

# PROGRAM OF STUDIES

# University High School

2022-2023



THE UNIVERSITY OF  
**CHICAGO**

Laboratory  
Schools

## Table of Contents

---

|  |     |
|--|-----|
| > Introduction.....  | 3   |
| > Graduation Requirements.....   | 4   |
| > Sample Four-year Programs.....   | 5   |
| > Grades and Grade Point Averages.....   | 6   |
| > Schedule Changes: Adding and Dropping of Courses and Changes in Level.....   | 7   |
| > Co-Curricular Programming.....   | 9   |
| > Counselor Programming: School Counseling Programs and College Workshops..... | 10  |
| > The Pritzker Traubert Family Library.....                                    | 12  |
| > English.....   | 14  |
| > History.....   | 23  |
| > Mathematics.....   | 37  |
| > Science.....   | 45  |
| > World Languages.....   | 53  |
| > Computer Science.....  | 77  |
| > Fine Arts.....   | 83  |
| > Music.....   | 94  |
| > Journalism.....  | 103 |
| > Physical Education, Health, and Wellness.....                                | 109 |
| > Service Learning Program.....  | 113 |
| > Peer Leadership Program.....   | 114 |
| > Summer School, Summer Opportunities, and Travel.....                         | 115 |
| > Independent Studies: Policy and Programs.....                                | 117 |
| > Advanced Placement and Advanced Topics Courses.....                          | 119 |
| > UChicago Courses.....  | 120 |
| > May Project.....   | 121 |

*Cover art: "The Reader" by Tech Nix  
As part of a collaborative lesson in Brian Wildeman's AP Drawing / AP 2-D class,  
Tech drew "The Reader" on paper decorated by fellow art students.*

## Introduction

---

This Program of Studies booklet describes the courses that will be offered in the High School during the 2022–2023 academic year. These selections represent an ongoing refinement of a curriculum that 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 until grade 12.
- 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 11th and 12th graders 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 course requests 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

---

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.

May Project is a program available to all 12th graders 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.

## Sample Four-year Programs

Each of the following meets graduation requirements and satisfies the admission requirements of most colleges. They illustrate the variety of course selection decisions that can account for personal interest and encourage skill-building and mastery across the four-year U-High program.

### Example 1: A balanced program that reflects the decision to enroll in four majors as a 9th grader, allowing for at least one free period on 4 of 5 days.

| 1st Year  | 2nd Year  | 3rd Year   | 4th Year   |
|---|---|--|--|
| English<br>World Language<br>Intro to Computer Science*<br>Math<br>Science OR History<br>Music and/or Fine Arts<br>Physical Education | English<br>World Language<br>Math<br>Science<br>History<br>Physical Education<br>Fine Arts<br><i>Service Learning</i> | English<br>World Language or Elective<br>Math<br>Science<br>History<br>Physical Education<br>Journalism<br><i>Junior College Workshop (spring)</i> | English<br>Math<br>Science<br>World Language or Elective<br>History<br>Computer Science<br><i>Senior College Workshop (fall)</i> |

### Example 2: Humanities Interest

| 1st Year  | 2nd Year   | 3rd Year   | 4th Year  |
|---|--|--|---|
| English<br>World Language<br>Intro to Computer Science*<br>Math<br>History<br>Music / Fine Arts<br>Physical Education | English<br>World Language<br>Math<br>Science<br>History<br>Journalism<br>Physical Education<br><i>Service Learning</i> | English<br>World Language<br>Math<br>Science<br>History<br>Journalism<br>Physical Education<br><i>Junior College Workshop (spring)</i> | English<br>World Language<br>2nd World Language<br>History Electives<br>Music / Fine Arts<br>Journalism<br>Science (non-lab)<br><i>Senior College Workshop (fall)</i> |

### Example 3: Math/Science Interest

| 1st Year   | 2nd Year   | 3rd Year  | 4th Year   |
|--|--|---|--|
| English<br>World Language<br>Intro to Computer Science*<br>Math<br>Science<br>History<br>Music / Fine Arts<br>Physical Education | English<br>World Language<br>Math<br>Science<br>History<br>Physical Education<br>Computer Science<br><i>Service Learning</i> | English<br>World Language or Elective<br>Math<br>Science<br>History<br>Music / Fine Arts<br>Physical Education<br><i>Junior College Workshop (spring)</i> | English<br>World Language<br>Math<br>Science<br>Elective: Statistics, Computer Science, 2nd Science<br><i>Senior College Workshop (fall)</i> |

### Example 4: Fine Arts/Music Interest

| 1st Year  | 2nd Year   | 3rd Year   | 4th Year  |
|---|--|--|---|
| English<br>World Language<br>Intro to Computer Science*<br>Math<br>Science<br>History<br>Fine Arts or Music<br>Physical Education | English<br>World Language<br>Math<br>Science<br>History<br>Fine Arts or Music<br>Physical Education<br><i>Service Learning</i> | English<br>World Language<br>Math<br>Science<br>History<br>Music or Fine Arts<br>Physical Education<br><i>Junior College Workshop (spring)</i> | English<br>World Language or<br>Fine Arts / Music<br>Math or Fine Arts / Music<br>Science or Fine Arts / Music<br>Computer Science<br><i>Senior College Workshop (fall)</i> |

\*Intro to Computer Science meets half the number of periods than standard courses.

## Grades and Grade Point Averages

---

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 grade 11, the end of fall of grade 12, and the end of grade 12. Class rank is neither calculated nor presented to colleges.

With administrative approval, courses may be taken Pass/Fail. Courses taken Pass/Fail will count towards graduation requirements but not calculated in GPA. Students should see their school counselor for more information.

## Academic Support and Intervention

---

Students who earn two “C-” grades or one “D” grade at the end of a semester will receive a letter via email of **academic support**. The student will meet with the counselor, advisor, 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 intervention**. Placing a student on academic intervention serves to express serious concern over their academic performance. The first time a student is placed on academic intervention, the student will be required to meet with a member of the high school administration, counselor, learning coordinator, advisor, 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 intervention 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

---

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 be counted in the GPA.

If a student repeats a course that 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

---

### 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 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 can withdraw from **yearlong courses** up to two weeks after parent-teacher conferences in the fall and will have no notation of that class on the transcript. For **semester-long courses**, students can withdraw for up to two weeks after midterm comments are published and will have no notation of that class on the transcript. After this time a grade of either WP (Withdrawn Passing) or WF (Withdrawn Failing) will be recorded.

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 a mark of either WP or WF and will receive no credit.

### **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 from Accelerated Chemistry to Chemistry 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 agreement within the department, 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.

## Co-Curricular Programming

---

### Advisory Program

The Advisory program is designed to support each student's academic and personal well-being at University High School. During this scheduled period, a small group of students and one educator gather together in an informal setting. The Advisory program 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 source of 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 application and admissions 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 course registration choices of their advisees. To ensure continuity of support, advisors stay with their groups for all four years.

### Assembly Program

The assembly program is designed to support the mission and values of the Laboratory Schools. During the weekly assembly period, students are scheduled to attend workshops on a range of topics that invite them to think critically about their experiences as members of the Lab community and beyond. Assemblies are facilitated by members of Learning & Counseling, the Director of Diversity, Equity & Inclusion, the Title IX Coordinator for Lab, the Dean of Students, faculty, invited speakers, and/or student facilitators with presentations and activities that focus on students' interpersonal, academic, and social-emotional needs. During these sessions, students are invited to reflect on their personal and familial values, consider the impact of their actions towards others regardless of intent, and delve deeper into personal decision making. The assembly program also creates opportunities for the whole school to gather to celebrate one another's accomplishments and positive contributions to the community, as well as explore and share their artistic abilities.

# Counselor Programming: School Counseling Programs and College Workshops

---

## **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 during 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 about behaviors and attitudes that have the potential to influence healthy school-home balance, movement toward self-actualization, academic performance, and overall well-being. Counselor programming will take place in a variety of settings, including advisory, assembly, and academic classes. Students will be invited to practice skills and concepts introduced during programming as part of their self-care routine.

### **Grade 9 Program**

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

### **Grade 10 Program**

Grade 10 programming 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 is 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**

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

navigating the transition to a post-secondary environment, with intentional exploration of academic and social aspects of young-adult life.

### **College Counseling Program**

College counselors 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. Counselors:

- See the college process as an educational process in itself.
- Support the worth and value of each child and their postsecondary aspirations. Counselors encourage students and families to consider “fit” as the most important aspect of the college decision: academic, social-emotional, financial, and quality of life
- Provide factual information, feedback, and advice in ways that enable the student and their family to make informed decisions.

As in the school counselor program, college counselors’ work with students is guided by the CASEL framework. 11th and 12th graders are assigned to informational college workshops during designated Advisory and free times to work in small group settings on the college-planning process.

### **Grade 11 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
- Teacher Letters of Recommendation
- Financial Aid and Scholarships

These required sessions supplement the individual and family college-planning meetings that students and their parents schedule during the 11th grade year. *The time commitment of the Junior College Workshop will vary by student, but at minimum will entail attending one 45-minute JCW class session each week of second semester.*

### **Grade 12 Program**

Students 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. 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

Students 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 12th grade.

### **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.

- 9th and 10th Grade 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)
- 11th Grade Parent/Guardian Program
- 11th Grade Parent/Guardian Coffees
- 12th Grade Parent/Guardian Program
- 12th Grade Parent/Guardian Coffees
- Sending 12th Graders Off to College Parent/Guardian Program

9th and 10th grade 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**

---

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 books, dozens of magazines, and valuable digital 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. The online catalog and databases can be accessed at <https://www.ucls.uchicago.edu/program/libraries/pritzker-traubert-library>.

The Library space was originally the Education Library for the University of Chicago and retains the old wooden bookshelves and pillars. This welcoming and busy space flexibly accommodates quiet study and collaborative group work with study carrels, open tables, and conference rooms. Desktop and laptop computers are available for the students to use in the Library, and printers can be connected to personal laptops. All printing and copies are free. Most textbooks are available for in-library use, and many supplies are available for the asking.

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 searches. Librarians create research guides for classes, give book talks, provide information literacy instruction, and arrange author visits.

High School students also have access to, and full privileges at, the University of Chicago libraries starting in 10th grade, or with special permission in 9th 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

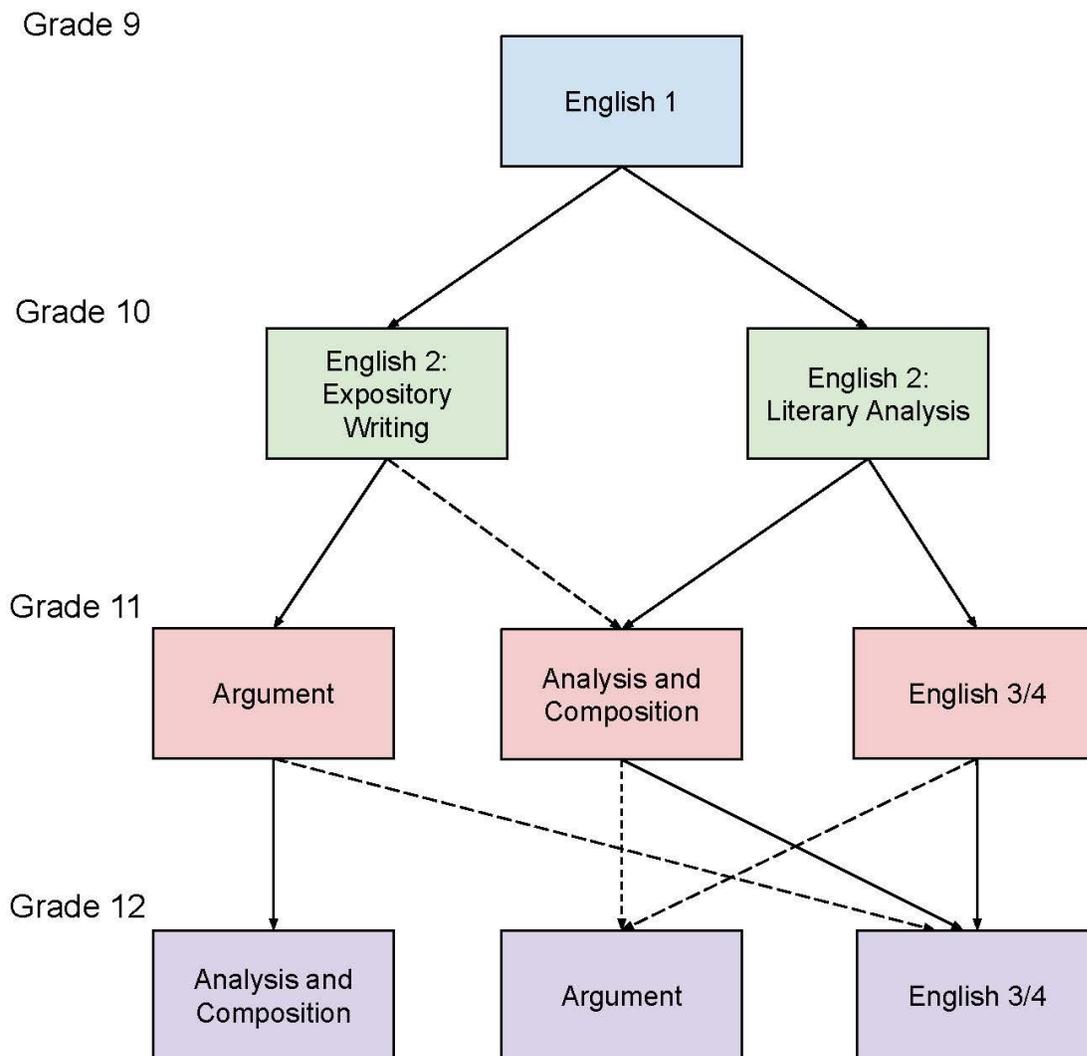
## English

---

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 backgrounds (concentrating especially, though by no means exclusively, on literature originally written in English) and from various periods. Although we explore historical background 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, and patterns of language, and to draw progressively more sophisticated inferences. In that 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; and 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 above indicate the following (further explained in the course descriptions):

- 10th graders enrolled in Expository Writing will have the option to take Argument or Analysis and Composition, but enrolling in A&C will require approval of the department and is limited by available space in the course
- Argument students do have the opportunity to take English 3/4 for their grade 12 year, but enrollment requires department approval.
- The department will consider Argument as an option for 12th graders who have completed Analysis and Composition or a year of English 3/4. Enrollment, however, is limited by available space in the course.

## 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*, 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 1 uses a 'point-less' grading system, which means that the advisory semester grade and year-end transcript grade are based on a student's growth and mastery of learning objectives rather than the cumulative score of individual assignments. Students can expect to do 45 minutes of focused homework for each class session, which may include reading, annotating, and/or writing.*

## English 2: Literary Analysis

Course Number: 1123

Credit: 1

Prerequisite: English 1

*In all of our education, ...there is a kind of a progression. We move from data to information to knowledge to wisdom.—Toni Morrison*

Morrison's words capture well the progression of English education in English 2: Literary Analysis. Students seek out "data" and consider the "information" that details suggest about character. They explore patterns and parallels to propel their arguments beyond the literal and into the realms of "knowledge" and "wisdom" of literature and its ambiguities. As students brave and relish this world of complex narratives and multiple interpretations, they forge their way

toward independence, trusting their literary “gut” and daring to listen and march to their own writing voices.

Can you truly love another person without giving up a part of yourself? Should you express your true identity, even if doing so leads to persecution? Do parents owe their children affection? In this course, students explore complex themes such as identity and belonging, race and gender, friendship and love, and the American Dream. Recent texts have included short stories by Leo Tolstoy, Jhumpa Lahiri, and Ursula K. Le Guin, as well as Toni Morrison’s *Sula*, Peter Ho Davies’s *The Fortunes*, and F. Scott Fitzgerald’s *The Great Gatsby*.

Literary Analysis promotes reflection and independence through a variety of writing assignments. Of course, formal, academic writing—i.e., papers—is the main way for students to learn to develop, refine, and communicate ideas in this class. Students craft such papers by organizing claims, carefully selecting evidence, and making complex inferences. By year-end, students write papers to address their own questions about the text.

Analytical papers are not the only way to think about literature through writing. Students also write essays blending analysis with personal reflection and imaginative prose; they experiment with forms, styles, and constraints. In a literary translation unit, which embodies Morrison’s progression from data to wisdom, students engage with the sound, style, and context of a poem in another language to translate and adapt the poem, balancing accuracy and creativity. In these ways, students learn to think not only about literature, but even more importantly, with literature, which may be, as Morrison would have it, the beginning of wisdom.

Students who opt for Literary Analysis delight in interpreting meaning beyond the literal: they enjoy noting key details and exploring connections within texts, as well as considering multiple interpretations. To borrow Morrison’s terms, they value the knowledge and wisdom that literature offers. Enrolling in English 2: Literary Analysis is a choice that students should make in consultation with teachers, counselors, and families.

*Students can expect to put in 45 minutes of focused preparation, often reading, journaling, and annotating for each class meeting.*

## **English 2: Expository Writing**

Course Number: 1122

Credit: 1

Prerequisite: English 1

There’s a reason you don’t write a poem to your alderman about fixing a pothole or send a PSA to your partner on Valentine’s Day. It’s the same reason you don’t wear pajamas to a formal wedding or go to sleep in a tuxedo. It’s all about context: the who, what, where, when, and why. This class will focus on how context shapes what we read and write. The technical term for this is rhetoric.

Students in Expository Writing will learn how the forces of audience, purpose, and occasion determine a writer’s final product, a.k.a. its genre. To this end, we will read literature as well as other genres such as political speeches and satirical essays. We will analyze the features of different genres and discuss the extent to which each one deepens our understanding of the historical events we’ll be learning about in our anchor texts: most recently, Marjane Satrapi’s *Persepolis*, a graphic memoir about the Iranian Revolution; Elie Wiesel’s *Night*, a first-hand recounting of the Holocaust; and Chinua Achebe’s *Things Fall Apart*, a fictionalized account of colonization from the point of view of indigenous people.

In Expository Writing, students will use the analysis skills they learned in English 1 to develop insights about what they read; however, one of the key differences is that in this class, students will not write literary analysis essays. Instead, they will write in alternative genres. Students may end up, for example, drafting an obituary for a character or perhaps imagining an extended dialogue between two characters from different books. It’s all about figuring out the best genre to express their ideas. While writing assignments will take forms other than the traditional literary essays, they will still integrate sound literary analysis.

In addition to writing about what they read, students in Expository Writing will have a chance to write about topics of personal interest. An extended description of a scientific process or an essay featuring observational humor are both possible in this class. Regardless of the topic, students will hone the qualities of effective writing that span all genres, such as detail, imagery, anecdote, voice, and style.

*Expository Writing uses a portfolio system to determine grades, which means that the midterm and semester grades are based on a student’s growth and mastery of learning objectives rather than a score average. Students can expect to put in 45 minutes of focused drafting, journaling, or reading (with annotations) for each class meeting and must be willing to actively engage in the writing and revision process.*

## **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, and they might also read and evaluate literary works in terms of their relation to those issues. 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

literature, which typically includes a major novel, such as *1984* by George Orwell or *The Book of Unknown Americans* by Cristina Henríquez. 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? Students analyze the relationship between specific pieces of text, including key quoted language, and then consider how that insight applies to the text as a whole and to the world beyond the text.

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 their claims in an argumentative paper. The paper itself should be well-organized, so that each body paragraph builds upon the previous. Second semester focuses on further developing students' literary analysis skills as a way to fuel their arguments. 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 them through close analysis of well-selected evidence. Writing assignments may take forms other than the traditional literary essays, but they still will integrate sound literary analysis.

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 12th graders 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.

*Students are not assigned traditional grades throughout the course, but they engage in a series of reflections on their growth and learning goals during the year. 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.*

*Most nights, students can expect reading and writing homework that takes approximately 45 minutes of dedicated time to complete.*

## Analysis and Composition

Course Number: 1130

Credit: 1

Prerequisite: English 2: Literary Analysis, Argument, or permission of the department.

This is a yearlong course for students who want to strengthen their foundation in close reading and analytical writing. Students will employ a variety of reading strategies as they explore the intertwined themes of identity, community, and storytelling across different genres. Recent novels have included Louise Erdrich's *The Round House* and Amy Tan's *The Joy Luck Club*. Students study the art of short fiction through authors such as Edward P. Jones, Andrew Lam, and Tim O'Brien. Reading plays such as Arthur Miller's *All My Sons* and Luis Valdez's *Zoot Suit* provides students the opportunity to study the elements of drama, and students explore a new mode of storytelling by reading a graphic novel, most recently Thi Bui's *The Best We Could Do*.

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, such as writing a specific debatable claim, organizing an argument, or unpacking key word choice and tone. Students also participate in writing conferences with peers and with the instructor. Throughout the year, students keep a writing portfolio to review, evaluate, and revise their work. Students are exposed to a guided writing process that walks them through brainstorming, collecting textual evidence, formulating claims, writing, and rewriting. The aim is for students to write full critical essays built upon organized claims, logical evidence, and complex inferences. While the focus of the course is to hone analytical writing skills, the course also offers opportunities for students to develop and refine narrative and creative writing skills, including writing their own one-act plays and creating short graphic narratives.

A&C is designed as the next step for students in Argument or for 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.

English 2: Expository Writing students have the option to enroll in either Argument or A&C, but to take A&C, the student's teacher must agree that they have demonstrated the reading and analytical skills required to meet the expectations of the course. If the student has questions about their teacher's evaluation of their readiness, they should continue conversation with their teacher or reach out to the Department Chair. Again, enrollment in A&C is limited, and priority will go to Literary Analysis students who need continued practice.

*Students can expect to do 45 minutes of focused homework in preparation for each class session, which may include reading, annotating, and/or writing.*

## 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 11th and 12th graders 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 11th graders 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 11th graders 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 grade 12 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. As a final step, students can choose to take an assessment to determine if they demonstrate the skills required by English 3/4. The timing of the process might require a course change later in the registration process.

While specific electives for 2022–2023 have not been finalized, the following courses are representative of our typical offerings (full course descriptions are linked to the digital version of this document):

- Story Writing
- American Supernatural Fiction
- Power of Place in Literature
- Outsiders in Shakespeare and Roth
- Dostoevsky’s Crime and Punishment
- Memory and the City in Literature
- Dystopia: Science Fiction as Social Satire
- Outlasting the Hurricane: Life and Love in the Bayou
- Too Graphic: A Study of Comic Books
- Making Music in Literature
- Smörgåsbord: Literary Feasts

*Given the variety of electives offered, nightly work for classes might include very different reading, writing, or other critical or creative activities. We also recognize that students vary in the amount of time they take to complete assignments. Students can expect to put in 45 minutes of focused preparation for each class meeting.*

# History

---

## **Why Study History?**

In the 21st 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 the 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.

The second tier requires students to take two semesters of Modern World History: the department offers twelve semester courses with varying AT, non-AT, and AT Optional expectations. Students must complete one from the fall semester and one from the spring semester offerings. When registering, students should select a first and second choice for each semester.

Four courses are offered at the third tier: United States History, AT United States History, AT African American History, and AT Latinx Histories. Students should consider prerequisites, content areas of personal interest, and the department expectations for AT and non-AT courses.

## **What Else May I Take? (See *chart below for assistance.*)**

For students interested in pursuing courses in addition to the requirements, the department offers a history, a political science, and an economics elective. In addition to these electives, students

may take any Tier 2 and Tier 3 course not previously taken as an elective. For example, students may take AT African American History as a tier requirement and AT Latinx Histories as an elective or vice versa. All electives are available to students after completion of Tier 1, with the exception of AT Comparative Politics & Global Relations, which requires completion of Tier 2 as well. Students may approach individual faculty members regarding independent studies proposals as well. Depending on workload and personal circumstance, faculty may not be available to volunteer for an independent study.

| Tier 1 Required (1 credit)  | Tier 2 Required Modern World History (one fall and one spring equaling 1 credit)   | Tier 3 Required American History (1 credit)  | Electives (cannot be taken in lieu of graduation requirements)   |
|---|--|--|--|
| <b>Yearlong Offering</b><br>Early World History   | <b>Fall Semester Offerings</b><br>Industrialism and Environmental Impacts I<br>20th Century Latin American History<br>World Religions I<br>AT Empires Lost and Found<br>AT Euro I: Humanism to Liberalism<br>AT <i>Optional</i> : Worlds of Asia I | <b>Yearlong Offerings</b><br>US History<br>AT African American History<br>AT Latinx Histories<br>AT US History   | <b>Yearlong Offering</b><br>Economics: Theory and Application<br><br><b>Fall Semester Offerings</b><br>AT Comparative Politics & International Relations I (.5)<br>AT War and Violence in the Premodern World (.5)<br><br><b>Spring Semester Offerings</b><br>AT Comparative Politics & International Relations II (.5)<br>AT War and Violence in the Premodern World (.5) |
| <b>Spring Semester Offerings</b><br>Industrialism and Environmental Impacts II<br>20th Century African Liberation<br>World Religions II<br>AT Euro II: Radicalism to EU Globalism<br>AT Global Cold War<br>AT <i>Optional</i> : Worlds of Asia II | ** This tier must be successfully completed before moving onto Tier 3 requirement. Students must satisfy department prerequisite to enroll in AT course by the end of Early World.**   | ** For students interested in pursuing courses in addition to the requirements, the department offers a history, a political science, and an economics elective. In addition to these electives, students may take any Tier 2 and Tier 3 course not previously taken as an elective. All electives are available to students after completion of Tier 1, with the exception of AT Comparative Politics & Global Relations, which requires completion of Tier 2 as well.* | **This tier must be successfully completed before moving onto Tier 2 requirement.**  |

| How do I decide which history course is right for me?  |   |
|--|---|
| Classes like Modern World Religions and US History   | Classes like AT AFAM and AT Euro  |
| 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: <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> | These courses are accelerated and equivalent to their university/college counterparts. Students enrolling in these courses must be willing to: <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> |

## TIER 1 YEARLONG OFFERINGS

### **Early World History**

Course Number: 1610

Credit: 1

Prerequisite: None

Early World History is the foundational course in the History Department. It explores the development and interaction of world societies from the dawn of farming communities until the early Middle Ages. Our goals are that students gain an understanding of the nuance of world cultures; appreciate the breadth of sources available for the study of history; conduct research responsibly and efficiently; and write historical essays with clarity and accuracy. By building critical thinking skills, exposing students to content and sources from multiple perspectives, including windows and mirrors in our content, and celebrating diverse identities, our classrooms will foster civil discourse and encourage students to be agents for change when they see and/or experience moments of inequity and injustice.

Assessments in this course might take the form of primary source analyses, Socratic discussions, short essays, or presentations. Students will complete one formal research paper or project each semester in which teachers will guide students through the research process in stages leading up to completion of the essay itself. Early World History students are expected to participate regularly in class, which may include speaking in discussions, sharing perspective on homework questions, and contributing to group activities.

*Students in a standard-level History Department class should allot 2–3 hours per week to complete 2–3 short assignments per week outside of class to complete asynchronous coursework. These might take the form of short readings, guided questions, group project preparations, or discussion prompts. Students will complete an assessment for each 3–4 week unit of the course.*

## TIER 2 FALL SEMESTER OFFERINGS

### **Industrialism and Environmental Impacts I**

Course Number: 1615

Credit: .5

Prerequisite: Early World History

This course will focus on the causes and consequences of the Industrial Revolution from 1700–1900. Particular attention will be given to the development of extractive technologies and industries. We will analyze the political, social, technological, and environmental impacts of the Industrial Revolution as it expanded from Great Britain to Europe, the United States, and other areas of the world by 1900.

This course will make use of a variety of activities and assessments including but not limited to role-plays, seminar discussions, simulations, research, and writing short analytical papers that prove a thesis.

*The reading load for this course typically will be 10 pages a night.*

## **Modern World Religions I**

**Course Number: 1669**

**Credit: .5**

**Prerequisite: Early World History**

Modern World Religions can be a full-year course or completed as two independent, semester-long courses. During the fall semester, it explores the origins, developments, oral histories, texts, and essential tenets of the world's major religions, including spiritual practices of indigenous peoples of the Americas, the Yoruba religion on both continental Africa and the Americas, Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, Islam, and Sikhism. We address how religious traditions and communities shaped, and were shaped by, the events of early and modern world history. Students should expect to (1) read and take notes using graphic organizers on primary and secondary sources assigned regularly (usually twice a week; about 30 minutes per nightly assignment) and posted on Schoology, (2) participate in experiential works such as simulations, collaborative group work, student- and teacher-led Socratic discussions, presentations, and conferences, (3) enhance their historical research, thinking, and writing skills through one long-term research paper/project each semester, and (4) connect historical events to interesting cultural and social issues today.

*Each unit will end in some form of assessment, including, but not limited to, creative writing, group projects/presentations, or 350–500 word essays. Daily class time can include informal discussions, teacher-directed note taking, text analysis, small group work, and writing/research workshops. Including both class time and homework, students will spend 5–6 hours a week on Modern World Religions.*

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

**Course Number: 1699**

**Credit: .5**

**Prerequisite: Early World History**

This course will begin with an analysis of 19th-century 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 of 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. Assessments generally include quizzes, movie reviews, and a research paper on issues surrounding Latin American immigration to the United States.

*Students typically will be expected to read an average of 10 pages a night for homework.*

## **AT Optional: Worlds of Asia I**

Course Number: 1617

Credit: .5

Prerequisite for AT Option: **B or better in Early World History and teacher consultation**

This course is an introduction to the history of modern Asia (roughly 1750–1950). We will focus individually on the subregions of Asia—Central Asia, East Asia, South Asia, Southeast Asia, the Middle East, and the Indian and Pacific oceans—while also seeking to understand the connections between them.

Class time features a mix of lectures, collective engagement with short readings or audio-visual materials, small-group discussions with guided questions provided by the teacher, and class-wide discussions guided by the teacher. For daily homework, students will be assigned a range of materials: readings, feature films, news broadcasts, podcasts, television shows, music, and other artworks.

*Daily homework generally does not exceed 45 minutes. Assessments typically include quizzes and book reports, well-evidenced and regular participation, and a research project broken into stages.*

**AT Option:** Students may take the course as a non-AT or as an AT course. Both non-AT and AT students will attend the same classes and complete the same homework and assessments. In addition, AT students will be required to complete two categories of additional independent work not required for non-AT students: first, they will read and write four book reports, and their research projects will be lengthier. Assessment expectations will be higher in the AT course. Students who enroll for the AT option will be required to consult with the teacher early in the semester to ensure that they understand and commit to these additional requirements. Students who initially enroll under the AT option but later determine that it is unsuitable for them may drop the AT designation and continue with the regular course.

## **AT Modern European History I: Humanism to Liberalism (1453–1776)**

Course Number: 1623

Credit: .5

Prerequisite: **B or better in Early World History**

It is difficult to understand today's world without a working knowledge of Europe's global interactions with the rest of the world since 1453. Europe was influenced and shaped by its interactions with other regions, and these interactions influenced and shaped other regions of the

world. The roots of globalization today are found within this time period. Our substantive focus in this course is intellectual history, *i.e.*, the history of the study of ideas and the sharing of ideas through cross-cultural interaction and transnational networks. This course can be completed as a single yearlong course or either semester. The fall semester (1453–1776) traces the development of intellectual ideas such as humanism, secularism, and evolving technologies in print culture. We will also ask how non-Western thinkers and peoples (re)shaped European ideas on everything from humanism to applied science. It concludes with the development of the roots of constitutional liberalism—the political and intellectual foundations of this country—including freedom of speech, religion, and press as well as protections against tyranny in the form of separation of powers and due process.

Every day, we will use the discussion technique of Harkness to create a classroom community that values the free and respectful exchange of multiple, often competing perspectives. This is a student-centered classroom in which students moderate their discussions themselves, aided by guiding questions.

*This is an accelerated course akin to its AP equivalent with nightly homework reading averaging 12–15 pages, often paired with a video or podcast, averaging 45 minutes. Unit tests usually take the form of shorter, in-class essays that require students to have studied independently in advance. A 7–10 page research paper with footnotes is required.*

## **AT Imperial Dreams Found and Lost: The Construction and Destruction of the 19th and 20th Century European Empires**

Course Number: 1619

Credit: .5

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

This course will trace the origins and development of settler and non-settler European empires from 1885 until 1976. We will examine the economic and strategic origins of global empires, but we will question constructions of conquest and ruling narratives invented and performed by European colonizers. We will closely study cultural and political nationalisms that challenged social, cultural, economic, and political hegemony narratives and privilege “subaltern” voices whenever possible.

*Activities and assessments generally include but are not limited to role-plays, simulations, seminar discussions, debates, documentaries, podcasts, short graphic histories, short analytical prompt papers, and a lengthy, scholarly research paper to be completed by semester’s end. Students typically will be expected to read up to 20 pages each night.*

## TIER 2 SPRING SEMESTER OFFERINGS

### **Industrialism and Environmental Impacts II**

Course Number: 1616

Credit: .5

Prerequisite: Early World History

This course will continue the fall course to consider new industrial revolutions and environmental impacts from the beginning of the twentieth century to present. Particular attention will be given to the development and dependence on fossil fuels and alternative energies. The course will also focus on the impact of the two global wars and the Cold War on the development and acceleration of new technologies. The concepts of sustainability, the “Great Acceleration,” and “the Anthropocene” will be given extensive examination and discussion.

*The reading load for this course averages 10 pages a night. Assessments and activities will include, but are not limited to, role-plays, simulations, seminar discussions, research, and writing short analytical papers that prove a thesis.*

### **Modern World Religions II**

Course Number: 1670

Credit: .5

Prerequisite: Early World History

Modern World Religions can be a full-year course or completed as two independent semester long courses. During the spring semester, from a historical perspective, students will think critically and discuss how religion has changed and evolved over time in terms of practice, belief, and power. We will evaluate the historical context for particular religious practices and beliefs and assess practitioners' participation. Students will also use case studies to explore the consequences of coexistence for modern religions. Students should expect to (1) read and take notes using graphic organizers on primary and secondary sources assigned regularly (usually twice a week; about 30 minutes per nightly assignment) and posted on Schoology, (2) participate in experiential works such as simulations, collaborative group work, student- and teacher-led Socratic discussions, presentations, and conferences, (3) enhance their historical research, thinking, and writing skills through one long-term research paper/project each semester, and (4) connect historical events to interesting cultural and social issues today.

*Each unit will end in some form of assessment, including, but not limited to, creative writing, group projects/presentations, or 350–500 word essays. Daily class time can include informal discussions, teacher-directed note taking, text analysis, small group work, and writing/research workshops. Including both class time and homework, students will spend 5–6 hours a week on Modern World Religions.*

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

Course Number: 1700

Credit: .5

Prerequisite: Early World History

This course will examine and analyze African independence struggles and revolutions in the twentieth century. Course texts may be Rodney, *How Europe Underdeveloped Africa* and Zuberi, *African Independence*. We will study, compare, 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 Kenyatta, Nkrumah, Mandela, Ben Bella, and the Djamilas (Algerian feminist revolutionaries). The tensions between the Marxist ANC and pan-Africanism and local national movements backed by European powers or the United States and 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.

*Assessments generally include quizzes, score discussions, role-plays, movie reviews, and a short research paper. Students generally will be expected to read an average of 10 pages a night for homework.*

## **AT Optional: Worlds of Asia II**

Course Number: 1618

Credit: .5

Prerequisite for AT Option: B or better in Early World History and teacher consultation

This course explores recent and contemporary Asia (roughly 1950–present) in a global context. We will study the emergence of modern nation-states across Asia in the second half of the twentieth century, as the Second World War ended and colonial empires unraveled. And we will seek to understand the simultaneous growth of Asian diasporas across the world, with a particular focus on the Asian American experience.

Class time generally features a mix of lectures, collective engagement with short readings or audio-visual materials, small-group discussions with guided questions provided by the teacher, and class-wide discussions guided by the teacher. For daily homework, students may be assigned a range of materials: readings, feature films, news broadcasts, podcasts, television shows, music, and other artworks.

*Daily homework generally does not exceed 45 minutes. Assessments typically include quizzes and book reports, regular and well-evidenced participation, and a research project broken into stages.*

**AT Option:** Students may take the course as a regular (non-AT) course, or as an AT course. Both regular and AT students will attend the same classes and complete the same homework and assessments. In addition, AT students will be required to complete two categories of additional

independent work not required for non-AT students: first, they will read and write four book reports, and their research projects will be of greater depth and length. Assessment expectations will be higher in the AT course. Students who enroll for the AT option will be required to consult with the teacher early in the semester to ensure that they understand and commit to these additional requirements. Students who initially enroll under the AT option, but later determine that it is unsuitable for them, may drop the designation and continue with the regular course.

## **AT Global Cold War**

**Course Number:** 1627

**Credit:** .5

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

This course will examine the causes and consequences of the global Cold War from 1945–1989. Particular attention will be given to the north-south nationalist resistance to east-west alignment building.

*Activities and assessments generally include but are not limited to role-plays, simulations, film analysis, short graphic histories, documentaries, debates, short analytical prompt papers, and a lengthy, scholarly research paper to be completed by semester's end. Students generally will be expected to read up to 20 pages per night.*

## **AT Modern European History II: Radicalism to Globalism (1776–now)**

**Course Number:** 1624

**Credit:** .5

**Prerequisite:** B or better in Early World History

The second half of Modern European History was no less transformative, global, and forged by intellectual ideas, cross-cultural interaction, and transnational networks than the first. The spring semester (1789–present) begins with the Age of Revolutions that transformed Europe and Latin America, such as with the French and Haitian Revolution. We also trace inspiring histories of Jewish enlightenment and emancipation amid continued anti-Judaism, while also confronting the long history of antisemitism that emerged over 50 years before WWII, the Holocaust, and Jewish resistance. Students read intellectual thinkers who argued for greater human liberty, most critically free expression, and argued against authoritarian, imperial, or totalitarian structures, such as George Orwell, John Dewey, and Alexander Solzhenitsyn. The period concludes with newly independent, postcolonial states, the development of international frameworks within the United Nations and within the European Union toward globalism, and the collapse of the Soviet Union and Putin's rise.

Our EU Mock Council simulation both gives students the opportunity to assume the role of an EU nation or global power today and challenges them with a policy paper, political speech, and negotiation with peers. This does mean additional, but engaging, experiential teamwork outside of class in May.

Every day, we will use the discussion technique of Harkness to create a classroom community that values the free and respectful exchange of ideas, even as disagreements occur. This is a student-centered classroom in which students moderate their discussions themselves, aided by guiding questions.

*This is an accelerated course akin to its AP equivalent with nightly homework reading averaging 12–15 pages, often paired with a video or podcast (45–60 minutes). Unit tests usually take the form of short, in-class essays that require students to have studied in advance.*

## TIER 3 YEARLONG OFFERINGS

### United States History

Course Number: 1630

Credit: 1

Prerequisite: Satisfactory completion of Early World History and the Tier 2 course requirements.

The primary purpose of US History is to prepare students to become wise, well-informed citizen-leaders and supporters of democracy *in theory and in practice*, by introducing them to the people, events, ideas, iconic texts, and institutions that shaped our nation’s past and profoundly impact our present and future. The course moves at a slower pace than the Tier 3 AT History courses and emphasizes the acquisition of critical reading and thinking skills, content knowledge, and the honing of writing and research skills to prepare students to succeed in college-level Social Sciences/Humanities classes. Toward that end, students will receive close guidance in reading and analyzing primary-source texts, improving their writing mechanics, and deepening their research and library skills. Writing assignments include a variety of short, evidence-based historical and analytical essays on selected topics, and one longer research paper on a topic of their own choosing. Along the way, students will have opportunities to hear presentations and read articles by University of Chicago faculty and other scholars and to develop their “public” writing and civic engagement skills by submitting op-eds and letters-to-the-editor to various journalistic venues. Lastly, supported by the textbook, students will learn to “read” and analyze a variety of non-traditional “texts” (movies, TV, poetry, music, cartoons, commercial and political advertisements, etc.) that can help us all better understand the social and political context in which we live.

*Students read an average of 5–7 pages per day, and/or complete writing assignments, and prepare for in-class discussions, presentations, and assessments. Assessments consist of 3–4 in-class tests per year (no finals), and several self-administered, online, chapter reviews; students may do one retake of any test to improve their score and demonstrate mastery.*

## AT United States History

Course Number: 1636

Credit: 1

Prerequisite: Early World History, and B or better in all Tier 2 courses.

The primary purpose of ATUS History is to prepare students to become wise, well-informed citizen-leaders and supporters of democracy *in theory and in practice*, by introducing them to the people, events, ideas, iconic texts, and institutions that shaped our nation’s past and profoundly impact our present and future. Toward that end, students in this course learn how to do outstanding college-level research in the Social Sciences/Humanities; have the opportunity to accrue meaningful academic achievements that demonstrate competence in the Social Sciences by producing in-depth solo and group research projects suitable for entry in the National History Day competition and/or inclusion in college application portfolios; are given opportunities to hear from and discuss current events, and their own research, with University of Chicago faculty and staff; and develop their “public” writing and civic engagement skills by submitting op-eds and letters-to-the-editor to various journalistic venues. Finally, supported by the textbook, students learn to “read” and analyze a variety of non-traditional “texts” (movies, TV, poetry, music, cartoons, commercial and political advertisements, etc.) that can help us all better understand the social and political context in which we live.

*In this accelerated course, students read an average of 10–12 pages per day, write one formal research paper, and create one non-textual, solo or group research project for entry in NHD. There are 2–3 in-class tests per year (no finals), and several self-administered, online chapter reviews; students may do one retake of any test to improve their score and demonstrate mastery.*

## **AT African American History**

**Course Number: 1641**

**Credit: 1**

**Prerequisite: Early World History and B or better in both Tier 2 courses.**

One of the oldest ethnic groups to arrive to North America, African Americans and their experiences have been heavily influenced by the cultural concept of “race.” In this course we will explore how the transitive power of race informed both the diverse and common experiences of this group across class divides and genders. Beginning with African origins before the Trans-Atlantic slave trade, we will trace out the variety of experiences held under the regime of slavery, the pursuit of citizenship after emancipation, the revocation of black rights in the late 19th century, and the legacy of the long struggle for civil rights and its meaning for the United States at large. 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.

*Assessments in AT AFAM generally include but are not limited to in-depth research projects, quizzes, source analyses, and essays. Students may also regularly participate in and run discussions, debates, and presentations 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.*

## **AT Latinx Histories**

**Course Number: 1642**

**Credit: 1**

**Prerequisite: Early World History and B or better in both Tier 2 courses.**

This course focuses on the immigrant experience and diasporic encounters of Latinx people in the United States. Rather than forcibly carve a singular "Latino/Latina" narrative, students will explore the variety of historical processes that created this complex of intersecting cultural identities. As an introduction, we will focus on the two largest Latinx groups: Mexicans and Puerto Ricans. The goal of this discussion-based course is to develop student skills in reading college-level material, synthesizing complicated narratives, and communicating their significance effectively with well-crafted, clear arguments.

*Students will be expected to read an average of 15 pages of college-level material in preparation for each class. Assessments may include, but are not limited to, occasional essays, regular reading responses, pop-quizzes, tests, book reports, presentations, and contributions to class discussion. As with other AT courses, a lengthy research paper will be required as well.*

## History Department Electives

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

---

### **Economics: Theory and Application (yearlong)**

Course Number: 1662

Credit: 1

Prerequisite: Grade 11 or 12

The class focuses on principles of economics with an emphasis on application to local, national, and international situations. Major sections of the class include: theory of microeconomics; theory of macroeconomics; behavioral economics; equity and justice in the economy; economics in current events; and personal finance.

*Students can expect chapter or article readings with guide questions as preparation for most class periods. Significant assignments include unit quizzes, group presentations, and one research project per semester. No specific math background required.*

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

Course Number: 1666

Credit: .5

Prerequisite: Completion of Early World History and prior AT coursework at Tier 2 or 3.

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. This course introduces students to the study of comparative politics, global relations, world politics, and international law. Like practitioners in these fields, students will be expected to engage with case studies incorporating multiple, competing perspectives that involve troubling and contentious issues such as war crimes, genocide, revolution and civil war, population displacements, and international and interstate conflicts.

To be successful, students will acquire conceptual frameworks, converse diplomatically even when disagreements emerge, work in problem-based learning teams specific to foreign-policy and global-policy challenges, and participate as a lawyer or judge in a simulated international moot court experience. The readings for this course are challenging yet engaging, typically drawn from collegiate texts, university curricula, and global policy organizations. Documentaries and streamed lectures feature scholarly practitioners or experts on global current events.

*The classroom environment is quite active, with students frequently speaking, role-playing, and problem-solving through negotiation. Tests frequently ask students to apply conceptual knowledge to new, analogous scenarios. Policy papers and moot court pleadings generally*

*require students to prepare well-evidenced arguments that harness highly specific historical and political details toward crafting geopolitical solutions using conceptual frameworks and geopolitical considerations.*

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

Course Number: 1667

Credit: .5

Prerequisite: AT Comparative Political and Global Relations I

This course builds upon the fall-semester course while also introducing new conceptual frameworks and additional case studies. Students taking this course must have taken the fall-semester course which introduced them to the different lenses of international relations as well as a classroom environment that prioritizes deliberative discussion of multiple, competing perspectives. Upon the 12th graders' departure for May Project, 11th graders will consult with each other and the teacher about a final project.

## **AT War and Violence in the Pre-Modern World (fall and/or spring semester)**

Course Number: 1676

Credit: .5

Prerequisite: Completion of Early World History (Required); Grade 11 or 12 (Recommended)

There remains an urgent need to reflect on and understand war, its causes, and its consequences—particularly for students living in a participatory democracy that has frequently been at war. Thus this college-level course examines warfare, violence, and empire in the pre-modern world. Pre-modern history provides an ideal laboratory for the study of warfare, given that violent conflict was a fact of life for most societies before the modern era. However, rather than survey the entire history of pre-modern conflict, students in this course will thoroughly explore one or two pre-modern societies with a well-documented history of warfare. As part of these deep case studies, students will interrogate historical, archeological, and literary sources to understand (1) how political and social systems incentivize war and violence; (2) the consequences, experiences, and cultural effects of war; and (3) the ways that warfare frequently leads to atrocity. Case studies will be different each semester, therefore, students can enroll in the course more than once.

*Students in this course can expect daily readings from primary and secondary sources (approximately 15–20 pages on average), along with regular discussions as we grapple with these difficult but tragically common features of the human experience. In every unit (typically 3–4 weeks), students will also complete a short analytic essay (2–3 pages) addressing a fundamental theme, and they will end the semester with a research paper on a topic of their choice. We will spend time in class workshopping and developing each of these writing assignments. Finally, this course will normally feature at least one short simulation, in which students explore the politics of waging war and making peace.*

## Mathematics

---

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 to learn 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

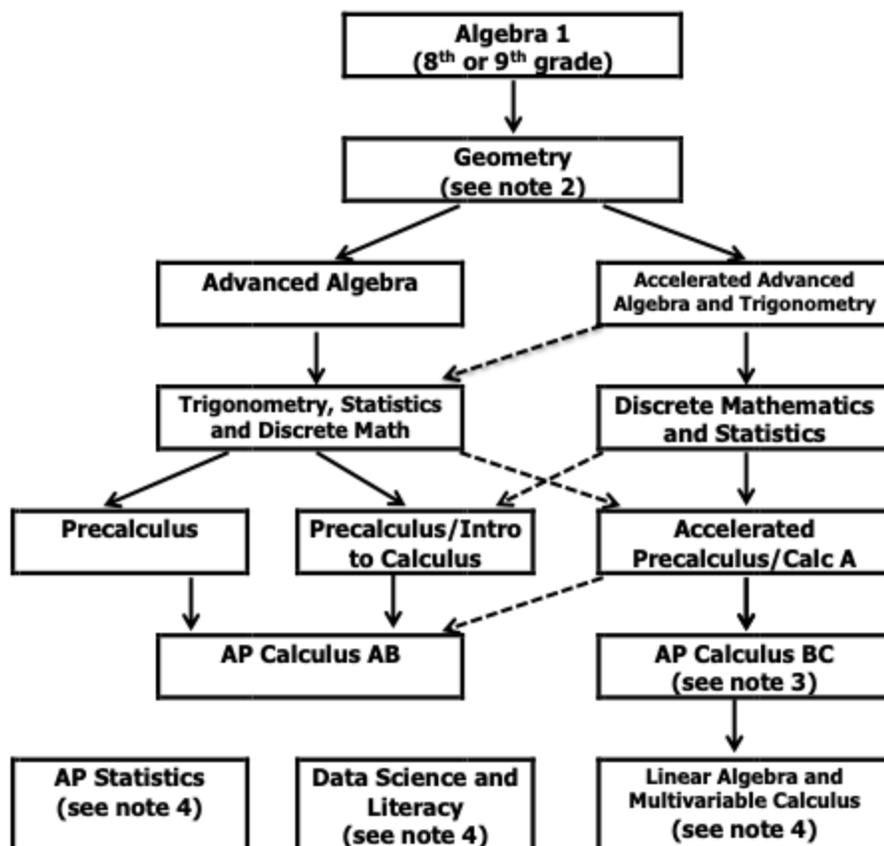
The normal policy of the Mathematics Department is not to award partial credit (credit of less than one unit) for work in mathematics of less than one year. 12th graders who leave school early for May Project will receive one credit for AP Calculus or AP Statistics and  $\frac{7}{8}$  of a credit for 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 9th 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 8th grade at Lab Middle School with a grade of at least 70% average take Geometry in 9th grade. Students who complete Algebra in 8th grade at Lab Middle School with an average of at least 90% are eligible to take summer Geometry at U-High between 8th and 9th 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; and 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 from Lab MS or Lab HS with an average of at least 90%, and placement by the department

This class is designed for students who have already completed a year of Algebra in 8th grade or high school and wish to advance in mathematics. The course includes congruence and similarity; properties of polygons, circles, and 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, and planes; parallel and perpendicular lines; triangles and their congruence and similarity; and properties of polygons, circles, and solids. We use both synthetic and coordinate geometry approaches. 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.

*There are daily homework assignments.*

## Advanced Algebra

Course Number: 1430

Credit: 1

Prerequisite: Geometry or placement by the department

Like Accelerated Advanced Algebra and Trigonometry (AAAT), 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.

*Compared to AAAT, the coverage of topics is more limited, allowing students an opportunity to mature mathematically. Trigonometry is not covered in the present course. 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.

*Compared to Advanced Algebra, the coverage of topics is more comprehensive and the pace faster. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.*

## 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 most topics is not as deep, and the scope of the course is more limited. It is aimed at students who have completed Advanced Algebra, and therefore includes an introduction to trigonometry. 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.

*This course is part of the accelerated sequence, and places greater demands on students in terms of its pace and the depth of coverage. Students are expected to know trigonometry and other topics covered in Accelerated Advanced Algebra and Trigonometry. 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; and 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.

*The course is specifically designed for students who might need additional support for developing the prerequisites for a calculus course, such as AP Calculus AB. The pace of the course is slower and the coverage more limited than that for Precalculus/Intro to Calculus. There are regular homework assignments aimed at giving students a chance to practice on their own.*

## 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; and an introduction to polynomial derivatives and integrals and their applications.

*An aim of this course is to prepare students to take AP Calculus AB. 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

Topics include polynomial, rational, exponential, and logarithmic functions; trigonometry; conic sections; polar coordinates and polar form of complex numbers; vectors and parametric equations; and topics in three dimensions. The spring is devoted to the beginning of BC Calculus, covering limits and derivatives and their applications.

*This course is designed for students who plan to complete the AP Calculus BC course. Compared to Precalculus/Intro to Calculus, this is a demanding course in terms of the pace and the depth in which topics are covered. Homework is assigned every day, and keeping up with daily assignments is essential for success.*

## 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 is a higher expectation of mathematical maturity than in earlier courses. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.*

## 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 Multivariable Calculus

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. Open to 11th or 12th graders only.

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.*

## **Data Science and Literacy**

**Course Number:** 1479

**Credit:** 1

**Prerequisite:** Trigonometry, Statistics, and Discrete Math Topics, or Discrete Math and Statistics, or placement by the department. Open to 11th or 12th graders only.

This is a project-based course. During the fall, we will utilize case studies and projects to understand visualizing data, informed decision making, and data collection. The programming language and software environment, R and RStudio, will be taught and used throughout the course. In the spring semester, we will focus on modeling, simulation, and analysis of data. Students will develop a central question, design a sampling method or experiment, collect data, model results, and analyze data to answer their essential question.

## Science

---

Science classes at the Laboratory Schools engage students in the process of inquiry and scientific thinking through laboratory exercises, research, and engagement with 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 or Accelerated Chemistry. Following this initial sequence, students can select their third requirement year from a range of science classes offered.

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 10th grade or later, having successfully completed, at an accredited high school, introductory courses in Biology or Chemistry that 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. Current Laboratory School students who complete a year of interdisciplinary science during a study abroad will receive one year of credit towards the three-year requirement for science, but it will not be considered a year of Biology, Chemistry, or Physics. Working closely with the instructor's discretion, the department chairperson 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. The scope and content of Biology will prepare students for more advanced classes in Biology and for productive thinking in science. Students will engage in several inquiry-based projects as they learn modern research methods and the construction of peer-review-style papers.

*This course transitions students from conceptual to functional science. We ask for 10–20 minutes daily review in their laboratory notebooks and up to 2 hours of work over a weekend.*

This course meets 5 times per week.

## **Chemistry**

**Course Number: 1521**

**Credit: 1**

**Prerequisite: Biology**

This course satisfies the chemistry component of the required two-year introductory science sequence. Topics introduced in the classroom will use weekly laboratory exercises as an additional hands-on method to further explore these concepts. Specific topics generally include stoichiometry, thermochemistry, modern theories of the atom, chemical bonding, kinetic theory, and acids and bases.

*Chemistry is designed for students of all backgrounds to learn about the fundamental principles of chemistry.*

This course meets five times per week.

## **Accelerated Chemistry**

**Course Number: 1526**

**Credit: 1**

**Prerequisite: B or better in Biology and either completion of Advanced Algebra or a B+ or better in Geometry**

This course satisfies the chemistry component of the required two-year introductory science sequence. In order to cover additional topics, Accelerated Chemistry will move through material at a much faster pace compared to Chemistry. Topics introduced in the classroom will use weekly laboratory exercises as an additional hands-on method to further explore these concepts. Additional topics covered in Accelerated Chemistry include thermodynamics, organic chemistry, electrochemistry, and hybridization.

*This course is designed for students who are comfortable in the more frequent use of mathematics as a scientific tool to solve multistep problems.*

This course meets five times per week.

## Neuroscience and Behavior

Course Number: 1579

Credit: 1

Prerequisite: B or better in most recent science course

Neuroscience and Behavior is a rigorous, college-preparatory 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 is a single period course.

## Environmental Science

Course Number: 1580

Credit: 1

Prerequisite: B or better in most recent science course

This course will provide students who have solid backgrounds in biology and chemistry a comprehensive study of the processes that underlie current environmental issues. We will seek to understand how different environmental systems work, how humans affect the natural course of these systems, and how different organisms (plants, animals, and humans) are affected by these human-caused disruptions to the environment. Basic principles and concepts of environmental science will be covered, including climate change, population dynamics, ecosystem ecology, conservation biology, water and air pollution, natural resource management, sustainability, and environmental policy.

*This class will incorporate lab activities, group projects and presentations, and a survey of scientific and journalistic literature to enable students to approach environmental issues as scientists, community members, and policy-makers.*

This is a single period course.

## Physics

Course Number: 1540/1541

Credit: 1

Prerequisite: Advanced Algebra and Chemistry or Accelerated Chemistry

This physics course takes a question-oriented and 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 times per week.

## **AT Biology**

**Course Number: 1532/1533**

**Credit: 1**

**Prerequisite: B or better in Chemistry or Accelerated Chemistry, or permission of the instructor**

This course explores the cellular and molecular mechanisms behind living systems. Topics include biochemistry and molecular biology, cell biology, genetics, evolution, human physiology, and disease and medicine. Students will be asked to build upon their knowledge of chemistry and biology and apply their understanding of molecular processes to relevant biomedical problems and modern research technology.

*Content level is approximately equivalent to a college introductory biology course, and weekly reading assignments are at the college level.*

This course meets six times per week.

## **AT Chemistry**

**Course Number: 1555**

**Credit: 1**

**Prerequisite: B or better in Chemistry or Accelerated Chemistry, or permission of the instructor**

This second-year chemistry course builds on the knowledge and skills students learned in either Chemistry or Accelerated Chemistry. 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 electrochemistry provide a means of integrating basic chemical principles.

*This course is equivalent to a year of college-level general chemistry. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data.*

This course meets six times per week.

## Accelerated AT Chemistry

Course Number: 1556

Credit: 1

Prerequisite: B+ or better in Accelerated Chemistry and concurrent enrollment in or completion of Accelerated Precalculus or AP Calculus

This second-year chemistry course builds on the knowledge and skills students learned in Accelerated Chemistry. 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, equilibrium, free energy, quantum mechanics, and electrochemistry are expanded in scope during the first semester. Calculus will be introduced and used to derive some of the laws seen in Accelerated Chemistry, and additional topics from physical chemistry, organic chemistry, inorganic chemistry, and biochemistry will be introduced.

*This course is designed to cover a year of college-level general chemistry in the first semester. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data.*

This course meets six times per week.

## AT Physics I

Course Number: 1563/1564

Credit: 1

Prerequisite: B- or better in Chemistry or Accelerated Chemistry, B- or better in most recent math class, and completion of Advanced Algebra

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 these projects take place in the later part of April.

*Contrary to Physics, the frequent use and application of mathematics is an essential part of AT Physics I and will be stressed throughout the year.*

This course meets six times per week.

## **AT Physics II**

Course Number: 1565/1566

Credit: 1

Prerequisite: B+ or better in AT Physics I and concurrent enrollment or completion of AP Calculus, or permission of the instructor due to extenuating circumstances

The course is designed to provide a second year of 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. AT Physics II students should be well prepared to take either or both of the Advanced Placement Physics C examinations (Mechanics; Electricity and Magnetism), if they so choose.

This course meets six times per week.

## **Semester-Long Courses**

---

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

### **Cosmology (*fall semester*)**

Course Number: 1573

Credit: .5

Prerequisite: Two years of science

Cosmology is the study of the universe as a whole: its origin, its contents, its past, and its 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 therefore very little math will be used in the course.

This is a single-period course.

### **Electronics (*spring semester*)**

Course Number: 1570

Credit: .5

Prerequisite: Two years of science

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.

This is a single-period course.

### **Microbial Pathogenesis (fall semester)**

Course Number: 1594

Credit: .5

Prerequisite: Two years of science

This integrative course covers concepts from immunology, microbiology, virology, and epidemiology as they relate to infectious diseases and to medical therapies and intervention measures for their prevention and treatment. Students investigate mechanisms of infection by various pathogens, including bacteria, viruses, and parasites, and discover how the human immune system fights off active infections and builds long-term adaptive immunity.

This is a single-period course.

### **From Cell to Organism (spring semester)**

Course Number: 1595

Credit: .5

Prerequisite: Two years of science

This course introduces students to the journey of a developing embryo, focusing on the biological processes that lead to the formation of a complex organism after a sperm fertilizes an egg. Combining mechanisms of embryology, genetics, and evolutionary biology, students will explore how fetal structures provide insight into evolutionary relationships and will also learn how human health issues can be traced back to early defects during embryogenesis.

This is a single-period course.

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

Course Number: 1568

Credit: .5

Prerequisite: B or higher in Chemistry or Accelerated Chemistry

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 organic chemistry in college.

*While the pacing will not be accelerated, the material in this course will be covered at a level comparable to the first semester of a college organic chemistry course, and is therefore meant to be challenging.*

This is a single-period course.

### **Food Chemistry and Research Methods (*spring semester*)**

Course Number: 1569

Credit: .5

Prerequisite: Two years of science

This course will advance students' understanding of the chemical profession, literature, and current research areas, while having them improve their experimental techniques by designing and conducting their own experiments. Students will learn how to read and analyze research papers, participate in discussions focused on cutting-edge research topics, and develop the skills required to effectively communicate experimental data and conclusions via written work and oral presentations. At the same time, students will learn about the chemistry behind food and cooking, and use the skills expanded upon above to conduct and design kitchen chemistry experiments.

This is a single-period course.

## World Languages

---

### **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 studies 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 primarily designed for second language learners studying a language different from their own. Once the world 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.

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

Placement in high school language classes is determined by successful fulfillment of World Language Department course prerequisites, and when required, teacher recommendations and placement exams administered by the World Language Department.

New students may start a new language or take a placement exam 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(s) 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, they 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. The 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 11th grade students only. Students must apply for this scholarship at the end of grade 10. 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 which includes airfare, travel insurance, transportation, and all excursions. Two scholarships, the Wilhelm Gregor 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 cost for these trips is approximately \$2,900 and includes airfare, transportation, excursions, lodging, and meals for nights not on homestay. Contact: Dina D’Antoni, [ddantoni@ucls.uchicago.edu](mailto:ddantoni@ucls.uchicago.edu)

# Chinese

---

## 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 the 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.

*Students are expected to complete daily homework assignments, frequent short assessments, and participate in class discussions to the level of their ability. Upon successfully completing Chinese 1, the next course in the sequence is Chinese 2.*

## 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, on learning how to consult the dictionary through the use of stroke-counting skills and/or knowledge about radicals, on further accuracy in the pronunciation of tones in the context of sentences and paragraphs, and on 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.

*Students are expected to complete daily homework assignments, frequent short assessments, and participate in class discussions to the level of their ability. Upon successfully completing Chinese 2, the next course in the sequence is Chinese 3 or Chinese 3A (departmental recommendation or assessment required).*

## 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.

*Students are expected to complete daily homework assignments, frequent short assessments, and participate in class discussions to the level of their ability. Upon successfully completing Chinese 3, the next course in the sequence is Chinese 4.*

### **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 and 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.

*Students are expected to complete daily homework assignments, frequent assessments, and participate actively in class discussions in the target language. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. Upon successfully completing Chinese 3A, the next course in the sequence is Chinese 4A.*

### **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.

*Students are expected to complete daily homework assignments, frequent short assessments, and participate in class discussions to the level of their ability. Upon successfully completing Chinese 4, the next course in the sequence is Chinese 5.*

## 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.

*Students are expected to complete daily homework assignments, frequent assessments, and participate actively in class discussions in the target language. Upon successfully completing Chinese 4A, the next course in the sequence is Chinese 5A.*

## 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, and other cultural texts.

*Students are expected to complete daily homework assignments, frequent short assessments, and participate in class discussions to the level of their ability. Upon successfully completing Chinese 5, the next course in the sequence is Chinese 6.*

## 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.

*Students are expected to complete daily homework assignments, frequent assessments, and participate actively in class discussions in the target language. Upon successfully completing Chinese 5A, the next course in the sequence is AP Chinese Language and Culture.*

## Chinese 6

Course Number: 1298

Credit: 1

Prerequisite: Successful completion of Chinese 5 or teacher recommendation

As a continuation of Chinese 5, this course refines and expands students' oral, aural, reading, and writing skills in Chinese within thematically organized cultural units. Cross-cultural understanding and real-life applications are emphasized throughout the course.

*Students are expected to complete daily homework assignments and frequent short assessments, participate in class discussions to their ability level and engage in independent learning outside class.*

## 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.

*Students are expected to complete daily homework assignments, frequent assessments, and participate actively in class discussions in the target language.*

# French

---

## 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 the application of basic points of grammar.

*Students can expect daily assignments and are encouraged to participate actively in class discussions. After a successful completion of French 1, students can enroll in French 2.*

## 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.

*Students enrolled in French 2 can expect daily assignments and are encouraged to participate to the level of their ability. After a successful completion of French 2, students can enroll in French 3 or French 3A, an advanced course. Students wishing to enroll in the advanced course need to demonstrate strong linguistic skills, and are expected to earn an A for the academic year.*

## 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 in 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.

*Students enrolled in French 3 can expect daily assignments and are encouraged to participate to the level of their ability. After successful completion of French 3, students can enroll in French 4.*

## French 3 Advanced

Course Number: 1308

Credit: 1

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

This course offers a more rigorous curriculum than the French 3 curriculum. It will include a review of grammatical structures, emphasis on vocabulary accretion, and 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.

*Students should expect daily homework assignments. They are also expected to be active participants during class discussions. After successful completion of French 3A (and a minimum grade of B), students can enroll in French 4A.*

## French 4

Course Number: 1309

Credit: 1

Prerequisite: Successful completion of French 3 or teacher recommendation

This course is intended for students who have successfully completed French 3 or 3A. It 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.

*Students should expect daily homework assignments appropriate to the level and pace of the class. Students are also expected to participate to the level of their ability. After a successful completion of French 4, students can enroll in French 5.*

## French 4 Advanced

Course Number: 1310

Credit: 1

Prerequisite: Successful completion of French 3A or teacher recommendation

This course offers a more rigorous curriculum than the French 4 curriculum. This course helps students to continue developing speaking fluency, aural comprehension, reading, and writing skills. Grammatical concepts are reviewed and expanded. Literary and cultural texts are read and discussed.

*Students enrolled in the French 4A are expected to complete daily homework assignments and to participate actively during class discussions. After successful completion of French 4A (and a minimum grade of B), students can enroll in French 5A.*

## 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.

*Students enrolled in French 5 should expect daily homework assignments appropriate to the level and pace of the class. Students are also expected to participate to the level of their ability. After successful completion of French 5, students can enroll in French 6.*

## French 5 Advanced

Course Number: 1314

Credit: 1

Prerequisite: Successful completion of French 4A or teacher recommendation

This course offers a more rigorous curriculum than the French 5 curriculum. It will continue the work of French 4 Advanced with increasingly difficult material, both oral and written. It will begin to prepare 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.

*Students enrolled in French 5A are expected to complete daily homework assignments and to participate actively during class discussions. After completing French 5A (and a minimum grade of B), students can register for AP French.*

## 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.

*Students in French 6 can expect daily assignments and are encouraged to participate actively during class discussions.*

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

Course Number: 1317

Credit: 1

Prerequisite: Successful completion of French 5A or teacher recommendation

This course offers a more rigorous curriculum than the French 6 curriculum. It 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. After completion of this course, students are highly encouraged to take the AP exam.

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, etc.)
- > 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

*Students enrolled in the course are expected to complete daily assignments and to participate actively during class discussions.*

## **Intensive French**

Course Number: 1319

Credit: 1

Prerequisite: Grade 11 or 12, previous experience in a language other than French, and completion of language requirement.

This course is limited to 11th and 12th graders 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.

*Students enrolled in the Intensive French class are expected to complete daily assignments and to participate actively in class discussions to the level of their ability. Regular class critiques will help students to refine their creative process, gain new insight into their work, and nurture an environment of creative collaboration. Upon successful completion of Intensive French, the next course in the sequence is French 3 or 3A depending on students' linguistics skills and teacher's recommendation.*

*This alternates annually with Intensive Spanish and will be offered in the 2023–2024 school year.*

# German

---

## 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 students' reading skills while deepening their 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 2

Course Number: 1321

Credit: 1

Prerequisite: None

This second-year 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 the cultures of the German-speaking world, vocabulary building, and grammar may be used. Topics include:

- > 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 and German into English
- > 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 students' reading skills while deepening their 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 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.

*As this course is considered an advanced course, students should be prepared to use German as the language of instruction and to complete work on a nightly basis.*

## 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 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, and the comparative and superlative. Self-correction and editorial skills will be stressed to help students develop their ability to be self-directed learners.

*As this course is considered an advanced course, students should be prepared to use German as the language of instruction and to complete work on a nightly basis.*

## **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.

*As this course is considered an advanced course, students should be prepared to use German as the language of instruction and to complete work on a nightly basis.*

## **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 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, literary analysis, summary, and opinion papers based on the course readings. Cultural components include the historical and cultural contextualization of the reading materials. Students are also asked to reflect on their own learning process throughout the course and to create a podcast on the role of German and the German culture in their lives.

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 and through the use of the online materials available from the College Board through the AP Classroom site.

## Greek

---

### Classical Greek 1–2

Course Number: 1378

Credit: 1

**Prerequisite:** This course is open to 11th and 12th graders; 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.

*Students should expect daily homework linked to class work, as well as frequent short assessments and chapter tests. All students participate in the National Greek Exam in the spring. The exam costs approximately \$5 and does not impact student grades.*

## Latin

---

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 1 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 C.E. 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.

*Students should expect daily homework linked to class work, as well as frequent short assessments. All students participate in the National Latin Exam in the spring. The exam costs approximately \$5 and does not impact student grades.*

## 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.

*Students should expect daily homework linked to class work, as well as frequent short assessments. All students participate in the National Latin Exam in the spring. The exam costs approximately \$5 and does not impact student grades.*

## 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.

*Students should expect daily homework linked to class work, as well as frequent short assessments. All students participate in the National Latin Exam in the spring. The exam costs approximately \$5 and does not impact student grades.*

## 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.

*Students should expect daily homework linked to class work, as well as frequent short assessments. All students participate in the National Latin Exam in the spring. The exam costs approximately \$5 and does not impact student grades.*

## Spanish

---

### 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. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. Upon successfully completing 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 1, including understanding, speaking, reading, and writing, but at a more advanced novice level. A reader with more complex grammar, vocabulary, and cultural readings may be introduced. Conversation and a greater awareness of Hispanic cultures are emphasized. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 2, the next course in the sequence is Spanish 3 or Spanish 3A (departmental recommendation or assessment required).*

## Spanish 3

Course Number: 1341

Credit: 1

Prerequisite: Successful completion of Spanish 2 or teacher recommendation

This course continues the development of the skills introduced in Spanish 1 and 2 or the equivalent. Students expand on communication skills through vocabulary acquisition, grammar study and structure, oral expression, and reading and listening comprehension. The Spanish-speaking world's geography, customs, and daily life will be integral to the course. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 3, the next course in the sequence is Spanish 4.*

## Spanish 3 Advanced

Course Number: 1342

Credit: 1

Prerequisite: Departmental recommendation and assessment.

This course offers a more rigorous curriculum than Spanish 3. The course emphasizes vocabulary acquisition, more extensive synthesis of grammatical structures, and more elaborate spontaneous oral expression and written production. Oral comprehension and proficiency will be stressed. Readings will be from a variety of authentic sources of the Spanish-speaking world, emphasizing active and passive vocabulary development. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students enrolled in Spanish 3A are expected to complete daily homework assignments and to participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing 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 develop all language skills acquired in Spanish 1, 2, and 3 or the equivalent. It will include a review of grammatical structures and continued work on developing literacy and communication skills. Geography, customs, and daily life in the Spanish-speaking

world will continue to be studied. This course also includes the study of current events through diverse media. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing 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 offers a more rigorous curriculum than Spanish 4. This course will stress proficiency in all language skills with a strong emphasis on grammar. The culture of the Spanish-speaking world will be integrated through a diverse variety of authentic sources. Literary excerpts will also be studied. This course also includes the study of current events through different media such as newspapers, radio, and videos provided by the instructor. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students enrolled in Spanish 4A are expected to complete daily homework assignments and to participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. 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 develop all language skills acquired in Spanish 1, 2, 3, and 4 or the equivalent. This course will expand the students' literacy and communication skills. Students will work with more complex grammatical concepts. A variety of authentic resources, such as literary texts, newspapers, and magazines, are used in discussions that may include current political, social, and cultural issues. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The*

*exam costs approximately \$6 and does not impact student grades. Upon successfully completing 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 offers a more rigorous curriculum than Spanish 5. This course will continue the work of Spanish 4 Advanced. It will prepare students for the AP Spanish Language and Culture course. A thorough review of grammar will be done, and an emphasis will be placed on reading and interpreting literary texts. Students are required to use more sophisticated vocabulary and more complex grammatical structures. Reading and writing assignments are more challenging, as they include authentic literature and essays. Cultural knowledge plays a pivotal role in this course through the integrated and thematic study of art, history, film, literature, and music. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students enrolled in Spanish 5A are expected to complete daily homework assignments and to participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing 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 will continue to develop all language skills acquired in Spanish 1, 2, 3, 4, and 5 or the equivalent. 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. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades.*

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

Course Number: 1353

Credit: 1

Prerequisite: Successful completion of Spanish 5A or teacher recommendation

AP Spanish Language and Culture is a rigorous course that prepares students to take the AP Spanish Language and Culture College Board Exam. The AP Spanish class's goal is to improve students' proficiency in their writing, reading, listening, and speaking abilities as well as in the three modes of communication: Interpretive, Interpersonal, and Presentational. The class provides exercises, readings, projects, games, and media from diverse, authentic sources to allow students to experience as much as possible real-world situations and opportunities to speak. The curricular activities are based on real-world situations and current themes related to Spanish-speaking cultures and personal experiences of daily life.

*Students enrolled in AP Spanish Language and Culture are expected to complete daily homework assignments and to participate actively during class discussions. There will be ample practice and preparation for the AP Spanish Language and Culture exam, which students are highly encouraged to take. All students also participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades.*

## **Spanish for Heritage Speakers**

Course Number: 1356

Credit: 1

Prerequisite: Teacher placement interview

This course is designed for heritage learners of Spanish to improve their oral, writing, and reading skills and formalize their linguistic ability. This course aims to support the diverse needs of heritage speakers, e.g., developing literacy, vocabulary acquisition for specialized areas, writing mechanics, and use of registers in oral and written communication. The curriculum will address students' needs as assessed by the teacher.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. This course is open to all students, from grades 9–12, and two consecutive years may be used to fulfill the graduation requirement.*

## **Intensive Spanish**

Course Number: 1355

Credit: 1

Prerequisite: Previous experience in a language other than Spanish, Grade 11 or 12, and completion of language requirement.

This course is limited to students in grades 11 or 12 who have already completed their language requirements. It is designed to allow these upperclassmen to complete two years of work in Spanish in one year, thus enabling them to be better prepared for college language courses and/or to go into Spanish 3 or 3A the following year. The course will concentrate on all four skill areas: listening, speaking, reading, and writing. A multimedia digital instructional platform is used to enhance understanding and application of new vocabulary, grammatical points, cultural immersion, and develop reading, writing, and listening skills.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Intensive Spanish, the next course in the sequence is Spanish 3 or 3A (teacher recommendation and placement test required to place in 3A).*

*This course alternates annually with Intensive French and will be offered in the 2022–2023 school year.*

## World Language Electives

### Non-Language Electives

---

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

Course Number: 1374

Credit: 1

Prerequisite: Grade 11 or 12; the course may not be taken to fulfill the World Language requirement.

This is a yearlong 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, individuals and states, and soldiers and citizens. Readings will include Aeschylus’ *Prometheus Bound*, Sophocles’ *Ajax* and *Philoctetes*, Euripides’ *The 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. There will be regular one-page academic essays responding to prompts about the texts read and discussed. 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

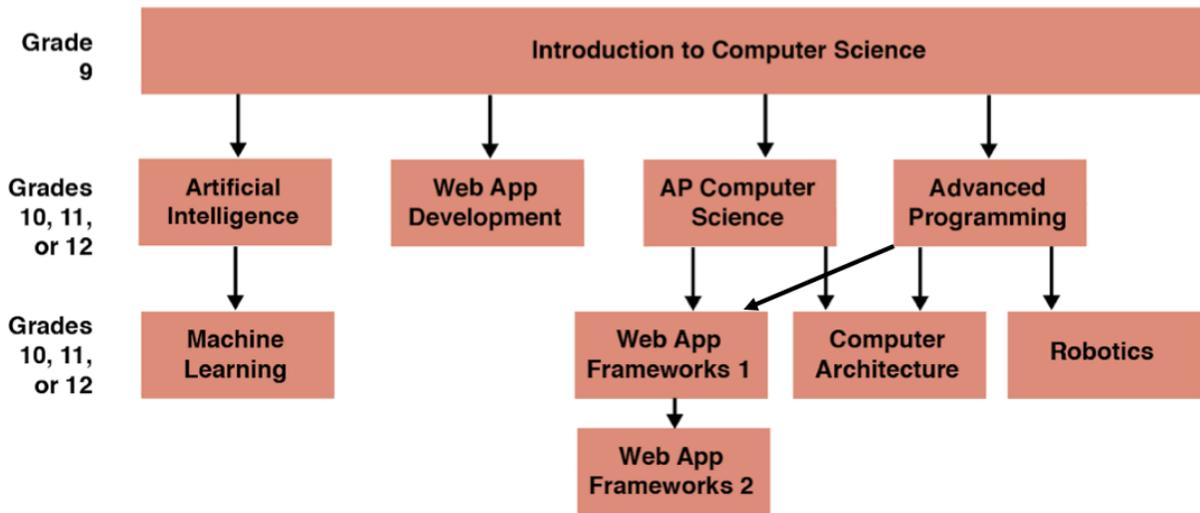
Prerequisite: All students with some knowledge of German are welcome to enroll. However, the course may not be taken to fulfill the World Language requirement.

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 grade 9.

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: .5

Prerequisite: None

This yearlong 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.

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.

*This half-credit course meets two days a week over the entire year. Most of the work for this course can / should be completed during class time. Occasionally students will have to complete the classwork that they weren't able to finish during the class session as homework. Usually a relatively short follow-up assignment will be given to allow students to practice the skills that they learned.*

## Advanced Programming: Python (fall semester)

Course Number: 1494

Credit: .5

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 such as mapping of voting data, detection of gerrymandering, and intelligent game play.

*This course does not assign nightly homework, but will have projects that are completed outside of class time.*

## **Robotics (spring semester)**

Course Number: 1495

Credit: .5

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 microprocessors, battery packs, 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), or even flipping a pancake or chasing a cat.

*Fabrication, construction of robots, and programming will primarily take place during class time. Design and readings will be assigned for homework.*

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

Course Number: 1482

Credit: .5

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.

*This course does not assign nightly homework but will have Python review and programs, projects, and papers that are completed outside of class time.*

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

Course Number: 1483

Credit: .5

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.

*This course does not assign nightly homework but will have assignments for the libraries that are used for Machine Learning such as NumPy and Pandas. In addition, students will be assigned ML projects that need to be worked on and completed outside of class.*

## **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.

*Most of the group work for this course can / should be completed during class time. On occasion, students will be required to complete classwork that they weren't able to finish during the class session. In addition there will typically be two homework assignments per week that will be assigned at least two evenings before they are due. Each homework assignment could take up to an hour to complete.*

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

Course Number: 1496

Credit: .5

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 (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 in between (data formats and transfer mechanisms, etc.).

*Students will have classwork assignments most of which will not be possible to complete during class time and will spill over into homework. Students are expected to spend at least 30 minutes each day outside of class making incremental improvements to their code or debugging code that isn't working and then bring any unresolved issues to class the next day.*

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

Course Number: 1497

Credit: .5

Prerequisite: Web Application 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 I to design a system and address the various problems they will inevitably encounter in the development process.

*The projects for this course are very open-ended, so there won't be any specific assignments, but students are expected to spend at least 30 minutes each day outside of class making incremental improvements to their code or debugging code that isn't working and then bring any unresolved issues to class the next day.*

## **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.

*There are fourteen major projects that make up the homework for this course. Some class time is allocated for project work, but the majority will be completed outside of class. Students are expected to be able to program independently in a high-level programming language of their choice.*

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

## Fine Arts

---

The visual and dramatic arts play a vital role in education because they are a universal 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 2-D]
- > Advanced Photography [AP 2-D 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
- > Sew-Called Creations
- > Sculpture
- > Studio Art Practices
- > 3D Modeling for Digital Fabrication

### 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 semester-long classes—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
- Art History
- Beginning Photography
- Ceramics Wheel Throwing (semester-long)

- Design Communication
- Filmmaking
- Introduction to Photo-based Printmaking (semester-long)
- Introduction to Printmaking (semester-long)
- Mixed-Media Art
- Sculpture
- Sew-Called Creations
- Studio Art Practices

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.

## Courses in the Visual Arts

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

Course Number: 1722

Credit: 1

Prerequisite: Studio Art Practices, 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. 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.

*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.*

## 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, Photojournalism, or Portfolio Review (Consent of Instructor)

This yearlong 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 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 the student's 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. Students are expected to shoot original content photos monthly that they can use to create imagery during class. 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.

*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.*

## 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 yearlong 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 and 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.*

*All work for this course can be completed during class. Grades are based on participation so full attendance and effective use of class time are important for success.*

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

Course Number: 1742

Credit: .5

Prerequisite: None

See description above.

Note: Students who wish to take Ceramics as a yearlong course must request the course for both semesters.

## **Filmmaking**

Course Number: 1735

Credit: 1

Prerequisite: None

This one-year program emphasizes hands-on learning and gives students the all-around filmmaking experience necessary to make their own films. 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.

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.

*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.*

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

Course Number: 1754

Credit: .5

Prerequisite: none

Learn a fun and historic artistic technique in this semester-long course. This course introduces students to a variety of ways to create printed works of art. Students will explore monoprinting (on and off the press), relief (linoleum and woodblock carving and collagraphs), and Intaglio (non-toxic dry point etching) printmaking techniques throughout the semester. Students will learn how to use two types of printmaking presses to create limited editions of prints, as well as one-of-a-kind works of art.

Regular class critiques will help students to refine their creative process, gain new insight into their work, and nurture an environment of creative collaboration. Students will need to have a sketchbook for this class.

*Students are not assigned traditional grades throughout the course but engage in a series of reflections. Semester and year-end grades are assigned.*

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

Course Number: 1755

Credit: .5

Prerequisite: none

Learn contemporary printmaking processes in this semester-long course. This class introduces students to a variety of photography-based\* printmaking practices such as inkjet transfers, silkscreen prints on paper and fabric, and cyanotype printing (also known as blueprints).

Regular class critiques will help students to refine their creative process, gain new insight into their work, and nurture an environment of creative collaboration.

*Students will need to have a sketchbook for this course, and all work will be completed during our class time. Students are not assigned traditional grades throughout the course but engage in a series of reflections. Semester and year-end grades are assigned.*

\*Cameras are not required for this course.

## **Mixed-Media Art**

Course Number: 1710

Credit: .5

Prerequisite: None

This semester-long 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 alternative drawing and painting processes, spray painting, 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.

All of the work for this course will be completed during class time. By the end of the semester, 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.

*All work for this course can be completed during our course meeting times. This course uses critique and individual feedback to assess student learning throughout the semester. A letter grade will be shared with students in a conference at the end of the semester and then submitted as a final grade.*

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

## **Sculpture**

**Course Number:** 1740

**Credit:** .5

**Prerequisite:** None

This semester-long 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. 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.

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.

## **Sew-Called Creations**

**Course Number:** 1723

**Credit:** .5

**Prerequisite:** None

Sew-Called Creations explores sewing techniques and creating “wearable art.” This includes but is not limited to hand sewing, pattern making, textile design, and using non-traditional materials to make garments, with some element of costume. We will research contemporary practices related to fashion design, sustainable fashion, pattern making, and artists/designers who create clothing and/or wearable art. Students will study the human form, be exposed to a general history of clothing/fashion design, and gain a broader sense of how and what we consume in our clothing choices and habits. This course will seek to understand contemporary approaches to sustainability and the critical issues and trends related to this field.

*No sewing experience necessary. A sketchbook and work outside of class are required. Assessment is based on commitment and engagement in the creative process, studio work, and progression of work through portfolio reviews.*

## **Studio Art Practices**

Course Number: 1705

Credit: 1

Prerequisite: None

Studio Art Practices is a comprehensive introductory art 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.

*Students will be expected to keep a sketchbook for this class. All work for this course can be completed during class. Grades are based on participation so full attendance and effective use of class time are important for success.*

## **3D Modeling for Digital Fabrication (fall semester; students may only take the course once)**

Course Number: 1498

Credit: .5

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.

*Please note that this course does not satisfy the one-credit graduation requirement for Fine Arts but does count as an elective course.*

## **3D Modeling for Digital Fabrication (spring semester; students may only take the course once)**

Course Number: 1724

Credit: .5

Prerequisite: Intro to Computer Science

## 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.

*This course includes some homework but in-class preparation time is given for all assignments. Grades are based on improvement and development of skills.*

### 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, 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 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 format of this course will be lecture/discussion for two hours per week with the rest of the coursework done outside of meeting time. The student will direct two or three scenes from the play. This is an in-depth course. Students will work with other theatre students to develop assignments. In-class preparation time will be given. Grades are based on self-evaluation.*

## **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.

*This is an advanced, in-depth course. It is highly individualized for the student and most work can be prepared in class. Grades are based on self-evaluation.*

## **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 their 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 their creative talents while developing an understanding of the theatre technician's job. Drafting tools, scenery equipment, lighting, sound materials and equipment, water colors, and construction materials for models will be the student's tools.

For the theatre crafts student, the apprentice, the 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 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 yearlong course.

Students will develop individual and group projects. Set design, costume design, and sound design will be emphasized. This is a hands-on course. Most work is done during class periods, but some practical work on a production will be required outside of the classroom.

*Students are graded by how they approach their assignments, their improvement, and their final mastery of skills. Students can choose from any backstage areas on which to concentrate, such as lights, sound, costumes, set, publicity, etc.*

## Music

---

The study and performance of music is an integral part of education at the Laboratory Schools. From nursery 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 through 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
- > Introduction to Digital Music
- > Explorations in Music
- > Music History

### **Elective courses offered:**

- > Acoustic Guitar
- > Bel Canto
- > Chamber Collective
- > Jazz Ensemble
- > Music Theory for the 21st-Century Musician
- > Symphony Orchestra
- > Specializations in Digital Music
- > Independent Study in Music
  - Past examples include: History of Jazz Music, Piano Trio

## Courses that Fulfill the Music Credit Requirement

---

### 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 with 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.

*Students can expect 2–3 hours of homework per week, which includes a combination of listening, reading, and writing.*

## **Introduction to Digital Music**

**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 forms. 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. 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.

*Students can expect 2–3 hours of homework per week, which includes a combination of music theory, technology, composition, and journaling.*

## **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 is 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.

*Students will complete a series of recording assignments as part of this class. Home practice of 20–30 minutes per session, 4–5 times a week is an expectation.*

## **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 21st-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.

*Formal evening concerts are given two times during the academic year, and participation in these performances is a course requirement. Students can expect to complete one recording assignment per month and one project per semester in addition to consistent home practice.*

## **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, students will develop sight-singing, score reading, vocal production, and diction skills.

*Formal evening concerts are given twice during the academic year, and participation in these concerts is mandatory.*

## **Music Department Electives**

---

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

**Course Number: 1812**

**Credit: .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.

*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 dually 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 current A Cappella covers.

*Attendance at all rehearsals and performances is mandatory. This course is run by arrangement. Lessons will take place outside the traditional high school schedule.*

## **Specializations in Digital Music**

**Course Number:** 1832

**Credit:** 1

**Prerequisite:** Completion of music credit and meeting with instructor.

In this class, students can choose a yearlong specialized path related to digital music and audio. Examples include (but not limited to):

- > Learning how to operate Gordon Parks' recording studio to record student performers and edit recording sessions.
- > Continued beat-making/songwriting (building on skills learned from IDM, for example)
- > Sound Design (creating your own electronic instrument sounds from scratch)
- > Live electronic music performance (using the mixing console or MIDI controller as a performing instrument)
- > Writing music for film or video games
- > Other specializations are also possible

For specializations related to the recording studio, no prior experience or course is needed. For specializations related to electronic music, it is assumed the student has prior experience with the basics of electronic music software and creating, either on their own, or through completion of IDM. For students choosing specializations in digital music, a formal evening showcase of student works takes place in the spring (DigiMUSE), and participation in this event is a course requirement and part of students' final grade. For students choosing specializations in the recording studio, a formal live concert of the U-High performing artists that were recorded in the studio takes place in the spring (Electric Gordyland Live), and participation in this event is a course requirement and part of students' final grade.

*While students can expect homework outside of class, ample class time will be allotted for students to complete their work.*

## **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.

*Students will complete a series of recording assignments as part of this class. Home practice of 20–30 minutes per session, 4–5 times a week is an expectation*

## **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.

Students are strongly encouraged to audition for the 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.

*Due to the nature of part assignments, there is a strong emphasis on individual preparation for rehearsals and performances. Private study on students' principal instruments is recommended but not required.*

## 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 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.

*Formal evening concerts are given two times during the academic year, and participation in these performances is a course requirement. Students will study challenging repertoire that requires consistent, detailed practice as they prepare for rehearsals.*

*This course is run by arrangement. Lessons will take place outside the traditional high school schedule, including open times and before or after school.*

## Music Theory for the 21st-Century Musician

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 style of music they choose.

## Journalism

---

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 on each team coach the work of their peer reporters, photographers, and designers. 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 featuring high-impact photojournalism and audio podcasts, 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 of 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*. 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, and design accurate and equitable coverage for newspapers and websites, and many find their view of the world has broadened. This course provides an introduction to producing an audio story package (podcast) and to desktop publishing, including collaborative editing and designing pages. Students are also exposed to digital and emerging media, including social media.

*Assignments for practice and for the Midway usually require additional time outside class to contact and interview sources. Students will have regular opportunities to volunteer for additional assignments for publication.*

## Advanced Print/Online News Journalism

Course Number: 1240

Credit: 1

Prerequisite: Successful completion of Beginning Journalism

Having completed a year as reporters and writers, and having learned how to produce, edit, design, and evaluate a newspaper and news website, students advance to planning the *U-High Midway* and [uhighmidway.com](http://uhighmidway.com), deciding its editorial policy, designing pages, editing copy, taking advanced story assignments, writing columns, publishing breaking news, and directing the paper's business management. This course also offers further experience in audio storytelling and in desktop publishing, particularly in using graphics and design techniques. Social media platforms are also explored and developed. *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.

*Students use selected readings for enrichment, inspiration, and springboards 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. Interviews, writing, collaboration, and production will require students to spend time outside class. A student's role on the team and particular assignments determine the amount of time needed.*

## Beginning Yearbook Journalism

Course Number: 1250

Credit: 1

Prerequisite: Open to students in grades 9–12

Beginning Yearbook Journalism is open to all students in grades 9–12. The central component of this class is, of course, work to be published in the *U-Highlights* yearbook—written articles but also headlines, captions, 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. *U-Highlights* staff members will also be expected to participate in the business aspects of the yearbook from administrative tasks to advertising sales.

*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 yearbook, which is published at the end of the summer. 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. Interviews, writing,*

*collaboration, and production will require students to spend time outside class. A student's role on the team and particular assignments determine the amount of time needed.*

## **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.

*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 yearbook, which is published at the end of the summer. 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. Interviews, writing, collaboration, and production will require students to spend time outside class. A student's role on the team and particular assignments determine the amount of time needed.*

## **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 digital 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.

DSLR cameras are available for students to check out.

*Class time will be used for a combination of instruction, practice, post-production, and critique. Some time outside class will be necessary for students to photograph and edit assignments. In a typical week, a student should expect to complete at least one photo assignment outside of class such as sports, club activities, portraits, and other news events. Students will have regular opportunities to volunteer for additional assignments for publication.*

## **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 the *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.

Class time will be used for a combination of instruction, practice, post-production, and critique. Some time outside class will be necessary for students to photograph and edit assignments. In a typical week, a student should expect to complete several photo assignments outside of class such as sports, club activities, portraits, and other news events. A student's role on the team and particular assignments determine the amount of time needed.

*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. Students will have regular opportunities to volunteer for additional assignments for publication.*

## **Multimedia Journalism (semester-long; offered both semesters)**

Course Number: 1233

Credit: .5

Prerequisite: Beginning Journalism

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](http://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 (semester-long; offered both semesters)**

Course Number: 1232

Credit: .5

Prerequisite: None, open to students in any grade

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

---

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

Credit: 1 credit per year

### Physical Education II (Grade 10)

Course Number: 1920

Credit: 1 credit per year

### Physical Education III (Grade 11)

Course Number: 1930

Credit: 1 credit per year

The 9th, 10th, and 11th 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 2022–2023

**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, and 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 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 and teaches students 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, including but not limited to the areas of social-emotional learning, diversity, equity, and inclusion, and 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, enabling 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 touches on the origin and history of American football.

In **Ultimate Frisbee/Games** students will learn and practice the rules and strategies of Ultimate Frisbee and other invasion games. 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, strategies, and procedures for playing. In addition, the course will teach students how to work together in game situations and help students improve their

confidence and current skill level with the sport. Finally, students will have fun while developing these skills in gameplay 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 letter from the student's treating physician, on letterhead, must first be presented to the high school nurse describing the diagnosis and the need for the exemption, including the duration. Information will then be shared with the PEHW department chair.

## Service Learning Program

---

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

10th 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 30 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 their 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 10th grade (i.e., start of school year through late August/early September) is not counted toward the 30-hour requirement.

Reflection is a key component of the Service Learning Program. Students in the program participate in regular reflections in advisory and give a capstone presentation to the 9th 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

---

### Peer Leadership

Course Number: 2009

Credit: None

Prerequisite: Grade 10 or 11; application required

The Peer Leadership Program provides a group of select 11th and 12th graders 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 grade 10. 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 grade 10 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 late August, and other training during the academic year. Junior Peer Leaders help facilitate Grade 9 Orientation and 9th Grade Retreat, and Senior Peer Leaders lead activities and serve alongside grade 10 students on 10th Grade Retreat.

## Summer School, Summer Opportunities, and Travel

---

### 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 2022 through Lab's Summer Lab program:

- Geometry

Summer Lab course fees vary each year. Students are held to the academic and school policies outlined in the High School Student and Family Handbook.

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 internships are with a variety of University of Chicago departments, including science labs; computer science labs; with professors in the Business, Law, and Social Science departments; and within various University institutions, such as the Smart Museum, the Logan Center, and Court Theatre. Additional internships are available with employers outside the University of Chicago.

### 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 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 a 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

---

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, and assistant principal for approval and signature.
- > 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:

|                                  |   |
|----------------------------------|---|
| <p><b>History Department</b></p> | <p><b>Independent Study in History</b><br/> <b>Prerequisite: Consent of instructor and placement by the department</b><br/>                 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.</p> |
| <p><b>Math Department</b></p>    | <p><b>Independent Study in Mathematics</b><br/> <b>Prerequisite: Consent of instructor and placement by the department</b><br/>                 A student may request an independent study project with any department member.</p>  |

|                           |  |
|---------------------------|--|
| <b>Science Department</b> | <p><b>Independent Study in Science</b><br/> <b>Prerequisite: Consent of instructor and placement by the department</b><br/> A student may request an independent study project with any department member.</p>   |
| <b>Computer Science</b>   | <p><b>Independent Study in Computer Science</b><br/> <b>Prerequisite: AP Computer Science or AT Web App Development</b><br/> 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.</p>   |
| <b>Fine Arts</b>          | <p><b>Independent Study in Fine Arts</b><br/> <b>Prerequisite: Grade 11 or 12, permission of instructor, and approval of the department</b><br/> An independent study project in Fine Arts may be arranged with a consenting member of the Fine Arts Department given the following circumstances:</p> <p>The student <b>must be at least grade 11</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.</p> |
| <b>Music</b>              | <p><b>Independent Study In Music</b><br/> <b>Prerequisite: Consent of instructor and consensus of the department</b><br/> An Independent Study Project in music may be arranged with any member of the Music Department given the student has already fulfilled their music requirement. After receiving approval from the instructor, and prior to the start of the term in which the student will begin the project, the student 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.</p>  |

## Advanced Placement Courses and Advanced Topics Courses

---

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 and review the information published by the College Board, the organization that writes the AP Curriculum and administers the exams for the full range of AP examination opportunities. Taking the exams is not a requirement of taking courses in the High School.

Admissions offices at colleges and universities consider the rigor of an applicant's high school program, and 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 many highly selective institutions. University High School students who register for an Advanced Placement class have the option to take the Advanced Placement examination in May. However, AP exam scores are not a requirement in the college admissions process. If a student is considering applying to international undergraduate programs, however, AP exam scores may be required in the international admissions process. Students are encouraged to speak with their college counselor about any admissions questions.

Students should always consult with their teachers, advisors, parents, and counselors as they make decisions regarding these classes. Each student should consider the time commitment and ability to manage workload in an accelerated, college-level curriculum. This judgment should be based upon preparedness, interest, and overall class and extracurricular load. Students interested in an AP or AT class should determine their eligibility by checking the departmental prerequisites.

## UChicago Courses

---

11th and 12th graders are eligible to apply to take courses at the University of Chicago. Acceptance into university courses are at the discretion of the university instructor. U-High students are responsible for reaching out to the relevant UChicago professor to obtain permission to enroll in a course.

### U-High Policy

- Students should plan a full U-High schedule until University registration is complete in the case the request to enroll at the University cannot be met.
- U-High students may enroll in University courses as long as they do not conflict with classes or other required obligations at U-High.
- U-High students are not eligible to complete Independent Studies in the College.
- 12th graders may request permission to miss advisory if and only if the student needs to take the course because they have exhausted the departmental course offerings at U-High.
- Exceptions to the above requirements can only be approved by the U-High Principal and will be referred to the Dean of Students in the College for approval as needed.

### UChicago Policy

- > U-High students can enroll in up to 6 courses total at the University over the course of their high school career.
- > Priority for enrollment in college classes is given to University students. Enrollment for U-High students depends on the available space and consent of the professor.
- > Registration requires permission of the School or College Counselor and the U-High Principal; permission of the Dean of Students in the College may be required in certain circumstances.

### Credit and Transcript

- > U-High students can enroll in up to 6 courses total at the University over the course of their high school career.
- > College courses are neither included in the high school grade point average nor applied to high school graduation credit. (They do not appear on the Laboratory Schools transcript.)

- > The University of Chicago does not grant college credit for any courses taken when the student is in high school. Courses may be granted college credit at other colleges/universities as determined by the college at which the student matriculates after graduating from Lab.

## Deadlines

- Quarterly deadlines for registration are available on the UChicago Registrar’s page: <https://registrar.uchicago.edu/calendars/registration-dates-deadlines/>

## May Project

---

A long-established tradition at U-High, May Project enables 12th graders 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 12th graders 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.

12th graders 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, administrators, and staff reads and evaluates the proposals, providing feedback and final approval. Once a student’s project is approved, they use 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, 12th graders 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 student 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 12th graders in Schoology by the end of fall semester.