

# PROGRAM OF STUDIES

# University High School

## 2021-2022



THE UNIVERSITY OF  
**CHICAGO**

Laboratory  
Schools

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## Introduction

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This Program of Studies booklet describes the courses which will be offered in the High School during the 2021-2022 academic year. These selections represent an ongoing refinement of a curriculum which has been the subject of constant revision.

Before registering for courses each year, students should consult with their parents, teachers, advisors and counselors. A typical load in the High School ranges from four to seven classes per term. The recommended maximum load is seven classes, and the maximum allowable is eight. It is a requirement that every student be enrolled in a minimum of four classes at all times, none of which can be an Independent Study. Students should plan carefully in order to distribute their academic commitments evenly over four years, not overloading the first three years nor postponing many requirements to the senior year. Balancing all aspects of the high school program—academic classes, athletics, and extracurricular activities leads to a more rewarding high school experience.

In selecting courses, please also bear in mind the limitations imposed by the mechanics of scheduling and class size. Every effort will be made to accommodate the preferred schedule of each student, but it is important to have alternative choices in mind. This is particularly true for juniors and seniors who may be choosing among courses where only a single section is possible. The more single-section courses you select, the higher the probability that two or more of them will be in conflict with each other.

We also ask that you commit yourself to the schedule you submit, particularly in the area of electives. Staffing decisions are made based on the number of students who assert that they will enroll in a course if it is offered at the time of registration. The administration reserves the right to not run courses due to low enrollment or scheduling challenges.

Course selection should not be based on the projected personal “chemistry” between a student and teacher. Schedules will not be built on the basis of teacher assignment, which occurs after course registration.

Students in grades 11 and 12 are eligible to request enrollment in courses at The University of Chicago. If interested, please see the UChicago Courses form on Schoology and consult with the High School principal.

## Graduation Requirements

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A minimum of 21.5 units of credit earned over a four-year period is required for graduation from University High School.

DEPARTMENT	CREDITS REQUIRED
English	4
History	3
Mathematics	3
Science	3
World Language	2
Computer Science	0.5
Fine Arts	1
Music	1
Physical Education	3
Elective (any subject)	1
<b>TOTAL</b>	21.5

**For Transfer Students:** Requirements for students who enter the high school after grade 9 may be altered based on the student's previous academic record. Students will be placed in courses based on completed credits from their previous school and placement interviews with department chairs and the administration.

**For Current Lab Students:** no credit will be granted for coursework outside of Lab.

Additional non-credit-bearing programming required for all students:

- Service Learning—required for graduation.
- Advisory—all students enrolled for all four years. Advisory includes assembly and counselor programming.

May Project is a program available to all seniors during the month of May.

**Early Graduation:** There may be a rare instance when early graduation is appropriate for a student. Students who wish to graduate in fewer than four years must meet all graduation requirements. The first step is to schedule a meeting with the high school principal prior to the start of grade 11.

## Examples of Four-year Programs

**Example 1: A well-balanced program that meets graduation requirements and satisfies the admission requirements of most colleges:**

1st Year	2nd Year	3rd Year	4th Year
English World Language Intro to Computer Science Math Science or History Music Fine Arts Physical Education	English World Language Math Science History Physical Education Fine Arts <i>Service Learning</i>	English World Language or Elective Math Science History Physical Education Journalism	English World Language or Elective Math Science History Computer Science

**Example 2: Humanities Emphasis:**

1st Year	2nd Year	3rd Year	4th Year
English World Language Intro to Computer Science Math Journalism History Music / Fine Arts Physical Education	English World Language Math Science History Music / Fine Arts Physical Education <i>Service Learning</i>	English World Language Math Science History Journalism Physical Education	English World Language 2nd World Language History Electives Music / Fine Arts Journalism Science (non-Lab)

**Example 3: Math/Science Emphasis:**

1st Year	2nd Year	3rd Year	4th Year
English World Language Intro to Computer Science Math Science History Music / Fine Arts Physical Education	English World Language Math Science History Physical Education Computer Science <i>Service Learning</i>	English World Language or Elective Math Science History Music / Fine Arts Physical Education	English World Language Math Science Elective: Statistics, Computer Science, 2nd Science

**Example 4: Fine Arts/Music Emphasis:**

1st Year	2nd Year	3rd Year	4th Year
English World Language Intro to Computer Science Math Science History Fine Arts or Music Physical Education	English World Language Math Science History Fine Arts or Music Physical Education <i>Service Learning</i>	English World Language Math Science History Music or Fine Arts Physical Education	English World Language or Fine Arts / Music Math or Fine Arts / Music Science or Fine Arts / Music History or Fine Arts / Music Music / Fine Arts Computer Science



## Grades and Grade Point Averages

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Letter grades of A, B, C, D, and F (plus and minus may also be given) are given for all courses listed in the Program of Studies. For yearlong courses, only the final year grade appears on the transcript; for semester-long courses, the grade of the term appears on the transcript.

Grades of “Incomplete” (I) are assigned to students who do not complete requirements for a class. These obligations must be resolved during the first four weeks after the term ends, or within a time specified by the teacher. Failure to resolve the incomplete will result in a grade of F unless other arrangements have been made with the teacher.

Grade point averages are based on all of the student's courses taken at University High School (including any University High School summer school courses) in which letter grades are given. It is a 4.0 system, with neither honors points nor weighted grades.

Cumulative grade point averages are computed at the end of the junior year, the end of fall of the senior year, and the end of the senior year. Class rank is neither calculated nor presented to colleges.

## Academic Notice and Probation

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Students who earn two “C-” grades or one “D” grade at the end of a semester will receive a letter via email of **academic notice**. The student will meet with the counselor and the assistant principal, or their designee, to determine what is impeding the student’s progress and establish a plan for regular check-ins with the teacher and counselor. The counselor will communicate a summary of the meeting to the student and their parent/guardian.

Students who earn two “D” grades or a single “F” grade in any given semester will be placed on **academic probation**. Placing a student on academic probation serves to express serious concern over their academic performance. The first time a student is placed on academic probation, the student will be required to meet with a member of the high school administration, counselor, learning coordinator, and their parents/guardians. The goal of the meeting is to determine what led to the resulting grades and to implement a plan for strategies, support, and success. The principal will communicate a summary of the meeting in a letter via email to the student and their parent/guardian. The counselor and/or learning coordinator will monitor the student’s progress throughout the following semester and may modify the plan as needed in conjunction with the high school administration. If a student is placed on academic probation for a second semester, even if non-consecutive, the administration may determine that student will not be allowed to enroll in U-High for the following *term* or *year*.

## Repeating a Course

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Students who drop a course or are withdrawn from a class, may be required to enroll in the course the following year. The student will be required to repeat the course in its entirety. Students who fail a required course will repeat it the following year. The original course and failing grade are recorded on the transcript and the course receives zero credit. The grade earned the subsequent year will be recorded and the courses, if passed, will earn the proper credit and counted in the GPA.

If a student is required to repeat a course which they passed, the original course and grade are recorded on the transcript and the grade is counted in the GPA. The grade earned the subsequent year in the repeat course will be recorded on the transcript; the repeated course receives zero credit and is not counted in the GPA. Permission to repeat a course is at the sole discretion of the administration. Students cannot repeat a course simply to earn a higher grade.

## Schedule Changes: Adding and Dropping of Courses and Changes in Level

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### Adding a Course

Students have the opportunity to make changes to their schedules during two designated times—the spring prior to, and the summer before—a given school year. Once the school year has begun, students may, for exceptional circumstances, add a course until the end of the second week of school.

With approval, and no later than the end of the fall semester, students may be able to add spring semester classes to their schedule.

### Dropping a Course

Students who withdraw from year-long classes prior to the end of the tenth week of school will have no notation of that class on the transcript. Students must complete an Add/Drop form (available in the Learning and Counseling office) and have it signed by their parent and teacher, and then must submit it to their counselor. Students who drop classes at any other time during the academic year will be assigned either a mark of WP (Withdrawn Passing) or WF (Withdrawn Failing) and will receive no credit. Semester-long courses dropped prior to the end of the fifth week of either semester will similarly not be recorded. After this time a grade of either WP or WF will be recorded. No course may be dropped during the last two weeks of either semester.

### **Changes in Level**

In certain situations, it may be determined that a student should change levels in a given course. Examples of this include moving from AAAT to AA in math or Chemistry M to Chemistry C in science. Such changes require conversations between the student, parents/guardians, the counselor, the teacher(s), and the department chairperson. The final arbiter of the decision is the department chair and/or administration.

If a mid-year level change is made, the only grade on the transcript will be that of the course in which the student is ultimately enrolled. An interdepartmental agreement, in coordination with the department chair, will be reached (and shared with students) in regards to how the grade is transferred into the new course grade.

In the Mathematics department, students wishing to switch from an accelerated course to its parallel regular course may do so at any time during the year, provided that the section of the regular course is not full. Such a move should be made in consultation with the student's teacher and the teacher of the new course, and in consultation with the department chair. Together the teachers will determine how the final grade will be assigned. The transcript will reflect only the course the student completes.



## Advisory Program

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The Advisory system is designed to support each student's academic and personal well-being at University High School. These meetings bring together a small group of students and one educator in an informal setting. The system is based on the premise that students benefit from an additional committed adult advocate, links to resources within the school, and a supportive peer group. Advisory also provides a forum for students to pursue developmentally appropriate topics and questions that are not part of the regular curriculum; the school's counselors facilitate these discussions. The advisor is not a counselor, but works closely with the Learning and Counseling department.

During grade 9, Advisory focuses on making a smooth transition to high school. In grade 10, Advisory remains a support from both the advisor and the group, and students participate in the Service Learning program. For grade 11, academic support remains in place and is supplemented by a college counseling component. For grade 12, a primary focus is to support advisees through the college admissions and application process, which is led by the college counselors. Throughout the four years, school counselors also engage with advisories to provide social-emotional support, education, and guidance.

The advisor is responsible for monitoring scholastic progress and assisting in the registration choices of his/her advisees. To ensure continuity of support, advisors stay with their groups for all four years.

## Counselor Programming: School Counseling Programs and College Workshops

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### **School Counseling Program**

School counselors work across all grades to address developmentally-relevant issues in the areas of adolescent health and wellness. The curriculum complements our academic program and addresses the social and emotional themes and needs of adolescence. Counselors' work with students is guided by the CASEL framework and focuses on the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In collaboration with Learning Coordinators, College Counselors, parents/caregivers, and when needed, outside providers, the program aims to educate students around behaviors and attitudes that have the potential to influence healthy home-school balance, movement toward self-actualization, academic performance, and overall well-being.

#### **Grade 9 Program**

Grade 9 programming is focused on facilitating a successful transition to the high school setting. Building on the themes discussed during ninth grade orientation and retreat, sessions highlight identifying and utilizing resources, establishing school/home balance, managing stress, cultivating mindfulness, and communicating respectfully.

#### **Grade 10 Program**

The grade 10 series aligns with the service learning program and emphasizes the student's responsibilities to self and community. Adolescent risk behaviors such as experimentation with, use, or abuse of substances and accompanying vulnerabilities are explored through varying perspectives. An emphasis on self-care and being a supportive peer and community member are highlighted throughout this series.

#### **Grade 11 Program**

Grade 11 programming takes into account the increasing maturation, independence, and responsibilities that accompany the latter half of high school and middle adolescence. Through the lens of self-reflection, topics focus on self-care, healthy relationships, mindfulness, and sexual decision-making.

#### **Grade 12 Program**

In grade 12, programming supports the work of students in the college process and provides a space for reflection on their high school experience. There is an emphasis on mental health and healthy behaviors that support positive life choices. The program highlights navigation of the transition to a post-secondary environment, with intentional exploration of academic and social aspects of young adult life.

### **College Counseling Program**

We support the mission of the Schools by encouraging our students to do the best work they can, to involve themselves in their school lives, and to be active participants in life outside the school. We see the college process as an educational process in itself. We support the worth and value of each child and their postsecondary aspirations. We encourage students and families to consider “fit” as the most important aspect of the college decision: academic, social-emotional, financial, and quality of life. We provide factual information, feedback, and advice in ways that enable the student and their family to make informed decisions. We provide a full complement of services for our students and their families.

Juniors and seniors are assigned to informational college workshops during designated Advisory and free times to work in small group settings on the college planning process.

#### **Junior Program**

Students are assigned to attend a Junior College Workshop session, conducted by all of the college counselors, during the winter and early spring months. Topics include the following:

- Navigating Naviance
- The Junior Questionnaire
- Testing
- Course Registration
- Choosing a College
- Visiting a College
- College Application Overview
- Creating Your Common Application
- The College Essay
- Financial Aid and Scholarships

These sessions supplement the individual and family college planning meetings that students and their parents schedule during junior year.

#### **Senior Program**

Seniors meet in the fall with their college counselor during designated Wednesday Advisory sessions. These sessions provide college counselors with the opportunity to address general tasks, deadlines, and responsibilities involved in the college application process. Additional topics covered in these sessions include:

- Managing Transcript Requests
- Finalizing Teacher Recommendation Requests
- Completing Financial Aid and Scholarship Applications
- College Representative Visits
- Preparing for College Interviews
- Transitioning to College

Seniors meet in this group format with their college counselor once in winter and once in spring as they navigate final steps in the college selection process. These sessions supplement individual and family college planning meetings scheduled during senior year.

### **Parent/Guardian Programming**

Parent/Guardian programming is designed to educate families on topics relevant for their child at their grade level. Programs are publicized in Enews and will include a link through which parents and guardians may register to attend.

- Freshman and Sophomore Parent/Guardian Program
- Financial Aid Parent/Guardian Program (open to all Lab parents)
- College Entrance Exam Parent/Guardian Program (open to all Lab parents)
- College Entrance Exam Parent/Guardian Coffee (open to all Lab parents)
- Junior Parent/Guardian Program
- Junior Parent/Guardian Coffees (including a mock application exercise)
- Senior Parent/Guardian Program
- Senior Parent/Guardian Coffees
- Sending Seniors Off to College Parent/Guardian Program

Freshman and sophomore students and families are welcome to speak with their school counselor, who will coordinate with a college counselor, if questions arise before the college counselor assignments occur.

## **The Pritzker Traubert Family Library**

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The Library is central to the High School program. It offers a rich supply of resources, both in support of the curriculum and for the personal growth and enrichment of each individual student. The collection includes approximately 30,000 volumes of books and 80 periodical titles, a strong reference collection, and valuable resources such as a growing collection of ebooks and audiobooks and a rich array of databases. The collection is continually updated to support the curriculum and respond to students' and teachers' requests.

Librarians are available at all times to help and instruct students, individually or in groups, with research and recreational reading and to work with teachers to ensure the availability of all necessary resources.

Many teachers bring their classes to the library for orientations and instruction in research and database searching. Desktop and laptop computers are available for the students. The online catalog and databases can be accessed from home at

<https://www.ucls.uchicago.edu/program/libraries/pritzker-traubert-library>

High School students also have access to, and full privileges at, the University of Chicago libraries starting in tenth grade, or with special permission in ninth grade. The depth and breadth of the University of Chicago’s online library resources are available to all High School students from anywhere they have internet access.

For materials not available in the library, students are encouraged and assisted by school librarians in using public libraries, special libraries, and museum collections in the city.

# The Program

## English

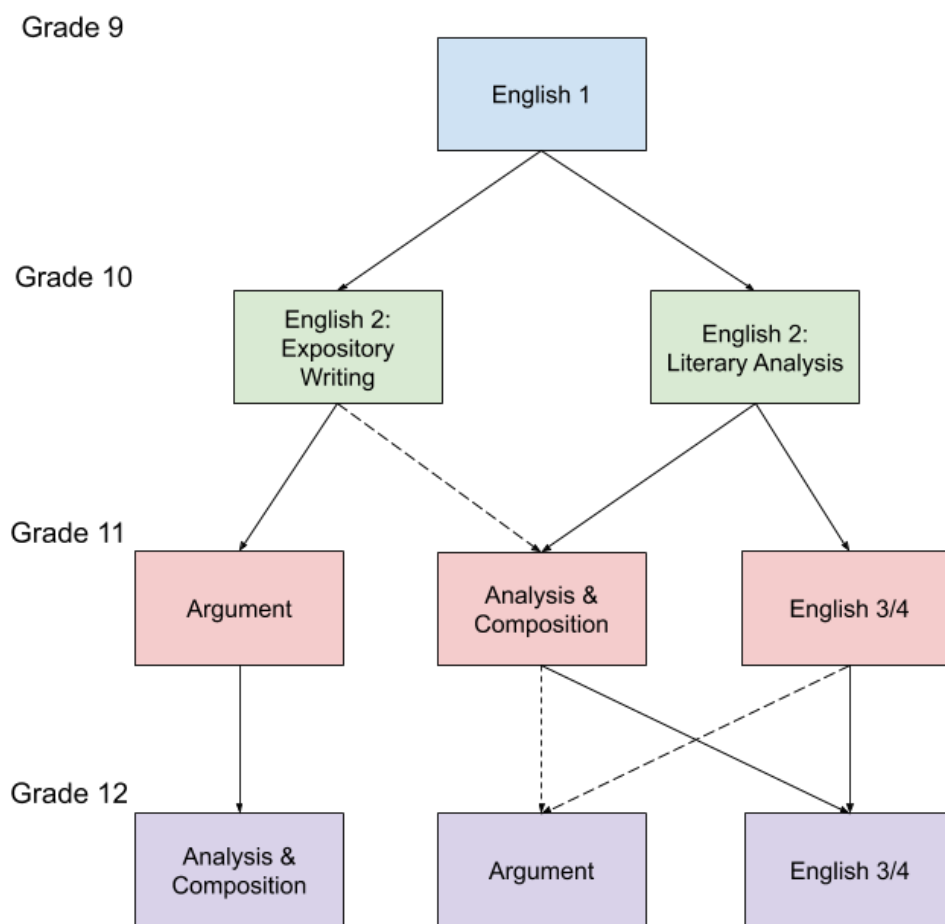
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The curriculum of the English Department is designed to help students read literary texts very closely in order to discover what the text says, what the text means, how the text affects them, and how the text achieves its effect. We study texts by a variety of authors from various countries (concentrating especially, though by no means exclusively, on literature originally written in English) and from various periods. Although we explore backgrounds to the texts we read, our courses do not survey literature chronologically. Through class discussions and activities, study guides, written homework grounded in the text, and analytical essays, we help our students to understand figurative language, imagery, patterns of language, and to draw progressively more sophisticated inferences. Through their work, students engage in a dialogue with the text at hand, letting it speak directly and personally to them, and, in their turn, speaking their insights to it and asking their questions of it.

Our writing program focuses on analytical writing. We help our students learn how to find a valid thesis; how to research a text to find support for the thesis; how to narrow or expand the thesis to fit the assignment; how to organize according to what the thesis says and to its logic. Students use rough drafts to develop appropriate rhetorical strategies; to check for errors in grammar, usage, and mechanics; and to come to logical conclusions. As in our class discussions, we teach our students to support their ideas by quoting directly from the text or texts under consideration. Our students also explore literature by writing personal essays, short stories, and poems.

Students must complete four credits of English and be enrolled in an English class during each term.





The dotted paths between grade 11 and grade 12 above indicate the following (further explained in the course descriptions):

- The department will consider Argument as an option for seniors who have completed Analysis and Composition or a year of English 3/4. Enrollment, however, is limited by available space.
- Argument students do have the opportunity to take English 3/4 for their senior year, but enrollment requires department approval.

The dotted path between grade 10 and grade 11 indicates that beginning with the class of 2024, ninth graders who enroll in Expository Writing for tenth grade will have the opportunity to take either Argument or Analysis and Composition for their junior year. Enrolling in A&C, however, will require permission of the department, as further explained in the course descriptions.

**Current tenth graders (the Class of 2023) enrolled in Expository Writing will continue to take Argument for their junior year.**

## English 1

Course Number: 1110

Credit: 1

Prerequisite: None

The French writer Flaubert wrote to an acquaintance about the importance of reading: Don't read, he insisted, only to amuse yourself or to fill your head with practical information, but instead, "read in order to live." Reading is at the heart of the high school English curriculum, and we want every student to experience the vital reading that Flaubert identifies. To that end, English 1 is a yearlong course that introduces students to personal and intellectual engagement with literature, especially through close reading. All students study several core texts. In recent years, those have included Salman Rushdie's *Haroun and the Sea of Stories*, Homer's *The Odyssey*, Sandra Cisneros' *The House on Mango Street*, J.D. Salinger's *The Catcher in the Rye*, and Shakespeare's *Macbeth*, along with other short fiction and poetry. In class, students learn to develop and challenge their ideas through discussion and informal reflective writing. Students complete a variety of writing assignments, beginning with short analytic responses. Students learn to identify important context for a passage, accurately paraphrase the passage on a literal level, and apply multiple strategies for identifying key elements of a quote and articulating their impact on meaning. Students then learn a formal argumentative structure for literary analysis, beginning with single claim paragraphs and progressing to a multi-paragraph literary analysis essay. Students are frequently encouraged to revise and improve their work after initial evaluation. In addition, students receive instruction in grammar, mechanics, and style. Throughout the year, students have opportunities to write personally and creatively, including short narrative vignettes and poetry.

## English 2: Literary Analysis

Course Number: 1123

Credit: 1

Prerequisite: English 1 and the permission of the department

Literary Analysis builds upon the reading and writing skills from English 1. Students are expected to attentively read and annotate complex texts, the core of which are short fiction and novels. In the past students have also built personal essay portfolios, worked through original translations of poetry, or studied works of contemporary American drama in coordination with local theater productions. Students have recently analyzed short stories by Tobias Wolff, Alice Walker, Gabriel García Márquez, Lu Xun, and Jhumpa Lahiri, and longer narratives have included Toni Morrison's *The Bluest Eye*, F. Scott Fitzgerald's *The Great Gatsby*, and Peter Ho Davies' *The Fortunes*. Students journal frequently in class and at home, and much of class time is spent in student-directed discussion and small-group analytical work. More formal writing assignments typically begin with "quotation relations," as students explore how comparing the specific text of a couple of short passages helps to unlock the text as a whole. Throughout the year, students are asked to engage in a guided process of deeply exploring story and language in order to independently arrive at important questions about the text. They are then asked to harness that exploration to create full critical essays built upon organized claims, logical

evidence, and complex inferences. Those essays grow in sophistication. Students often begin by building a detailed outline for a strong progressive or cause-effect essay. After that, they write full, multi-paragraph essays that utilize those structures or others, such as definition, problem-solution, symbol analysis, or comparison-contrast. By the year-end, our goal is for students to be able to pick the right structure and evidence to effectively support an essay that addresses a question of their own choosing. Students are frequently encouraged to revise their finished work after initial evaluation.

As Literary Analysis requires strong reading skills at the beginning of the year, placement in the course requires permission of the department. English I teachers will conference with each of their students prior to course registration and determine a student's best placement in either Literary Analysis or Expository Writing based on the student's performance in class, especially on reading quizzes and analytical writing assignments. If a student has any questions about the recommendation, they should continue conversation with their teacher or reach out to the Department Chair. A student may appeal their placement in Expository Writing, in which case the Department Chair will administer a placement assessment to determine if the student demonstrates the reading and analytical skills required of Literary Analysis.

## English 2: Expository Writing

Course Number: 1122

Credit: 1

Prerequisite: English 1

While the writing curriculum in Literary Analysis focuses on the close reading of literature and on exploring those ideas through analytical writing, this English class asks students to develop their skills through expository writing that explains or describes, often based on personal experience, intellectual interests, or practical needs. Students will produce a portfolio of essays, usually including the description of a process, an extended definition, and a comparison. Students also write to narrate, describe, and reflect on personal experiences. Across all of these assignments, students work on writing clearly and precisely and on organizing information coherently. The reading curriculum focuses on accurate reading and inferring from textual details. Students read short texts that present different challenges for comprehension, such as archaic language or unfamiliar cultural references. Students also study longer narrative works, such as Marjane Satrapi's *Persepolis*, Chinua Achebe's *Things Fall Apart*, and Mary Shelley's *Frankenstein*. When studying literary texts in Expository Writing, students analyze word choice, imagery, and syntax to explain the meaning of individual passages. Students also use expository forms to write about texts (e.g. comparing characters in a text, or explaining how a character does or does not meet the criteria of a term that has been defined).

## Argument

Course Number: 1131

Prerequisite: English 2: Expository Writing, Analysis & Composition, or English 3/4

Many people believe they are good at arguing when they are good only at fighting, yelling, blustering, or ranting. In this course, students learn to distinguish an articulate argument from the rest. The first part of the course focuses on argument and rhetoric. Students analyze and assess the logical, and illogical, arguments that surround us in writing, speech, and media. To do so, students grapple with current events, controversial topics, and philosophical concepts. They research issues and learn about the variety of stances people have taken, and they synthesize this information to arrive at a logically-sound claim. Students consider perspectives that differ from their own and may even have to defend stances they disagree with. During the second part of the year, students apply their argumentative skills to literary works. While reading, students must be active participants; their annotations should demonstrate critical thinking. This is done through our major novel, *1984* by George Orwell. Class discussions revolve around a central theme in the reading, and passages are analyzed for their literary significance: what is a possible meaning behind this quotation? Why does that matter? Through the use of quotation relations, students analyze the relationship between important quotations and then consider how that insight applies to the text as a whole.

Each semester the writing curriculum focuses on different components. The first emphasizes organization and the use of rhetorical appeals. Students learn the essential components of any good argument and how they serve to better organize their ideas. As they write, students must

consider purpose, audience, and content in order to determine which rhetorical appeal would be best employed. By the end of the first semester, students are expected to be capable of creating a complex thesis that previews the rest of the paper. The paper itself should be well-organized, so that each body paragraph builds upon the previous. Second semester focuses on further developing their literary analysis skills. Students track a recurring image, closely analyze the development of a character, and consider the interaction between theme and motif. By the end of the second semester, students should be capable of making insightful inferences regarding a literary text, and support it through close analysis of well-selected evidence.

Students also set two major goals for each semester and focus on meeting their individual goals. Through each assignment students must consider their goals and note any evidence they may use to prove their progress. At the end of a semester, students must make a case for how well they met their goals, using their own work as evidence. Throughout the year, students keep every draft of a major paper, so that after the final draft they may observe, evaluate, and reflect on their progress. Students also participate in writing conferences with the instructor and the revision process is an essential piece of the curriculum. An emphasis in this course is for students to be capable of noting their own progress and demonstrating that growth.

Argument is intended as the second step of a two-year sequence that begins with Expository Writing, and it builds on the skills developed in that earlier course. Based on available space, the department also will consider placing seniors in the course following Analysis & Composition or a year of English 3/4. First priority for enrollment will go to students coming from Expository Writing, and the next priority will be students for whom the course is deemed the most appropriate fit for the continued development of their reading, writing, and critical analysis skills. If there is still space available, the department will consider students who wish to take the course based on interest.

## **Analysis and Composition**

**Course Number: 1130**

**Credit: 1**

**Prerequisite: English 2: Literary Analysis or Argument (Note: For the class of 2024, students in Expository Writing can take A&C with department permission.)**

Analysis and Composition is a yearlong course for students who want to strengthen their background and foundation in several English skill areas. Throughout the year, students will closely read and analyze a variety of texts, employing different strategies to glean more from the stories. By the end of the year, students will be more skilled at the close reading of literature.

In each term, the class focuses on a different aspect of literature. Students explore the intertwined themes of identity, community, and storytelling found in texts such as *The Round House* by Louise Erdrich and *The Joy Luck Club* by Amy Tan. Students study the elements of drama with plays such as Arthur Miller's *All My Sons* and David Auburn's *Proof*, and compose original one-act plays. Students also read stories that explore multiple perspectives--in this case, of the

Vietnam War--in *The Things They Carried* by Tim O'Brien and the graphic novel *The Best We Could Do* by Thi Bui.

The writing curriculum focuses on further developing literary analysis skills. Students set writing goals for each analytical assignment and focus on meeting their specific goals. Students also participate in writing workshops and conferences with peers and with the instructor. Throughout the year, students keep a writing portfolio to review, evaluate, and revise their work. Through a guided writing process, students create full critical essays built upon organized claims, logical evidence, and complex inferences. The course includes opportunities to develop and refine narrative and creative writing skills as well.

A&C is designed as the next step for students in Argument or students in English 2: Literary Analysis who feel that they need more practice with their critical analysis skills before entering the English 3/4 electives program. Teachers of Argument and Literary Analysis will consult with their students during course registration to help them determine their best path forward. Enrollment in A&C is limited. In cases where teachers determine that students have demonstrated the skills and independence for English 3/4, the department cannot guarantee placement in A&C.

Please note that starting with current ninth graders (class of 2024), as noted in the English Department's curriculum flow chart above, Expository students will have the opportunity to enroll in either Argument or A&C. To enroll in A&C, however, a student's teacher must agree that they have demonstrated the reading and analytical skills required to meet the expectations of the course. If a student has any questions about the recommendation, they should continue conversation with their teacher or reach out to the Department Chair. A student may choose to appeal their placement in Argument, in which case the Department Chair will administer an assessment to determine if the student demonstrates the skills required of A&C. The timing of the process might require a course change later in the registration process.

## English 3/4

**Course Number:** 1140

**Credit:** 1/2 credit per semester

**Prerequisite:** English 2: Literary Analysis, A&C, or permission of the department.

In one of her essays, Virginia Woolf writes: "The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions." "Independence," she argues, "is the most important quality that a reader can possess." The English electives exist for those who are prepared to embrace the rights and responsibilities of the independent reader Woolf envisions. They exist for students who find it difficult to choose between classics and contemporary fiction, between Dickens and Dystopias, between Philip Marlowe and film, between Hurston and *Hamlet*. Drawing from a wide variety of material, most elective courses emphasize close reading of literature and analytical writing. At least one elective each year emphasizes story or poem writing, though those courses also include some critical reading and writing. We hope that



students will embrace this freedom by exploring new authors, texts, cultures, and periods, as well as revisiting familiar ones.

The juniors and seniors who enroll in English 3/4 take two semester-long courses each year, and receive a final grade at the end of each semester. Each term students enrolled in electives will receive course descriptions for the following semester and indicate their preferences. Although we attempt to give students their first choices, in order to achieve a numerical balance among the classes and to give all students equitable opportunities, students sometimes get their second or third choices. We keep careful records of choices and promise to do all that we can to ensure at least half of each student's courses will be their first choice.

While Woolf encourages the reader's independence, she also recognizes that "to enjoy freedom, if the platitude is pardonable, we have of course to control ourselves. We must not squander our powers, helplessly and ignorantly, squirting half the house in order to water a single rose-bush; we must train them, exactly and powerfully." The department expects students who enroll in English 3/4 to have demonstrated high competence and independence in their analytical reading and writing during previous coursework. Enrolling in English 3/4 is a choice that students should make in consultation with teachers, counselors and families. All of our English courses provide students with diverse ways to show their hard work, creativity, and critical thinking, and full-year grades in courses previous to English 3/4 reflect that. Electives also include diverse assignments, but greater weight is placed on critical writing about literature. The best indication of preparedness for electives would be how, in earlier courses, students perform on their initial graded drafts of critical papers, because revising evaluated work to improve grades is not typically offered in English 3/4. While teachers still support students with consultation and feedback as they write, the focus of instruction is on content, not on building the process of writing an essay. Students should be ready, based on observant, accurate reading, to independently plan and draft well structured essays built on a clear, logical sequence of well introduced, well selected, and well analyzed evidence. In other words, students should be prepared to write to learn, not just learn to write.

The department allows students in English 2: Literary Analysis, after consultation, to make their own choice between English 3/4 and A&C, but they must be aware of the expectations for the course noted above. For juniors enrolled in A&C, the department expects that those students will be ready to move on to English 3/4, but it will hold open the possibility that some of those students might be better served by enrolling in Argument.

For juniors currently enrolled in Argument, the department is open to the possibility of them enrolling in English 3/4 as opposed to A&C for their senior year. However, their teacher must agree that they have demonstrated the reading and analytical skills required to meet the expectations of the course. If a student has any questions about the recommendation, they should continue conversation with their teacher or reach out to the Department Chair. A student may choose to appeal their placement in A&C, in which case the Department Chair will administer an assessment to determine if the student demonstrates the skills required of English 3/4. The timing of the process will likely require a course change later in the registration process.

While specific electives for 2021-22 have not been finalized, the following courses are representative of our typical offerings:

- [Hero's Journey](#)
- [Second Chances: Austen and Greer](#)
- [Story Writing](#)
- [Poetry](#)
- [Intro to Literary Theory](#)
- [American Supernatural Fiction](#)
- [Fairy Tales and Feminist Lit](#)
- [Power of Place in Literature](#)
- [Rousseau's \*Emile\*](#)
- [Outsiders in Shakespeare and Roth](#)

# History

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## Why Study History?

In the twenty-first century, historians increasingly engage in transnational research, building more accurate and inclusive global narratives regarding historical events. These narratives provide context for our own experiences with globalization today and empower us to be better citizens. Likewise, historical study propels cross-cultural competence and an appreciation for global interdependence. The department believes that historical study is uniquely structured to build appreciation of, and engagement in, a globalized world, and that students build valuable analytical and communication skills through careful attention to research processes and contextualization of current events in their historical antecedents.

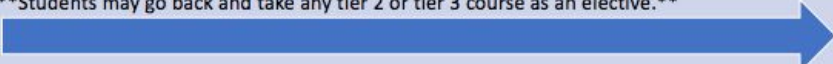
## How Will I Study History?

The History Department is committed to a growth mindset. Using an inquiry approach to learning, the department cultivates students' thinking skills so they actively construct and analyze historical narratives. Open-ended interpretative questions and student-centered instructional methods (e.g., discussion, debate, and simulation) empower students to act as historians, analyzing and interpreting texts and artifacts with well-evidenced conclusions. Students become adept at scholarly research, investigating more sophisticated sources as they move from tier to tier, ultimately reaching print sources and scholarly, subscription databases from University of Chicago's Regenstein Library. Students investigate sources critically, analyzing and synthesizing both primary and secondary sources for point of view and context, rather than accepting them at face value. In a fast-paced world of information overload, these are critical skills. Students also learn analytical writing skills of thesis formation, well-constructed and evidenced body paragraphs, and attention to proper source citation.

## What Am I Required to Take? (See *chart below for assistance.*)

Graduation requirements provide for a three-tier history sequence. The first tier is Early World History. Four courses are offered at the second tier: Modern World History, Modern World Religions, AT Modern World History, or AT Modern European History. Three courses are offered at the third tier: United States History, AT United States History, or AT African American History. Students should consider pre-requisites, area of personal interest, and the AT section below when deciding upon courses for the second and third tiers. For students interested in pursuing a fourth year in history, the department offers elective courses (described in the courses section) in addition to independent studies.

## History Department Course Offerings 2021/22

Tier One Required Courses	Tier Two Required Courses	Tier Three Required Courses	Electives available to 11 <sup>th</sup> and 12 <sup>th</sup> graders who have completed the first two tier requirements
Early World History	Modern World History Modern World Religions AT Modern World History AT Modern European History	United States History AT United States History AT African American History	AT Comparative Politics and Global Relations  AT Micro and Macro Economics  20th C Latin American History in Film and Nonfiction ( <i>fall</i> )  Wars of Liberation in Africa and the Struggle for Economic, Cultural and Political Independence, (1945-present) ( <i>spring</i> )
<b>**Students may go back and take any tier 2 or tier 3 course as an elective.**</b> 			

## How do I decide which history class is right for me?

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<i>Classes like Modern World Religions and US History</i>	<i>Classes like AT AFAM and AT Euro</i>
<p>In these courses, teachers promote rigor and create pedagogically sound classes that challenge students to develop the fundamental skills necessary for serious and critical research. Students enrolling in these courses must be willing to:</p> <ol style="list-style-type: none"> <li>1. Complete nightly homework</li> <li>2. Research, write and analyze primary and secondary sources and participate in classroom discussions with appropriate support where needed</li> <li>3. Stretch themselves intellectually in pursuit of becoming stronger historians</li> <li>4. Take over more responsibility for their learning</li> </ol>	<p>These courses are accelerated and equivalent to their university/college counterparts. Students enrolling in these courses must be willing to:</p> <ol style="list-style-type: none"> <li>1. Commit themselves to a faster-paced course with significant nightly readings that require note-taking</li> <li>2. Plan and compose lengthy written works on a biweekly basis</li> <li>3. Conduct independent research using academic books and electronic subscription databases outside of class</li> <li>4. Demonstrate disciplined habits, motivation and initiative</li> <li>5. Be learners capable of independent work habits inside and outside the classroom</li> </ol>

## Early World History

Course Number: 1610

Credit: 1

Prerequisite: None

Early World History introduces students to historical study and research. It is a prerequisite for all other courses in the History Department. The majority of students take it as freshmen.

The course examines world civilizations from prehistory to the medieval period with emphasis on analyzing essential cultural attributes, including political, economic, religious, and technological structures. Connectivity among world civilizations, for example through trade, is also a point of focus. Significant attention to geography (both ancient and modern) enables students to appreciate the importance of location and physical conditions that affect the development of civilizations. Students learn to read and analyze a wide variety of primary and secondary sources, including historical literature, scholarly articles, and textbooks. We also emphasize writing skills through careful development of research processes. These include identification of scholarly sources, proper citation techniques, formulation of a historical thesis, and integration of evidence into a coherent argument.

Assessments include research projects, periodic in-class writing assessments, and source analysis exercises. Students will also regularly engage in discussions involving oral presentations, debates, and directed dialogue. The contextual, research, and writing skills we emphasize are designed as a foundation for all other courses in the History curriculum.

## Modern World History

Course Number: 1620

Credit: 1

Prerequisite: Early World History

Modern World History is a year-long course that focuses on creating an overview of World History that is non-Eurocentric and seeks to reinforce and build upon the reading, writing, and research skills developed in Early World History.

The course will recognize important European contributions to the “great conversation,” or the important philosophical and political discussions of what a good society can be, but within a global context. The great works of Renaissance literature and philosophy, for example, must be viewed alongside the great works of the Ming Neo-Confucian tradition as both Europe and China experienced renaissances in the 15<sup>th</sup> century that recovered the classical knowledge of earlier periods.

The course will make use of a textbook and reader that encourage discussions of the questions raised above. Robert W. Strayer and Eric W. Nelson’s, *Ways of the World: A Brief Global History*, resists Eurocentric “tunnel vision” and periodization by focusing on categories of development over time and integrating much of the new environmental history that we are in need of learning today.

A companion reader, *Thinking through Sources*, will be used to analyze historical documents to develop our U-High Historical Habits of Mind.

Continuing skill development is central to this course. Students should expect to (1) read and take notes on both primary and secondary sources, (2) enhance their historical research and writing skills, (3) participate in student-directed works such as debates, role-playing conferences, Socratic seminars, and group projects, and (4) connect historical events to today's important global issues. Assigned readings will include journal articles, books dedicated to certain eras or people, primary and secondary source print excerpts, and internet sources. Students will not be expected to read more than 15 pages in a single evening.

Students should expect random, open-note quizzes designed to assess completion of assigned readings and aid students to key into and retain important global developments and arguments in the course. Students' class work will be a mixture of debates, role-playing, document analysis, and group projects. Unit examinations typically are scheduled bi-weekly and take the form of short response questions and an essay question.

Students will write an analytical research paper of 3-5 pages at the end of the fall and spring semesters using the conventions set forth in Patrick Rael's *Reading, Writing, and Researching in History: A Guide for College Students*, available at <http://www.bowdoin.edu/writing-guides>.

In conclusion, Modern World History will be fun, engaging, and challenging. In the truest Lab School tradition, above all, the course will raise and attempt to answer some pretty controversial questions. Did the modern world begin with the European Renaissance, or was the "Renaissance" a construction of western historians who wanted to establish European exceptionalism? Was the core of the developing global economy the New World between 1500 and 1800, or was the Chinese economy the fastest growing economy in the world during these years? This course will not pull any punches interrogating assumptions typically made about European exceptionalism.

## Modern World Religions

Course Number: 1668

Credit: 1

Prerequisite: Early World History

Lab, as part of the University of Chicago, is home to students of all the world's major religious traditions and, though firmly a secular institution, values the rich diversity of spiritual expression and practice to be found in our school. Have you ever wondered about how religious traditions and communities shaped, and were shaped by, the events of early and modern world history? Have you hoped for a course in which you were able to explore—from a historical perspective—how religion has changed and evolved over time in terms of practice and belief? What is the context for particular practices and beliefs? Why might practitioners follow a particular religious tradition and why might others seek to reform religious institutions or



practices? Are you curious about when religious figures and communities have banded together and fought for change and peace? Are you equally curious about when religious differences have produced divides and disputes within communities, nation-states and regions and when religion arguably is a pretext for underlying economic or political disputes? What interreligious dialogue is happening in the 21st century?

This second-tier history course will continue using “Historical Habits of Mind” to explore modern world history through the lens of religion. Through diverse and inclusive case studies drawn from Asia, Africa, Latin America, the Middle East, and Europe, students will learn to “thrive in this multicultural, hyper-connected, 21st century world” and journey toward “global citizenship” (National Association of Independent Schools, fall 2017, fall 2019). The major religions and wisdom traditions studied will be Judaism, Hinduism, Christianity, Confucianism, Buddhism, Islam, and Sikhism. We will build upon content and skills from Early World History, yet engage students to go deeper into the historical origins of religious traditions while also studying religious practices, rituals, and beliefs. The primary and sacred texts of the traditions will be used as essential sources. Once the students have background on the origins and practices, we will explore how religion plays out on the world stage throughout modern history. Some of the topics covered will be the relationship between religion and conflict, human rights, the environment, pluralism, the digital age, and global citizenship. This course in religious studies will encourage students to think critically about religion throughout history, but the course will not debate or refute religious perspectives.

As in the other second-tier courses, students will continue to enhance their skills of critical thinking, digital and print research, and writing. Texts for the course could be drawn from the subscription research databases ABC-CLIO World Religions: Belief, Culture and Controversy and multiple perspective historical simulations from Brown University’s Choices Program. Other texts would include *The World’s Religions: A Contemporary Reader*; Huston Smith’s *The Illustrated World’s Religions: A Guide to Our Faith Traditions*; *A Little History of Religion* by Richard Holloway; the *A Very Short Introduction* series by Oxford University Press for each of the religions studied; *The Book of Joy: Lasting Happiness in a Changing World by His Holiness the Dalai Lama and Archbishop Desmond Tutu*; *God is Not One: The Eight Rival Religions that Run the World-and Why Their Differences Matter* by Stephen Prothero; the post 9/11 edition of *Terror in the Mind of God* by Mark Juergensmeyer, and *Arrow of the Blue-Skinned God* by Jonah Blank. The course requires students to wrestle with content through student-led discussions, primary source analysis, TED Talk style presentations, case study analysis, in-class essays, and research projects. We will also take advantage of the resources available to us at the University and go on small field trips during the long periods.

## **AT Modern World History**

**Course Number: 1622**

**Credit: 1**

**Prerequisite: B or better in Early World History; or permission of the instructor.**

Advanced Topics Modern World History uses an inquiry approach to research and analysis to engage students in current debates and issues in Modern World History. Each unit will begin with a question and a description of the context surrounding a particular historical debate. For example, “Was climate change during the Little Ice Age of the 16<sup>th</sup> and 17<sup>th</sup> centuries the primary cause of political unrest during this period?” Students will be provided with conflicting contemporary interpretations of the effects of the Little Ice Age to begin analyzing their responses to the weekly question.

Assessments, always tied to responses to the unit question, will take the form of debates, scored discussions, papers, graphic history chapters, documentaries, podcasts, project boards, and group and individual presentations

As a result, our class will focus on seminar-like discussions of readings, critical issues, and current historical debates. Good history, like good science, is based on rigorous review of consensus perspectives as new evidence is uncovered, established, and reinterpreted. Every effort will be made to engage Lab history students in ongoing discussions of current historical debates and controversies.

This approach is an outgrowth of a strong U-High tradition in World History, shaped in part by the two McNeills, William and son, J.R., who were both Lab School graduates. William McNeill was the American Toynbee, who did more than anyone to establish the discipline of World History within American academia and secondary schools. John, his son, a professor at Georgetown, is one of a handful of scholars who has recently shaped the fields of Environmental and Global History. This course will use and refer to the work of these two important American historians of World History throughout.

As you will see below, most of the first semester will focus on researching, discussing, and debating several important issues that ask students to rethink standard Western conceptions about the origins of the Modern World. Students will read and view pieces that expose them to differing approaches to each question. Classes will consist of discussing and analyzing these differing points of view.

The end of the first semester and the beginning of the second semester will focus on the history of influential ideas that bridge the nineteenth and twentieth centuries. We will read about and analyze the impact of the ideas of Adam Smith, Karl Marx, and Charles Darwin, as well as taking a close look at the modern development of the idea of the federal democratic state and democracy.

The rest of the second semester will use a work from the New Global History perspective that combines environmental, economic, and political histories in equal parts: Edward Ross Dickinson's, *The World in the Long Twentieth Century: An Interpretive History*. Dickinson's book will be supplemented by chapters from neoliberal (Ferguson, *The War of the World*) and Marxist (Hobsbawm, *The Age of Extremes*) perspectives. Again, the intention is to provide multiple perspectives to discuss and debate issues from the origins of World War I, to varying responses to the Great Depression; from the East-West orientation of the Cold War to the North-South axis of "developed" and "developing worlds"; and from discussions of industrial growth to debates about sustainability.

The course will end with a reading of Pankaj Mishra's, *The Age of Anger: A History of the Present*, which discusses the rise of hyper-nationalist populism in the early twenty-first century that will provide us with a baseline to discuss and analyze the current political and economic issues.

## AT Modern European History

Course Number: 1626

Credit: 1

Prerequisite: B or better in Early World History

It is difficult to understand today's world without a working knowledge of how events in Europe from 1453 to the present have influenced and shaped the entire world. Four examples are instructive. First, the opening of the Atlantic not only transformed the demography and future of the Americas, but transformed economic relationships between Eurasia and the Americas as silver flowed across both the Atlantic and the Pacific. Second, the political and intellectual foundations of this country—including our most treasured rights such as freedom of speech, religion, and press as well as protections against tyranny in the form of separation of powers and due process—remain European and must be understood in their historical context to be appreciated fully. Third, the ideologies that emerged in the eighteenth and nineteenth centuries—including liberalism, humanitarianism, socialism, feminism, and communism—form the basis of modern nation-states and political party platforms across the globe today. Lastly, European imperialism transformed Asia, Africa, and Latin America irrevocably. The modern Middle East, for instance, was formed as a result of British and French machinations during World War I and altered the world we live in today. Likewise, the trajectory of India and Pakistan was transformed by the arrival of the British, and a truly inclusive narrative of World War I and II includes the role of colonial soldiers in the British Indian Army and how this role impacted the path to independence in 1947. Finally, Russia and China's embrace of communism in the twentieth century cannot be understood without its meaning intellectually as well as its context of imperialism and war.

One of the key lessons of this course is that it is a fallacy to claim any monolithic "European perspective." Rather, "Europe" always contained a myriad of perspectives based on geography, ethnicity, religion, socioeconomic status, and ideology. This has only grown truer in the last seventy years, given post-WWII immigration to Europe from former colonies as well as the

influx of refugees since 2011. Today, globalization is increasingly diminishing national borders, while paradoxically calling into question supranational organizations like the EU and UN. This course challenges students to bridge the distance between unique cultural traditions and internationalism. And close attention will be paid to how the resurgence of anti-Semitism and Islamophobia fit into the larger historical narrative of European history. Thus, current events play a large role in the course.

The most important focus of this college-level introductory survey course is to improve your analytical, writing, and research skills using complex texts. Examinations typically contain essay questions. Another important focal point of the course is intellectual history, looking to the development of ideas and ideology in history. Every day, we will use the discussion technique of the Harkness Method to create a classroom community that values the free and respectful exchange of ideas, even during disagreements. We stress repeatedly in the course that the identity, context, and the childhoods of the great personages of European history shaped their ideas. Nor will our pursuit of intellectual history be confined to the written word. We will explore the intersection of art with European history with a series of seven lectures beginning in the Renaissance and ending in our age of Globalization by a guest art historian and two trips to the Art Institute. Historically, we have also weaved music history into the course, leveraging musically-inclined students and faculty at Lab.

Building on the skills gained in Early World History, you will be assigned research papers in which you develop a self-generated research question, an original thesis, and synthesize relevant research to make a broader contribution to the existing literature. One is a “chains of circumstance” research paper specific to early modern Europe, while the other is a “diversity, identity, and history” research paper unique to your heritage and identity. Finally, a unique aspect of this course, in lieu of the AP exam, is the year-end experiential student project. Over the years, this project has shifted between *New Yorker*-type magazines and three-act plays based on literary or non-fiction works, and in 2017 featured a mock trial involving the European Union.

## United States History

Course Number: 1630

Credit: 1

Prerequisite: Early World History and one of the following: Modern World History, Western Civilization, AT Modern World History, or AT Modern European History.

For many students US History can be a large and unwieldy topic. In this course, we look to use provocative questions to guide students and build a narrative that transcends time. During the 2021–2022 school year, the US History classes will focus themselves around questions like: What does it mean to be an American? Why is freedom a never ending struggle? How can we prepare ourselves to participate fully in this democracy? The goal of this course is to (1) increase students' knowledge of a multicultural and multifaceted story of America and (2) prepare them to be active and knowledgeable citizens. The US History course moves chronologically through the many events, ideas, institutions, and people that have shaped and influenced the evolution of US

cultural and political forms. Students will read, discuss, debate, write essays, and conduct research on significant historical issues and questions as presented in primary and secondary sources, including the popular press, journal articles, and textbooks. Students should expect to have homework 2–3 nights a week and a major assessment at the end of each unit. Assessments could look like an essay test, group presentation, or the creation of a podcast, for example. Students will also complete a research project that they are passionate about over a prolonged period of time. Projects will start at the end of the fall semester and be completed during the spring semester.

This course begins with an examination of the question, *What does it mean to be an American?* And continues with a study of the Constitution and how the document is used to agitate and control freedom in early America. The course moves forward taking students through a variety of topics including the Colonial and Revolutionary period, the causes and impact of the Westward Expansion, and the relevance of the Civil War and Reconstruction to our lives today. Crucial issues include the impact of colonization and the history of race-based slavery, the logic of the US Constitution, the ongoing theoretical and practical contradictions between democratization and slavery, and sectionalism and westward expansion. We then move to immigration, gender developments, the rise of populism and progressivism, technology and the economy, industrialization and the rise of organized labor, urbanization, and the rapid expansion of US influence beyond its physical borders. Students will also be introduced to historiographical issues, with particular attention paid to the contributions and questions of progressive historians in the wake of Reconstruction.

During the second semester, students will focus on the aftermath of World War I, looking at foreign policy and international issues that set the stage for World War II, as well as the global, economic, and political realignments that occurred in the wake of that war. Students will also focus on significant domestic issues including the Depression and the New Deal, evolving fiscal policy, demographic shifts from farm to city and south to north, the struggle for African American rights in the culture and the courts, changing roles for women, and concerns about the rise of communism. The end of the course will focus on the events of the last fifty years and the important moments in US history that continue to impact us today like the Vietnam War, 9/11, immigration debates, and the #MeToo movement to name a few.

## **AT United States History**

**Course Number:** 1636

**Credit:** 1

**Prerequisite:** Early World History and B or better in one of the following: Modern World History, Western Civilization, AT Modern World History, or AT Modern European History.

The ultimate goal of AT US History is to help students acquire the analytical skills and historically-based content knowledge necessary to be wise, well-informed, and responsible citizens of our nation and world. As with prior courses in the History sequence, the interpretation of primary source texts is foundational, but in AT US History, students will also be introduced to

the idea that the American context is itself a text that historians must learn to read and interpret in order to better understand the nation's past and present.

We begin with an examination of the initial interactions between the European colonizing powers and the first peoples of the Americas, and end at the present day. In between, we move chronologically through the significant events, ideas, institutions, and people that have shaped the nation's culture, politics, and governance. Students will read, write, take tests, discuss, and debate about significant issues, seeking to understand and correlate the events of the past with developments in the present, and emerging trends for the nation's future. They will also have the opportunity to hone their "public" writing skills by submitting OpEds and Letters to the Editor on themes inspired by course topics to various state and national newspapers.

Assigned readings for the class include a course textbook, along with editorials, articles, essays, and cartoons from the popular press, political and commercial advertisements, popular music and poetry from earlier eras, and selected feature films. Throughout the year we will also hear from a variety of UChicago professors and other thought-provoking guests who will share their insights into events and trends in US cultural and political history.

To prepare students for college-level work in the humanities and social sciences, the course structure gives them time for independent research on themes and topics of their own choosing (from politics, literature, women's history, or family history, to the history of TV, food or film, etc.). Students will also be introduced to the vast resources of Regenstein Library and Chicago's numerous public and private archives, which they will be able to use for their papers and projects. For their summative projects, students can choose to work alone or in groups, and present their research in non-traditional formats including documentaries, websites, performances, and exhibits, etc.

## **AT African American History**

**Course Number: 1641**

**Credit: 1**

**Prerequisite: Early World History and B or better in one of the following: Modern World History, Western Civilization, AT Modern World History, or AT Modern European History.**

Advanced Topics African American History (AT AFAM) is a full-year course and an opportunity to take an in-depth look at US history from the vantage point of the African diaspora in the Atlantic world. The overarching goals of the course are for students to gain new content, increase their confidence with primary sources, and practice their research, writing, and revision skills. AT AFAM is a course where students can exhibit their growing independence through advanced readings and assignments that call on them to be self-sufficient in their work.

AT AFAM focuses heavily on the study of the history of race and racism in the United States and its importance to the story of all Americans. It begins with a survey of the history of sub-Saharan West Africa and continues to the present era with a focus on essential questions that are designed to introduce students to some of the social, economic, and political forces that



shaped and determined the character of African American history. Throughout the year, emphasis is placed upon investigating and analyzing the perspectives of various historians and historical debates, the importance of challenging common narratives, and building connections to current events whenever possible.

Assessments in AT AFAM include in-depth research projects, short quizzes that include vocabulary identifications and primary source practice, and periodic out-of-class writing assessments that focus heavily on primary source analysis and argument development. Students will also regularly participate in and run discussions, debates, presentations, and book clubs among other small and large group activities. For many students, this will be the last history course in their high school careers and is designed as an opportunity to practice their skills in preparation for their next steps in life.

## History Department Electives

Please note that these electives do not count towards the three credit graduation requirement for History.

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### 20<sup>th</sup> Century Latin American History in Film and Nonfiction (*fall semester*)

Course Number: 1699

Credit: .5

Prerequisite: Completion of first two years in the History sequence, and Junior or Senior standing

This course will begin with an analysis of 19<sup>th</sup> Latin American History that includes an examination of caste and class structures that were challenged but persisted into the twentieth century. We will examine the legacies Toussaint L'Ouverture, Simon Bolivar, and Father Hidalgo as well as the pattern of tensions between liberal constitutional reformism and authoritarianism. We will conduct close studies of the causes and consequences of the Mexican Revolution, American interventions in Latin America, Operation Condor, the eventual economic rise of Argentina, Brazil, and Chile, and the current tensions between the United States and Mexico. Among the films that we will view are: *Frida*, *Missing*, *Romero*, *El Norte*, *Roma*, and *Hecho en Mexico*. Course texts: John Chasteen's *Born in Blood and Fire: A Concise History of Latin America*, and Greg Grandin's *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. Student assessments will include short essays, movie reviews, scored discussions, roleplays, simulations, and a final project or research paper.

### Wars of Liberation in Africa and the Struggle for Economic, Political, and Cultural Independence, 1945-Present (*spring semester*)

Course Number: 1700

Credit: .5

Prerequisite: Completion of first two years in the History sequence, and Junior or Senior standing

This course will examine and analyze African independence struggles and revolutions in the 20<sup>th</sup> century. Course texts will be Walter Rodney's *How Europe Underdeveloped Africa* and Tuku Zuberi's *African Independence*. We will study, compare and contrast, and analyze four liberation struggles: Algeria, South Africa, Ghana, and Kenya. Close attention will be given to the important writings of liberation leaders including Jomo Kenyatta, Kwame Nkrumah, Nelson Mandela, Ahmed Ben Bella, and the Djamilas (Algerian feminist revolutionaries). The tensions between the Marxist ANC, pan-Africanism, and local national movements backed by European powers, the United States, or the Soviet Union will also be analyzed as well as the close association of African-American intellectuals with the Ghanaian Independence movement and Algeria's FLN. We will view and critically analyze the following films: *Sarraounia*, *Concerning Violence*, *The Battle for Algiers*, and *The Long Walk to Freedom*. In addition, we will view the documentary series and companion film to the *African Independence* text. Student assessments will include short essays, movie reviews, scored discussions, roleplays, simulations, and a final project or research paper.

## **AT Comparative Politics and Global Relations I (*fall semester*)**

Course Number: 1666

Credit: 1/2

**Prerequisite:** Completion of Early World History and one of the following: AT Modern World History, AT Modern European History, AT United States History, or AT African American History.

The National Association of Independent Schools' Essential Capacities for the 21st century emphasizes the need for students to study and understand politics beyond their own country, solve complex real-world problems with open mindedness and creativity, and connect with people and events globally. Do you ever marvel at how much you do not know about other governments around the world? Would you like to study the diversity of political institutions and processes around the world? Has it struck you that the relationships of countries and governments are increasingly entangled, with far-ranging consequences? What set of laws, customs, organizations, and institutions govern the relationships between countries and governments? Why does it seem that many countries across the world are becoming more nationalistic, even as the world becomes more interconnected, migratory, and cross-cultural? How do non-state institutions and actors affect countries and governments? How well equipped are international institutions to deal with international disputes involving states, corporations, and individuals? What systems are in place to deal with the seas, the environment, natural resources, and space? This course seeks to study these questions using a thematic approach with diverse case studies, current events, and problem-based learning. Specifically, we use Brown University's *Choices* curriculum, which prioritizes deliberative discussion of multiple perspectives. Students will conduct research in country-specific search engines and subscription databases, identify periodicals specific to countries and languages, and understand multiple perspectives and transnational research. Examples will be drawn from Asia, Latin America, Africa, Europe, and the Middle East. Opportunities for unique or experiential learning with the broader University of Chicago community and outside agencies, such as Chicago Council on Global Affairs, will be incorporated. The semester will conclude with a mock simulation or trial experience based on current events.

## **AT Comparative Politics and Global Relations II (*spring semester*)**

Course Number: 1667

Credit: 1/2

**Prerequisite:** AT Comparative Political and Global Relations I

This course builds upon the fall semester course while also introducing new themes from global relations through additional case studies. Students taking this course must have taken the fall semester course which introduced them to the different lens of international relations as well as a classroom environment that prioritizes deliberative discussion of multiple perspectives.

## **AT Micro and Macro Economics (year-long)**

Course Number: 1661

Credit: 1

Prerequisite: Junior or Senior status

In case you haven't noticed, it is becoming increasingly difficult to operate in today's world without a thorough knowledge of economics. As Adam Smith would say, it is in your self-interest to become informed about economics and, if you don't have the insight to understand this, let his invisible hand sweep you into the full-year elective. By enrolling in this course, you will be taking the equivalent of college courses in both micro and macro economics, and you will spend a lot of time studying behavioral economics: how can you line up behind yourself, and why do we value losses more than gains? Hey, did you know that Coke commercials can actually make the product taste better? Through in-depth research projects, attention to current events, expert guest speakers, and plenty of class discussion, you will examine these issues and many more.

The microeconomics half of the course will focus on you—the individual—and how economic principles can help you become a better consumer. Did you know, for example, that you are supposed to maximize your utility when you make a decision and that you should only “undertake any (economic) activity up to the point at which the marginal benefit equals the marginal cost?” In micro, we will also learn about the “firm” and what sort of markets they operate in. What is the difference between monopoly and perfect competition? What the heck is an oligopoly?

In the macroeconomic part of the course, we will learn about economic concepts and how they affect public policy. What, for example, was the best economic policy to get us out of the Great Recession? Did Keynesian stimulation work? How dangerous are the huge deficits and debt this stimulation facilitated? And what about globalization? Should we try to limit outsourcing and rewrite free trade agreements like NAFTA because American jobs are flowing out of this country? All these answers are yours in AT Economics.

## **History Electives Not Offered During the 2021/22 SY**

The Holocaust

Genocide Studies

Herstory: Gender, Power and Politics

## Mathematics

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The Math curriculum at U-High has breadth and depth. We prepare students for calculus, to be taken in either high school or college. We prepare students to analyze data, to understand probability, and other topics that prepare students for future study in the social sciences, computer science, and humanities. We help students discover why things are true while also teaching them the necessary algorithms for solving problems. We expect our students to communicate the mathematics they are learning by using correct notation and vocabulary, and by using the needed words to help answer questions that are asked. Generally, our philosophy is to expect students to learn to do problems “by hand” without the use of technology, at least on a small scale. We then extend the concepts to learning to do larger scale problems with technology.

University High School requires that every student successfully complete at least three years of mathematics while in high school. Students who have questions about the mathematics requirements or problems concerning prerequisites and placement are urged to see their mathematics teacher or the chairperson of the Mathematics Department. The Mathematics Department is careful to place each student in a course appropriate to the student's background and interests.

### Credit And Placement

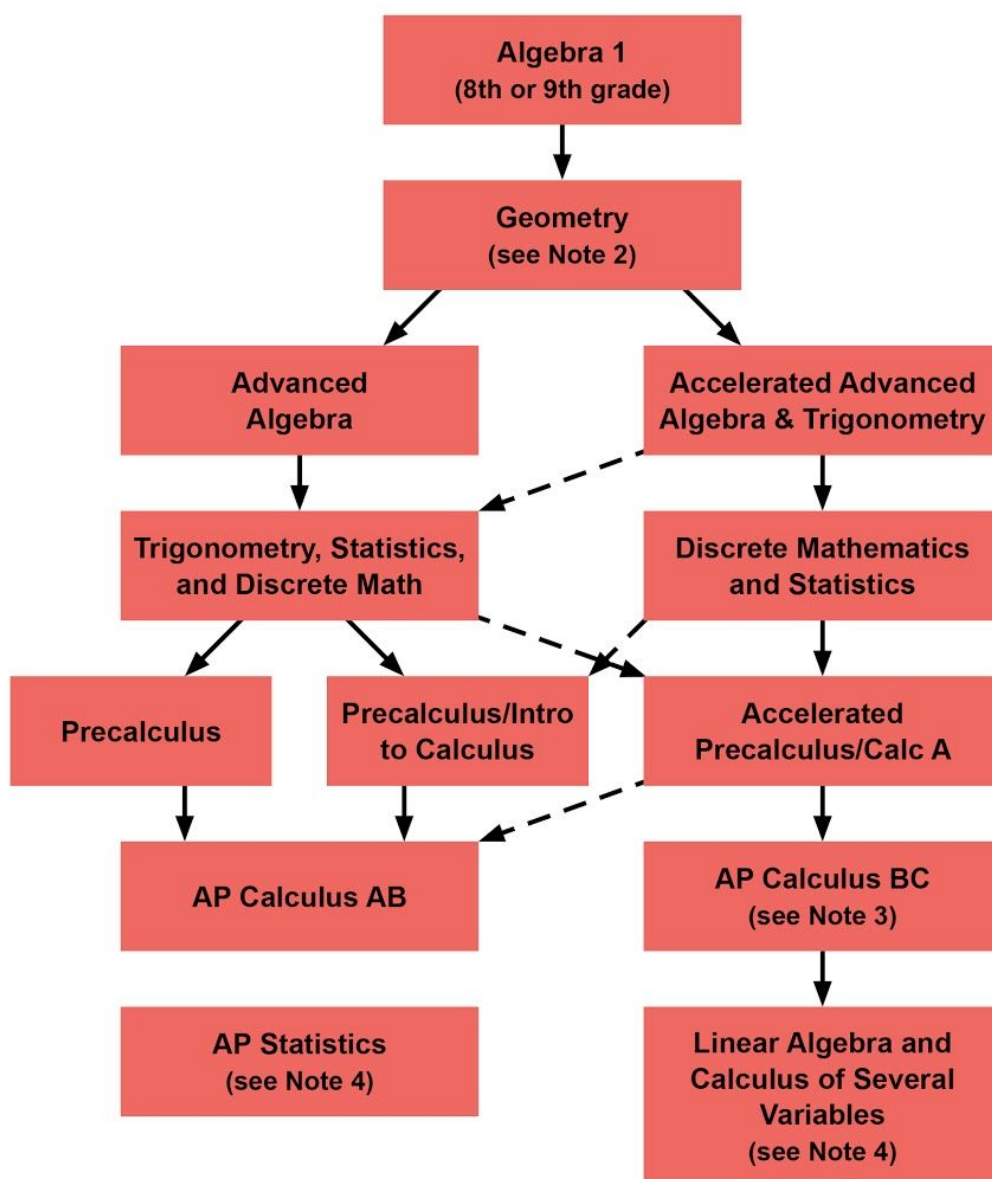
The normal policy of the Mathematics Department is not to award partial credit (credit of less than one unit) for work in mathematics of less than one year. Seniors who leave school early for May Project will receive one credit for AP Calculus or AP Statistics and  $\frac{7}{8}$  of a credit for any other mathematics course.

In general, for questions about placement we encourage students and their families to contact the Mathematics Department.

### Equipment

Graphing calculators are required in all courses and are used extensively starting at Advanced Algebra or Accelerated Advanced Algebra/Trigonometry. Students purchasing calculators should choose one of the TI-84 models.

Depending on their previous math classes, students entering ninth grade are generally placed in one of the following courses: Algebra, Geometry, Advanced Algebra, or Accelerated Advanced Algebra and Trigonometry. Typically students take one math course per year. Students who wish to do something different should discuss their options with their mathematics teacher and the mathematics department chair.



### Notes on the Sequential Flow Chart

**Note 1:** Solid lines indicate the traditional sequence of courses. Dotted lines indicate possible alternate sequences for students wishing to be in classes that move at a different pace. Students electing to move from Trigonometry, Statistics and Discrete Math Topics to Accelerated Precalculus/Calculus A may be required to do independent work in preparation for the next course.

**Note 2:** Students who complete Algebra in eighth grade at Lab Middle School with at least a grade of 70% average take Geometry in ninth grade. Students who complete Algebra in eighth

grade at Lab Middle School with an average of at least 90% are eligible to take summer Geometry at U-High between eighth and ninth grades.

**Note 3:** Placement into mathematics courses at the University of Chicago is at the discretion of the Mathematics Department at the University. It is based on the results of the University of Chicago's mathematics placement test, which is administered by the Office of the Dean of Students in late spring and early summer. To be eligible to take the mathematics placement test, students must have successfully completed the AP Calculus BC course offered by the Mathematics Department at the Laboratory Schools, and earned a score of five on the actual AP exam (or be deemed by the instructor of the course to have a strong expectation of doing so). Registration for the mathematics placement test for Lab students is through the Mathematics Department at the Laboratory Schools. Qualified students interested in sitting for the mathematics placement test should contact their BC Calculus teacher or the chair of the Mathematics Department at the Laboratory Schools in early spring of the year in which they plan to take the exam. Students who are permitted to enroll in University math are also permitted to miss Advisory if the university course is scheduled at the same time as the high school advisory program.

**Note 4:** See course descriptions for prerequisites for these courses.

## Algebra 1

Course Number: 1410

Credit: 1

Prerequisite: Placement by the department

This course is the foundation for high school mathematics courses. Topics include simplifying and evaluating expressions; solving equations, inequalities, and systems of equations; graphing linear and quadratic functions; operations with polynomials, rational expressions, radicals, and exponents. Applications are presented within the course content. There are daily homework assignments that give students a chance to independently practice skills taught in class.

## Summer School Geometry

Course Number: 2450

Credit: 1

Prerequisite: Algebra 1, Algebra 1 from Lab MS or Lab HS with at least an average of 90%, and placement by the department

This class is designed for students who have already completed a year of Algebra in eighth grade or high school and wish to advance in mathematics. The course includes congruence and similarity; properties of polygons, circles, solids, and proofs. Both synthetic and coordinate geometric approaches are explored. Applications of Geometer's Sketchpad are an integral part of this course, as are constructions with a compass and straightedge. *This is an intensive six-week course that is equivalent to a yearlong course in Geometry. The average homework requirement is about four hours per day.*



## Geometry

Course Number: 1420

Credit: 1

**Prerequisite:** Algebra 1 and placement by the department or final average of at least 70% in Algebra from Lab Middle School and placement by the department

This course includes properties of points, lines, planes, parallel and perpendicular lines, triangles, triangle congruence and similarity; properties of polygons, circles, and solids. We use both synthetic and coordinate geometry approaches. There are daily homework assignments. Emphasis is placed on writing clear and concise proofs, and developing geometric intuition. Writing proofs is a new skill for most students, but one that most students can master with sufficient practice.

## Advanced Algebra

Course Number: 1430

Credit: 1

**Prerequisite:** Geometry or placement by the department

Like Accelerated Advanced Algebra and Trigonometry, this course is an introduction to basic mathematical functions. However, the scope of the course is narrower, and the coverage of topics is not as deep. Topics include number systems (including complex numbers); equations and inequalities; linear, quadratic, polynomial, and rational functions, their properties and graphs; radicals, exponents, and logarithms; systems of equations; and applications. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.

## Accelerated Advanced Algebra/Trigonometry

Course Number: 1431

Credit: 1

**Prerequisite:** Completion of both Algebra and Geometry with a final grade of at least B-, or placement by the department based on the results of the placement test for students new to the School.

This course provides a thorough introduction to mathematical functions. Topics include linear, quadratic, exponential, logarithmic, rational, polynomial, and trigonometric functions, applications, and proofs. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class. This is a demanding course in terms of its pace and the depth in which topics are covered. The contents are commensurately richer, as well.

## **Trigonometry, Statistics and Discrete Math Topics**

Course Number: 1450

Credit: 1

Prerequisite: Advanced Algebra or AAAT or placement by the department

Topics include: Trigonometry, matrices, sequences and series, combinatorics, the binomial theorem, probability and statistics. The course is comparable to Discrete Mathematics and Statistics, but the coverage of topics is not as deep, and the scope of the course is narrower. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.

## **Discrete Mathematics and Statistics**

Course Number: 1440

Credit: 1

Prerequisite: Accelerated Advanced Algebra/Trigonometry with a final grade of at least B- or placement by the department

Topics include: Matrices, sequences and series, mathematical induction, combinatorics, the binomial theorem, probability and statistics. Many of the topics in the course are unfamiliar to students, but given sufficient practice most students find mastering these topics very rewarding. Homework is assigned daily, and keeping up with assigned work is essential to success in the course.

## **Precalculus**

Course Number: 1459

Credit: 1

Prerequisite: Trigonometry, Statistics, and Discrete Math Topics or placement by the department

Topics include: Linear, quadratic and polynomial functions; radical, rational, exponential and logarithmic functions; trigonometry. In addition to reinforcing concepts from previous algebra courses, the course introduces a number of new mathematical ideas that are necessary for a subsequent course in calculus. There are regular homework assignments aimed at giving students a chance to practice on their own. The scope of the course is narrower than that of Precalculus/Intro to Calculus. The course is aimed at students who might need more support for developing the mathematical prerequisites for calculus.

## **Precalculus / Intro to Calculus**

Course Number: 1460

Credit: 1

Prerequisite: Advanced Algebra and Trigonometry, Statistics, and Discrete Math Topics, with a minimum final grade of B- in each, or placement by the department

Topics include: Polynomial and rational functions and inequalities; exponential and logarithmic functions; trigonometry, polar coordinates, and complex numbers; conic sections; vectors and

parametric equations; topics in three dimensions; limits; introduction to polynomial derivatives and integrals and their applications. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.

## **Accelerated Precalculus / Calculus A**

**Course Number:** 1461

**Credit:** 1

**Prerequisite:** Discrete Mathematics with a final grade of at least B- or placement by the department

This course is designed for students who plan to complete the AP Calculus BC course. Topics include: polynomial, rational, exponential, and logarithmic functions; trigonometry; conic sections; polar coordinates and polar form of complex numbers; vectors and parametric equations; topics in three dimensions. The spring is devoted to the beginning of BC Calculus, covering limits and derivatives and their applications. This is a demanding course in terms of the pace and the depth in which topics are covered. Homework is assigned every day, and success depends on keeping up with these daily assignments.

## **AP Calculus AB**

**Course Number:** 1470

**Credit:** 1

**Prerequisite:** Accelerated Precalculus/Calculus A with a final grade of at least C-, Precalculus/Intro to Calculus with a final grade of at least B-, Precalculus with a final grade of at least A- or placement by the department

This course follows the Advanced Placement AB Calculus syllabus including limits, derivatives, integrals, and differential equations. Success on the AP Calculus AB examination normally leads to advanced placement and/or credit in college mathematics. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class. There is a higher expectation of mathematical maturity than in earlier courses.

## **AP Calculus BC**

**Course Number:** 1472

**Credit:** 1

**Prerequisite:** Accelerated Precalculus/Calculus A with a final grade of at least B- or placement by the department

This course follows the Advanced Placement BC Calculus syllabus. Besides all AB topics, topics include analysis of vector, polar, and parametric functions, and sequences and series. Success on the AP Calculus BC examination normally leads to advanced placement and/or credit in college mathematics. The course moves quickly, and students are expected to assume responsibility for keeping up with daily assignments.

## Linear Algebra and Calculus of Several Variables

Course Number: 1475

Credit: 1

Prerequisite: Completion of AP Calculus BC or placement by the department

The aim of this course is to initiate students into mathematics beyond the high school curriculum through a rigorous introduction to linear algebra and the calculus of several real variables. Topics from linear algebra will include matrices, vector spaces, linear transformations, and inner-product spaces. On the analytic side, we will begin by constructing the real numbers and looking at some of the consequences of the least upper-bound property for the topology of the real numbers and higher dimensional Euclidean spaces. Equipped with this understanding, we will develop the idea of the derivative of a function of several variables, and study the inverse and implicit function theorems, Taylor expansion for functions of several variables, extrema of functions with constraints, and Lagrange multipliers. If time permits, we will also study the basics of Riemann integration for real-valued functions of several variables.

The course is intended for students with a strong interest in mathematics, the physical sciences, computer science, or quantitative economics. Students are expected to have finished AP Calculus BC. Students in BC Calculus may enroll in this course with the approval of the Mathematics Department.

## AP Statistics

Course Number: 1477

Credit: 1

Prerequisite: Two years of laboratory science, completion of or concurrent enrollment in Precalculus, Precalculus/Intro to Calculus or Accelerated Precalculus/Calculus A or placement by the department. Not open to ninth or tenth graders.

This course follows the AP Statistics syllabus, which is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. This course is intended for those students who have an interest in understanding the foundations of data science and data analysis. In addition to daily homework assignments, there are independent projects which culminate in class presentations and short papers. There are regular in-class activities that form an essential part of the course, and which cannot be replicated outside the classroom. Students are expected to assume greater responsibility than in earlier courses for keeping up with assigned work and taking advantage of available resources.

## Science

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Science classes at Lab engage students in the process of inquiry and scientific thinking through laboratory, research, and engagement with the scientific literature.

Every student is required to complete three years of credit in science. All students must first complete the two-year introductory sequence of lab-based courses: Biology, followed by Chemistry (C or M). Following this initial sequence, students can select their third requirement year from offered science classes.

Students are encouraged to discuss individual circumstances with their current science teacher or with the department chairperson to select their third-year science requirement. Students should also be aware of the mathematics course requirements for some science classes.

Some students come to the Laboratory Schools in tenth grade or later, having successfully completed, at an accredited high school, introductory courses in Biology or Chemistry which closely parallel our own courses. These students will not be required to duplicate their work in the corresponding courses here. Other students may have taken courses at other high schools which are not close matches to the introductory courses here. These students may be required to complete the two-year sequence of introductory science courses at the Laboratory Schools. Working closely with the instructor's discretion, the department will review the placement of students with nonstandard backgrounds.

## Biology

**Course Number: 1510/1511**

**Credit: 1**

**Prerequisite: None**

Inquiry is the cornerstone of high-quality pedagogy (National Science Teachers Association, 1998). Introductory Biology is an experience-based class intended to develop a deep understanding of the modern process of science. Using evolutionary thinking as the central explanatory tenet of biology (American Association for the Advancement of Science, 2006), students will explore modern Biology from a factual and conceptual perspective. Students will engage in several inquiry-based projects as they learn modern research methods and the construction of peer-review style papers. The scope and content of Biology will prepare students for more advanced classes in Biology and for productive thinking in science. This class is a requirement for graduation.

This course meets five periods per week.

## **Chemistry C**

**Course Number:** 1520/1521

**Credit:** 1

**Prerequisite:** Biology

This course satisfies the chemistry component of the required two-year introductory science sequence. Chemistry C is designed for students of all backgrounds to learn about the fundamental principles of chemistry. Topics introduced in the classroom will use weekly laboratory exercises as an additional hands-on method to further explore these concepts. Specific topics include: stoichiometry, thermochemistry, modern theories of the atom, chemical bonding, organic chemistry, kinetic theory, and acids and bases.

This course meets five periods per week.

## **Chemistry M**

**Course Number:** 1525/1526

**Credit:** 1

**Prerequisite:** Biology, Geometry

This course satisfies the chemistry component of the required two-year introductory science sequence. In order to cover additional topics, Chemistry M will move through material at a faster pace compared to Chemistry C. Chemistry M is designed for students who are comfortable in the more frequent use of mathematics as a scientific tool to solve multistep problems. Topics introduced in the classroom will use weekly laboratory exercises as an additional hands-on method to further explore these concepts. Additional topics not covered in Chemistry C include: thermodynamics, electrochemistry, hybridization.

This course meets five periods per week.

## **Neuroscience and Behavior**

**Course Number:** 1579

**Credit:** 1

**Prerequisite:** Grade of B or better in Chemistry (C or M)

Neuroscience and Behavior is a rigorous, college-preparatory, year-long course that investigates the human mind and brain. The course combines ethological study of human behavior with modern discoveries in neuroscience. Students will learn about the evolutionary history of the brain and human behavior as well as the anatomy and function of the endocrine system and the central and peripheral nervous systems. Topics will include sensory perception, cognitive development, learning and memory, sleep and dreams, emotions, motivation and attention, pharmacology, language and communication, and social behavior.

This course meets four periods per week.

## Physics

Course Number: 1540/1541

Credit: 1

Prerequisite: Advanced Algebra, Chemistry (C or M)

This physics course takes a question-oriented laboratory-oriented approach, and covers mechanics, sound, fluids, electricity and magnetism, and light. Emphasis will be placed on building a strong conceptual understanding of these topics, and there will be much hands-on lab work, conceptual discussion, and problem solving. Mathematics will not be stressed, but will be used as a tool to help build a conceptual understanding of the subject.

This course meets five periods per week.

## AT Biology

Course Number: 1532/1533

Credit: 1

Prerequisite: Grade of B or better in Chemistry (C or M)

This course is meant to be equivalent to an introductory college biology course. Topics include biochemistry and molecular biology, cell biology, classical and molecular genetics, development, evolution, and plant and animal physiology, and medicine. The course emphasizes the concepts behind biological processes and highlights modern biomedical research and technology. There is an extensive laboratory program.

This course meets six periods per week.

## AT Chemistry C

Course Number: 1553

Credit: 1

Prerequisite: Grade of B- or better in Chemistry C or M

This second-year chemistry course builds on the knowledge and skills learned in Chemistry C. Topics such as atomic theory, kinetic theory, chemical bonding, reaction kinetics, thermodynamics, and equilibrium are expanded in scope. Additional topics including free energy, quantum mechanics, and organic chemistry provide a means of integrating basic chemical principles. This course is meant to be equivalent to a college-level general chemistry course. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data. Students who complete this course may not take AT Chemistry M.

This course meets six periods per week.



*(NOTE: AT Chemistry M will be offered in 2021-2022; it will NOT be offered in 2022-2023)*

## **AT Chemistry M**

**Course Number: 1554**

**Credit: 1**

**Prerequisite:** Grade of B+ or better in Chemistry M. Concurrent enrollment or completion of Precalculus.

This second-year chemistry course builds on the knowledge and skills learned in Chemistry M. It is designed for students who seek to understand and interpret chemical events at the molecular level using a largely quantitative approach. Topics such as atomic theory, kinetic theory, chemical bonding, reaction kinetics, thermodynamics, and equilibrium are expanded in scope. Calculus will be used to derive some of the laws seen in Chemistry M, and additional topics such as integrated rate laws, thermodynamics cycles, enzyme kinetics, group theory, and particle-in-a-box will be investigated. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data. Students who complete this course may not take AT Chemistry C.

This course meets six periods per week.

## **AT Physics I**

**Course Number: 1563/1564**

**Credit: 1**

**Prerequisite:** Grade of B– or better in Chemistry (C or M), a grade of B– or better in the previous year's math class, and prior completion of Advanced Algebra or an equivalent course.

The course is designed to provide a firm foundation in physics equivalent to an Algebra-based college course. Topics include Newtonian mechanics (including rotational kinematics), fluid statics and dynamics, thermodynamics, electricity and magnetism, and optics and waves. Laboratory work is also an important component of the course. During the winter and spring students research a topic of their own choosing. Presentations of the projects take place in the later part of April. Students should be well prepared to take the Advanced Placement Physics Algebra I and/or II examination if they choose to do so.

Students should be well prepared to take the Advanced Placement Physics B examination in May if they choose to do so.

This course meets six periods per week.

## AT Physics II

Course Number: 1565/1566

Credit: 1

**Prerequisite:** Grade of B+ or better in AT Physics I, and concurrent enrollment or prior completion of Calculus AB or its equivalent.

The course is designed to provide a second year's study in physics, concentrating on Newtonian mechanics, special relativity, electricity and magnetism. If any students are still in the course after the start of May Project, we will look at other topics in physics (to be decided jointly by the teacher and the students). Calculus will be used throughout. Students should be well prepared to take either or both of the Advanced Placement Physics C examinations (Mechanics; Electricity and Magnetism) in May, if they so choose.

This course meets six periods per week.

## Semester-Long Special Topic Courses

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**PLEASE NOTE:** Completion of two special topic semester-long courses fulfills the third-year graduation requirement for Science.

### Cosmology (*fall semester*)

Course Number: 1573

Credit: 1/2

**Prerequisite:** Completion of Chemistry C/M

Cosmology is the study of the universe as a whole: its origin, its contents, its past, and possible future. The history of humanity's efforts to understand where we and our planet fit in the universe is a series of remarkable episodes, from the earliest written records up to today. For example, how do we know how far away a given star or galaxy is? How did we come to know that the universe contains vast quantities of dark energy and dark matter? Does anyone know what either of these are? Many of the developments in cosmology can be told without mathematics, and very little math will be used in the course.

This course meets four periods per week.

### Electronics (*spring semester*)

Course Number: 1570

Credit: 1/2

**Prerequisite:** Completion of Chemistry C/M

The course begins with the concepts of voltage, current, resistance, batteries, and AC power sources. Electronic components such as resistors, capacitors, inductors, diodes, and transistors will be covered. A minimum of at least five projects will be constructed. Students who have an

interest in constructing specific circuits may be allowed to do so. An understanding of how the circuitry functions will be emphasized along with circuit construction.

The course meets four periods per week.

### **Health and Disease (fall semester)**

**Course Number:** 1587

**Credit:** 1/2

**Prerequisite:** Completion of Chemistry C/M

This course will build upon students' existing biological knowledge and not only cover how society looks at diseases today and in the past, but also how disease actually causes pathology. Coverage will not be comprehensive, but cardiovascular disease, cancers, various inborn and infectious diseases, and other factors affecting health, will be covered.

This course meets four periods per week.

### **Plant Ecology (spring semester)**

**Course Number:** 1589

**Credit:** 1/2

**Prerequisite:** Completion of Chemistry C/M

This course will explore ecology and evolution of plants in terrestrial and freshwater ecosystems. There will be a focus on diversity and distribution of plants, plant reproduction, growth, and development, and the role of plant populations in ecosystems. Special emphasis will be placed on the relationships of plants with humans, including the history of crop development, agricultural biotechnology, cultural use of plants in religion and medicine, and environmental issues. Course work will include papers, quizzes, and projects.

The course meets four periods per week.

*(NOTE: Chemistry Special Topics--Organic Chemistry and Intro to Chem Research--will NOT be offered in 2021-2022, they will be offered in 2022-2023)*

### **Organic Chemistry (fall semester)**

**Course Number:** 1568

**Credit:** 1/2

**Prerequisite:** Completion of Chemistry C/M and Grade of B- or better in Chemistry C/M

This course provides students with an introduction to organic chemistry. The focus is primarily on the structure and reactivity of organic molecules. An emphasis is placed on the fundamental principles needed to understand synthesis: bonding, properties, preparations, and reactions arising from the various organic functional groups. Additionally, a few reaction mechanisms are studied in depth and applied to specific cases. This course provides students interested in

biology, chemistry, or healthcare advanced preparation for college organic chemistry.

This course meets four periods per week.

### **Introduction to Chemical Research (*spring semester*)**

**Course Number:** 1578

**Credit:** 1/2

**Prerequisite:** Completion of Chemistry C/M

This course advances students' understanding of the chemical profession, literature, and current research areas, while having students improve their experimental techniques by designing and conducting their own experiments. Students will learn how to read and analyze chemistry research papers, participate in discussions and talks focused on cutting edge research topics, and develop the skills required to effectively communicate experimental data and conclusions via written work and oral presentations.

This course meets four periods per week.

## World Languages

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### Department Mission Statement

Through articulated, progressive, and engaging curricula, the World Language Department at the University of Chicago Laboratory Schools endeavors to graduate linguistically and culturally competent students who will understand the world through the lens of a language and culture beyond their own.

### Philosophy & Objectives

The World Language Department seeks to empower students to function effectively and appropriately in a language and culture other than their own; to foster an attitude of openness and an appreciation of language, culture, and history; to instill a disciplined and serious attitude toward language learning; and to encourage awareness of the individual process of language acquisition.

The high school graduation requirement for World Languages is two consecutive years of study in one of the following languages: French, German, Latin, Mandarin Chinese, or Spanish. Students gain proficiency in a variety of ways, and instruction focuses on the four basic language skills of speaking, listening, reading, and writing, although listening and speaking are not as prominent in Latin classes. Students who perform consistently well in the two-year sequence can expect to gain basic language skills, a sound foundation in grammar, and the ability to function at an elementary level. However, we encourage students to continue their study beyond the two-year requirement in order to develop real proficiency. Most students continue for four years, and some take more than one language.

Our curriculum is designed for second language learners, so we require students to select a language that is not a native or heritage language to fulfill the graduation requirement. However, once the language requirement is fulfilled, native and heritage language learners may take advanced courses as electives, to hone their reading and writing skills and to prepare for the AP exam.

### World Language Department Placement Policy

Our program is designed to teach students a new language. Accordingly, our classes are not well-suited for students who are native- or heritage-speakers. A native speaker is a student who has spoken a non-English language from earliest childhood, often as a primary language. A heritage speaker is a student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual/proficient in that language and in English (Valdés, 2000a, 2000b). To fulfill our departmental mission to “graduate linguistically and culturally competent students who will understand the world through the lens of a language and culture beyond their own,” we require that students choose a language that is a new language for them for grades 3–12.

The reasons for this policy are:

- 1) We are not a bilingual or an immersion school. The curriculum has been designed to teach students for whom the language is considered a new language and begins on the premise that students have no knowledge of the target language.
- 2) It is in the best interest of native- and heritage-speaker students who will not be challenged enough and whose needs will not be met in our regular classes, which are geared towards second language learners. Native and heritage speakers need different lessons, different reinforcements, and different ways to be challenged.

In making a determination about whether a class is an appropriate fit for a student, the department will consider the parent/guardian's assessment of their student's experience with the language, the student's language skills/experience reported in their application for admission to Lab, and the teacher's assessment of the student's apparent proficiency displayed in class. If Lab has reason to believe a student enrolled in a particular class would be better suited to a different language class based on the above criteria, Lab will engage the parent/guardian(s) about changing the student's language of study.

### **Placement, Advancement, Acceleration**

New students may start a new language or take a placement exam in the spring to determine the most suitable level of study. Continuing students may start a new language in high school (Level 1) or continue with their middle school language (Level 3). If they choose to continue with their middle school language, they are placed by their eighth grade language teacher in either the regular or advanced level based on their middle school performance.

A student wishing to accelerate or to move from the regular track into the advanced track must do the following in this order: 1) submit the recommendation of the current teacher (the teacher will provide a form for this); 2) have a final grade of A in the current class; 3) complete summer work as outlined by the teacher; and 4) pass a written and oral placement exam with a score of 85% or higher. Placement exams are scheduled by the department chairperson over the summer and administered in late August.

A student who has received the written recommendation of the current teacher to advance may register for the advanced level course. If the student does not meet all requirements by the end of summer, he or she will be removed from the advanced course.

### **Electives**

We offer three electives: Ancient Greek Performance & Competition, a literature-in-translation seminar; Classical Greek; and Sprache in Bild und Wort, a German film class for students with some experience in the language. Electives, like all courses, run when there is sufficient enrollment.

### **Exchange, Immersion, and Travel Opportunities**

We are committed to having as many students as possible take advantage of our travel programs. In some instances, scholarships and aid are available to help defray costs. *Trip costs identified below were as of 2019. Please note that these are subject to change.*

#### **The Chinese Program**

The Chinese Exchange hosts Chinese students for two weeks in January and then takes Lab students to China to visit our partner school, RDFZ, for two weeks over spring break. Cost of the program is approximately \$3,000 and includes airfare, lodging, excursions, all meals, and ground transportation. Contact: Xiaoli Zhou, [xzhou@ucls.uchicago.edu](mailto:xzhou@ucls.uchicago.edu)

#### **The French Program**

The French program offers two different exchange/travel opportunities. We travel to different parts of the world to explore the diversity of the Francophone world. The first trip takes students to Paris for a week in the spring and then to another city (Besançon, Lyon, Tours, Nantes, or La Rochelle) for a family stay. The second trip is an exchange trip that we alternate with our two partner schools, the Lycée Saint-Exupéry of La Rochelle in France, and the Lycée Bellevue of Fort-de-France, in La Martinique. Lab students travel either to France or La Martinique during our spring Break and host their French counterparts in October. The cost of the trip varies depending on the location, it can range from \$2,950 to \$3,500 which includes airfare, lodging, excursions, and ground transportation.

Contacts: Catherine Collet-Jarard, [ccollet@ucls.uchicago.edu](mailto:ccollet@ucls.uchicago.edu), Suzanne Baum, [sbaum@ucls.uchicago.edu](mailto:sbaum@ucls.uchicago.edu).

The Eliade Scholarship, named after University of Chicago professor Mircea Eliade, is a wonderful opportunity for Lab students to immerse themselves in French culture and civilization. This scholarship enables students to travel to France for a month and attend classes at the Lycée Saint-Exupéry of La Rochelle. The scholarship includes a four-week homestay in La Rochelle in March–April; students host their French partners in October. This scholarship is available for junior students only. Students must apply for this scholarship at the end of their sophomore year. The scholarship covers the cost of airfare and ground transportation while in France. Contact: Catherine Collet-Jarard, [ccollet@ucls.uchicago.edu](mailto:ccollet@ucls.uchicago.edu).

#### **The German Program**

In this program, students travel to Prien am Chiemsee in June for three weeks to stay with host families and attend classes at our partner school. Lab students then host their partners for two weeks in October. Total cost of the exchange is \$2,600 (2019) which includes airfare, travel insurance, transportation, and all excursions. Two scholarships, the Wilhelm Heggen Pretzel Scholarship, and the Gardner Endowment Scholarship from the University of Chicago are available to help defray the cost of airfare. Contact: Susanne Pralle, [spralle@ucls.uchicago.edu](mailto:spralle@ucls.uchicago.edu).

#### **The Latin & Greek Program**

This program offers student trips to Rome and Greece during spring break in alternating years. Students visit Rome (2023) or Greece (2021–25) for nine days. Total cost of the trip is about \$4,300 and includes airfare, hotels, ground transportation, breakfast, dinner, and all excursions.



The Greece and Rome trips are open to all students, regardless of their language of study. Contact: Frances Spaltro, [fspaltr@ucls.uchicago.edu](mailto:fspaltr@ucls.uchicago.edu).

### **The Spanish Program**

In this program, students are offered a variety of exchanges to reflect the diversity of the Spanish-speaking world; these trips alternate years among Gijon in Spain, Buenos Aires in Argentina, and Costa Rica. The June exchanges to Spain and Argentina include two-week homestays; the trip to Spain includes a week of travel. Costs are about \$3,700 and include airfare, lodging, meals for nights not on homestay, transportation, and excursions. The partners from Spain and Argentina arrive at Lab in September and October respectively. The June exchange to Costa Rica includes a week of travel first, then a family stay, and service learning. The students from Costa Rica visit Lab in January–February. The costs for these trips are approximately \$2,900 and include airfare, transportation, excursions, lodging, and meals for nights not on homestay. Contact: Dinah D’Antoni, [ddantoni@ucls.uchicago.edu](mailto:ddantoni@ucls.uchicago.edu).

# Chinese

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## Chinese 1

**Course Number:** 1290

**Credit:** 1

**Prerequisite:** None

This course is intended for students with no previous experience in Mandarin Chinese. It will focus on basic everyday Chinese speaking and listening, reading, typing via pinyin system, and writing basic and high frequency Chinese characters of fewer strokes. The special emphasis will be on the differentiation of five different tones and on identifying Chinese radicals and their meanings. Chinese art, history, and culture related to the textbook will also be discussed.

## Chinese 2

**Course Number:** 1291

**Credit:** 1

**Prerequisite:** Successful completion of Chinese 1 or teacher recommendation

The course continues the development of all the skills acquired in Chinese 1. The special emphasis will be on practicing writing high frequency Chinese characters of more strokes, learning how to consult the dictionary through the use of strokes counting skills and/or the knowledge about radicals, and on further accuracy in the pronunciation of tones in the context of sentences and paragraphs, and better fluency in conversations about everyday situations. The grammar will focus on sentence patterns, differences in sentence orders, and certain prepositions. In addition to the textbook, related topics on Chinese art, history, and culture will be discussed.

## Chinese 3

**Course Number:** 1292

**Credit:** 1

**Prerequisite:** Successful completion of Chinese 2 or teacher recommendation

This course will continue work on grammar study and structure, vocabulary skills, dictionary skills, composition writing and organization, oral comprehension, and proficiency. The main focus is to enable students to engage in extended discussions in a wider range of contexts. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## Chinese 3 Advanced

Course Number: 1294

Credit: 1

Prerequisite: Successful completion of Chinese 2 *and* teacher recommendation

In this course, there will be a more intense, accelerated grammar study, more emphasis on composition skills, and vocabulary acquisition. Oral comprehension and proficiency will be stressed. Readings will be from varied sources of the Chinese-speaking world. Students are expected to finish all classwork in Chinese characters. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. Mandarin Chinese will be the language of instruction.

## Chinese 4

Course Number: 1293

Credit: 1

Prerequisite: Successful completion of Chinese 3 or teacher recommendation

The course continues the development of all the skills acquired in Chinese 3. High frequency characters, components of a character, five different tones, and stroke order will be emphasized. Students will work on using sophisticated sentence patterns to express opinions on topics such as important news, daily life, historical events, and social issues. Quantifier words and composition will be emphasized.

## Chinese 4 Advanced

Course Number: 1295

Credit: 1

Prerequisite: Successful completion of Chinese 3A or teacher recommendation

This course continues the development of all the skills acquired in Chinese 3A. Vocabulary and grammatical structures will be expanded at an accelerated rate. Students will work on using sophisticated sentence patterns to express opinions through conversations and compositions. Modern Chinese literature and other authentic cultural texts will be introduced in the course.

## Chinese 5

Course Number: 1296

Credit: 1

Prerequisite: Successful completion of Chinese 4 or teacher recommendation

This course continues the development of all the skills acquired in Chinese 4. Students will work on higher levels of oral proficiency, more complex grammatical concepts and longer essay writing. The course will challenge the students' reading skills through the study of modern Chinese literature, newspaper and magazine articles as well as other cultural texts.

## Chinese 5 Advanced

Course Number: 1297

Credit: 1

Prerequisite: Successful completion of Chinese 4A or teacher recommendation

The course continues the development of all the skills acquired in Chinese 4A. Vocabulary and grammatical structures will be expanded at an accelerated rate. Students will continue to work toward using increasingly sophisticated patterns to express opinions through conversations and compositions and by exposure to a variety of authentic cultural texts.

## Chinese 6

Course Number: 1298

Credit: 1

Prerequisite: Successful completion of Chinese 5 or teacher recommendation

The course refines and expands students' oral, aural, reading and writing skills in Chinese within thematically organized cultural units.

## AP Chinese [AP Chinese Language and Culture]

Course Number: 1299

Credit: 1

Prerequisite: Successful completion of Chinese 5A or teacher recommendation

This course will continue the work of Chinese 5 Advanced. Increasing emphasis will be placed upon preparation for the AP Chinese language exam, with exercises and activities based upon it.

Areas of focus in this course include::

- > Reading: various types which may include Chinese literature, reference works and current Chinese periodicals
- > Grammar: an in-depth grammar review concentrating on difficult constructions
- > Chinese history and culture: these will be studied using a variety of sources
- > Writing: extensive training in the organization and writing of compositions
- > Oral communication skills: the ability to express ideas accurately and resourcefully, with reasonable fluency.
- > Aural comprehension/Oral expression: The ability to comprehend long spoken passages in Chinese and to answer questions based on them, both orally and in writing.

# French

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## French 1

Course Number: 1304

Credit: 1

Prerequisite: None

This course is intended for students with no previous experience in French. It focuses on the formation of good linguistic habits (understanding, speaking, reading, and writing) through communicative practice. Supplementary materials include: short readings, recordings and videos by native speakers, and an exercise book stressing writing and application of basic points of grammar.

## French 2

Course Number: 1306

Credit: 1

Prerequisite: Successful completion of French 1 or teacher recommendation

This course continues the development of the skills introduced in the first-year course: listening, speaking, reading, and writing, but at a more advanced level. Conversation and accuracy in writing are emphasized. A reader with selections focusing on francophone culture, vocabulary building, and grammar may be used.

## French 3

Course Number: 1307

Credit: 1

Prerequisite: Successful completion of French 2 or teacher recommendation

This course will progress from an emphasis on imitation, retention, and simple variation to a broader set of skills of aural and reading comprehension. Students will work on vocabulary from specific contexts and vocabulary-building skills. Accuracy in writing will be emphasized. The geography, customs, and daily life of France and francophone countries will be studied.

## **French 3 Advanced**

**Course Number:** 1308

**Credit:** 1

**Prerequisite:** Successful completion of French 2 *and* teacher recommendation

The course will include a review of grammatical structures, emphasis on vocabulary accretion, and on working toward “freer” oral and written expression. Readings will be from a wide variety of sources (cultural, the press, literary). Life in France and francophone countries will be studied in further detail.

## **French 4**

**Course Number:** 1309

**Credit:** 1

**Prerequisite:** Successful completion of French 3 or teacher recommendation

This course will continue to focus on all language skills at a more advanced level. It will include work on grammar and vocabulary and longer reading selections. Accuracy in writing will be emphasized. The culture and history of francophone countries will be studied.

## **French 4 Advanced**

**Course Number:** 1310

**Credit:** 1

**Prerequisite:** Successful completion of French 3A or teacher recommendation

This course continues to develop speaking fluency, aural comprehension, reading, and writing skills. Grammatical concepts are reviewed and expanded. Literary and cultural texts are read and discussed.

## **French 5**

**Course Number:** 1313

**Credit:** 1

**Prerequisite:** Successful completion of French 4 or teacher recommendation

Grammar and vocabulary will be reviewed and expanded. Oral proficiency and reading skills will be emphasized. Much of the supplementary vocabulary, as well as the readings, conversation topics, and composition work will reflect the skills of the class members.

## **French 5 Advanced**

**Course Number:** 1314

**Credit:** 1

**Prerequisite:** Successful completion of French 4A or teacher recommendation

This course will continue the work of French 4 Advanced with increasing difficulty of the material, both oral and written. It will begin to prepare the students for the French AP class. The course will include a thorough, in-depth review of grammar, the introduction of new grammatical structures, and an emphasis on reading longer passages to include literary and popular texts.

## **French 6: The Francophone World**

**Course Number:** 1315

**Credit:** 1

**Prerequisite:** Successful completion of French 5 or teacher recommendation

This course refines and expands students' oral, aural, reading and writing skills in French within thematically organized cultural units. Students will strengthen the grammatical concepts they have learned in analyzing and reflecting on French-language texts and media. Units are designed for students to employ critical thinking when reflecting on cultural topics and current events relevant to the francophone world. The class will be conducted in French.

## **AP French [AP French Language and Culture]**

**Course Number:** 1317

**Credit:** 1

**Prerequisite:** Successful completion of French 5A or teacher recommendation

This course will continue the work of French 5 Advanced. Increasing emphasis will be placed on preparation for the AP French language exam, with exercises and activities based upon it.

Areas of focus will include :

- > Readings: various types which may include French literature, French popular literature, reference works and current French periodicals
- > Grammar: an in-depth grammar review concentrating on difficult constructions (le subjonctif, les pronoms, le participe présent...)
- > French culture and civilization: these will be studied using a variety of sources.
- > Writing: extensive training in the organization and writing of compositions
- > Oral communication skills: the ability to express ideas accurately and resourcefully, both orally and in writing, with reasonable fluency
- > Aural/oral comprehension: The ability to comprehend long spoken passages in French and to answer questions based on them, both orally and in writing



## Intensive French

Course Number: 1319

Credit: 1

**Prerequisite:** Previous experience in a language other than French, junior/senior standing and completion of language requirement.

This course is limited to juniors and seniors who have already completed their language requirement. It is designed to give these upperclassmen an opportunity to complete two years of work in French in one year, thus enabling them to be better prepared for college language courses and/or to go into French 3 or 3A the following year. The course will concentrate on all four skill areas: listening, speaking, reading, and writing. The emphasis will be on an active use of the language by the teacher and the student. French will gradually become the language of instruction. Upon successful completion of Intensive French, the next course in the sequence is French 3 or 3 A 3.

This alternates annually with Intensive Spanish.

## German

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### German 1

Course Number: 1320

Credit: 1

**Prerequisite:** None

In this beginning course, the student is trained in:

- > Aural comprehension: understanding simple spoken German
- > Oral facility: speaking simple German with proper pronunciation and sentence structure
- > Grammar: writing simple translations from English into German
- > Reading: students explore a wide range of simple German texts including short stories by well-known German authors, excerpts from novels and novellas, poetry, cartoons, advertisements, and numerous realia, all of which serve to enhance the student's reading skills while deepening his/her understanding of German culture.

A grammar text is used throughout the year providing the student with a solid foundation of German language structure. An important aspect of this course is the development of a personalized language learning method.

### German 3

Course Number: 1322

Credit: 1

**Prerequisite:** Teacher recommendation

German 3 builds upon the foundation laid by the Laboratory Schools Middle School German curricula. The course aims to increase the students' facility to communicate in the target language by developing student's skills in accordance with the ACTFL World-Readiness Standards of Communication, Cultures, Connections, Comparisons, and Communities. Additionally, the course develops students' skills in all six language modes: interpersonal spoken communication, interpersonal written communication, interpretive spoken communication, interpretive written communication, presentational spoken communication, and presentational written communication.

The course is designed around content-based instruction in which students encounter the German language structures and culture in context. This is accomplished through readings, discussions and projects. Readings cover a variety of genres such as age-appropriate German magazines, graded readers, and detective stories. Cultural components include German popular culture, daily life in Germany, food, and German schools. Students expand their knowledge of the German language through the systematic study of grammar and its use in context through the understanding of grammatical terms in both English and German with a focus on verb tenses, modal verbs, word order, case, adjective endings, and prepositions.

## **German 4**

**Course Number: 1323**

**Credit: 1**

**Prerequisite: Successful completion of German 3 or teacher recommendation**

German 4 builds upon the foundation laid by German 3 to grow students' ability to communicate in the target language by developing students' skills in accordance with the ACTFL World-Readiness Standards of Communication, Cultures, Connections, Comparisons, and Communities. Additionally, the course further challenges students' skills in all six language modes: interpersonal spoken communication, interpersonal written communication, interpretive spoken communication, interpretive written communication, presentational spoken communication, and presentational written communication.

The course is designed around content-based instruction in which students encounter the German language structures and culture in context. Written expression and reading comprehension are expanded through various units such as youth literature, poetry, German film, art movements (e.g. Expressionism), and current events. Listening comprehension and speaking skills will be sharpened through formal presentations, role-playing, and regular class and Socratic class discussions. A comparative study of German and English structures is accomplished through units in context which may include idiomatic use of time expressions, review of word order including with pronouns, in-depth examination of the simple past and the present perfect with both regular and irregular verbs, subordinating and coordinating conjunctions, reflexive verbs, as well as the comparative and superlative. Self-correction and editorial skills will be stressed to help students develop their ability to be self-directed learners .

## German 5

Course Number: 1324

Credit: 1

Prerequisite: Successful completion of German 4 or teacher recommendation

German 5 reinforces the high school curricula of German 3 and German 4. In accordance with the ACTFL World-Readiness Standards of Communication, Cultures, Connections, Comparisons, and Communities, this course focuses on helping students achieve a greater ability to communicate effectively in the target language. Additionally, the course strengthens students' skills in all six language modes: interpersonal spoken communication, interpersonal written communication, interpretive spoken communication, interpretive written communication, presentational spoken communication, and presentational written communication.

The course is designed around content-based instruction in which students encounter the German language structures and culture in context. Cultural components include German fairy tales and their influence both culturally and linguistically, current events from the German perspective, German film and a unit on architecture. Listening and speaking skills are enriched through the use of authentic materials from the German press available online as well as thorough in-depth classroom discussion. Students' reading skills and vocabulary are improved through the study of authentic German texts including such items as the Grimm's fairy tales, German newspaper and magazine articles, and continued readings in twentieth-century German literature. Writing in the target language will be developed through essays, including literary analysis of fairy tales, summary, and opinion papers based on articles concerning current events and other topics. A comprehensive review of German grammar in idiomatic contexts integrates structures such as the case and declension systems, prepositions, adjectives, and verbs in the present, simple past, present perfect, past perfect, and future tenses.

## AP German [AP German Language and Culture]

Course Number: 1325

Credit: 1

Prerequisite: Successful completion of German 5 or teacher recommendation

AP German prepares students to function effectively in the target language and culture in accordance with the ACTFL World-Readiness Standards of Communication, Cultures, Connections, Comparisons, and Communities. Additionally, the course hones students' skills in all six language modes: interpersonal spoken communication, interpersonal written communication, interpretive spoken communication, interpretive written communication, presentational spoken communication, and presentational written communication. The course adheres to all guidelines set out by the College Board for the AP German Curriculum and helps students prepare for the exam should they choose to sit for the test. The AP class is also designed around content-based instruction in which students encounter the German language structures and culture in context.

The course challenges students' reading skills and vocabulary through the study of authentic German texts including such items as Ludwig Thoma's *Lausbubengeschichten*, the novel

*Damals war es Friedrich*, and short stories from the collection *Weg zum Lesen*. Current events and contemporary German culture are also investigated through readings of German newspaper and magazine articles. Writing in the target language is developed through essays on topics which include, but are not limited to including literary analysis, summary, and opinion papers based on the course readings. Cultural components include the historical and cultural contextualization of the reading materials.

This course reinforces and completes a comprehensive and systematic review of German grammar begun in German 5 and includes the subjunctive II, the future perfect, some exposure to passive voice, verb prefixes, relative pronouns, the use of flavoring particles, the use of prepositions as verbal complements, and the idiomatic use of these items. Listening and speaking skills are cultivated through the use of authentic materials from the German press available online as well as through in-depth classroom discussion of the course reading material.

## Greek

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### Classical Greek 1-2

Course Number: 1378

Credit: 1

**Prerequisite:** This course is open to juniors and seniors; exceptions must be approved by the World Language Department and the High School principal. This is a mixed level course and may be repeated for credit.

\*This course is an elective and **does not fulfill** the World Language requirement.\*

The goal of this course is to equip students with the knowledge and skills necessary to pursue intermediate to advanced study in college and ultimately read classical Greek authors in the original language. In the first year, the aim is for the students to acquire a foundational vocabulary and to master the inflections of nouns, adjectives, and verbs in order to read sentences and short passages adapted from Greek literature. Students who continue their study of Greek for a second year will study topics of advanced syntax and continue to read progressively more complex sentences and passages. The course will also explore English derivatives of Greek vocabulary and major aspects of Greek civilization.

## Latin

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The major objectives of the introductory sequence are:

- > to teach comprehension of the Latin language through practice in reading
- > to develop, through these readings, the students' understanding of the social and political history of the Romans, particularly during the first century C.E.
- > to heighten the student's awareness of how language functions, utilizing a basically inductive approach to grammar and a contrastive analysis of the grammatical structures of English and Latin
- > to help students increase their English (and Romance language) vocabularies through attention to principles of word formation, derivation, etc.

### Latin 1

**Course Number: 1360**

**Credit: 1**

**Prerequisite: None**

In this course students begin to learn how to read and write the Latin language. Latin I introduces the basic grammatical features of the language and trains students to navigate the individual structural signals that reveal the function of words in sentences. Students acquire this grammatical knowledge, along with a foundational vocabulary of close to 500 words, primarily through immersive reading and writing, and secondarily through listening and speaking. The textbook's readings, which follow a 2nd-century CE family living just south of Rome, also serve as an introduction to daily life in the Roman world, as well as regular study of derivatives.

### Latin 2

**Course Number: 1365**

**Credit: 1**

**Prerequisite: Satisfactory completion of Latin 1 or teacher recommendation.**

Students will continue to engage with Latin through immersive reading, writing, speaking, and listening and to work through the basic grammar of the language. Students will begin reading modified passages of Latin and by the end of the year will have acquired a vocabulary of approximately 1,200 words. With every chapter, they will continue to study aspects of the ancient Roman world (medicine, the military, the calendar, clothing, education, family life), as well as to expand their English vocabulary base through the study of derivatives.

## Latin 3

**Course Number:** 1366

**Credit:** 1

**Prerequisite:** Satisfactory completion of Latin 2 or teacher recommendation

In Latin 3 students continue immersive reading in the textbook. In addition to the textbook stories, they will read passages of Latin that become less modified (prose, poetry, inscriptions), and through those readings they will begin, at the end of the year, to engage with the subtleties of grammar, style, and rhetoric. They will continue to practice writing, listening, and speaking in Latin as a means to strengthen their reading skills. Culture will continue to form an integral part of the readings (city and country life, travel, trade, religion, poetry), and students will continue to explore English vocabulary derived from Latin.

## Latin 4

**Course Number:** 1367

**Credit:** 1

**Prerequisite:** Satisfactory completion of Latin 3 or teacher recommendation

In Latin 4 students will complete their study of foundational grammar and begin to read primary texts in prose and poetry that will bring them closer to the history, culture, and everyday life of those who spoke and wrote in Latin. The course readings will be determined by the instructor each year and may focus on specific authors, works, genres, themes, or historical periods. Primary texts will be used to introduce advanced grammar, and students will learn to use the lexical and grammatical resources necessary for advanced Latin study.



# Spanish

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## Spanish 1

**Course Number:** 1335

**Credit:** 1

**Prerequisite:** None

This course is intended for students with no previous experience in Spanish. Emphasis is on understanding spoken Spanish and speaking with correct pronunciation and structure. To develop their listening and speaking skills, students listen to recordings and songs, play games, perform skits, and view videos by native speakers. Students also read short articles and complete thematic projects in Spanish. The textbook contains grammar, vocabulary, cultural readings, and dialogues which form the basis for reading and conversation. A workbook is used to enhance comprehension of grammatical points and to develop writing skills. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 1 the next course in the sequence is Spanish 2.

## Spanish 2

**Course Number:** 1338

**Credit:** 1

**Prerequisite:** Successful completion of Spanish 1 or teacher recommendation

This course continues the development of the skills introduced in Spanish, including understanding, speaking, reading, and writing, but at a more advanced level. A reader with more complex grammar, vocabulary, and cultural readings may be introduced. Conversation and a greater awareness of Hispanic culture is emphasized. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 2 the next course in the sequence is Spanish 3 or Spanish 3A (departmental recommendation or assessment).

## Spanish 3

**Course Number:** 1341

**Credit:** 1

**Prerequisite:** Successful completion of Spanish 2 or teacher recommendation

This course will continue work on grammar study and structure, vocabulary skills, dictionary skills, composition writing and organization, and oral comprehension and proficiency. The geography, customs, and daily life of the Spanish-speaking world will be an integral part of the course. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 3 the next course in the sequence is Spanish 4.

## Spanish 3 Advanced

Course Number: 1342

Credit: 1

Prerequisite: Departmental recommendation and assessment.

In this course, there will be a more intense, accelerated grammar study, more emphasis on composition skills, and vocabulary acquisition. Oral comprehension and proficiency will be stressed. Readings will be from varied sources of the Spanish-speaking world with emphasis on active and passive vocabulary development. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 3A the next course in the sequence is Spanish 4A.

## Spanish 4

Course Number: 1344

Credit: 1

Prerequisite: Successful completion of Spanish 3 or teacher recommendation

This course will continue to work on the development of all language skills at a more advanced level. It will include a review of grammatical structures, continued work on vocabulary accretion, and readings of short stories. Students will write compositions and work on personal oral expression. Geography, customs, and daily life in the Spanish-speaking world will continue to be studied. Technological resources are integrated into the curriculum to enhance communication skills. This course also includes the study of current events through different media such as newspapers, radio, and videos provided by the instructor. Upon successful completion of Spanish 4 the next course in the sequence is Spanish 5.

## Spanish 4 Advanced

Course Number: 1345

Credit: 1

Prerequisite: Successful completion of Spanish 3A or departmental recommendation and assessment.

This course will stress proficiency in all language skills with a strong emphasis on grammar. The culture of the Spanish-speaking world will be examined as well as reading from a variety of sources. Literary excerpts will also be studied. Spanish will be the language of instruction. Technological resources are integrated into the curriculum to enhance communication skills. This course also includes the study of current events through different media such as newspapers, radio, and videos provided by the instructor. Upon successful completion of Spanish 4A the next course in the sequence is Spanish 5A.

## Spanish 5

Course Number: 1347

Credit: 1

Prerequisite: Successful completion of Spanish 4 or teacher recommendation

This course will continue to review and expand the students' oral, aural, and written skills, and more complex grammatical concepts. New vocabulary will be introduced. Students will continue reading and discussing literary and cultural texts. Outside resources, such as newspapers and magazines, may also be used to highlight discussions of political, social, and cultural issues. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 5 the next course in the sequence is Spanish 6.

## Spanish 5 Advanced

Course Number: 1348

Credit: 1

Prerequisite: Successful completion of Spanish 4A or departmental recommendation and assessment.

This course will continue the work of Spanish 4 Advanced with increasing difficulty of the material, both oral and written. It will begin to prepare the students for the Spanish AP class. A thorough review of grammar will be done, and an emphasis will be placed on reading longer passages to include both popular and literary texts. Technological resources are integrated into the curriculum to enhance communication skills. Upon successful completion of Spanish 5A the next course in the sequence is AP Spanish Language and Culture.

## Spanish 6: Explorations In Culture

Course Number: 1350

Credit: 1

Prerequisite: Successful completion of Spanish 5 or teacher recommendation

This course refines and expands students' oral, aural, reading, and writing skills in Spanish within thematically organized cultural units. Students will study and apply more complex grammatical concepts in analyzing and reflecting on Spanish-language texts and media. Units are designed for students to employ critical thinking when reflecting on cultural topics relevant to the Hispanic world. Technological resources are integrated into the curriculum to enhance communication skills.

## **AP Spanish [AP Spanish Language and Culture]**

**Course Number:** 1353

**Credit:** 1

**Prerequisite:** Successful completion of Spanish 5A or teacher recommendation

This course will continue the work of Spanish 5 Advanced. The AP class is a rigorous course conducted exclusively in Spanish. The AP Spanish class's goal is to improve the students' proficiency in their writing, reading, and speaking abilities as well as in the three modes of communication: Interpretive, Interpersonal, and Presentational. The class provides exercises, practices, readings, projects, games, and media from authentic sources to give students the opportunity to experience as much as possible real-life situations and opportunities to speak. It is requested that students communicate only in the target language. All the practices are based on real-life situations and up to date themes related to Spanish-speaking cultures and personal experience of daily life. There will be ample practice and preparation for the AP Language and Culture exam, should a student wish to pursue sitting for the AP exam.

**Intensive Spanish** *This course alternates with Intensive French and will be offered again in the 2022-2023 school year.*

**Course Number:**

**Credit:** 1

**Prerequisite:** Previous experience in a language other than Spanish, junior/senior standing and completion of language requirement.

## World Language Electives

### Non-Language Electives

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#### **Ancient Greek Performance and Competition**

Course Number: 1374

Credit: 1

**Prerequisite:** Junior or senior standing; the course may not be taken to fulfill the World Language requirement.

This is a year-long course. In the first semester, we delve into Greek epics—Hesiod’s *Works & Days* and *Theogony* prepare the way for the *Iliad* and the *Odyssey*. We explore the historical performance of these epics, the patterns of performance within them, and what they can tell us about the formation of ancient Greek civic identity. We will also look to what the Homeric epics can teach us about war and its impact today, and what modern psychology can teach us about the epics. The second semester is built on the work of the first, with the focus on Greek athletics and Athenian tragedy, where citizenship, religion, politics and war all intersect to reveal tensions between genders, classes, individual and state, soldier and citizen. Readings will include Aeschylus’ *Prometheus Bound*, Sophocles’ *Ajax* and *Philoctetes*, Euripides’ *Bacchae*, and the modern *Theater of War: What Greek Tragedies Can Teach Us Today*. This course requires close reading of the texts and active participation in daily discussions. The grade is based on preparation, participation, presentations, and one-page essays.

#### **Sprache in Bild und Wort (German in Pictures and Words)**

Course Number: 1329

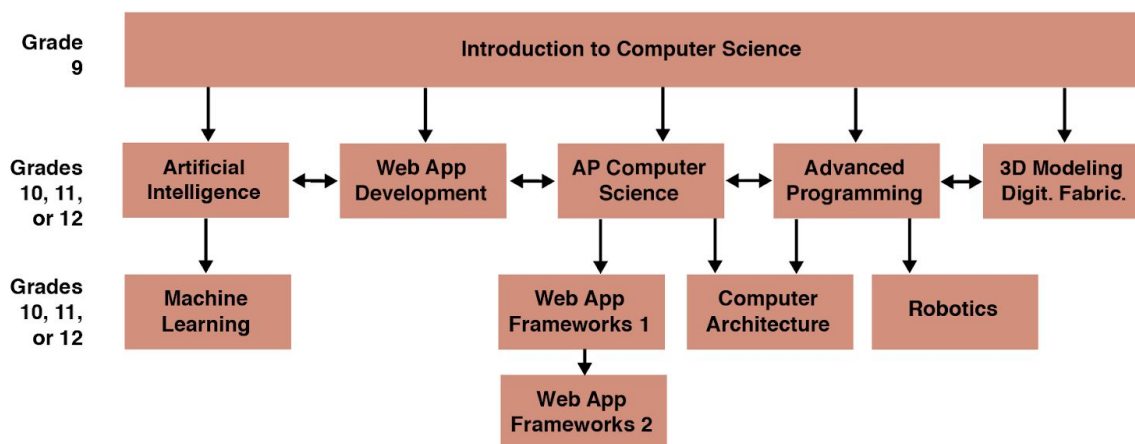
Credit: 1

**Prerequisite:** All students with some knowledge of German are welcome to enroll. However, the course may not be taken to fulfill the World Language requirement.

Films and readings (which may include newspaper and magazine articles) will serve as the basis for classroom discussion in this German course which is meant for enrichment and enjoyment. Students in the course will decide with the teacher which contemporary films will be viewed. We will attempt to select films that are also available in book form or have English subtitles.

This course is ideal for students who have fulfilled their language requirement and want to maintain their language skills through listening, or for those students who speak German at home, or have an interest in learning a little German informally.

## Computer Science



### Overview of the Program

Every University High School student must successfully complete a half credit of computer science. Students will fulfill the requirement through the half-credit Introduction to Computer Science course in their ninth grade year.

The flowchart shows different courses a student may take through the Computer Science program. After completing the half-credit requirement, students interested in pursuing computer science further may take AP Computer Science, Web Application Development, Artificial Intelligence, and/or Advanced Programming. These second-level courses are both rigorous and prepare students for doing real work in computing disciplines.

### Introduction to Computer Science

**Course Number:** 1481

**Credit:** 1/2

**Prerequisite:** None

This year-long course aims to more deeply explore what computers are and how they work. Students will learn why computers must use zeros and ones to encode all information, how information can be encrypted, how modern networks are organized, and about the history of the World Wide Web. Students will also gain an appreciation for computational solutions to problems by learning how to write computer programs in a variety of contexts such as programming robots to dance or creating and manipulating digital images.

This half-credit course meets two days a week over the entire year. Much of the work for the course can be completed in class, but students will be expected to do work at home or on school computers outside of class. Students will need access to a computer with Internet access, and the ability to install software. The school will provide appropriate hardware to any students who need to borrow a computer with the required specifications for this course. Teachers will provide this information at the start of the year.

### **3D Modeling for Digital Fabrication (*offered both fall and spring semesters; students may only take the course once*)**

**Course Number:** 1498

**Credit:** 1/2

**Prerequisite:** Intro to Computer Science

This semester-long course will teach students how to design and model 3D objects using Fusion 360, a leading and powerful 3D Computer Aided Design (CAD) software. Students will learn the foundations of 3D CAD modeling through assigned projects with an emphasis on real-world applications. They will learn how to render objects for design and presentation and develop plans for output to computer numeric controlled (CNC) machines such as 3D printers, CNC routers and mills. Students will learn the basics of how to use these machines through an iterative process. Group demonstrations, class presentations, online discussions, and one-on-one attention are used throughout the course to assist each student with their creative 3D modeling goals.

### **Advanced Programming: Python (*fall semester*)**

**Course Number:** 1494

**Credit:** 1/2

**Prerequisite:** Intro to Computer Science

This semester-long course will expand students' knowledge of Python programming to include object-oriented design and implementation. Students will learn to use both mutable and immutable data structures such as lists, dictionaries, tuples, sets, multi-dimensional arrays, stacks, queues and linked lists, binary trees, and graphs. They will implement various sorting and searching algorithms before exploring recursive algorithms, tree traversal, minimum spanning trees, weighted graph searches, and tiling problems.

Along the way, students will implement algorithms that can be applied to a number of real-world problems. For example, similar route-finding algorithms can be used to answer the following questions:

- How is the current Prince William related to King William III, who endowed the College of William and Mary in 1693?
- What path should a ghost follow to get to Pac-Man as quickly as possible?
- What's the best way to drive from Dallas, Texas to Orlando, Florida?



## **Robotics (*spring semester*)**

**Course Number:** 1495

**Credit:** 1/2

**Prerequisite:** Advanced Programming (Python), or permission of the department

This semester-long course uses a hands-on approach to introduce the basic concepts of robotics, focusing on the design, construction, and programming of autonomous mobile robots.

Students will explore innovative ways of using robots to tackle and solve real-world problems. They will investigate motion and input elements to use in creating a robot to perform their chosen task. Students will then create a budget proposal for their robot, taking into account the price of microprocessor, battery pack, motors, wheels, and sensors, along with material costs.

In the makerspace students will design and fabricate their robot body along with mounts for motors, wheels, and sensors. After prototyping their robots, each student will design a printed circuit board to replace the breadboard and wires used in the prototype. Students then program their robots to autonomously perform the tasks they have chosen, such as solving mazes, recognizing and fetching objects, covering an area (think Roomba), even flipping a pancake or chasing a cat.

## **Artificial Intelligence (*fall semester*)**

**Course Number:** 1482

**Credit:** 1/2

**Prerequisite:** B+ or better in Introduction to Computer Science, B+ or better in Advanced Algebra

Artificial Intelligence is a semester-long course that investigates the ‘mind’ of an Artificial Intelligence system. The course combines elements of algorithmic thinking and probability with data manipulation and pattern recognition. Students will learn about the chronological history of the field of Artificial Intelligence, the difficulties associated with mimicking the brain, how Artificial Intelligence impacts our daily lives, and current developments in Artificial Intelligence.

## **Machine Learning (*spring semester*)**

**Course Number:** 1483

**Credit:** 1/2

**Prerequisite:** B+ or better in Artificial intelligence

Machine learning is a semester-long course that builds on the foundational topics covered in the Artificial Intelligence course. Students will learn about intelligent agents and a variety of machine learning algorithms designed to accurately predict outcomes. They will use Python and SciKit for data mining and analysis, using a variety of machine learning algorithms.

## **Web Application Development**

**Course Number:** 1492

**Credit:** 1

**Prerequisite:** B+ or better in Introduction to Computer Science or permission of the department

Web Application Development focuses on new innovations in web app development as students design and create a variety of web-based software applications, while exploring a range of computer science concepts and issues. During the course students will develop projects both individually and collaboratively, as they explore topics such as 3D graphics programming, data manipulation and analysis, network game development, and remote sensing and control of physical devices. Students begin the course working collaboratively to develop a social media website while learning how to administer and manage a web server, administer and manage a backend SQL database, and use PHP to query and update a database through a web page.

## **AP Computer Science [AP Computer Science A]**

**Course Number:** 1490

**Credit:** 1

**Prerequisite:** B+ or better in Introduction to Computer Science or permission of the Department

AP Computer Science is an in-depth introduction to programming in Java which prepares students for the Advanced Placement Computer Science A Exam. The course is meant to parallel an equivalent college programming course often required for scientists and engineers. It builds on the basic control structures learned in the Introduction to Computer Science course and adds advanced programming techniques such as object-oriented programming, recursion, and a focus on program efficiency and maintainability. Students will be introduced to basic structures for holding large amounts of data and the implementation of traditional algorithms for searching and sorting this data. In addition, students will learn how to create graphical user interfaces using JavaFX. The course culminates in a long-term group project that takes an idea for an app all the way to a polished software product. Students interested in pursuing more advanced courses in Computer Science should consider taking this course.

## **Web Application Frameworks I (*fall semester*)**

**Course Number:** 1496

**Credit:** 1/2

**Prerequisite:** Either AP Computer Science or Advanced Programming: Python

This semester-long course will employ the principles of Object Oriented design within the context of modern web application frameworks to create complex web applications that can scale to handle realistic levels of complexity and user load. Students will learn to build web apps using various frameworks (e.g. Django, Angular, etc.) which themselves use various technologies (what's termed a "full-stack"): from front-end rendering engines, to back-end databases and business logic, and everything between (data formats and transfer mechanisms, etc.).

## **Web Application Frameworks II (spring semester)**

**Course Number:** 1497

**Credit:** 1/2

**Prerequisite:** Web Frameworks I

This semester-long course is intended as a practical follow-up to Web Application Frameworks I where students will work in teams to develop a full-blown professional-grade web application using the web application framework of their choice. Teams will employ Agile software development principles to plan, coordinate and release successive versions of their web application which will be hosted on a live web server. Students will use the concepts they learned in Web Application Frameworks: Part 1 to design a system and address the various problems they will inevitably encounter in the development process.

## **Computer Architecture**

**Course Number:** 1491

**Credit:** 1

**Prerequisite:** AP Computer Science or permission of the department

In this hands-on course, students build a virtual general-purpose computer system—hardware and software—from the ground up. Beginning with the simplest of logic gates, they build combinational and sequential circuits, and then integrate them into a computer platform capable of running machine language programs. Students then write an assembler, virtual machine language translator, and compiler so that the computer can run software written in an object-oriented programming language. They finish the year by writing several modules needed for completing the operating system implementation.

During this course, students experience many cross-section views of the field of computer science, from the bare-bone details of switching circuits to the high-level abstraction of object-based software design.

*Text: The Elements of Computing Systems: Building a Modern Computer from First Principles*  
by Nisan and Schocken

## Fine Arts

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The visual and dramatic arts play a vital role in education because they are a basic and powerful language for expressing and connecting ideas and feelings. The arts encourage us to take chances, to see with our own eyes, and to speak our own words. Students may choose from a variety of courses that stimulate the ability to see, to express, and to invent.

### Courses in the Visual Arts

- > Advanced Drawing and Painting [AP Drawing/AP 2D]
- > Advanced Photography [AP 2D Art and Design]
- > Art History
- > Beginning Photography
- > Ceramics Wheel Throwing
- > Design Communication
- > Filmmaking
- > Independent Study in Fine Arts
- > Introduction to Photo-based Printmaking
- > Introduction to Printmaking
- > Mixed-Media Art
- > Sculpture
- > Studio Art Practices

### Courses in the Dramatic Arts

- > Acting Studio
- > Alternative Credit in Drama
- > Directing
- > Drama
- > Technical Theatre and Production

### Fine Arts Credits

Students are required to take a minimum of one credit in Fine Arts. Please note that some of these fine arts classes are being offered as semester-long. A student must take two of these semesters—classes may be mixed and matched—in order to satisfy the one credit requirement.

### Beginning classes that satisfy the one-credit graduation requirement for Fine Arts are:

- Acting Studio
- Studio Art Practices
- Beginning Photography
- Introduction to Printmaking (semester-long)
- Introduction to Photo-based Printmaking (semester-long)
- Ceramics Wheel Throwing (semester-long)
- Filmmaking

- Sculpture
- Mixed-Media Art
- Art History
- Design Communication

During the course request process, students must indicate their first and second choice of art classes. Although we will make every attempt to assign students to their first choice, in order for us to achieve a numerical balance among the classes and thereby give all students the same opportunities within their Fine Arts classes, students will sometimes get their second choice.

Transfer students wishing to enter advanced art courses must submit a portfolio of their creative work to the department for approval, prior to enrollment.

All courses can be repeated, during regularly scheduled class time and as space allows, except for Beginning Photography and Acting Studio. Priority enrollment will be given to students who have not yet taken a given course.

Seniors who need one full credit for graduation from the Fine Arts course in which they are enrolled must continue to attend the regularly scheduled class until the end of the year in order to receive one full credit for graduation. Seniors who go on to May Project who have satisfactorily completed their work but do not attend class will receive 7/8 credit for the course.

## **Courses in the Visual Arts**

### **[AP Drawing/AP 2-D] Advanced Drawing & Painting**

**Course Number:** 1722

**Credit:** 1

**Prerequisite:** Studio Art Practices or Mixed Media or Portfolio Review (Consent of Instructor)

This course is designed for students who are ready to focus on individualized work. Traditional and contemporary concerns and techniques of painting, drawing, and mixed-media art are studied. The purpose is to develop ideas and skills that will bring about a better understanding of art and enhance the personal visual statements of the student. Assignments are flexibly sequenced and individually tailored so that students are better able to develop a personal style, generate their own ideas, and follow their muse. Occasional group critiques encourage students to be more articulate and thoughtful about their projects and foster a mutually productive class dynamic. Resources and personal help is available for students who want to assemble an art portfolio to submit for an AP score in either the AP Drawing or AP 2-D categories. Assessment in this class is based on commitment, creativity and progress.

## **Advanced Photography [AP 2-D Art and Design]**

**Course Number: 1753**

**Credit: 1 (with option to submit portfolio to AP for college credit)**

**Prerequisite: Beginning Photography or Photojournalism, or Portfolio Review (Consent of Instructor)**

This year-long course is designed for the student with a working knowledge of the photographic process and a familiarity with the use of their digital camera and Photoshop. Students will engage in an in-depth studio exploration designed to develop a college-ready AP Studio Art-style portfolio. Students are not required to submit their portfolio to AP, but have that option. Beginning this year, the portfolio process will consist of the following two sections:

- A minimum of 15 digital images that include works of art and design and process documentation showing an in depth personalized exploration.
- Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.
- Five physical works or high-quality reproductions of physical works with written responses on paper describing the materials, processes, and ideas used.

Students will utilize a wide range of materials, approaches, and equipment to explore a variety of photographic possibilities including collage, hand colored photos, and photo constructions. The course opens with mini explorations into the great themes of photography and art before transitioning to the main individualized investigations. The majority of the year will be devoted to an in-depth concentration, carefully planned and executed by each student. The year will culminate with final individual and group exhibitions. Contemporary imagery in fine art photography and general art history will be regularly examined and discussed so that students develop a strong vocabulary in the language of aesthetics. Regular critiques will engage the class as an extended community and help each student to expand and grow their own work.

## **Art History**

**Course Number: 1751**

**Credit: 1**

**Prerequisite: None**

This course is a survey of the history of visual arts and architecture emphasizing understanding and appreciation. The course traces art history from the art of the ancient world to the present. Included is the history of images, objects, and architecture associated with different religions, governments, and the lives of both prominent and ordinary people. Historic trends in philosophy, politics, faith, gender roles, and many other aspects of society are uniquely revealed through great works of art. Non-western and western traditions are explored as well as recent pan-global trends. The course is taught in a slide lecture and discussion format. Class field trips and individual field research will give students first hand experience with Chicago's unique wealth of artistic diversity.

## **Beginning Photography**

**Course Number:** 1730

**Credit:** 1

**Prerequisite:** None

Students will use a variety of tools in this hands-on overview photographic studio class, in order to create a unique portfolio. The course will be broken up into three distinct sections: Darkroom Discovery, Digital Imaging, and Alternative Processes. Students will begin the year by studying the traditional skills of darkroom photography and basic camera settings. Later students will be introduced to a thorough investigation of the digital world, learning how to work with Photoshop, Illustrator, and Lightroom. This year-long course will also explore the history of fine art photography from its early days to the digital age.

Students should have a working digital camera (minimum 10MP) with manual controls, with an appropriate memory card. Students should also have access to a 35mm film camera (cameras are available for checkout for those who do not own cameras).

## **Ceramics Wheel Throwing (*fall semester*)**

**Course Number:** 1741

**Credit:** .5

**Prerequisite:** None

Find your center, develop a mindful meditative focus, and create functional art by learning how to use the potter's wheel. The practice of wheel throwing is mentally therapeutic. It develops one's manual dexterity, strength, and coordination, while also improving the ability to focus. Students will learn wedging, centering, opening, raising, and shaping vessel forms on the wheel as a means of creating both functional and sculptural works. Hand building, trimming, carving, slip decorating, and glazing will also be explored. The principles of clay and glaze chemistry as well as firing and quartz inversion will be introduced. Thousands of years of ceramic history spanning the globe as well as Modern and contemporary styles will be viewed to provide inspiration and context. Get your hands dirty being physically creative in this fun semester-length course that can be repeated if desired.

## **Ceramics Wheel Throwing (*spring semester*)**

**Course Number:** 1742

**Credit:** .5

**Prerequisite:** None

Find your center, develop a mindful meditative focus, and create functional art by learning how to use the potter's wheel. The practice of wheel throwing is mentally therapeutic. It develops one's manual dexterity, strength, and coordination, while also improving the ability to focus. Students will learn wedging, centering, opening, raising, and shaping vessel forms on the wheel as a means of creating both functional and sculptural works. Hand building, trimming, carving,



slip decorating, and glazing will also be explored. The principles of clay and glaze chemistry as well as firing and quartz inversion will be introduced. Thousands of years of ceramic history spanning the globe as well as Modern and contemporary styles will be viewed to provide inspiration and context. Get your hands dirty being physically creative in this fun semester-length course that can be repeated if desired.

## Design Communication

Course Number: 1761

Credit: 1

Prerequisite: None

Whether one is trying to sell a product, generate support for a charitable cause, or present a new world-changing invention, it is increasingly necessary that the conveyance of the ideas be modern, concise, and aesthetically pleasing. This class empowers students by developing visual perceptivity and computer competency for effective twenty-first century communication. Focused on developing practical skills, students will model post-educational situations by working both individually and in teams. Fall semester covers vector and pixel-based graphics, Adobe software, and web design. It culminates with a *Shark Tank* project where professional designers and business people will participate as guests in a critique where students pitch their invented companies using the websites, logos and other graphics they've created. Spring semester projects include designing a laser cut jigsaw puzzle along with the packaging that the puzzle comes in, and taking on an egg drop challenge where the vehicle that protects the egg must be 3D modeled, 3D printed, and/or laser cut.

Learn how to create and maintain excellent websites. Become proficient with Adobe's Creative Suite of software, especially Illustrator for vector graphics and Photoshop for pixel-based graphics. Delve into Lab's new makerspace by exploring 3D modeling, 3D printing, laser cutting, and product design.

## Filmmaking

Course Number: 1735

Credit: 1

Prerequisite: None

This one-year program gives students the all-around filmmaking experience necessary to make their own films and emphasizes hands-on learning. No previous filmmaking experience is required. Participants must work with self-discipline, energy, and mutual respect as part of teams. Students in the program receive hands-on instruction and preparatory production experience. The curriculum integrates study in all the major filmmaking disciplines including cinematography, directing, screenwriting, producing, animation, and editing. Students write, shoot, edit, and direct three of their own short films (including a thesis film). Projects are shot in HD and 4K Cine and edited digitally. The course also provides an introduction to the history and theory of film.

This class is not a theoretical exploration but a studio-style course made up of practical workshops designed to creatively engage students as quickly as possible. Like other Fine Arts courses, this film class encourages students to take creative risks and find their own voices as visual artists. Students complete the year in filmmaking with skills in all the filmmaking crafts, an enormous amount of pre-production experience, three short films of their own, an expanded awareness of themselves and others, and in particular, the ability to work collaboratively. Students' final films are celebrated in a schoolwide film festival open to the public at large. Students are encouraged to have their own digital cameras, but cameras are available for checkout.

### **Introduction to Printmaking (*fall semester*)**

**Course Number: 1754**

**Credit: .5**

**Prerequisite: none**

This semester-long course introduces students to a variety of printmaking practices and techniques. Students will explore monoprinting (on and off the press), relief (block and collagraph), and intaglio (non-toxic dry point etching) printmaking techniques throughout the semester. Students will learn how to use our printmaking presses to create limited editions of prints, as well as one-of-a-kind art works.

Regular class critiques will help students to articulate their creative process, gain new insight into their work, and nurture a mutually productive studio practice. Assessment will be based on commitment, creative efforts, and the completion of a printmaking portfolio.

Students are required to have and maintain a sketchbook for this class. Field trips and in-school art events are an essential part of this class.

### **Introduction to Photo-based Printmaking (*spring semester*)**

**Course Number: 1755**

**Credit: .5**

**Prerequisite: none**

This semester-long course introduces students to a variety of photo-based printmaking practices and techniques. Students will learn how to use a variety of photo-based printmaking techniques including: inkjet transfers, silkscreen prints on paper and textiles, and cyanotype printing. Students are expected to develop a portfolio of printed material by the end of the semester.

Regular class critiques will help students to articulate their creative process, gain new insight into their work, and nurture a mutually productive studio practice. Assessment will be based on commitment, creative efforts, and the completion of a printmaking portfolio.

Students are required to have and maintain a sketchbook for this class. Field trips and in-school art events are an essential part of this class.

Cameras are not required for this course.

## **Mixed-Media Art**

**Course Number: 1710**

**Credit: 1**

**Prerequisite: None**

This course is designed for the creatively curious student who is ready to move beyond teacher-guided assignments and develop thematic projects of their own design.

In this course students work in a variety of art materials and art-making processes including but not limited to: alternative drawing and painting processes, printmaking, book arts, installation, and a variety of digital media applications. Students are expected to develop their own ideas through sketchbook work, long-term creative projects, field trips, and in-class collaborations. Assessment is measured through individual and class critiques, a student's demonstrated commitment to the creative process, their growth in developing personal artistic voice, and their development of a final portfolio of mixed media artwork.

By the end of the academic year, students will have developed a mixed media body of artwork that explores conceptual and formal issues relevant to their personal lived experience and is responsive to the world around them.

Students are encouraged to visit museums and galleries outside of the school day. Field trips are an essential part of this class.

Students may repeat this course with the permission of the Fine Arts Department.

## **Sculpture**

**Course Number: 1740**

**Credit: 1**

**Prerequisite: None**

This yearlong course is designed as an exploration of the many building methods and techniques within the vast field of Sculpture. Students explore basic construction techniques and gain competence in three-dimensional thinking and building skills. Ideas are initially developed through experimental drawings and discussion. This course will cover: hand building techniques with clay, woodworking, carving, building with found materials, and using a variety of mixed media for surface development. An introduction to low-fire ceramic glazes will also be included. Contemporary art concepts and the history of sculpture will be discussed. When appropriate art exhibits occur, visits to galleries or museums may be scheduled.

Students may repeat this course with teacher approval, if space allows. Repeating students will continue to learn about Sculpture with different, more advanced projects that follow the materials in use for the introductory curriculum.

## **Studio Art Practices**

**Course Number:** 1705

**Credit:** 1

**Prerequisite:** None

Studio Art Practices is a comprehensive introductory course in which students are given an opportunity to develop skills in drawing, painting, and sculpture using a variety of media. As they are encouraged to refine their techniques, they will also be encouraged to welcome surprises that take them beyond their original goals.

During the year we will visit one museum or gallery.

## **Courses in the Dramatic Arts**

### **Acting Studio**

**Course Number:** 1770

**Credit:** 1

**Prerequisite:** None

This first part of a beginning acting course is designed to help students discover basic acting techniques. Improvisation, acting orientation sessions, and pantomime work form the basis. Creative thinking is stressed. Movement and body control work is included with some scene work.

The emphasis then is on the development of vocal and physical characterizations. Working with scene cuttings from different modern plays, students learn a variety of acting methods and techniques. Movement work is continued.

Advanced scene cuttings and monologues are developed in the latter part of the school year, with emphasis on the psychological characteristics of different characters. Exploration of comedy techniques is included.

All acting classes may include a field trip to a play or to different theatres.

## **Alternative Credit In Drama**

**Course Number:** 1795

**Credit:** 1 credit per year

**Prerequisite:** Consent of the instructor

The student in a practical situation may examine technical and production work. All areas of the theatre may be studied intensively: set construction, lighting, costuming, properties, makeup, sound publicity, and stage management, etc.

## **Directing**

**Course Number:** 1785

**Credit:** 1 credit per year

**Prerequisite:** Consent of the instructor

This course will be an intense study of the concepts, styles, and techniques of directing for the theatre. The format will be lecture/discussion for two hours per week with the rest of the course work done outside of meeting time. The main emphasis will be on the development of a director's production book. The full concept will be developed from a full-length play chosen by the student. This will involve research into all related areas: movement, art, music, design, psychological character study, and historical periods. The relationship between all these areas and the finished production will be examined. The student will direct two or three scenes from the play.

## **Drama**

**Course Number:** 1775

**Credit:** 1 credit per year

**Prerequisite:** Acting Studio

This course explores the periods and acting styles found in the works of Shakespeare, the Restoration era, and melodrama. Scene cuttings and monologues will be produced to give the flavor of these periods. The course is designed for the advanced acting student.

The study of different periods and styles of acting will continue in the second term, with scene cuttings and monologues produced from the Realistic, Contemporary, and Absurd periods. Students will also present a program based on the first term's work.

The periods and styles of the Theatre of the Absurd and the tragedies and comedies of Greek Theatre will be explored in this course. A production by the students will climax the course's work.

## Technical Theatre and Production

Course Number: 1780

Credit: 1 credit per year

Prerequisite: None

A beginning course in theatre, this will be a highly individualized program of study tailored for a beginning set or lighting designer, or a student simply interested in learning about various aspects of theatre production. The course is likewise offered for the advanced technical theatre student wishing to further develop skills in his/her chosen area of study. For the designer, this will be a course in the techniques and methods involved in transferring a printed script into a scenic unit as experienced by an audience. The student will be able to exercise his creative talents while developing an understanding of the theatre technician's job. Drafting tools, scenery equipment, lighting, and sound materials and equipment, water colors, and construction materials for models will be the student's tools.

For the theatre crafts student, the apprentice, master of an area, or the interested beginner the course will afford the opportunity to become familiar with new areas or to further expertise.

Students will develop individual and group projects. Practical work on a production will be required outside of the classroom. Set design, costume design, and sound design will be emphasized.

Students will be able to study advanced scene design and technical problems. There will be an examination of different artists' works. There will be several field trips to Chicago area theatres to study their facilities. Individual projects and practical work will be continued. This course will also emphasize property design, makeup design, and publicity design.

Lighting, lighting design, and theatre management will be areas of emphasis in this course. Functions of stage lighting, familiarity with lighting instruments, methods, and uses of control boards will be stressed. Guidelines for a theatre manager and for a stage manager will be set.

This is a year-long course.

## Music

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The study and performance of music is an integral part of education at the Laboratory Schools. From Nursery School through High School, Lab students experience music in a variety of ways. Music plays a vital role in the educational lives of our students and provides a gateway through which they learn different eras, cultures and emotions. Music literacy and knowledge give students another way in which to understand the world, both past and present.

The study of music through performance provides benefits above and beyond the immediate musical exercise, composition, or performance. Singing and playing have been proven to provide significant benefits to brain growth and development in people of all ages, especially children. Music performance and study enable us to be more creative and better able to envision multiple perspectives and solutions.

Students at University High have many avenues available in which to pursue their passion for music. The music department offers performing ensembles, non-performing classes, and the opportunity to self-design an Independent Study. Once a student fulfills the required music credit, they are encouraged to remain in their respective ensemble as well as explore elective courses.

### **Courses that fulfill the music credit requirement:**

- > Concert Band
- > Concert Choir
- > Concert Orchestra
- > Digital Music Production I
- > Explorations in Music
- > Music History

### **Elective courses offered:**

- > Acoustic Guitar
- > Bel Canto
- > Chamber Collective
- > Digital Music Production II
- > Evolution of African American Music Traditions
- > Jazz Ensemble
- > Music Theory for the 21st Century Musician
- > Recording Studio Musicianship
- > Symphony Orchestra
- > Independent Study in Music



## Courses that Fulfill the Music Credit Requirement

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### Explorations in Music

Course Number: 1810

Credit: 1

Prerequisite: None

Participants in this course will deepen their appreciation in musical areas they are presently interested in as well as explore areas of music that are unfamiliar. Students will connect with current musical issues in society, explore how they select and listen to music, and express their creativity through music composition. The course is divided into three overarching units.

During the first unit students will study the instruments of the symphonic orchestra in depth, learn how to define several genres of music and examine how they are connected to one another.

The second unit will focus on sharpening aural skills and critical listening skills. Students will learn about song forms, the “formula for making a hit”, as well as delve into controversial issues in music today such as sampling, music streaming, and ticket prices.

During the last unit the course will cover the fundamentals of music theory, explore electronic music, music composition, and scoring music for film.

Students will travel on various field trips throughout the year, listen to guest speakers, and work together to complete hands-on projects that will explore the world of music, past and present.

This course carries the traditional graded components of homework, quizzes, exams, projects, and presentations. What is paramount for success is daily class participation. No previous formal music training is required.

### Music History

Course Number: 1815

Credit: 1

Prerequisite: None

We begin our study of classical music around the year 800 C.E., at the beginning of music notation. Through listening, reading, writing, and discussion, we trace this music through the various stylistic eras. We’ll explore techniques these composers employed, learn about their lives, and look at the social and political conditions which influenced their composition and work.

Technology played a role in shaping music as well. As part of our studies we will discuss musical instruments, the invention of the piano, the emergence of the great violin makers, the development of music notation and music printing.

The first semester concludes with the life and music of Beethoven. He's one of the giants of music, and his compositions lead us into the era of Romanticism.

Second semester begins in the Romantic era, learning about the composers, compositions, philosophy, and literature that influenced the musicians of that time. We'll continue through the 19th and 20th centuries, and conclude our study of classical music with composers and music of the present day. Classical music looks and sounds much different than it did in the past. As always, technology plays an important role, as well as changing ideas as to what classical music is, and how it is made. Musicians and composers are finding exciting ways to express themselves and to reach new audiences.

The year concludes with three great musical genres, founded in the United States, and having strong Chicago connections. Jazz, blues, and gospel music are known and loved throughout the world. Chicago has been home to many of the great jazz, blues, and gospel musicians.

We'll follow the beginnings of the blues in the Mississippi Delta and how it traveled northward, along with many other people and ideas, during the Great Migration. Jazz music began in New Orleans and made that same trip north. Gospel music was created and developed right here by Thomas Dorsey at Pilgrim Baptist Church. As with all musical genres, geography, social conditions, and politics, played key roles in the development of these great American musical styles.

The ability to read music notation is not a requirement for this course. Class work includes reading, writing, listening, and discussion. We'll have a number of in-class guest speakers from various music organizations in and around the city, as well as University of Chicago. Field trips vary from year to year.

At the end of the year, students will have background information, vocabulary, and a body of listening experience to help them better understand and enjoy these various genres of music.

## Digital Music Production I

Course Number: 1830

Credit: 1

Prerequisite: None

This course is an excellent choice for students with an interest in using technology to create original music. Students will be introduced to a program called Ableton, and can choose from any of their favorite music styles to learn how to build drum beats, basslines, chords, melodies and song form. This course requires an understanding of music note names, simple intervals (whole steps and half steps), familiarity with basic scales, and the ability to identify the keys on the piano keyboard. These concepts and skills are a part of Lab's middle school music curriculum and this course is open to all students who attended Lab for Middle School. This course also requires competency in basic computer skills (file management and saving, etc.). Students who join the Lab community in high school will meet with the teacher to discuss their prior experience before enrolling in the course. A formal evening showcase of student work takes place in the spring (DigiMUSE), and participation in this event is a course requirement and part of students' final grades.

## Concert Band

Course Number: 1850

Credit: 1

Prerequisite: Students must demonstrate proficiency on their instrument through an assessment.

In Concert Band we will continue to build on previously learned skills, improve technique and incorporate music theory into our playing. We will become better musicians every day as an ensemble by playing a variety of music that will challenge us to improve. Formal evening concerts are given three times during the academic year and participation in these performances are a course requirement. Students will also have the opportunity to enhance their musical experience by performing and/or competing in small group and individual settings.

## Concert Orchestra

Course Number: 1860

Credit: 1

Prerequisite: Students must demonstrate proficiency on their instrument through an assessment.

We are dedicated to the performance, study, and cultivation of musical artistry. We strive to establish relationships within our Lab community and beyond to increase understanding and respect for human connection. In Orchestra students explore and create the music of our classical past, cultural roots and popular present. We foster the use of technology, as it is vital for the twenty-first century musician.

Students will advance their technique, tone production, intonation, and musical interpretation. From the large ensemble to the small chamber group, every musician develops leadership skills through cooperation and collaboration. We channel the excitement, talent, and dreams of our

students into a passion-driven learning experience. Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

Ultimately Orchestra provides the essential foundations for self-expression, concentration, poise, discipline, and collaboration—skills in great demand in almost every aspect of life.

## **Concert Choir**

**Course Number:** 1870

**Credit:** 1

**Prerequisite:** None

Concert Choir is open to students who have the desire to become proficient in reading and singing choral music. Through the study and performance of standard choral literature from a variety of historical periods and styles, the student will develop sight-singing, score reading, vocal production and diction skills. Formal evening concerts are given twice during the academic year. Participation in these performances is required and constitutes the majority of points in a given semester.

## **Music Department Electives**

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### **Acoustic Guitar (*semester-long; offered both fall and spring semesters*)**

**Course Number:** 1812

**Credit:** 0.5

**Prerequisite:** Completion of required music credit.

Acoustic Guitar is designed for students who have little or no experience playing guitar. This semester-long course will focus on proper guitar techniques, solid tone production, basic music notation, basic music theory, and the history of the instrument. Students will study single line notation and different types of chord tablature. The performance skills developed in this class will allow students to play a variety of musical genres. Some individual practice outside of class is necessary for success in this course.

### **Bel Canto**

**Course Number:** 1875

**Credit:** 1

**Prerequisite:** Completion of required music credit or concurrent enrollment in required music credit. Audition.

Bel Canto is an advanced vocal ensemble selected by audition. This course is offered to students who have completed, or who are enrolled in their required music credit. Singers are required to

sight read music, and maintain individual harmonies. Bel Canto is the capstone of choral music at U-High, performing approximately ten times each academic year. The ensemble offers choral music from the Renaissance, Classical, and Romantic eras as well as A Cappella covers from current recording artists. Attendance at all rehearsals and performances is required.

## **Digital Music Production II**

**Course Number:** 1831

**Credit:** 1

**Prerequisite:** Digital Music Production I

This course is an excellent choice for students with experience in music production using Ableton who are looking to take their work to the next level. Students will take the foundations learned in Digital Music Production I and deepen their scope by exploring more advanced concepts such as sound design, custom instrument creation, advanced automation, mixing, mastering, MIDI and audio effects processing, and recording studio techniques.

## **Jazz Ensemble**

**Course Number:** 1880

**Credit:** 1

**Prerequisite:** Completion of required music credit. Audition.

Jazz Ensemble is an advanced music performance ensemble that explores many styles, and provides an opportunity for students to find a new level of musical expression and creativity. This class takes the written premise found in Western classical music, and builds on that by adding the art of improvisation to the overall scope. Styles that will be explored include Jazz, Latin, Rock, R&B, Funk, Pop, and Alternative genres. Proficiency in scales, rhythm, technique, and tone is essential to maximizing student expression and creativity. Through this course, students will become proficient in jazz scales, chords, and stylistic interpretation to better express themselves creatively.

U-High Jazz Ensemble performs at many school and community functions throughout the year. This, in addition to two formal performances, commands a high level of commitment. Participation in all performances is mandatory. Balancing daily practice with other academics is a key component to the success of this ensemble. We guarantee this to be an unforgettable learning experience for the dedicated.

## **Symphony Orchestra**

**Course Number:** 1882

**Credit:** 1

**Prerequisite:** Completion of required music credit. Audition.

The U-High Symphony Orchestra is an advanced audition-based ensemble incorporating string, wind and percussion students. It offers an avenue to perform challenging repertoire and connect with other musicians who share the same level of technique and dedication. This course will encompass the development of skills specific to playing in a large ensemble including communication, rehearsal efficiency, and technique. Musicians will study repertoire from a variety of genres and members will develop a deeper sense of symphonic music including historical and cultural implications. Student musicians will be able to reproduce authentic performance styles specific to literature from the 18th, 19th, 20th, and 21st centuries. Due to the nature of part assignments, there is a strong emphasis on individual preparation for rehearsals and performances. Private study on principal instrument is recommended but not required.

Students are strongly encouraged to audition for ILMEA District and State Festival and participate in Solo and Ensemble Festivals. Students will have opportunities to participate in master classes and coachings with University of Chicago music faculty, professional musicians in the Chicagoland area, and guest artists to further enhance their skill set.

## **U-High Chamber Collective**

**Course Number:** 1865

**Credit:** 1

**Prerequisite:** Completion of or current enrollment in required music credit. Audition.

The U-High Chamber Collective is an advanced string chamber ensemble. It offers an avenue to perform challenging repertoire and connect with other musicians with the same level of technique and dedication. This course meets during a scheduled period.

This course will encompass the development of skills specific to playing in a small ensemble including communication, rehearsal efficiency, and technique. We will study repertoire from a variety of genres and members will develop a deeper sense of chamber music including aspects of historical and cultural implications. Student musicians will be able to reproduce authentic performance styles specific to several musical eras. The Chamber Collective will focus on developing performance opportunities for the ensemble in our community throughout the school year. This schedule of real-world playing opportunities will instill a sense of direction for rehearsals and also cultivate a shared sense of purpose and commitment. Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

## **Electives not offered for the 2021-2022 school year**

### **Evolution of African American Music Traditions (anticipated offering for 2022-2023)**

**Course Number:** 1881

**Credit:** 0.5

**Prerequisite:** Completion of required music credit

Since their involuntary arrival on the shores of North America during the early seventeenth century, Africans and their descendants have confronted oppression by means of individual and collective action in numerous ways. This course explores these dimensions of the African American experience through the lens of music.

African American music reflects struggle, perseverance and strength amidst almost constant adversity. It has formed enduring communities and been a catalyst in creating a unique culture. This semester-long course will explore the multifaceted musical ways African Americans made their own history while simultaneously shaping and contributing to the history of the United States. This course will be taught focusing on regions as well as genres beginning on the coast of West Africa. We will explore music as a way to articulate experience.

Through active listening, attending live performances and connecting with guest artists and speakers we will examine musical genres including but not limited to; Field Hollers, Ring Shouts, Work Songs, Creole, Freedom Songs, Spirituals, Bluegrass, Blues, R&B, Gospel, Ragtime, Jazz, Swing, Soul, Funk, Reggae, Rap, and Hip Hop. Evolution of African American Music Traditions will provide opportunities to discuss how historical and cultural implications affect a musical style, time period, composer, and performer.

### **Music Theory for the 21st-Century Musician (anticipated offering for 2022-2023)**

**Course Number:** 1819

**Credit:** 1

**Prerequisite:** Completion of required music credit

This course is designed for student musicians who wish to further their knowledge of music theory, but in a more practical and hands-on manner than most traditional music theory classes.

Students will become well versed in terminology and notation through exposure to a wide range of music from all time periods. We will cover material such as scales, intervals, clefs, rhythm, form, meter, phrasing, harmonic progressions, and aural skills. Students will gain skills necessary to write and think critically about the music they are covering in class, as well as

music in everyday life, regardless of genre. Readings, discussion, score study, and guided listening will also form a major part of the class.

Where this class differs from many theory classes is in the practical application. Basic piano keyboard skills and basic guitar skills will be taught and used to give students a way to express and experience the concepts covered in the curriculum. The overall goal of this class is to give students the tools and skills to realize their own musical ideas in whatever format, and whatever style of music they choose.

## **Recording Studio Musicianship (anticipated offering for 2022-2023)**

**Course Number:** 1811

**Credit:** 1

**Prerequisite:** Completion of required music credit

This course is for students with an interest in learning how to utilize the recording studio environment to document musical performances. Students will learn to use microphones, mixing consoles, recording software, and other tools involved in the recording and editing process. Additionally, students will develop critical listening skills to evaluate the quality of their recordings and strengthen their fundamental musicianship. Students will gain insight into the design and marketing of their finished recordings, and learn related aspects about the music industry. Instruction will be further enhanced by interaction with guest experts in the studio recording field, performing artists, and field trips to recording facilities. No prior knowledge or experience in studio recording is required.



## Journalism

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The journalism program at University High School is based on learning by experience and self-discovery, appropriate for a school with its roots in the work of John Dewey. Students largely learn about journalism and mass media by being journalists producing student publications in print and online.

Students enrolled in Beginning Journalism focus on introductory units, and they gather news, report, and write copy for the student newspaper, the *U-High Midway*. Field trips, guest speakers, and assigned reading for enrichment enhance the journalistic writing experience.

Experiences in publishing — in the yearbook, in the newspaper, and online — are related in class to mass media. News media and current events become topics of class attention as developments dictate, and students make decisions for coverage of school and community events. Class discussions are devoted to media treatment of large or sensitive developments, to media personalities, and to issues such as equitable treatment, use of social media, and ethics of news gathering. The news often determines class content.

Many students come to journalism—and stay with it—for the writing experience it offers, although journalism at University High School is not conceived of as a writing program but a communications program. The most intensive experience in learning-by-doing occurs in the area of writing as each student rewrites each story several times before it is published and as student editors coach the work of reporters. Students work together to develop stories and coverage, enriching the creative experience and making teachers of students. In journalism, many students who feel (or have been told) they are weak writers find new confidence and discover talents they did not know they had.

But journalism is more than writing. It is also the combination of text, images, video, and audio to present a story in print or online. It is the interaction of observation, emotion, the written word, and visual messages.

The U-High Journalism program engages the world beyond the classroom—the school community and beyond—through wide distribution of the national award-winning printed newspaper and yearbook, a multimedia website, and a growing social media presence.

The future of journalism is not just coverage but engagement, not just reporting but understanding. Today’s journalism requires advocating for the reader through transparency, fact checking, and verification. The future means returning to core values of seeking the truth and reporting it. With the development of terms such as “fake news” and “alternative facts,” reliable, objective news sources are more important now than ever. U-High journalists are trusted to convey information to the school community.

## Opportunities for collaboration and empowerment

**Finding solutions.** In most classes, a student’s performance is between the individual and teacher. In journalism, information is published on a deadline even if the assigned student didn’t do a story or take a photo. Working together, team members learn to communicate to solve problems on short deadlines and to evaluate to avoid repeating any problems.

**Making choices.** Determining page components and placement is a complicated process. Student teams collaborate to determine a story’s angle and its presentation through selecting visuals and other elements. Editors and reporters collaborate to tell the story in layers for different types of readers. Editors make final approval based on fair representation of sources. Nuanced decisions about headlines involve finding precise language to summarize a story while avoiding bias.

**Cultivating leadership.** Students gain experience making decisions that affect the school community publicly. By engaging with adults in complex and mature ways, they gain an understanding for consequences.

## Beginning Journalism

Course Number: 1230

Credit: 1

Prerequisite: None

Beginning Journalism is open to all students at all class levels. Through introductory units, students will gather news, report, and write copy for the student newspaper, the *U-High Midway*, and possibly sell ads to finance it. Assignments for the Midway usually require additional time outside class. Additionally, students will use selected readings for enrichment, inspiration, and springboard for discussion in class and online. Some of these activities will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. By the end of the course students know how to plan, report, write, edit, design, and evaluate newspapers and websites, and many find their view of the world has broadened. This course also provides an introduction to desktop publishing, including collaborative editing and designing pages using Adobe InDesign. Students are also exposed to digital and emerging media, including social media.

## Advanced Journalism

Course Number: 1240

Credit: 1

Prerequisite: Successful completion of Beginning Journalism

Having completed a year as reporters, writers, and ad sellers, and having learned how to produce, edit, design, and evaluate a newspaper, students advance to planning the *U-High Midway*, deciding its editorial policy, designing pages, editing copy, taking advanced story assignments, writing columns, and directing the paper’s business management. This course also offers further

experience in desktop publishing, particularly in using graphics and design techniques. Social media and emerging media platforms are also explored and developed. Students use selected readings for enrichment, inspiration, and springboard for discussion. Some of these activities will be short-term, while others will have longer deadlines, allowing students to complete work around more immediate assignments. *Midway* staff members may also be expected to participate in the business aspects of the newspaper from administrative tasks to advertising sales. Teamwork and effective communication are important aspects of this class. Because students can move among positions on the staff and the work is individually tailored, a student may take this course up to three years, and many do.

## **Beginning Yearbook Journalism**

**Course Number:** 1250

**Credit:** 1

**Prerequisite:** Open to students in Grades 10-12

Beginning Yearbook Journalism is open to all students in grades 10-12. Staff members also work after school, occasional evenings, and some Saturdays to meet deadlines. Some staff members work the first week of summer to complete the U-High yearbook, *U-Highlights*. The central component of this class is, of course, work to be published in the yearbook—written articles but also headlines, captions and alternative storytelling forms, page designs, and photo editing. This course also offers further experience in desktop publishing, particularly in using graphics and design techniques. Along with the production of the book, students will develop and use skills in leadership, management, and communication. Teamwork and effective communications are important aspects of this class. Each student is trained in all aspects of digital yearbook production, though some may specialize. All staff members participate in selecting a theme and deciding other book elements. Additional assignments will be used for enrichment and inspiration. Some of these will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. *U-Highlights* staff members will also be expected to participate in the business aspects of the yearbook from administrative tasks to advertising sales.

## **Advanced Yearbook Journalism**

**Course Number:** 1252

**Credit:** 1

**Prerequisite:** Beginning Yearbook Journalism

Having completed a year on the *U-Highlights* staff, students will progress to the Advanced Yearbook class, which can be taken up to three years. Students will have the option of applying for leadership positions on staff where they will coordinate and manage complex assignments. The central component of Advanced Yearbook Journalism will be the planning and production of the *U-highlights* yearbook. This course builds on the concepts in Beginning Yearbook Journalism through more instruction and practice in leadership and managerial responsibilities. Advanced students will have a large role in making theme development decisions, designing pages, coaching peers, and managing teams to meet deadlines.

## Photojournalism

Course Number: 1260

Credit: 1

**Prerequisite:** Students should have an understanding of how to use a DSLR camera. Those without prior photography or camera experience should see instructor prior to enrollment.

Photojournalism is open to all students at all grade levels, including students with prior photography experience or no experience. The class will use introductory units to learn or review technical aspects of DSLR photography and build on them with a goal of journalistic storytelling. Students will learn to identify properties of photos with the strong ability to convey a story and provide a window on the world in which we live. The course will be taught as a hands-on workshop as students complete photo assignments from *U-Highlights* and *U-High Midway* editors for publication in print and online. Instruction will progress from basic photo assignments to comprehensive visual storytelling. Other topics discussed will include photojournalism ethics and history. Students will learn and use industry-standard editing software. Students will compile and maintain a web-based portfolio of their work. Critique and feedback are important components of the photojournalism experience. Each student is responsible for coordinating, completing, and editing the photo assignments they receive from student editors. Some time outside class will be necessary for students to photograph and edit assignments.

DSLR cameras are available for students to check out.

## Advanced Photojournalism

Course Number: 1261

Credit: 1

**Prerequisite:** Photojournalism

Having completed a year on the photojournalism staff, and having learned to produce and edit photos for *U-High Midway* and *U-Highlights*, students progress to Advanced Photojournalism. The class will build on concepts in Photojournalism and will also include leadership, managerial responsibilities, and advanced editing skills, as well as projects that may incorporate audio, video, or other multimedia components. Advanced students will continue to complete assignments for *U-High Midway* and *U-Highlights* and, by building on critique skills, will coach and mentor other members of the staff. Students will have the option of applying for leadership positions, where they will communicate with editors to coordinate and track assignments for student media outlets.

## Multimedia Journalism (offered fall & spring semesters)

Course Number: 1233

Credit: .5

**Prerequisite:** Beginning Journalism

*This course is a semester-long course.*

Multimedia Journalism builds on and expands the foundational skills learned in Beginning Journalism and provides new opportunities for storytelling through text, photo, audio, video, and interactive elements. Emphasis will be on agility in media and the ability to transfer storytelling skills to publish via online platforms, particularly the student news website (uhighmidway.com) and social media. Students will also understand and apply digital ethics and copyright. Project examples include short audio reporting, podcasts, short- and long-form online video, and interactive informational graphics. Collaboration and teamwork are important components of this course.

### **Media Literacy & Analysis (*offered fall & spring semesters*)**

**Course Number:** 1232

**Credit:** .5

**Prerequisite:** None and open to students in any grade

*This course is a semester-long course.*

This course will help students increase their media literacy and analytical skills through critical and practical understanding of new communication media including analysis of online and social media websites and apps. Media literacy is a core competency for civic engagement in a “participatory culture.” The course will explore goals and methods of media industries, raise awareness of the effects media has on consumers and citizens, help understand benefits and potential negative effects of media content, and identify techniques to become more media literate. Students will understand barriers to equal access to the participatory culture and will engage with emerging ethical standards for themselves as media makers and participants in online communities. Students will also create and publish frequently—including analytical and documentary work as well as expressive work via social media.

## Physical Education, Health, and Wellness

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The development of physical skills and the understanding of concepts related to health and fitness enhancement can provide students with a foundation for a lifetime of healthful behaviors and pursuits. The Physical Education Health and Wellness Program has been designed to meet this end. We aim to provide a variety of physical, social emotional, and wellness lessons that promote the overall development and well-being of the student.

Three full years of physical education are required for graduation.

### Physical Education I (Grade 9)

Course Number: 1910

### Physical Education II (Grade 10)

Course Number: 1920

### Physical Education III (Grade 11)

Course Number: 1930

The ninth, tenth, and eleventh grade physical education curriculum is designed to introduce health and wellness concepts that will positively impact the physical and emotional well-being of the students. The goal of the program is to give students the tools necessary to make healthy choices now and throughout their lives. Each grade will have specific goals and topics throughout the year that will progress in a logical way. Students will have the opportunity to take part in a multi-faceted program that is sure to both challenge and provide enjoyment.

#### Tentative Activity Offerings for 2021–2022

**Adventure Education** is a unique and non-traditional activity designed to promote team building, trust, leadership, and problem solving among group participants.

**Badminton** is a potential lifetime fitness enhancing activity. Learning the basic skills, strategies, rules, and procedures of badminton provides students with an activity option for the future and serves as daily exercise during the course of the unit.

**Basketball** is a popular lifetime activity which allows students the opportunity to participate in a highly aerobic sport focusing on individual skills, sportsmanship, and team competition.

**CPR** provides students with the ability to jump into action promptly using CPR or first-aid in a manner that can mean the difference between life and death.

**CPR for Lifeguarding** covers advanced CPR, AED, First Aid techniques associated with the responsibilities and characteristics of a professional lifeguard. Practical skills and scenarios are completed before advancing to the pool portion of the LG course.

**Core Fitness** concentrates on exercises to strengthen core muscles and overall fitness.

**Dance** is a lifetime activity. Dances taught may include social dance, tap, jazz, or hip hop.

**Fencing** introduces students to the fundamental skills of the sport of fencing: to have students learn the rules, strategies and procedures for judging, directing, and fencing in various types of bouts.

**Field Sports** occurs in the spring, and focuses on outdoor team sports such as soccer, football, ultimate frisbee, and softball. Instruction will focus on game strategy and how to use effective cooperative skills to succeed throughout gameplay as an individual and as part of a team.

**Fitness Center** allows students to customize their own work out. This will include upper body , lower body, and cardiovascular exercises. We will also concentrate on core exercises.

**Golf** is a lifetime activity in which all ages can play. Our goal is to provide a fun/safe environment so a student can have the opportunity to pursue this niche sport.

The **Health 9** curriculum focuses on topics such as sleep, mental health and coping mechanisms, cardiovascular health, and addiction and substance abuse, with an emphasis on alcohol and marijuana use.

The **Fitness 9** curriculum involves learning the major muscle groups in the body, how to exercise in different heart rate zones, identifying and practicing different fitness principles and applying them to create an independent workout program. The goal of the course is to help learn the principles to continue a healthy and balanced exercise program for a lifetime.

**Health and Wellness 10** educates and motivates students to take responsibility for their personal health and well being by applying what they learn in class to their lives. Topics covered include, drug addiction, the dangers of meth use, nutrition, contraceptives and STDs, dating violence, and healthy relationships.

**Lab Wellness** is a part of our program that seeks to introduce and discuss a variety of topics. Included but not limited to the areas of social emotional learning, diversity, equity, and inclusion, positive character traits such as empathy, kindness, resilience, and many more. We will also cover the various systems of the body along with a number of important muscles and bones. Lab Wellness will be woven into the weekly curriculum throughout the year.



**Lifeguarding/CPR for Lifeguarding** teaches the skills necessary to be certified as an American Red Cross Lifeguard. It requires the minimal ability to swim 300 yds continuously, tread water for two minutes without hands, and retrieve a brick from the deep end and swim it back while holding it, all without the use of goggles.

**Self-Defense** helps students learn to identify and practice methods of self-protection from both emotional and physical harm. They will learn to identify signs of unhealthy relationships and will develop strategies to help prevent themselves from becoming a victim of violence. Students will also learn, and practice, physical self-defense techniques in a controlled environment.

**Soccer/Hockey** teaches the basic skills, strategies, rules, and procedures of these activities enables students to participate successfully in both of these fitness and health enhancing activities.

**Stress Redux** presents a wide range of tools to help students manage and cope with their daily stress in support of their physical and psychological well-being.

**Swimming** is a lifetime activity which allows students the opportunity to participate in a highly aerobic sport focusing on individual skills which are essential for a number of reasons. Everyone should know how to swim to survive as well as to enjoy the activity over a lifetime.

**Team Sports** occurs during the winter and focuses on indoor team sports such as floor hockey, indoor soccer, basketball, and team handball. Students will learn and practice game strategies and demonstrate cooperation and teamwork throughout the variety of activities.

**Tennis** introduces and reviews skills to singles and doubles games of tennis. Students will participate in drills and mini games as they develop their skills. They will also work with classmates daily as they practice and incorporate concepts learned into game play.

**Touch Football** introduces and reviews skills to play a touch football game. Students will participate in drills and mini games as they develop their skills. They will also work with classmates daily as they practice and incorporate concepts learned into game play. Students will learn the rules and regulations of a touch football game. Also touching on the origin/history of American football.

In **Ultimate Frisbee/Games** students will learn and practice the rules and strategies of Ultimate Frisbee and other invasion games during this unit. They will practice strategies for teamwork and cooperation throughout all activities.

**Volleyball/Eclipse Ball** introduces students to a lifetime recreational sport. Students will learn the fundamental skills, rules and strategies and procedures for playing. In addition, to teach students how to work together in game situations. Also to help students improve their confidence and current skill level with the sport. To have fun while developing these skills in game play and drills.



**Yoga/Pilates/Zumba** introduces the basic poses and breathing techniques as well as pilates exercises. It connects the mind, body, and spirit. Zumba encompasses basic dance moves and rhythms to elevate your heart rate.

### **Extenuating Circumstances**

Medical documentation identifying a health-related need for a Physical Education restriction must be shared with the high school nurse and the PEHW department chair, and kept on file. All medical excuses automatically terminate in June of the school year and *must* be renewed in the fall.

To obtain a medical excuse from a Physical Education class, a note from a physician must first be presented to the high school nurse. Information will then be shared with the PEHW department chair.

## Service Learning Program

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The Service Learning Program is designed to foster community-minded, compassionate, and civically engaged students through awareness, service, and reflection. The program is rooted in the “learning by doing” philosophy of John Dewey, which guides our students to explore complex social issues and enrich their classroom experience in real world settings. Through the service learning experience, students develop a deeper understanding of community and a lifelong commitment to social change.

### Service Learning

**Course Number:** 2010

**Credit:** None

**Prerequisite:** None

Tenth grade is uniquely dedicated to service, and successful completion of the program is a graduation requirement. Students who transfer to U-High after grade 10 are asked to meet with the Service Learning Coordinator to determine a service plan.

At the beginning of their grade 10 school year, students select a community partner organization where they commit to 40 hours of service over the course of the school year. Students can select from a pre-approved list of partner organizations or propose a new service site. All service forms must be approved before a student can start his or her service. With the guidance of the Service Learning Coordinator, students will be responsible for coordinating a schedule that works for both the student and the organization. Service completed prior to the start of tenth grade (i.e., start of school year—late August/early September) is not counted toward the 40-hour requirement.

Reflection is a key component of the Service Learning Program. Students in the program participate in monthly reflections in advisory and give a capstone presentation to the ninth grade class at the end of the year.

Additional information, including a list of partner organizations and program requirements, can be found in the Service Learning Handbook, available online via Schoology.

## Peer Leadership Program

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### Peer Leadership

Course Number: 2009

Credit: None

Prerequisite: Junior or senior standing; application required

The Peer Leadership Program provides a group of select juniors and seniors with training and experience to further develop their leadership skills. Peer Leaders are often called upon to represent U-High and have a variety of leadership opportunities to work across the Schools and in our greater community.

The Peer Leadership Program is a two-year commitment. Incoming Peer Leaders are matched with a grade 9 advisory and transition with the same group of advisees to tenth grade. Current Junior Peer Leaders transition to Senior Peer Leaders pending a year-end evaluation.

Junior Peer Leaders partner with grade 9 advisories, working to build community within the advisory, and serve as a resource and mentor for students as they transition into High School.

Senior Peer Leaders partner with grade 10 advisories, facilitate service learning seminars in conjunction with the tenth grade advisory program, provide support and guidance to students volunteering in the community, and continue to serve as a resource and mentor for students in the High School.

Peer Leaders commit to attending weekly meetings during assigned periods, a two-day leadership retreat in the summer, and other training during the academic year. Junior Peer Leaders help facilitate Grade 9 Orientation and Ninth Grade Retreat, and Senior Peer Leaders lead activities and serve alongside sophomores on Tenth Grade Retreat.

## Summer School, Summer Opportunities, and Travel

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### Summer School

Some courses taken during the University High Summer School session may be included in the graduation requirement of 21.5 credits. However, in planning a four-year program, it is difficult to predict which courses may be offered during any summer session. A limited number of courses may be offered; course offerings are based on student interest and faculty availability. The following credit-bearing course is offered for summer 2021 through Lab's Summer Lab program:

- Geometry

Summer Lab course fees vary each year.

Attendance policies for Summer Lab high school credit-bearing courses are as follows:

- Daily attendance in classes for high school credit is required.
- PLEASE NOTE: for Geometry, *students who miss more than two days must drop the class.*

### Summer Link

Through Summer Link and Lab's unique partnership with the University of Chicago, qualified U-High students have the opportunity to apply for paid summer internships. Currently half of the internships are with University of Chicago biological, physical, and computer science labs and the other half are through the UChicago Booth School of Business, Law School, University Press, or non-University businesses connected to Lab by way of Laboratory Schools or University alumni.

### The Internship for Civic Engagement

Through a partnership with the University of Chicago's Office of Civic Engagement and its newly launched Community Programs Accelerator, high school students from both the Laboratory Schools and UChicago Charter Schools have the exciting opportunity to make a difference on Chicago's mid-South Side through the Internship for Civic Engagement (ICE) program. The five-week, paid internship emphasizes leadership development in the context of community-based learning. This experience is designed to strengthen participating students' grasp of social, political, and cultural issues by connecting academic skills learned in the classroom with the needs and expertise of the community.

### **Travel: World Language Study Abroad and Exchange Opportunities**

Please see the World Language Department section to learn more about travel opportunities with the department.

### **Summer Fieldwork at the Marine Biological Laboratory**

The Marine Biological Laboratory (MBL), founded in 1888, is a world-renowned private research institution and international center for biological discovery located in Woods Hole, MA. In 2013 the University of Chicago and MBL formed an affiliation to strengthen both institutions' missions of leadership and innovation in scientific research and education. That affiliation has also benefited Lab high school students through the summer Fieldwork in Biological Studies at the MBL. The program is designed for students who have successfully completed introductory Biology and Chemistry. The students will spend five days engaged in intense biology experiences that both enhance and relate to the current curriculum. Experiences will include, but are not limited to, boarding the *Gemma* to collect samples and gather data on the local marine intertidal ecosystem, visiting unique salt marshes to study restoration ecology, learning about and utilizing cutting-edge microscopes made exclusively available to the MBL community, and much more. The formal curriculum will be supplemented by co-curricular activities such as trips to museums and field research sites, whale watching, and guest lecturers. Students will be evaluated primarily on the basis of daily journal.

*Please note: travel opportunities and the summer Fieldwork program have associated fees. Specific fee information is shared at the time of program announcement.*

## Independent Studies: Policy and Programs

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In keeping with the Mission Statement for the Laboratory Schools and in recognition of the diverse needs of our students, the High School of the University of Chicago Laboratory Schools has adopted the following guidelines for Independent Study by our students:

- > Independent Studies must meet on campus.
- > An Independent Study serves to supplement regular course offerings. Proposals must center on topics beyond the scope of these courses.
- > Independent Studies do not replicate/replace a course that is in this Program of Studies, even if the course does not run in a given year.
- > Students may not use an Independent Study to replicate/replace a course that did not fit into their schedule.
- > Every Independent Study requires a voluntary teacher sponsor.
- > A teacher may supervise, at most, two Independent Study projects, though one project may involve more than one student.
- > If a student wishes to pursue an Independent Study, they should map out the proposal with the supervising teacher, using the Schools' Independent Study form.
- > The final, written proposal must be presented by the student to the cooperating teacher, the department chair, counselor, parents, dean of teaching and learning, and assistant principal for approval and signature, **no later than the end of the third week of the term.**
- > All Independent Studies are taken on a pass-fail basis and therefore are not credit-bearing. They cannot be used to fulfill a graduation requirement.

Beyond these school-wide requirements, certain departments have their own programmatic specifications for Independent Studies:

<b>History Department</b>	<b>Independent Study in History</b> <b>Prerequisite: Consent of instructor and placement by the department</b>  Students may arrange an independent study project with any department member. The student must submit a written proposal for the approval of the department chair. Projects should concern topics within history and the social sciences that cannot be pursued through the department's regular course offerings. Students pursuing an independent study in History are expected to work independently, read extensively, and, in many cases, complete a research paper.
<b>Math Department</b>	<b>Independent Study in Mathematics</b> <b>Prerequisite: Consent of instructor and placement by the department</b>

	A student may request an independent study project with any department member.
<b>Science Department</b>	<b>Independent Study in Science</b> <b>Prerequisite:</b> Consent of instructor and placement by the department
<b>Computer Science</b>	<b>Independent Study in Computer Science</b> <b>Prerequisite:</b> AP Computer Science or AT Web App Development  Students are provided the opportunity to build on the skills and concepts learned in the upper level computer science courses by creating a project on an advanced topic in computer science. A non-exhaustive list of potential topics includes game programming, data-driven art, algorithms, networking, operating systems, parallel computing and artificial intelligence.
<b>Fine Arts</b>	<b>Independent Study in Fine Arts</b> <b>Prerequisite:</b> Junior or Senior status required, permission of instructor and approval of the department  An independent study project in Fine Arts may be arranged with a consenting member of the Fine Arts Department given the following circumstances:  The student <b>must be at least a junior</b> and have already fulfilled the Fine Arts requirements from regularly scheduled course offerings. Projects for independent study should concern areas within the Fine Arts that cannot be pursued through regular beginning or advanced course offerings. After receiving the approval from the instructor, the student must submit a written proposal for the approval of the department.
<b>Music</b>	<b>Independent Study In Music</b> <b>Prerequisite:</b> Consent of instructor and consensus of the department  An Independent Study Project in music may be arranged with any member of the Music Department given the student has already fulfilled his/her music requirement. After receiving approval from the instructor, and prior to the start of the term in which the student will begin the project, he/she will present a written proposal to the department. Projects might involve advanced study of an instrument, advanced study in a music course, or assistant-teaching in the classroom.

## Advanced Placement Courses and Advanced Topics Courses

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Several Advanced Placement (AP) classes are taught in the High School and provide in-depth study in a number of subjects. AP examinations are administered at University High School during the month of May. These tests are national exams offered by the College Board. Some courses for which AP examinations are available are not offered at University High School. However, this does not prohibit students from registering for and taking AP exams of their choice. Students should check with the counselors for the full range of AP examination opportunities.

At highly selective colleges and universities, admissions personnel will consider the rigor of an applicant's high school program. It is a very important factor in evaluating candidates for admission. Therefore, Advanced Placement or Advanced Topics (AT) coursework is desirable for students planning to apply to these institutions. University High School students who register for an Advanced Placement class are strongly encouraged to take the Advanced Placement examination in May. However, this is not a requirement.

A specific Advanced Placement class or Advanced Topics class is not always appropriate for every student. Students should always consult with their teachers, advisors, parents, and counselors as they make decisions regarding these classes. Each student should consider his or her likelihood of success in an accelerated, college-level curriculum. This judgment should be based upon previous preparation in an academic area, interest, ability, and overall class and extracurricular load. Students interested in an AP or AT class should determine their eligibility by checking the departmental prerequisites.



## May Project

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A long-established tradition at U-High, May Project enables seniors to research, develop, and carry out a significant project outside the classroom during the month of May. It is designed to be a “capstone” experience that calls on the skills and maturity seniors have developed during their time at the Laboratory Schools. In many ways, May Project is also a bridge between the worlds of high school and college.

Seniors who want to participate in May Project must go through a rigorous process involving idea development, preliminary research, finding a sponsor and/or advisor, and writing a detailed proposal. A Reader’s Committee composed of Laboratory Schools faculty and administrators reads and evaluates the proposals, providing feedback and final approval. Once a senior’s project is approved, he or she uses the month of May for the project, free from the need to attend class (with certain exceptions for credit requirements). At the end of the month, seniors do a presentation in a Laboratory Schools classroom and set up an exhibit for the entire school to demonstrate what they have learned. If a senior is doing a May Project, its successful completion is required for graduation.

Specific details and requirements for participation in May Project can be found in the May Project Handbook, available to students in Schoology.