, historical, and contextual dimensions of media.

The course emphasizes creativity, communication, design thinking, technical exploration, and the thoughtful use of emerging media and technologies.

INDIVIDUALIZED AND ROTATIONAL FINE ARTS PATHWAYS

EAYA scholars may fulfill the Communication and Fine Arts requirement through different combinations of available coursework according to interests, readiness, prior coursework, and curricular opportunities.

Because EAYA's Communication and Fine Arts program is intentionally responsive to scholar interests and faculty expertise, specific offerings may vary from year to year. Rotational courses remain part of EAYA's curriculum even when they are not scheduled during a particular academic year.

HEALTH PROMOTION

E.A. Young Academy's Health and Physical Education program supports scholars in developing the knowledge, habits, and experiences associated with lifelong health, wellness, physical activity, and personal well-being.

One credit of Health and Physical Education is required for graduation. Scholars may fulfill this requirement through Health Promotion or through an approved Off-Campus Sports pathway.

Health & Physical Education Course Offerings

Course	Designation	Credit	Status
Health Promotion	Credit/No Credit	1.0	Current
Off-Campus Sports	Credit/No Credit	1.0	Current/By Approval

HEALTH PROMOTION

Designation: Credit/No Credit

Credit: 1.0

Prerequisite: None

Status: Current

Graduation Area: Health & Physical Education

Health Promotion develops scholars' understanding of personal health, wellness, physical activity, and the choices and behaviors that contribute to lifelong well-being.

Coursework addresses health-related knowledge and skills through age-appropriate study and application. Scholars examine factors that influence personal wellness and develop strategies for making informed decisions related to health, physical activity, and overall well-being.

OFF-CAMPUS SPORTS

Designation: Credit/No Credit

Credit: 1.0

Status: Current/By Approval

Graduation Area: Health & Physical Education

Off-Campus Sports provides a pathway for scholars who participate in sustained athletic or physical training outside of EAYA to fulfill the school's Health and Physical Education graduation requirement through an approved external program or activity.

Participation must be approved by EAYA and appropriately documented. Approval for credit is based upon the nature, duration, and consistency of the scholar's participation and its alignment with the intent of EAYA's Health and Physical Education requirement.

Off-Campus Sports credit is awarded on a Credit/No Credit basis.

INDIVIDUALIZED HEALTH PROMOTION PATHWAYS

EAYA recognizes that scholars may develop physical fitness, athletic skills, and healthy habits through a variety of structured experiences. The Off-Campus Sports option allows qualifying external athletic participation to be incorporated into an individualized academic pathway while maintaining EAYA oversight of graduation credit.

DESIGN THINKING, ENGINEERING & COMPUTER SCIENCE (DTECS)

E.A. Young Academy's Design Thinking, Engineering & Computer Science (DTECS) program develops scholars' ability to think critically about technology, design solutions to complex problems, understand technological systems, and use contemporary tools creatively and responsibly.

DTECS experiences integrate critical thinking, design thinking, engineering, computational reasoning, technological fluency, collaboration, creativity, and ethical decision-making. Rather than focusing exclusively on mastery of particular technologies, the program emphasizes adaptable ways of thinking and problem-solving that remain relevant as technologies change.

Two credits of Design Thinking, Engineering & Computer Science (DTECS) are required for graduation.

Because technology, engineering, and computer science evolve rapidly, specific DTECS course offerings may change over time. Scholars fulfill the requirement through approved DTECS courses offered during their enrollment based upon course rotation, readiness, and availability.

Beginning with the Class of 2030, scholars begin their Upper School DTECS pathway with Advanced Critical Thinking or Maker Lab, depending upon course rotation.

DTECS Course Offerings

Course	Designation	Credit	Status
Advanced Critical Thinking	Credit/No Credit	1.0	Current
Maker Lab	Credit/No Credit	1.0	Current
AP Cybersecurity	AP	1.0	Current
Advanced Computational Thinking	Credit/No Credit	1.0	Legacy/Retired

ADVANCED CRITICAL THINKING

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Graduation Area: DTECS

Advanced Critical Thinking is an interdisciplinary, project-based course that explores the relationships among emerging technology, culture, creativity, and human behavior. Scholars examine how technologies develop within particular historical and cultural contexts and consider how people both shape and are shaped by new forms of media, communication, and technology.

Coursework emphasizes critical and computational thinking, creative application of technology, analysis of technological systems and media, collaboration, and shared problem-solving. Scholars develop the vocabulary and analytical tools necessary to

examine how technologies work, why they emerge, how they influence culture, and what ethical and social questions accompany their use.

The course is organized around changing thematic studies that provide a lens for deeper investigation. Past and current themes have included Sonic Revolutions, which examines emerging technology through the historical and cultural lens of punk rock; video game design and game culture; and pirate radio and independent broadcasting. Through these experiences, scholars move beyond simply using technology to analyze, question, create with, and understand it.

Because technologies and their cultural implications continually evolve, the specific themes, tools, and projects used in Advanced Critical Thinking may change from year to year while the course's core emphasis on critical inquiry, technological literacy, creative problem-solving, and ethical consideration remains consistent.

MAKER LAB

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Graduation Area: DTECS

Maker Lab is a hands-on, project-based course that integrates design thinking, engineering, science, technology, art, and mathematics. Scholars identify problems, explore possible solutions, develop and test prototypes, evaluate results, and refine their designs through an iterative engineering process.

Through individual and collaborative challenges, scholars learn to move ideas from concept to creation while developing skills in problem-solving, experimentation, technical design, fabrication, and the purposeful use of tools and technology. Projects may incorporate digital fabrication, electronics, coding, physical construction, emerging technologies, and other tools appropriate to the design challenge.

Emphasis is placed not simply on making a finished product, but on the process of designing, testing, learning from failure, revising, and communicating solutions. The collaborative environment encourages curiosity, innovation, resourcefulness, and the ability to translate creative ideas into functional designs.

Because available technologies and design challenges evolve, specific tools, materials, and projects may vary from year to year while the course's emphasis on design thinking, engineering, prototyping, and iterative problem-solving remains consistent.

AP CYBERSECURITY

Designation: Advanced Placement

Credit: 1.0

Prerequisite: None

Status: Current

Graduation Area: DTECS

AP Cybersecurity is a yearlong, college-level course that introduces scholars to the foundational knowledge, technical skills, and professional practices used to protect physical and digital systems. Scholars examine cybersecurity through authentic problems involving vulnerabilities, threats, attacks, risk, security controls, and methods for detecting and responding to potential compromises.

Following the College Board AP Cybersecurity framework, scholars develop skills in **analyzing risk, mitigating risk, detecting attacks, and collaborating to solve cybersecurity problems**. Coursework examines security across physical spaces, computer networks, devices, applications, and data and introduces scholars to concepts including authentication, social engineering, network security, firewalls, malware, access controls, cryptography, log analysis, and indicators of compromise.

The course emphasizes applied problem-solving and evidence-based decision-making through real-world cybersecurity scenarios. Scholars consider the role of artificial intelligence in cybersecurity and use contemporary tools and methods to identify vulnerabilities, evaluate potential risks, implement and assess security controls, and analyze evidence of attacks.

AP Cybersecurity is equivalent to an introductory college-level cybersecurity course and prepares scholars for the AP Cybersecurity Exam.

LEGACY/RETIRED COURSE DTECS

Legacy/Retired courses are no longer offered but are retained in the Course Catalog while they may appear on the transcripts of currently enrolled EAYA scholars.

ADVANCED COMPUTATIONAL THINKING

Designation: Credit/No Credit

Credit: 1.0

Status: Legacy/Retired

Graduation Area: DTECS

Advanced Computational Thinking introduced scholars to emerging technologies and the computational concepts underlying their development and use. Course content was intentionally flexible to allow scholars to investigate technologies as they emerged and evolved.

Topics varied by academic year and could include artificial intelligence, coding and programming languages, emerging digital tools, the ethical use of technology, and analysis

and discussion of the social and cultural implications of technological change. Through exploration, discussion, and applied experiences, scholars developed greater technological literacy while considering both the capabilities and consequences of emerging technologies.

Advanced Computational Thinking is no longer offered as part of EAYA's current DTECS program but is retained in the Course Catalog because it may appear on transcripts of currently enrolled scholars.

TALENT DEVELOPMENT

Talent Development is a distinctive component of the E.A. Young Academy Upper School program. While EAYA's academic curriculum develops broad disciplinary knowledge and skills, Talent Development provides scholars with intentional opportunities to better understand their strengths and interests and to pursue increasing depth within areas of demonstrated ability, talent, or sustained interest.

Talent Development includes both **Foundation Talent Development** and **Advanced Talent Development** experiences.

Foundation Talent Development supports self-knowledge, exploration, planning, goal-setting, psychosocial development, and preparation for increasingly specialized talent development. Foundation experiences help scholars identify strengths and interests, understand themselves as learners, explore possible academic and professional directions, and develop the agency necessary to make thoughtful decisions about their continued development.

Advanced Talent Development represents sustained, domain-specific development beyond EAYA's standard graduation curriculum. Advanced experiences move beyond exploration and participation toward increasing depth, complexity, independence, expertise, and authentic application.

Talent Development is defined by the development taking place, not simply by the title of a course or experience.

Graduation Requirement

Beginning with the **Class of 2029**, scholars must complete a minimum of **4.0 credits of Talent Development**, including at least **2.0 credits of Advanced Talent Development**.

The four-credit requirement represents a minimum rather than a maximum. Scholars may earn additional Foundation or Advanced Talent Development credits as appropriate to their individual academic and developmental pathways.

Courses or experiences used to satisfy another EAYA graduation requirement may contribute to a scholar's broader Talent Development pathway but may not simultaneously be counted toward the Talent Development credit requirement.

Because EAYA scholars follow individualized academic pathways, participation in a particular Foundation Talent Development course may occasionally be affected by transfer status, accelerated coursework, scheduling constraints, or other individual circumstances. Scholars are not required to retroactively complete a Pursuit course that could not be completed during its intended year. EAYA will establish an appropriate individual pathway toward completion of the Talent Development graduation requirement.

COMMUNITY ENGAGEMENT

Community Engagement reflects EAYA's belief that the development of individual talent carries with it an opportunity to contribute meaningfully to the communities of which scholars are a part.

Beginning with the Class of 2028, Community Engagement is a non-credit graduation expectation rather than a credit-bearing Talent Development course.

Scholars are expected to participate meaningfully in community engagement during the years in which they are enrolled at EAYA. Engagement may occur through EAYA programs and initiatives, leadership and service organizations, Fiery Hills, House activities, peer mentoring, school or community service, nonprofit organizations, or other approved opportunities through which scholars contribute their time, abilities, leadership, or expertise to others.

Community Engagement emphasizes meaningful contribution rather than accumulation of service hours. Scholars are expected to demonstrate active participation, responsibility, and reflection upon the purpose and impact of their contribution.

Progress toward the Community Engagement expectation is monitored as part of graduation planning and reported as **In Progress or Complete**. Transfer scholars are responsible for the expectation during the years in which they are enrolled at EAYA and are not required to recreate experiences from years prior to enrollment.

Community Engagement — Class of 2027

Designation: Credit/No Credit

Status: Legacy/Transitional

Graduation Area: Talent Development — Foundation

For the **Class of 2027**, Community Engagement remains a credit-bearing Foundation Talent Development experience consistent with the academic program applicable to that cohort. Community Engagement credit earned by members of the Class of 2027 remains part of the scholar's academic record and applies toward the 4.0-credit Talent Development graduation requirement.

Cohort Transition

Scholars in the Classes of 2027 and 2028 complete Talent Development requirements through transitional pathways that recognize the courses and credits legitimately earned under the program in effect during their enrollment. The requirement that at least 2.0 Talent Development credits be Advanced Talent Development is not applied retroactively to these cohorts.

For the Class of 2027, Community Engagement remains a credit-bearing Foundation Talent Development experience and applies toward the applicable Talent Development graduation requirement. Beginning with the Class of 2028, Community Engagement is a

non-credit graduation expectation and does not count toward the Talent Development credit requirement.

FOUNDATION TALENT DEVELOPMENT

EAYA's primary Foundation Talent Development experience is **Pursuit**, a developmental sequence designed to help scholars progress from self-understanding to exploration, intentional planning, decision-making, and successful transition beyond EAYA.

PURSUIT 10: KNOW YOURSELF

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Graduation Area: Talent Development — Foundation

Typical Grade Level: 10

Pursuit 10 introduces intentional talent development through sustained exploration of self, strengths, interests, values, motivation, and individual potential. The course asks scholars to develop a deeper understanding of who they are as learners and individuals before making increasingly consequential decisions about their academic and postsecondary paths.

Through self-assessment, reflection, discussion, exploration, and individualized goal-setting, scholars identify areas of strength and interest, examine the conditions under which they learn and perform most effectively, and consider how interests and abilities may develop into areas of greater expertise or purpose.

Scholars explore the relationships among ability, effort, opportunity, motivation, resilience, and personal agency while developing skills in self-awareness, decision-making, goal-setting, self-advocacy, and reflection. They begin identifying academic disciplines, experiences, mentors, extracurricular opportunities, and potential career or postsecondary directions that warrant deeper exploration.

The goal is not for scholars to determine a fixed future during tenth grade, but to become more intentional observers and active participants in their own development.

PURSUIT 11: KNOW YOUR POSSIBILITIES

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Graduation Area: Talent Development — Foundation

Typical Grade Level: 11

Pursuit 11 builds upon developing self-knowledge by helping scholars connect their strengths, interests, values, and talents with increasingly specific academic, professional, and postsecondary possibilities.

Scholars investigate disciplines, careers, colleges and universities, specialized programs, research opportunities, mentors, and other experiences that may support continued development. They consider not simply which opportunities are available, but which environments are most likely to challenge and develop them.

College and career planning tools are used in service of talent development. Scholars research admissions pathways and requirements, develop an appropriate college or postsecondary list, consider testing strategies, strengthen résumés and activity records, investigate financial aid and scholarships, and develop a timeline for the application process.

Throughout the course, scholars develop agency, self-advocacy, decision-making, goal-setting, planning, and other psychosocial skills necessary to pursue advanced opportunities successfully.

PURSUIT 12: KNOW YOUR PATH

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Graduation Area: Talent Development — Foundation

Typical Grade Level: 12

Pursuit 12 moves scholars from exploration and planning toward action, decision-making, and successful transition beyond EAYA.

During the post-secondary application process, scholars refine individual goals, evaluate opportunities in relation to their strengths and interests, complete applications and essays, coordinate recommendations and supporting materials, manage deadlines, pursue scholarships and financial aid, and make informed comparisons among post-secondary options.

As postsecondary plans become established, the emphasis shifts from admission to transition. Scholars prepare to function successfully in increasingly independent environments through work in self-advocacy, communication, organization, financial literacy, decision-making, time and responsibility management, accessing institutional resources, seeking mentors, and identifying opportunities for continued academic, professional, and personal development.

Pursuit 12 culminates in an individualized transition plan identifying the scholar's next environment, immediate goals, available resources and supports, and opportunities for continued talent development beyond EAYA.

ADVANCED TALENT DEVELOPMENT

Advanced Talent Development provides scholars with opportunities to pursue sustained development within an identified area of strength, talent, or significant interest beyond EAYA's standard graduation curriculum.

Advanced Talent Development moves beyond exploration and exposure toward increasing **depth, complexity, independence, expertise, and authentic application**. Scholars engage with the practices, methods, knowledge, and standards of a particular discipline or field and produce evidence of meaningful growth within that domain.

Advanced Talent Development may occur through designated EAYA coursework, advanced research, specialized practicums, individualized or independent study, mentorship, internships or field experiences, approved college or external coursework, or other experiences approved by EAYA.

To qualify as Advanced Talent Development, an experience must represent specialization beyond the regular graduation program and include defined developmental goals, sustained engagement, evidence of growth or accomplishment, and appropriate faculty, instructor, or mentor oversight.

Enrollment in an Honors, Distinguished, Advanced Placement, Dual Credit, Dual Enrollment, or other advanced course does not by itself qualify that course as Talent Development.

ADVANCED RESEARCH

Designation: Distinguished (D)

Credit: 1.0

Status: Current

Department: Science

Graduation Area: Talent Development — Advanced

Advanced Research provides an individualized, mentored opportunity for scholars to pursue sustained, advanced investigation within an identified academic or interdisciplinary domain. Building upon prior research experience, scholars move beyond introductory research methods toward increasingly independent scholarly inquiry and authentic research practice.

Working with a faculty mentor, each scholar develops and refines a focused research question or area of investigation; engages deeply with relevant scholarly literature; identifies and applies appropriate research methods; collects, analyzes, and interprets evidence; and communicates findings in forms appropriate to the discipline.

Because research practices differ across fields, methods, processes, and products are individualized according to the scholar's area of investigation. Emphasis is placed on intellectual independence, methodological rigor, ethical research practices, persistence through uncertainty and revision, critical analysis, and scholarly communication.

Prerequisite: Introduction to Research Methods/Applied Research & Statistics or equivalent preparation, demonstrated readiness for advanced independent research, and faculty approval.

STEM LAB ASSISTANT

Designation: Credit/No Credit

Credit: 1.0

Status: Current

Department: Science

Graduation Area: Talent Development — Advanced

STEM Lab Assistant provides an applied, mentored Advanced Talent Development experience for scholars demonstrating readiness for increasingly sophisticated work within laboratory science, scientific research, or a related STEM domain.

Working alongside science faculty, scholars develop technical competence, scientific judgment, independence, responsibility, and professional laboratory practices through authentic work within the EAYA laboratory environment.

Experiences may include preparation and organization of laboratory materials and equipment; safe handling, use, and maintenance of laboratory tools and materials; preparation for experimental procedures; collection and documentation of data; troubleshooting; application of laboratory safety and ethical practices; and support of scientific investigations, demonstrations, or research activities.

Responsibilities increase according to the scholar's readiness and experience. Credit is based upon **documented learning and skill development rather than completion of routine classroom, organizational, or clerical tasks.**

Prerequisite: Appropriate prior science coursework, demonstrated readiness for laboratory responsibilities, and faculty approval.

FIERY HILLS LEADERSHIP

Designation: Credit/No Credit

Credit: 1.0

Status: Current/By Approval

Graduation Area: Talent Development — Advanced

Fiery Hills Leadership provides Advanced Talent Development for scholars assuming substantial leadership responsibility within EAYA's Fiery Hills schoolwide civic and economic learning environment.

Scholars pursue sustained development in an identified area of leadership or specialization, which may include entrepreneurship, financial operations, organizational management, civic leadership, event planning, communication, business development, or other aspects of Fiery Hills operations.

Working with a faculty member or qualified mentor, scholars establish developmental goals and assume increasingly complex responsibility for authentic organizational work.

Experiences may include leading teams, developing or improving systems, managing financial or operational processes, planning and implementing events, mentoring other

scholars, solving organizational problems, or creating initiatives that contribute to the effective operation and continued development of Fiery Hills.

Advanced Talent Development credit is based upon sustained engagement, increasing independence and responsibility, and documented evidence of growth or accomplishment within the scholar's identified domain. Participation in Fiery Hills or holding a Fiery Hills job does not, by itself, constitute Advanced Talent Development.

Prerequisite: Selection or appointment to an approved Fiery Hills leadership position and faculty approval.

YEARBOOK ADVANCED PRACTICUM

Designation: Credit/No Credit

Credit: 1.0

Status: Current/By Approval

Graduation Area: Talent Development — Advanced

Yearbook Advanced Practicum provides individualized Advanced Talent Development for scholars demonstrating readiness to pursue specialized development in journalism, photography, visual communication, graphic design, editorial practice, publication management, or another approved publication-related domain.

Working with a faculty mentor, each scholar establishes an area of specialization and individual developmental goals. Scholars assume responsibilities beyond those ordinarily expected in the Yearbook course and work toward increasing expertise, independence, and authentic application within their chosen domain.

Evidence of development may include portfolios, original writing, photography, design iterations, editorial materials, production documentation, completed publication work, mentor evaluations, presentations, or reflective analysis.

When concurrently enrolled in Yearbook, the Advanced Practicum must include **separately defined goals, responsibilities, work products, and evidence of development beyond the requirements of the regular Yearbook course**. The same work may not satisfy both Communication/Fine Arts and Talent Development credit.

Prerequisite: Prior publication experience or demonstrated readiness and faculty approval.

FIREHAWK PLAYERS ADVANCED PRACTICUM

Designation: Credit/No Credit

Credit: 1.0

Status: Current/By Approval

Graduation Area: Talent Development — Advanced

Firehawk Players Advanced Practicum provides individualized Advanced Talent Development for scholars demonstrating readiness to pursue sustained, specialized development within an area of theatrical performance, production, design, or management.

Areas of specialization may include acting, directing, stage management, scenic design and construction, lighting, sound, costume design, properties, technical theatre, production management, dramaturgy, publicity and marketing, playwriting, or another approved area of theatrical practice.

Working with a faculty member or qualified mentor, scholars establish individualized developmental goals and assume increasingly sophisticated responsibility for artistic, technical, or production work.

Advanced Talent Development credit is based upon documented growth within the scholar's identified theatrical domain, not upon casting, position, number of productions, or participation alone. Participation in Firehawk Players does not by itself constitute Advanced Talent Development.

Prerequisite: Demonstrated readiness for advanced theatrical study and faculty or qualified mentor approval.

HOUSE LEADERSHIP PRACTICUM

Designation: Credit/No Credit

Credit: 0.5–1.0

Status: Current/By Approval

Graduation Area: Talent Development — Advanced

House Leadership Practicum provides individualized Advanced Talent Development for scholars demonstrating readiness to pursue sustained development in leadership, mentoring, community building, program planning, or organizational responsibility through EAYA's House system.

Working with a faculty member or qualified mentor, scholars establish individualized leadership-development goals and assume increasingly substantive responsibility within the House program. Experiences may include planning and coordinating House activities, mentoring younger scholars, facilitating collaborative initiatives, strengthening community and House culture, developing systems or programs, communicating across groups, and addressing authentic organizational needs.

Advanced Talent Development credit is based upon the scholar's sustained leadership development, increasing independence and responsibility, and documented evidence of growth or accomplishment. Holding a House leadership position or participating in House activities does not, by itself, constitute Advanced Talent Development.

Evidence of development may include planning materials, programs or initiatives developed by the scholar, documentation of leadership responsibilities, mentor feedback, reflective analysis, presentations, or other evidence appropriate to the scholar's identified leadership-development goals.

Prerequisite: Selection or appointment to an appropriate House leadership role, demonstrated readiness for advanced leadership development, and faculty approval.

INDIVIDUALIZED ADVANCED TALENT DEVELOPMENT

Designation: Credit/No Credit

Credit: 0.5–1.0

Status: Current/By Approval

Graduation Area: Talent Development — Advanced

Individualized Advanced Talent Development provides a pathway for scholars to pursue sustained, advanced development in an area of demonstrated strength, talent, or significant interest when that development is not fully represented by another designated EAYA Talent Development course.

Experiences are individually designed and approved based upon the scholar's developmental goals, prior preparation, proposed area of specialization, and available faculty, mentor, institutional, or community resources. Domains may include mathematics, science, engineering, computer science, humanities, creative writing, visual or performing arts, entrepreneurship, communication, social sciences, or other areas appropriate to the scholar's demonstrated interests and abilities.

Each approved experience includes clearly defined developmental goals, sustained engagement over an appropriate period of time, faculty or qualified mentor oversight, and evidence of growth or accomplishment.

Individualized Advanced Talent Development may incorporate approved experiences beyond EAYA, including mentorships, internships, college coursework, specialized training, research opportunities, or other external programs. External participation alone does not automatically qualify for Talent Development credit.

Credit is determined in advance based upon the scope, duration, rigor, and expected outcomes of the approved experience.

Prerequisite: Demonstrated readiness, an approved Talent Development plan, and faculty or qualified mentor oversight.



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E.A. Young Academy has met the criteria for educational quality and accreditation as established by Cognia, Inc. Cognia is the parent organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).