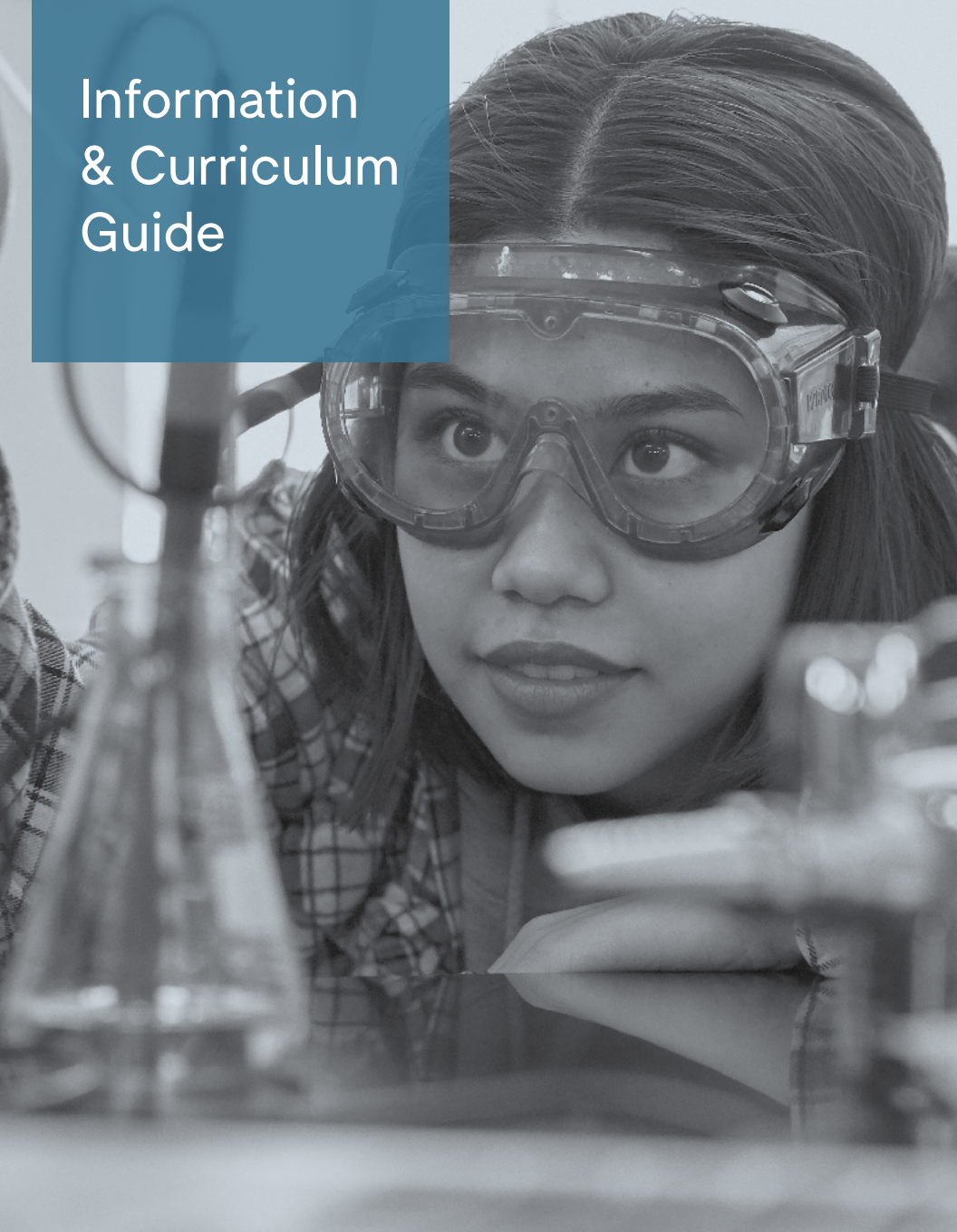


Information & Curriculum Guide





Mission

Urban School of San Francisco seeks to ignite a passion for learning, inspiring its students to become self-motivated, enthusiastic participants in their education — both in high school and beyond.

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URBAN SCHOOL OF SAN FRANCISCO INFORMATION AND CURRICULUM GUIDE

This document provides an overview of Urban School, including our unique approach to learning and the school's broad range of academic offerings. For further information about Urban, please contact us at 415 626 2919, info@urbanschool.org or visit www.urbanschool.org.

Introduction to Urban School

Urban School was founded in 1966 by a group of Bay Area parents seeking an innovative yet academically demanding option to conventional secondary education. Our founders believed adolescents are curious, creative and eager to make sense of the world around them; their self-esteem is best developed in an atmosphere of trust, honesty and mutual respect between students and teachers. They believed high school should be a place where students discover the value of their minds and the excitement of learning, where they take initiative and responsibility for their education, and where they have an opportunity for meaningful engagement with the world outside the classroom.

Today Urban has grown from its original 22 students to a student body of 420, but our founding philosophy — a better way to teach high school students — remains the same. Urban strives to ignite a passion for learning in its students and to inspire them to become self-motivated, enthusiastic participants in their education, both in high school and beyond.

Urban offers a rigorous college preparatory program in math, science, humanities, the arts and community service, with comprehensive service learning and competitive athletics programs, and a rich selection of co-curricular activities. With an exceptional faculty and staff of more than 100 persons, Urban combines its challenging academic program with imaginative use of the city and Bay Area as an educational resource.

Urban fields 28 interscholastic teams in many sports and provides numerous extracurricular opportunities for all students. Through field work, community service and internships, students explore and contribute to both our own Haight Ashbury neighborhood and to the larger Bay Area community.

The school draws students from public, independent and parochial schools in San Francisco, the East Bay, the Peninsula and Marin, and is committed to reflecting the ethnic, racial and socio-economic diversity of the Bay Area. Both in and out of the classroom, locally and globally, we instill in our students a consciousness of social justice, an ethic of citizenship, a commitment to service and an education unparalleled in San Francisco.

Graduation Requirements

URBAN SCHOOL requires 22 credits for graduation, distributed across the curriculum. One credit is equivalent to a year-long course. Students take additional classes in mathematics, science, history, languages or the arts. Urban's curriculum provides an exceptionally strong foundation in college preparatory subjects. Many of our classes have distinctive features that set them apart as particularly challenging and comparable to college level work. These classes, designated as **Urban Advanced Studies (UAS)**, are developed by the Urban faculty and are not limited to the College Board Advanced Placement curriculum. UAS classes are offered in every subject area and are recognized by colleges (including the University of California) as honors-level courses. In completing Urban's graduation requirements, students exceed the minimum course requirements for admission to the University of California system.

English: 4 credits

Mathematics: 3 credits

Science: 2 credits

History: 2 credits

Language: 3 credits

Art: 2 credits

Community Service Learning Project:
2 Credits, distributed over 4 years

Advanced Coursework:
4 or more additional credits

Weekly Schedule Example

Monday	Tuesday	Wednesday	Thursday	Friday
A period 8:30 - 9:45	E1 8:30 - 9:30	B period 8:30 - 9:30	D period 8:30 - 9:30	
		Break 9:30 - 9:45	Break 9:30 - 9:45	
All-School Meeting 9:50 - 10:30	D period 9:35 - 10:50	B period 9:45 - 10:45	D period 9:45 - 10:45	B period 9:15 - 10:30
B period 10:35 - 11:50	U Period 1 10:55 - 11:50	E2 10:50 - 11:50	Tutorial 2 10:50 - 11:50	Advising 10:35 - 11:15
Lunch 11:50 - 12:35	Lunch 11:50 - 12:35	Lunch 11:50 - 12:35	Lunch 11:50 - 12:35	Lunch 11:15 - 12:05
Tutorial 1 12:35 - 1:30	A period 12:35 - 1:35	C period 12:35 - 1:35	A period 12:35 - 1:50	C period 12:05 - 1:20
	Break 1:35 - 1:50	Break 1:35 - 1:50		Break 1:20 - 1:35
C period 1:35 - 2:50	A period 1:50 - 2:50	C period 1:50 - 2:50	E3 / U Period 2 1:55 - 2:50	D period 1:35 - 2:50

The Schedule

Urban organizes the school year using a three-term system rather than a conventional semester system, which exposes students to the independence, depth of understanding and academic challenge they will face in college and beyond.

The academic year is divided into three, 12-week terms: fall, winter and spring. Students take four classes each term and many core classes last for one or two terms. Due to longer class periods, a one-term class is equivalent to a semester course and a two-term class is equivalent to a year-long course.

Urban's schedule allows for more concentrated, less fragmented learning than does a traditional high school schedule. The longer class periods enable students and teachers to focus on each area of study in greater depth and approach the material in a variety of ways: in-depth discussions, independent and group projects, films, research and field trips into surrounding communities and environments, all of which make Urban's teaching and learning approach key to reaching a range of learners.

In addition, students may take elective classes including music offerings, Technical Theater Production & Design, UrbanX Tech Lab, Yearbook or Newspaper, which meet during shorter E periods that span all three terms. There are also two U periods per term.



These short periods are designed to let students explore new activities and interests, and to create space for co-curricular programming, such as mindfulness, well-being, and for incoming 9th graders, our Inside Urban course. U periods include no homework, are ungraded and often multi-grade.

Two tutorial sessions are built into the weekly schedule when no other activities or classes are scheduled. All teachers are available during at least one of these study halls, and are present in posted rooms to consult with and support students who need extra help in a particular subject.

Students also have the option of participating in physical activity classes or study halls during this shorter elective period. The weekly schedule also includes advising, and a grade-level or all-school meeting.

Evaluation and Grading

Urban's evaluation and grading practices combine the best of innovative and traditional approaches, consistent with our long history as a nationally recognized educational leader among secondary schools. Designed to challenge students to perform at their highest level, Urban's assessment practices include cycles of comprehensive teacher feedback and student self-evaluation.

Students and parents receive reports every six weeks, at the midpoint and at the end of each course. Each **interim report** includes a statement of course expectations; an interim rubric which evaluates student progress in key habits, skills and in understanding; a bulleted list of three goals for improvement; as well as summary indication of overall achievement in the course to date. In addition, students have a face-to-face conference with each of their teachers to review the interim report, discuss progress to date and set goals for the remaining weeks of the course.

The final **course report** that students and parents receive at the end of the class consists of a statement of course expectations, a rubric similar to the interim report, a written evaluation summarizing the student's work and achievement in the class, and a final course grade.

Urban students do not receive letter grades on individual assignments during the term; instead they receive ample feedback in the form of written comments and standards-based rubrics that give them a more complete picture of their work and achievement, and which identify areas for ongoing improvement.

Our job as educators is to coach students toward their highest academic achievement through meaningful feedback. Urban's comprehensive approach using multiple forms of specific, differentiated evaluative information fosters high levels of student engagement, depth of understanding and achievement, all of which support our mission to inspire a passion for learning.



Advising and Personal Development

Upon entering Urban, each student is assigned a faculty advisor who is the liaison between student, school and family. Students meet with their advisors frequently in group advising sessions and in individual meetings to review and plan their academic progress. The advisor is also available to discuss areas of concern and offer counsel and support.

Equally important to students' personal growth are their relationships with peers. Recognizing that adolescents often turn first to each other for reassurance, assistance and advice, Urban trains groups of students in leadership, peer counseling and tutoring skills. These groups help educate their peers about issues related to adolescence and sponsor forums across the year on relevant topics.

Parents/guardians may also need support from the school and from each other during their child's adolescent years. Urban builds a strong partnership with parents in order to challenge and support each student consistently. Advisors are the first point of contact for parents with questions about their child's progress or program. In addition, the school organizes parent meetings for each grade level to discuss academic and parenting issues with school administrators and each other.

The College Process

At Urban, choosing a college is a process of self-discovery. The school's counselors work closely with students and their families to identify colleges that reflect students' varied interests, talents, abilities and aspirations. Urban seniors are accepted to a variety of schools, including Ivy League and highly selective public and private colleges and universities, as well as specialized schools for those gifted in science, engineering, and visual and performing arts. Students have the confidence and independence to choose the college or university that best matches their needs.

Formal college counseling begins early in the junior year when students and their parents attend a school-sponsored event designed to educate families about the various steps in the college admissions process. Later, juniors and their parents meet individually with the college counselors to create an initial list of schools for further exploration.

Each year, representatives from more than 125 colleges and universities visit Urban to present prospective students with information on their schools. Many students take the opportunity to visit colleges during the summer break between junior and senior years.

In the senior year, the counselors work closely with students to monitor their progress in the application process. Once students receive acceptances in the spring, the counselors assist them in evaluating their choices and in selecting the school they will attend in the fall.



Technology at Urban

Urban School is a leader in integrating digital practices and technology throughout the curriculum in order to deepen and extend student learning. We are a pioneer in developing many of the 1:1 laptop practices now employed at schools across the country and internationally, having first started our program 20 years ago.

All students, teachers and staff are issued state-of-the-art laptop computers for school and home use. Student MacBook Pros come fully installed with all the programs used throughout the curriculum such as Microsoft Office, Adobe Creative Suite, specialized programs used in math, science and music, and "distraction free" software, among others.

All students have their own personal email accounts and have dedicated space online to back-up critical data, as well as having their own portable archive drives. The Herbst Library program teaches students to be independent and thoughtful researchers. The Library has more than 8,000 print books, 80,000 ebooks, and more than 20 subscription databases that give students, faculty and staff access to thousands of periodicals, reference works and more.



The Urban Blues



More than 65 percent of the student body participates in the interscholastic athletics program. Urban is a member of the Bay Area Conference and the Bay Counties League-West. One of the strongest Division V conferences in the state, member schools have won several sectional and state championships. Urban competes against independent, parochial and public schools throughout the Bay Area and Northern California.

Every interested student is given the opportunity to try out for competitive athletics teams at either the varsity or junior varsity level, depending on the individual's level of ability and experience. JV teams provide competitive game schedules, and introductory strategy and skill instruction, while varsity teams stress competition and advanced skills. Some sports allow for a Frosh/Soph team to learn basics of the sport. Participation on any team requires a strong commitment and the ability to place team goals ahead of personal ones.

Urban's physical activity requirement stems from our commitment to instill in students the habits and life-long benefits of maintaining a physically active lifestyle. Students not participating in interscholastic team sports must participate in either physical activity classes offered at Urban, or in an approved off-campus program, twice a week for at least one hour per session. The flexibility and range of the physical activity program honors the diversity of interests and abilities of our students. Students are required to participate in the physical activity program during eight of their 12 terms.

Urban fields teams in the following sports:

FALL

Girls Volleyball
Boys Cross Country
Girls Cross Country
Girls Tennis
Sailing (club)

WINTER

Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer
Sailing (club)

SPRING

Boys Baseball
Boys Lacrosse
Girls Lacrosse
Boys Golf
Girls Softball
Boys Tennis
Co-Ed Fencing
Co-Ed Swimming
Boys Volleyball
Girls Track
Boys Track

Four-Year Integrated Community Service Learning

Since its founding, Urban has offered a nationally renowned four-year community service program that blends rigorous classwork with meaningful volunteerism and project work to solve real-world problems. In the classroom, students explore issues of identity and culture, examining the impact of historical factors such as race, ethnicity and socioeconomic standing. Outside the classroom, students engage in internships and projects that align with their passion and values. By the end of four years, students have learned cultural competency skills, the power and value of understanding the context behind the narratives they see and hear, and the ability to engage in difficult conversations. They leverage classroom learning to enhance the work of community agencies and, in the process, have become reflective, resourceful citizens, often achieving a level of social and political awareness that is rare among teenagers.

Co-Curricular Activities and Outdoor Education

Urban currently has more than 40 different student clubs, ranging from the Model United Nations to the Students of Color Affinity Group and Green Team. New students are strongly encouraged to become involved in club activities and new clubs may be established if there is sufficient interest among a group of students.

Urban's Outdoor Trips Program introduces students to backpacking, kayaking, rock climbing, river rafting, skiing and biking. No previous experience is required; however, the activities are varied enough to challenge even those with some expertise. Students are encouraged to sign up for at least one outing during the year.

In addition, each grade level takes a trip during the school year that offers students and teachers an opportunity to interact in a unique way outside the classroom.

Students and faculty also plan a variety of special activities for the whole community. For example, the Winter Festival is run by the student government in collaboration with other student groups and provides a chance for the school community to relax and play together. Through the Multicultural Program, the community explores issues of racial, gender, sexual orientation and socio-economic difference throughout the year.



Urban's Innovative Academic Program

UrbanX Labs is Urban School's integrated and interdisciplinary curricular approach to the design, technology and engineering educational needs of the 21st century. With offerings in electronics, robotics, engineering, advanced computer science, architecture, industrial design, graphic design and more, we're teaching students how to develop, design and build their ideas. UrbanX courses teach students the fundamentals of discovery, innovation, creativity and problem-solving, all deeply rooted in Urban's highly academic and supportive teaching environment.



Climate change and environmental sustainability are among the greatest challenges that we face in the coming decades. Urban offers many classes that address different aspects of our relations with the natural world, while building upon and making connections to students' prior knowledge from other disciplines. Many of our environmental sustainability classes include field trips as central components. Student understanding, classroom activities and major assessments all proceed from these field experiences. These courses span multiple disciplines, including science, history and English. By taking Urban's environmental sustainability classes, students will expand their knowledge, personal connection and contextualization of key sustainability challenges.



The Bay Area BlendEd Consortium was founded by Urban School and other regional independent schools to provide students with a series of courses combining face-to-face, experiential and online instruction. This innovative partnership creates opportunities for students to access an expanded array of challenging, upper-level electives enriched by Bay Area resources, and to take classes with peers and teachers from other top tier schools. Bay Area BlendEd is the first local-regional group of schools offering blended learning in the US. As such, our perspective on ways to leverage each school's strengths, as well as how to design an effective curriculum utilizing the unlimited potential of human and natural resources in the San Francisco Bay Area, makes for a learning experience unlike any other.

An Introduction to the Curriculum

Urban's curriculum is rich and broad, including core academic classes common to most high schools, as well as an unusually large number of specialized courses, advanced electives and creative arts courses usually found at the college level. In all departments, Urban Advanced Studies (UAS) designates the school's most rigorous coursework, which is deemed honors-level by colleges and universities.

All Urban courses share a common pedagogical approach based on the following principles:

- the expectation that students be active participants in their education;
- a commitment to cooperative learning and collaboration among students;
- an understanding and respect for the achievements, experiences and perspectives of various peoples, cultures and races;
- and the use of the Bay Area's environmental, cultural and intellectual resources to extend learning beyond the classroom.

Urban's program seeks to involve students in their broader community — the school, the city, the world — and develop in them a sense of social responsibility. Urban classes are characterized by the enthusiastic engagement of both students and teachers in the learning process. The nature and quality of classes result in part from the school's schedule and longer class periods, which allow for more intense and focused study of the material.

Our extraordinary teachers at Urban School offer students an education tailored to the unique needs and attributes of young adults. By studying an author, an historical period or a mathematical concept in depth, students learn to ask questions and challenge assumptions; to observe carefully and to draw logical, informed conclusions; to seek, evaluate and organize information from a variety of sources; and to communicate their ideas in clear and compelling forms. These academic skills and habits of mind prepare students for their future in higher education, as well as for continued intellectual growth and learning throughout their lives.



Course Descriptions

MATHEMATICS

The math program at Urban is balanced and eclectic, drawing from both traditional and contemporary approaches and content. Urban requires three years of high school math for graduation. Students considering a career in math, science, computers or engineering should take four or more years of math, including more challenging electives.

Math 1A and 1B helps students develop the concepts, skills and habits that form the foundation of high school mathematics. Many of the tools are algebraic, but almost all concepts are looked at in a variety of ways including geometric, numeric and verbal approaches. Basic arithmetic and algebraic operations are modeled with physical manipulatives, making a geometric and visual connection with these operations. Our goal is for students to integrate and connect these methods.

(1 CREDIT)

Math 2A and 2B is an integrated course where students explore concepts through hands-on materials to create geometric conjectures, to use the language of algebra to describe some of these relationships, and to write formal proofs. Various algebraic concepts, such as simplification of square roots and variation functions, are approached geometrically. Slope and measurement are used to introduce trigonometric ratios. Writing computer programs and using dynamic geometry to create designs and figures, students deepen their understanding of geometric relationships as they experience the logic of computers. (1 CREDIT)

Math 3A and 3B continues and deepens our work with algebraic manipulation and graphical representation of functions as mathematical models. The practices developed in previous courses are expected to be in place so that the focus is on understanding concepts and demonstrating mastery. In particular, we expect fluency with algebraic symbols and notation. As the last course required for all students, Math 3 rounds out the basics of mathematical literacy, intensifies the challenge for students, and provides the foundation for upper level electives. (1 CREDIT)

Advanced Math Applications is appropriate for students who would benefit from more experience with, and a deeper understanding of, the key math concepts that are foundation for Functions and other upper level math and science courses. Key topics from Math 1, 2 and 3 are reviewed. Emphasis is placed on numeric and algebraic fluency. The course is also appropriate for any students interested in the history of mathematics and its applications to science. Prerequisite: Math 3.

(1/2 CREDIT)



Computer Science 1 is an introduction to programming concepts using Snap!, a computer language developed at UC Berkeley. Snap! makes it possible for students to program images, animation and interactions and learn about algorithms, data handling and other fundamentals of computer programming, in a visual context. Prerequisite: Math 3. (1/2 CREDIT)



UAS Computer Science 2 focuses attention on the central idea of abstraction, make heavy use of the idea of functions as data, and discuss relevant topics in Computer Science such as functions as data, complexity and graph theory. It will also focus on some of the “Big Ideas” of computing such as recursion, concurrency and the limitations of computing. Prerequisites: Math 3, Computer Science 1. (1/2 CREDIT)



UAS Computer Science 3 continues the Computer Science sequence, focusing on more advanced principles of software engineering, data structures and algorithms, emphasizing computability and feasibility. Topics in computer science such as Game Theory, Machine Learning and Finite-State Machines will be discussed. Prerequisite: Computer Science 2. (1/2 CREDIT)

Statistics and Probability is an elective that concentrates on the applications of mathematics to the social and life sciences. This course is appropriate both for students who intend to go on to calculus, as well as students who do not. Students apply concepts of counting, combinations and permutations to probability problems, and to the foundations of statistics. They use appropriate tools and techniques to interpret data. The course also includes the mathematics underlying the sampling techniques used by scientists and pollsters. Prerequisite: Math 3. (1/2 CREDIT)

Discrete Mathematics: Puzzles and Graphs is a survey course, covering many topics in mathematics that are relevant in today’s world. Students will be introduced to and study practical applications of graphs and networks, theories about numbers, and logic. They will also be exposed to more abstract concepts deriving from these topics. Prerequisite: Math 3. (1/2 CREDIT)

UAS Functions focuses on the topics needed for calculus. It is structured around functions as models of change, emphasizing that they can be grouped into families that model real-world phenomena. One goal of this course is to begin the transition toward more text-based college-level courses and more independent student learning. Students extend and deepen their knowledge and skills of the core curriculum (Math 1-3). Prerequisite: Math 3 (and in some cases, Advanced Math Applications). (1/2 CREDIT)

UAS Calculus A and B seeks to provide students with a solid foundation for subsequent college level courses in mathematics and other disciplines. The course is focused on differentiation, integration and their relationship. The math concepts are enhanced by applications relating to geometry, physics, economics, ecology and medicine. Students are expected to take full responsibility for their learning by using the text and applying all the skills and content learned in previous courses. They are expected to navigate between graphical, numeric, analytical and verbal representations of problems and to use the graphing calculator appropriately. Prerequisite: Functions. (1 CREDIT)

UAS Analytic Geometry introduces complex topics at the pre-calculus level that are challenging and useful for advanced students, but not prerequisite for the standard calculus course. The daily problems can be more substantial than the standard work in the core curriculum. There is a focus on moving fluently back and forth from a variety of algebraic forms to graphing in different coordinate systems in two and three dimensions. Students derive equations from definitions and general principles. Prerequisite: Math 3. (1/2 CREDIT)

UAS Space: Group Theory is an advanced geometry course that includes a thorough exploration of symmetry, including an introduction to group theory, and extends students’ geometric experiences into three and four dimensions. Many hands-on 3D building labs, creative projects and the reading of mathematical fiction illustrate the concepts. Prerequisite: Math 3. (1/2 CREDIT)

UAS Infinity: Theory of Infinite Sets & Chaos Theory allows students to discuss ancient paradoxes about infinity, and learn how Georg Cantor resolved them. This discussion launches our most theoretical course. Infinity includes a strong emphasis on formal proof and an introduction to chaos theory and fractal geometry, two computer-centered branches of mathematics. Connections are made with literature and philosophy. Prerequisite: Math 3. (1/2 CREDIT)



SCIENCE

Urban's science program offers a rigorous and experiential introduction to the key concepts and skills needed to understand phenomena in the natural world. With weekly labs, Urban students formulate testable questions, design experiments, analyze data and present their results. Labs, field trips and special projects often anchor an academic unit or an entire course. By participating in authentic investigations, students gain the ability to evaluate scientific claims critically, both in high school and beyond. Although two years of integrated science constitute the Urban science requirement, the Science Department advises in addition one-half credit of physics and one-half credit in an elective course to be essential to a well-rounded college preparatory program.

Fundamentals of Science 1A and 1B welcomes all 9th graders to lab science at Urban. This integrated course lays down the mathematical, physical, chemical and biological foundations of the natural world. Students are introduced to problem solving, experimental design, data gathering and analysis. Though students enter this course with varied experience in science, this two-term sequence gives students the necessary knowledge and skills for success in later classes. The first term takes an in-depth look at matter, the physics of energy and chemical reactions. The second term of this sequence focuses on chemical bonding, molecular structure and properties, and the fundamentals of cellular life. (1 CREDIT)

Fundamentals of Science 2A and 2B continues the sequence begun in the first year with a greater emphasis on critical thinking and problem solving, both in the laboratory and in analyzing academic problems. More is expected of student in terms of their level of critical thinking, laboratory fluency and tenacity in grappling with challenging concepts. Major topics in 2A include genetics, heredity, evolution and comparative anatomy. The topics in 2B include a review of atomic structure and chemical naming, stoichiometry, gas laws, equilibrium, and acids and bases. In both classes, the scientific concepts are connected to real-world issues and concerns. (1 CREDIT)

Astronomy offers a survey of our universe, starting from the solar system and moving outward. Through fieldwork, classwork, labs and projects, students will investigate fundamental questions from both a historical and contemporary perspective. Where did planets and stars come from? Why do objects in the sky move as they do? How do stars and galaxies shine? How does the universe change over time? Could life exist elsewhere? And, vitally, how do we know what we know? Students in astronomy should be prepared to collect night sky observations, complete independent readings, analyze data, model simulations, apply concepts from prior science classes, and utilize conceptual problem solving skills. Prerequisite: Science 2A and 2B. (1/2 CREDIT)

Geology is a field course that introduces students to the causes and effects of different earth processes. Students will study plate tectonics and earthquakes, the rock cycle and surficial geology. These topics and their connections will be modeled and measured both in the field and in lab. In studying these topics, students will apply their prior chemistry and biology knowledge, and will also gain experience in mapping and field interpretation. Field trips are fundamental to this class: by seeing and interpreting the geology of the Bay Area, students also learn about broader geologic themes. Prerequisites: Science 2A and 2B. (1/2 CREDIT)



Entomology: Bugs & Biodiversity is the study of insects and their relatives, and this class will introduce students to a wide variety of topics regarding this diverse group of living things. Numerous field trips will teach students how to identify commonly encountered insects in the Bay Area, and learn about their ecological roles. Students will also study insect anatomy and physiology, classification and evolution, behavior, and applied entomology (including medical entomology and pest management/agricultural entomology). The history of human interactions with insects will also be covered, such as the effects of black plague, malaria, locust swarms, honeybee domestication and bedbugs. Prerequisites: Science 2A and 2B. (1/2 CREDIT)



Applied Physics: Electronics & Robotics is a project-based course that applies the fundamental concepts of analog and digital circuits to a variety of devices ranging from simple to complex. Students learn to create circuits, write and debug code for microprocessors, and design interactive electronics. Along the way, they will develop an understanding of modern electronic hardware and software and how it functions in computers, robots, and electronic devices. Students will gain hands-on experience assembling breadboard circuits, soldering and programming in Arduino. A significant portion of this course is a final project, where students design and build an interactive electronic creation of their choice using acquired skills and knowledge. Prerequisites: Science 2A and 2B. (1/2 CREDIT)





Applied Physics: Motion & Machines is a project-based course that explores some of the most fundamental aspects of physics, including forces, gravity and energy. Students learn how to describe 1D and 2D motion and then explore the causes of motion. Students study concepts of velocity, acceleration, and aerodynamics and apply them to experimental observations. They also learn to use various hand and power tools to build projects that become increasingly more complex and more open-ended as the term progresses. In a culminating final project, students construct a catapult, trebuchet or other projectile launcher designed to answer a research question of their choice. The course spends considerable time relating concepts to student observations of the world around us. Prerequisite: Science 2A and 2B. (1/2 CREDIT)



Applied Chemistry: Materials Science is a project-based course that uses the fundamental concepts of chemical bonding and electromagnetism to understand solid state materials. Through study of real world applications of those materials, students will learn to analyze metals, ceramics, and plastics. Emphasis will be placed on students' ability to relate micro- and nano-structural features to macro-scale properties, such as corrosion resistance, strength, thermal response, and light absorption. Students will use also their understanding to engineer a solution to a practical materials selection problem. Prerequisites: Science 2B.

Human Anatomy & Physiology is an in-depth study of the design and function of the human body that gives students the knowledge and tools to understand how the human body operates in health and disease. The primary emphasis will be organ systems, and students will enjoy the opportunity to be the subjects of several laboratory exercises. This course will focus primarily on the skeletal, muscular, cardiovascular and respiratory systems. Within these broader topics, we will investigate the fundamental mechanisms that regulate homeostasis. In addition, students will explore various interruptions in homeostasis caused by diet and exercise, lifestyle, diseases, infections and environmental agents. Coursework will include laboratory exercises, supplemental readings, case studies, interesting field trips, collaborative group work and student presentations. Prerequisites: Science 2A and 2B. (1/2 CREDIT)



Marine Biology is a field course that examines a wide variety of life forms inhabiting the oceans and their adaptations to specific habitats. Focusing on coastal California ecosystems, students will gain an appreciation for the abundance and diversity of marine life and complex food web relationships. The course will provide a brief introduction to the circulation and structure of the ocean, but the primary emphasis will be on ecological relationships among species. Students consider human impacts, particularly overfishing, on the marine environment throughout the course. The course emphasizes application of scientific methods in various field studies along the northern California coast. Prerequisites: Science 2A and 2B. (1/2 CREDIT)



UAS Environmental Science: Ecology introduces students to the principal concepts and processes that operate in ecological systems. Beginning with simple interactions between water, the atmosphere, and basic life processes (respiration and photosynthesis), the course develops a dynamic view of ecosystems, covering the principles of energy flow and the cycling of matter, population dynamics, trophic interactions, ecological networks and community change. Throughout the course students consider human impacts on these global processes and environmental change. Both lab and fieldwork will provide opportunities for students to investigate these concepts and processes in-depth — students will gain experience in experimental design, modeling and statistical interpretation of data. Prerequisites: Science 2A and 2B. (1/2 CREDIT)



UAS Environmental Science: Physical Resources explores the complex relationships between humans and their environment. Recurring themes include interconnection of the systems that constitute our environment, material and energy cycling, and the question of what is sustainable. Specific topics include water resources, energy sources, local and global air pollution and global climate change. This class involves a field component, augmented by in-class labs and modeled simulations. Prerequisite: Science 2A and 2B. (1/2 CREDIT)

UAS Advanced Biology: Infectious Disease explores various aspects of immunology, microbiology, epidemiology, global public health and disease ecology in order to identify the root causes that affect the detection, transmission and treatment of communicable diseases. The course includes an in-depth investigation of the human immune system and its ability to respond to a variety of pathogenic agents. Students will also categorize pathogens (viral, bacterial, protozoan, fungal) and explain how they disrupt the body's ability to maintain health and homeostasis. In the process of studying bacterial infections, students will learn microbiological techniques, from culturing to microscopy, in addition to molecular and genetic analysis. The course develops a global perspective of infectious



disease through the investigation of emerging and re-emerging disease and the environmental and ecological components involved. Specific topics for investigation may include: tuberculosis, malaria, smallpox, MRSA, dengue fever, bubonic plague, cholera and HIV. Prerequisite: Science 2A and 2B. (1/2 CREDIT)

UAS Advanced Biology: Genetics offers students an in-depth look into one of the most exciting and rapidly expanding fields of biology. The course encompasses learning about complex modes of inheritance, as well as performing cutting-edge labs and bioinformatics activities that offer students a chance to master practical techniques widely used in research today. We begin first by exploring the structure and function of DNA, and how its replication and maintenance are crucial to maintaining our genetic database. This sequence is followed by learning about phylogenetic analysis, the genetic basis of common diseases, human evolution and population genetics, how genes influence behavior, the genetics of cancer, and methods used in genetic engineering, such as CRISPR. Prerequisites: Science 2A and 2B and instructor recommendation. (1/2 CREDIT)

UAS Advanced Chemistry A and B aims to give students a high level of understanding and competency in chemistry at an advanced pace. The content and laboratory sequence is roughly equivalent to a general chemistry course usually taken during the first year of college. Students will develop a deeper ability to think analytically and conceptually, expressing their ideas in writing and problem solving. Students will delve into topics studied in previous classes, and will also explore new topics including thermodynamics, quantum theory, advanced topics of equilibrium and electrochemistry. Advanced Chemistry is a fast-paced class requiring an active interest in chemistry, previous success with chemistry topics, and a willingness to work hard. Prerequisites: Science 2A and 2B, Math 3B and instructor recommendation. (1 CREDIT)

URBAN L A B S UAS Advanced Chemistry C: Environmental Chemistry is a culmination of the advanced chemistry sequence where students apply concepts and knowledge to real world problems and scenarios. These include environmental chemistry topics like atmospheric chemistry, local air pollutants, stratospheric ozone depletion and global climate change. Along the way, students also encounter chemical engineering and materials science topics like battery design, photovoltaic solar cells, fuel cells, biofuels, liquid crystals and nanotechnology. This course emphasizes student projects and real world solutions. Students are expected to perform independent research, design experiments, and engineer devices throughout the term, culminating in a final research project of their own choice. Prerequisites: Advanced Chemistry A and B. (1/2 CREDIT)

UAS Advanced Physics: Mechanics is an in-depth exploration of some fundamental topics in classical mechanics. The class begins by using equations to precisely describe the motion of objects in one and two dimensions. Then students

study Newton's laws of forces and motion, and see how they can be applied to the real world. Students investigate circular motion, gravity, and the conservation of energy, both in the context of motion and in broader systems. At the end of the course, students take a flying trapeze lesson, gather data, and analyze the physics of their flight. As an advanced class, Mechanics demands strong mathematical problem solving skills and abstract conceptual reasoning. Prerequisites: Science 2A and 2B, Math 3B and instructor recommendation. (1/2 CREDIT)

URBAN L A B S UAS Advanced Physics: Electricity & Magnetism builds on some of the major themes and skills of Mechanics, applying them to topics of electricity and magnetism. We begin the course by developing concepts of electrical charge, force and field through the study of static electricity and learn to apply those concepts to more common and useful examples with electrical current. Magnetism, especially as it relates to electrical current, is then explored and developed. Although the topics are abstract and difficult to imagine, many demonstrations and experiments help to make them tangible and relevant to real-life applications. In a culminating project, students apply principles to build an electromagnetic device of their choice. Prerequisites: Successful completion of UAS Advanced Physics: Mechanics and instructor recommendation; Math 3B. (1/2 CREDIT)

URBAN L A B S UAS Advanced Physics: Waves & Light continues to develop major themes and concepts from prior physics coursework. New topics include simple harmonic motion, sound waves, physics of music, electromagnetic waves, light and optics. The study of light also leads to a survey of modern physics, including quantum mechanics, high-energy physics and relativity. Students in this class will continue to investigate both abstract physics concepts and real-world applications. A significant amount of time is dedicated to experimental and procedural design, so that students become more adept in laboratory situations. Throughout the term, the science is linked to specific technologies and real-world situations. Completing all three terms of the UAS Physics sequence prepares students well for the SAT Physics subject test. Prerequisites: Successful completion of UAS Advanced Physics: Mechanics and instructor approval. (1/2 CREDIT)



ENGLISH

Though Urban English courses vary in theme and subject, all share common goals: students learn to read carefully, to question actively and to think clearly. The curriculum includes courses in the classics, as well as courses in both the literature of non-European cultures and in modern fiction and essays. The classes required of 9th and 10th graders, *The Journey*, and *Composition*, include a blend of such literary traditions and cultural experiences. Juniors and seniors choose among electives, and UAS Shakespeare is required of all 11th graders.

The Journey (English 1A and 1B), emphasizes the close reading of world literature and the preparation of a text for discussion. Students write frequently and in a number of forms, including expository essays and passage analyses, personal narratives and creative projects. Principles of English grammar are taught and reviewed. (1 CREDIT)

English 1A: Journeys examines themes and problems related to the ways that departures, journeys and homecomings influence the formation and development of character and identity. Celeste Ng's *Everything I Never Told You* and Yaa Gyasi's *Homegoing* form the foundation of this exploration into the travels and travails of journey-making, as characters manage obstacles, friendships, family and their sense of home.

English 1B: Destination — The Middle East continues the investigations of English 1A: Journeys, and explores the themes and questions that emerge from studying literature from other cultures and traditions. This literature encourages students to challenge assumptions about culture, history and traditions — both their own and others'. Texts include Gilgamesh; selected Sufi poetry; short stories by A.B. Yehoshua; *Men in the Sun*; *I'Jaam: an Iraqi Rhapsody*; and *Persepolis*.

Composition (English 2A and 2B) is a two-course sequence designed to help students assume the habits and instincts requisite for strong writing. In multiple and regular assignments, students develop and hone their ability to craft clear expository prose in response to literature and ideas; several creative writing assignments challenge students to evoke or echo a pertinent theme. The grammar component includes common and complicated problems in syntax. (1 CREDIT)

English 2A: American Voices — Part 1 explores the complexity of American cultures and the nature of personal identity, examining a variety of 20th century American voices in several forms: poetry, short stories, the novel, essays and speeches. Authors include W.H. Auden, Langston Hughes, Adrienne Rich, Gwendolyn Brooks, Sherman Alexie, Flannery O'Connor, Annie Dillard, J.D. Salinger, among myriad others.

English 2B: American Voices — Part 2 deepens the exploration begun in English 2A, focusing on longer works of literature, including *The Great Gatsby*, *Their Eyes Were Watching God*, *Maus* and *When the Emperor Was Divine*. The primary conceptual work involves discerning the shared problems and themes evoked by these texts, as well as examining the distinct ways each author and work contends with them.

UAS Shakespeare introduces juniors to the richness and complexity of William Shakespeare. Students read three major plays and study additional scenes and soliloquies. The course approaches Shakespeare from both a literary and dramatic perspective as we read aloud, discuss, and perform his works. Students study the texts through a close analysis of passages and explore themes, relevant literary concepts and character so as to deepen their understanding of Shakespeare's language. (1/2 CREDIT)

Politics and Language is designed to help students achieve greater clarity, control and precision in their writing. The course centers around how language and rhetoric are used to persuade, inform, manipulate and activate an audience. We examine current social and political issues, including immigration, mass incarceration, racial justice and American politics. Readings are drawn from current news sources — like *The New Yorker*, the *National Review*, *New York Times* and *Wall Street Journal* — as well as speeches and essays. Students choose some of their own topics and readings, and conduct conversations and interviews with audiences outside of the class. Writing assignments include a persuasive letter, a *New Yorker*-style profile, and other personal and opinion-driven essays. Across the term, we will practice revision and editing skills. Principles of English grammar are reviewed as well. (1/2 CREDIT)

Examining the Good Life will ask: What makes a good life? What kinds of happiness and fulfillment can we achieve in our lives? If we try to feel good, will we do good? How does the way we imagine the universe — and our self within it — shape our quest for happiness and fulfillment? We'll read a wide range of philosophical arguments (from ancient Greece, India and China, to modern Europe and America) and short stories, watch a few films, conduct an interview, and write analytically and creatively in order to help ourselves articulate and reconsider what it is we want from life. (1/2 CREDIT)



UAS Modern American Literature: Abroad At Home concerns three distinct but not unrelated American novels: Mark Twain's *The Adventures of Huckleberry Finn*, Junot Diaz's *The Brief Wondrous Life of Oscar Wao* and Toni Morrison's *Beloved*. The common condition is dispossession; the common problem a quest for wholeness and harmony amid pressures and social circumstances that thwart, fracture and disenfranchise. A serious and nearly constant challenge of the course is to attend to and understand the ubiquity and impact of racism on Americans and America. Supplementary and complicating "texts" include films by Ken Burns and Spike Lee.

(1/2 CREDIT)

UAS British Literature: Breaking Boundaries The British writers of the late 19th and 20th centuries were the inheritors of a literary tradition which included gender-bending Shakespeare and the wild Romantics. Partly through the influence of these writers, the word "queer" began to shift in meaning; while social conventions might be rigid, literature and life suggested a more fluid, complex reality. In 1928, Virginia Woolf published a novel with a gender-shifting protagonist whose various lifelines span four centuries; as Orlando puts it, "I'm sick to death of this particular life. I want another." Using Orlando as the central text, we will explore questions and definitions of identity, agency, self-expression, gender and sexuality in the works of authors who resisted easy or reductive labels and rejected comfortable conventions. We will place these authors in the context of their times, addressing historical and literary game-changers who pushed against boundaries and binaries to find more authentic, less defined spaces. Authors and works in addition to Woolf's Orlando may include: *The Bell* (Iris Murdoch) and *Maurice* (E.M. Forster), as well as some shorter works of fiction and nonfiction. (1/2 CREDIT)

UAS Poetry: Form and Meaning uncovers some of the mystery in reading and analyzing poetry by exploring a variety of poetic forms, from traditional sonnets to experimental performance art. The goal of this course is to engage in active study of the exciting and complex worlds that poems create. We'll investigate the freedom found in structure and the limitations of working without meter and rhyme. We'll write critically about poetry and honing our skills of poetic analysis; at the same time, we will grapple with the challenge of writing our own poems. Readings include poems by William Shakespeare, T.S. Eliot, Elizabeth Bishop, e. e. cummings, Allen Ginsberg, Anne Carson, Michael Ondaatje, Sharon Olds, Derek Walcott and many others. (1/2 CREDIT)



UAS The Naturalist as Writer: Environmental Change and Justice considers fundamental questions about humanity's relationship to nature, wilderness and ecological change. These include: What is the nature of environmental crisis and injustice? What happens to human and non-human beings and our relations with each other in a state of climate change, extinction, environmental illnesses and inequities, and ecological degradation? What are the root causes of our current conditions, and what are our options and pathways for reconstruction? To consider how writing itself can form ecological consciousness, we will read fiction, poetry, philosophy and natural histories about environmental destruction and the possibilities of different futures. Readings include: Rachel Carson, *Silent Spring*; Sandra Steingraber, *Living Downstream*; Deborah Bird Rose, *Wild Dog Dreaming*; William Cronon, *The Trouble with Wilderness*, or, *Getting Back to the Wrong Nature*; excerpts from foundational American environmental writers such as Henry David Thoreau, Ralph Waldo Emerson and John Muir; Octavia Butler, *Parable of the Sower*; Rebecca Solnit, *Savage Dreams*; and Valerie Kuletz, *Tainted Desert*. Students will write reading responses and generate visual projects; compose a personal history of their interactions with nature; and write analytical essays on the fiction, poetry and essays we read. (1/2 CREDIT)

UAS Advanced Shakespeare: Power Plays is a course for seniors who want to continue their study of Shakespeare in an in-depth course. This class will draw on students' knowledge of Shakespeare from their junior course and will further their understanding of his work on the page and on the stage. We delve more deeply into Shakespeare's plays and language, addressing character, theme and structure of scenes and plays. Students will be expected to work more independently on close textual analysis, performance projects and essays. We will explore some of Shakespeare's most memorable characters and address the play of power in his histories and (dark) comedies. (1/2 CREDIT)

UAS Introduction to Creative Writing is a multi-genre introduction to the art of creative expression through language. How do we create realistic characters? What are the essentials of convincing dialogue? How do we write stage directions? What role does language play in creating tone and mood? How do I work with perspective and point-of-view in crafting narrative? In answering these and other writing-related questions, this course will explore the conventions of writing fiction, poetry, plays, and screenplays while offering students the skills they need to tap into their creativity within these genres. Through critical reading, writing exercises, peer workshops, and instructor feedback, students will develop techniques that support effective drafting, editing and revising; they will also explore their creative strengths, develop a vocabulary with which to articulate those strengths, and experiment with their emergent personal voice. To support



our work, we will read from Stephen King's *On Writing* and *The Art of Series* to explore elements of craft, from syntax to plot development, from cultivating creativity to exercising professional responsibility. We will also read, analyze and critique our own work with an eye toward iterating and revising to develop a sizable portfolio of polished writing by the end of the term. (1/2 CREDIT)

UAS Faulkner introduces students to the tragic and lyrical vision at the heart of William Faulkner's best and most difficult novels and stories. Faulkner writes about the American South — the parochial anxieties and legacies and contradictions of the “Lost Cause” culture — but also about the moral calamities intrinsic to southern (and, by extension, American) history, chiefly but not uniquely racism and slavery. A deft storyteller, as well as a searching and profound philosopher, Faulkner lures us through the troubled waters of our nation's past as a way of attending to the less circumscribed domain we call the human condition. The course features the novels *The Sound and the Fury* and *Absalom, Absalom!*, the novella *The Bear* and 10 short stories. (1/2 CREDIT)

UAS Toni Morrison examines the works of the Nobel and Pulitzer Prize-winning author Toni Morrison, who examines the struggles of teenage boys coming of age in America; the damaging effects of white beauty standards; and the impact of parental expectations and history on adolescent lives. With lyrical, colorful, heartbreaking and uplifting prose, Morrison — the first black author ever to win the Nobel Prize in Literature — writes about intersectionality, adolescence and not fitting in, exploring the ways in which marginalized people both carry generational pain with them and create their own inner strength to overcome and succeed. The course features the novels *Song of Solomon* and *The Bluest Eye*, Morrison's critical works on marginalization and liminality, *Playing in the Dark* and *Origin of Others*, and a variety of essays and short stories. (1/2 CREDIT)

UAS Nigerian Literature explores the literature and cultural forms of a nation with remarkable diversity: languages (Igbo, Hausa, Yoruba, English, among many others), ethnicities (more than 250), and religious belief systems. This region hosted some of humanity's earliest civilizations, its recent history includes colonialism and civil war, and Nigeria is now the largest economic power on the continent of Africa — these factors contribute to the content and complexity of its literature. As we dive into the diverse perspectives of this nation, we will read works by authors such as Chinua Achebe, Chimamanda Ngozi Adichie, Wole Soyinka, Mfoniso Udofia, and Noo Saro-Wiwa, as well as other artists whose works exist outside of conventional publishing formats. Through these literary voices we will listen to how some Nigerian writers dramatize and express their inner and outer landscapes; how they inherit and integrate the legacies of their past; and how they view themselves against the broader backdrop of other African nations and the increasingly globalized world. (1/2 CREDIT)

UAS American Romanticism delves into a body of literature that emerges from 19th century New England but concerns itself with the “true places” that aren't written down on any map. We'll study the distinct styles, motifs, themes, problems and ideas in Nathaniel Hawthorne's short stories, Herman Melville's *Moby-Dick*, and the poems of Walt Whitman and Emily Dickinson. While these works may seem, at first, to have little in common, we'll endeavor to find the threads that connect them as they lead us into unmappable mysteries: life's origin, meaning and destination; the vast universe outside of us and the vast universe within us. We readers — like our authors and their characters — will explore such mysteries, as well as the limits of our ability to understand them. (1/2 CREDIT)

UAS Literature of Dystopia and Sci-Fi engages with the imaginations of authors and filmmakers as they render their “thought experiments” about oppression, individual rebellion, paranoia, morality, and the hazards of technological progress. This elective will offer a chance to debate, criticize and explore the critical warnings these texts offer. We will consider the question at the heart of science fiction and dystopian literature: What if? What if privacy were against the law? What if you were punished for your innate strengths? What if our attempts to improve our world actually destroy it? Writers may include Mary Shelley, George Orwell, Margaret Atwood, Ray Bradbury, Ursula Le Guin, Octavia Butler, Aldous Huxley, Isaac Asimov and Kurt Vonnegut. (1/2 CREDIT)

UAS Creative Nonfiction explores this compelling genre through excerpts from classic autobiographies, modern literary memoirs, personal essays and autobiographical poems. As we read and analyze the works of writers such as Michele de Montaigne, Mary Karr, David Sedaris along with excerpts from magazines such as *The Sun*, *Harper's* and *The Atlantic*, we study and replicate the elements that create an authentic voice. Writing will be both critical and personal—we will examine our own experiences, ideas and interests as a way of strengthening writing and investigating first-hand how to architect a narrative, create a scene, manage dialogue and connect effectively with readers. (1/2 CREDIT)

UAS Latin American Literature dives deeply into magical realism and its derivatives, both through the dominant writers of the “Boom” generation — Julio Cortázar, Gabriel García Márquez and Silvina Ocampo — as well as “Post-Boom” writers, such as Clarice Lispector and Julia Alvarez, who have also left their mark on Latin American literature. Their work is experimental and, owing to the political climate of the Latin America of the 1960s, also intellectual and political, using humor, passion, myth and emotion unabashedly. The course looks at the relationship between fiction and truth, imagination and freedom, and authorship and tyranny. Readings include *One Hundred Years of Solitude* by Gabriel García Márquez and a number of short stories and poems. (1/2 CREDIT)

UAS Modern Irish Literature: Identity on The Page and Stage examines the works of 20th century and contemporary Irish authors who engage in rich, layered awareness of identity. Considering that “Irish” in 20th century Ireland could be read as “loyalist,” “nationalist,” “bog Irish,” “Protestant,” “Catholic,” “revolutionary” and/or “terrorist,” the aim of this class is to develop a deeper understanding of what it means to construct a political, personal and national sense of self. The course will address some historical context in order for us to understand the complexity of Ireland and help ground the unique and varied voices of the writers we will read. The literature will include poetry and prose by several authors, including W.B. Yeats, J.M. Synge, James Joyce, Sean O’Casey, Eavan Boland, Bernard McLaverty, Mary Dorcey and Brian Friel. (1/2 CREDIT)

UAS Russian Literature: Dostoevsky and Chekhov introduces students to the rich literary tradition of 19th century Russia through two of its great writers. We spend several weeks on Fyodor Dostoevsky’s big novel, *The Brothers Karamazov*. Then we read about 20 short stories and two plays by Anton Chekhov. Assignments and discussion emphasize close reading and informed interpretation of a body of literature that provokes us to entertain questions and problems whose sources lie in the philosophical foundations of existence and the complexity of human character. Like the writers, we are most concerned with the intersections. (1/2 CREDIT)

UAS Harlem: Veils of Identity Considering the complexities of multiracial identity, our class will explore the proliferation of Black literary and artistic achievements in America within the White gaze. We will examine the generational tensions, interracial exchanges and class controversies related to the expressions of “high” and “popular” culture, “passing” for white, and questions of racial representation and racial construction during the Roaring Twenties in Harlem, New York. We will also examine the systems of artistic organization in literary publications of the times and their coming to terms with DuBois’ idea of “double consciousness” and living “within and without the Veil” of racial identity. Texts may include *The Souls of Black Folk* by WEB Du Bois, *The Autobiography of an Ex-Coloured Man* by James Weldon Johnson, the novels *Quicksand* and *Passing*, both by Nella Larsen, *The Harlem Renaissance Reader* for poetry, and various essays and short stories in the course reader. (1/2 CREDIT)

Journalism engages students in learning and practicing the fundamentals of news reporting, writing and editing while examining issues such as free speech, censorship, media ethics and the future of multimedia. Students report, write and produce a hard copy and online newspaper every eight weeks, including podcasts and video. Texts include *Inside Reporting* and *The Associated Press Stylebook*; students also regularly read *The New York Times*, the *San Francisco Chronicle* and *Newsweek*, as well as essays on journalism ethics and prose style by Tom Rosensteel, Samuel Freedman and Jon Franklin. The course meets all year during E periods and participating students earn one full English credit for their yearlong commitment. Open to Sophomores, Juniors and Seniors. (1 CREDIT; does not fulfill any Urban English requirement.)

HISTORY

Urban students must take two years of history for graduation. Freshmen take World History 1A and 1B, and the US history requirement is fulfilled in the 10th or 11th grade by taking both UAS Making America and UAS Remaking America. All other history classes are electives, which deepen and enrich the student’s understanding of particular societies and topics. The University of California system requires two semesters of non-US history in addition to the US history requirement. Many selective colleges expect that students take the equivalent of three years of history; many out-of-state public universities require three years as well.

World History (A) begins by examining the achievements and challenges of the Ottoman empire as it expanded across vast swathes of territory. Under increasing pressure in the 19th century, Ottoman rulers and residents rushed headlong to modernize their society, with varying amounts of success. We will study the outbreak of WWI and the state-led genocide of Armenian peoples, which culminated in the empire’s dissolution. In its aftermath, borders were drawn hastily, and nationalist and independence struggles ensued. We will end with this period, and focus our efforts on understanding what constitutes a nation, how they are built, and how culture and society are shaped — both from above and below (1/2 CREDIT)

World History (B) shifts its focus to the Asian-Pacific region and the modern Japanese empire. We begin with foundational belief systems from the pre-modern era and then examine Japan’s unification under its last feudal military government, which led to two and a half centuries of peace. The flourishing of arts and culture in the Edo period, as well as government bureaucracy, guide our study in this period. We then examine Japan’s conflicted relation with the West that leads to the modern era – the Meiji restoration, an embrace of certain Western ideals and the rise of Japan as a world power throughout the late 19th and 20th centuries. (1/2 CREDIT)

UAS Making America begins with encounters between Native Americans and Europeans, examining the cultural collaborations and challenges. The course then moves to the economic development of society, particularly through the development of and reliance on slave labor. The politics of the American Revolution and the founding of the nation provide the basis for examining the expansion of the country and the increasing conflict over slavery and states rights. Required to fulfill US history requirement. (1/2 CREDIT) (Sophomores or Juniors)

UAS Remaking America challenges students to understand and interpret the evolution of the nation — politically, economically, socially — in the 20th century. Beginning with the Great Depression and the New Deal, the course covers the changing relationship between the federal government and the American public. Students examine the Civil Rights movement and attendant social upheaval in America's cities, campuses, Indian reservations and households, each of which set the stage for the conservative counter-revolution that crystallized around Ronald Reagan and the rise of the New Right. Students complete an independent research paper in this course. Required to fulfill US history requirement.

(1/2 CREDIT) (Sophomores or Juniors)

Globalization asks students to ponder three central questions to shape our efforts: What is globalization? How has it affected people's lives and shaped the way people live? How have people influenced the process of globalization? In attempting to answer these questions, we will define globalization and its broad features, examine the current era of globalization in the economic and cultural realms, and apply the thematic lens of migrations – of people, ideas, commodities, and power. The course includes an independent research project. (1/2 CREDIT) (Sophomores only)

Screening History uses popular Hollywood films as vehicles to analyze US society through the 20th century. Students will study clips of films, research relevant historical context, and analyze how films reflect economic realities, social movements or geopolitical maneuverings of a particular time period. We begin with the rise of the medium. We then initiate our historical examination in the 1920s and conclude in the 1970s by examining how filmmakers engaged with the American role in Vietnam. The course includes an independent research project. (1/2 credit) (Sophomores only)

South African History introduces students to a continent rich in culture, religion, music and art through a focused study of South Africa. After a brief overview of the geography and demographics of the continent, students will explore the political, economic, religious and social organizations on a broad basis, extending from the pre-colonial period to the present. To hone in on South Africa, we will begin our study in the 18th century and continue into the 21st century. The focus will be on studying South Africa on its own terms rather than merely placing it into Eurocentric context of colonialism. (1/2 CREDIT) (Sophomores only)

Birth of Modern China closely examines three distinct periods of Chinese history: the end of Imperial China (1842-1911), Republican China (1911-1949) and Chairman Mao's China (1949-1976). In 100 years, China transformed from an isolated and independent empire to an internationally embroiled player on the world stage. Students in this course gain a clear understanding of how 2,000 years of dynastic rule collapsed and the significance of western politics and political philosophy in China during the first half of the 20th century. Students also investigate various attempts to recreate and revise a Chinese identity suitable for and powerful enough to engage the modern world. This course takes special care to utilize primary resource materials such as political speeches, propaganda art, literature and film. (1/2 CREDIT) (Sophomores only)

Contemporary Issues: Research and Writing allows students to focus on skills of inquiry, analysis and expression by producing an individual research paper. All topics will be drawn from stories making the news in the last 10 years. Initial readings (newspapers, newsmagazines, selected essays) serve to introduce students to major issues (domestic or international) of the day and jumpstart their thinking about a possible topic. Class meetings provide time to practice research skills, discuss elements of writing, edit and revise. Though the course is historical in nature, it aims to help students improve their approach to general research and strengthen their analytical writing. (1/2 CREDIT) (Sophomores only)

The French Revolution explores the birth of the modern era as the people of France catapulted their country from absolute monarchy to a revolutionary republic, taking hundreds of thousands of lives along the way. This tumultuous upheaval that reshaped Europe in the late 18th century started with the Enlightenment and ended with an uncertain future. The transformation of ideals into action during the French Revolution took many forms: an assertion of human rights that challenged ancient tradition; the mobilization of heretofore voiceless masses; the violent toppling of king and nobility; and many heads being chopped off, all in the name of *liberty*. (1/2 CREDIT) (Sophomores only)

Comparative Religion: Our Search for Meaning considers the question: what is the meaning of life? We explore some of the answers offered by Native American religions, Hinduism, Buddhism, Judaism, Christianity and Islam. Specifically, we focus on the following topics: creation, the nature of God and man, self-discovery, community, scriptures and rituals. We visit places of worship and invite spokespersons of various faiths to come speak to us. In addition, each student conducts a research project on a particular Bay Area religious community. (1/2 CREDIT) (Juniors and Seniors)





Economics: We begin by developing some basic micro and macro economic literacy. We will have a better sense of the impact of economic decisions on lives and ambitions. We will understand economics as fundamental to and derived from politics, jurisprudence, social justice, ecology, moral philosophy, culture, and technology. We will see that economics is a lens with which we examine and understand threads in the fabric of everyday life like college costs, health care, the music industry, gentrification, etc. We will understand economics as a practical philosophy of applied ethics whereby we consider how to best solve the problem of scarcity and environmental care. Thus, we will focus on two contemporary issues affecting local and global communities: income inequality and environmental sustainability. The last 6 weeks involve primers on income inequality and environmental sustainability culminating in a research project in the student's choice of one of these concerns. (1/2 CREDIT) (Juniors and Seniors only)

U.S. Foreign Policy in the 20th Century and Beyond examines the evolution of the nation's role in the world. From young upstart to global police force, the United States underwent a massive transformation in the scope and scale of its participation in international politics in the 20th century. What forces drove the increasingly interventionist policy? What have been the costs and benefits of American involvement in global affairs when it comes to war, humanitarian issues, arms, aid, development and the environment? The course begins with the Spanish-American War in 1898 when the United States commanded more attention as a major participant in international relations. From there, students will examine the shift away from isolation as the nation rose to prominence throughout the 20th century. Students will also explore current and future challenges facing the nation. (1/2 CREDIT) (Juniors and Seniors only)

UAS History of Women in America examines the history of the United States with women's lives at the center of the story. Rather than present a single, cohesive narrative of women in the United States, the course situates gender identity as inseparable from identities of race, class, legal status, and sexuality. The course traces a number of interrelated themes that emerged from rapid industrialization in the late-19th century and follows them to the present: the changing conditions of women as paid and unpaid workers; relations of power between groups of women; struggles for civil and political rights; repression and expressions of sexuality and gender; and contested spaces in the lived experiences of everyday people. (1/2 CREDIT) (Sophomores, Juniors and Seniors only)

UAS America Transformed: 1865-1929 is a thematically (rather than chronologically) organized course, which examines social, cultural and economic changes from the perspective of the "common" man and woman rather than that of the national political leadership. Through the lenses of race, class and gender, students explore the following topics: construction of racial identity and race hierarchies; the rise of big business and the ensuing battles between capital and labor for control of the industrial economy; urbanization; immigration and its impact on American culture; marriage and family; and the development of a consumer-driven, leisure-oriented culture. The ultimate aim of the class is for students to construct rich connections between each of the above topics. (1/2 CREDIT) (Juniors and Seniors only)

UAS Colonial Origins explores both the Colonial Period (1607-1765) and the American Revolution (1765-1788). Major themes in the Colonial Period include the origins and evolution of American Protestantism, the origins of European contact and relations with Native American tribes/nations and the transformation of both cultures in the course of contact; the origins of slavery and racism; the origins of an African-American culture; and the origins and evolution of a uniquely American culture in the colonial period. The American Revolution will cover the origins of the protest, the course of the War for Independence, and the 1787 Constitutional Convention. Readings will consist of an abundant and rich set of primary and secondary sources. (1/2 CREDIT) (Juniors and Seniors only)

UAS Constitutional Law is our study of Civil Liberties and The Bill Of Rights and focuses on a number of issues: freedom of speech, press and assembly; the rights of minors and students; and the rights of the accused. We read cases, visit courts and meet with lawyers. Readings include *No Heroes, No Villains* by Steven Phillips, *The Constitution* by Fred Friendly and Martin Elliott, and the original texts of several cases and opinions. (1/2 CREDIT) (Juniors and Seniors only)



UAS Contemporary China takes up the continuing debate over the extent of China's power in the world. Contemporary China seeks to understand the role played by the most populous country on earth. Specifically, the course takes an in-depth look at China since the Revolution of 1949. We begin the course with the reign of Mao Tse-Tung and the impact of his efforts to modernize the Chinese State. Students investigate the Cultural Revolution and its various impacts in China and beyond. A significant portion of the course looks at life after Mao and critiques Deng Xiaoping's decisions to "open" China to the west. The course continues with a close look at China's rapid industrial development and the ensuing environmental challenges this presented. Finally, students engage China's struggles with human rights and evaluate China's role in the global community. (1/2 CREDIT) (Juniors and Seniors only)



UAS Environmental History examines the settlement of North America and the expansion of the United States through the lens of the interactions between people and the land. Moving forward in chronology and as we sweep east to west across North America, students will examine the relations between Indians and settlers, the motivations behind westward expansion and the rise of industrialization. We will also examine environmental racism and the environmental justice movement. Students are encouraged to consider questions of land and resource use and the role of the market economy as they arise from an ethical perspective, as well as an historical one. Readings include *Encounters with the Archdruid* by John McPhee, *Changes in the Land* by William Cronon, and writings by Wendell Berry and Carolyn Merchant. (1/2 CREDIT) (Juniors and Seniors only)



UAS Asian American History introduces students to the diverse narratives of Asian diasporic communities in America. The course opens with the first waves of immigration in the mid-19th century to subsequent exclusion laws; the watershed moment of World War II and Japanese American internment; the Civil Rights Movement and the impact of U.S. Imperialism and the Cold War; and end with current issues facing various Asian American communities today. Students will explore themes related to individual and community action, cultural interaction and transformation, as well as othering and belonging in America. We take advantage of San Francisco's local history with off-site field trips and independent projects to better see the multicultural roots of our city and society. (1/2 CREDIT) (Juniors and Seniors only)

UAS History of South Asia explores a faraway and fascinating place — modern India, Pakistan and Bangladesh — from the mid 18th to the mid 20th centuries. Students are immersed in the culture and meet a range of characters from a rural midwife, to a tailor, to key figures like Mahatma Gandhi and Muhammad Ali Jinnah. Much of the early work is around understanding the setting and culture, and we will debate the early British action to outlaw the ritual killing of widows, read and think about Hinduism, investigate the arrival of Islam, weigh the arguments regarding control of Kashmir. The bulk of the course follows the anti-colonial efforts of the early 20th century as Indians agitate for independence, ending in the tragic Partition of 1947. This is an unusual offering for an American high school and will help you develop tools to study other distant places. (1/2 CREDIT) (Juniors and Seniors only)

UAS Race in Latin American History begins by examining the significance of race in the region from the colonial era through the 1930s, when a sea change in thinking about race resulted in the emergence of the ideologies that are prevalent in the region today. We will then examine the efforts of the post-1959 Cuban Revolutionary Regime to address racial injustice, and finish by exploring the current significance of race in the region through works in the fields of sociology, anthropology and political science. Major themes to be explored include: the importance of race in the Spanish colonial project, the impact of the wars of independence on race relations, the influence of international currents of thought, and the relationship between ideology and actual conditions. (1/2 CREDIT) (Juniors and Seniors Only)

UAS Medieval History introduces students to the rich and complex civilization of medieval Europe. This class begins with a speech and ends with a pamphlet. In 1096 Pope Urban II summoned the nobility of France to engage in a holy war to recapture Jerusalem setting off the first mass movement in European history. In 1517 Martin Luther, an obscure monk in a small German university town nailed 95 theses to a church door calling for a debate. Within three years Luther's call had shaken the Church to its core. New technology the printing press made possible

a revolution that no one had foreseen. In this class we will examine the growth of the Roman Catholic Church's influence and power from the Crusades to Luther. We will study how a variety of people challenged and questioned that power. We will meet Peter Abelard, a scholar, Francis of Assisi, a monk, Joan of Arc, a French teenage warrior, John Hus, an accused heretic and Martin Luther, a priest who threatened to topple the most powerful institution in Europe. We will read autobiographies, poetry, letters, trial transcripts and inflammatory pamphlets.

(1/2 CREDIT) (Juniors and Seniors only)

UAS Modern Middle East takes up the stories of three places — Israel/Palestine, Iran and Egypt — as students investigate a number of themes and issues: tyranny and aspirations for democracy, religion and secularism, civil rights and the status of women, western intervention, and nationalism and the nation state. Students gain fluency in the conflict over Israel/Palestine, the 1979 revolution in Iran and subsequent seizing of the American embassy, and the events leading to the Arab Spring in Egypt. Throughout the course, students will be challenged to recognize and wrestle with the preconceptions they bring to the study of this region. Our studies of all three countries begins in the late 1800s but will also include significant reading of contemporary news. (1/2 CREDIT) (Juniors and Seniors only)



WORLD LANGUAGES

Urban's language program offers students the opportunity to achieve advanced level proficiency in French, Spanish or Mandarin Chinese. Three years of study are required but most students continue for a fourth or fifth year. Classes are conducted in the target language at all times. A written and oral exam is offered for incoming students who wish to place into Levels 2 or 3. Urban's language teachers are committed to producing students who are not only proficient in a second language, but who also value and avail themselves of the cross-cultural knowledge linguistic proficiency unlocks and fosters.

Chinese 1 (novice level proficiency) is an intensive introduction to spoken and written Chinese language through contextual, real-life communicative activities. The focus is on pronunciation, vocabulary development and sentence formation, with students achieving the ability to speak and write a minimum of 300 words in simplified Chinese characters, and to read and listen effectively to a variety of elementary phrases and short passages. An important goal includes achieving intelligible pronunciation and intonation patterns. (1 CREDIT)

Chinese 2 (novice to beginning intermediate level proficiency) reviews the basics covered in Chinese 1 and deepens students' understanding of the material. In addition, students acquire and use an additional 300 characters. Short readings of authentic materials supplement the basic textbook and are discussed in Chinese. Students improve their writing skills and work on oral skills through presentations, communicative activities, games, cultural activities and reading-centered discussions. (1 CREDIT)

Chinese 3 (high intermediate level proficiency) gives students the opportunity to go further in-depth into Chinese grammatical structures and their use in everyday situations. By this time, students will be able to hold longer and more satisfying conversations, present more sophisticated oral presentations, and write more detailed essays. More discussions on Chinese culture, society, history and poetry will be done at this level as well. Students will continue to develop their literacy skills by acquiring less frequently used Chinese characters. (1 CREDIT)



UAS Chinese 4A: Language and Culture Immersion in Chinese This is the first course of the UAS Chinese series, a continuation of intermediate Chinese. Students continue learning vocabulary and sentence structures used in everyday situations through various forms of practice. It is a comprehensive course at the advanced level that intends to further develop students' aptitudes in the four key language skills (listening, speaking, reading and writing) of Mandarin Chinese. Students learn vocabulary and grammar via exploring Chinese pop culture and contemporary China through authentic material, i.e. pop songs, vlogs, films. In addition, students celebrate and understand the importance of traditional holidays through hands-on cultural activities. (1/2 CREDIT)

UAS Chinese 4B: Idiom Phrases (chengyu) This is the second course of the UAS Chinese series, a continuation of intermediate Chinese. This course focuses on intensive practice of spoken and written Mandarin with an emphasis on proper use of chengyu (idiom phrases), and building of vocabulary based on topics of interest and relevance. Students will enhance formal essay writing and conversation skills through learning chengyu. Students also learn traditional Chinese culture and examine the issues among contemporary Chinese societies. This class prepares students for a higher level of Chinese language learning. (1/2 CREDIT)

UAS Chinese 5/6A: Chinese through Films This is the third course of the UAS Chinese series. This course concentrates on expanding skills in understanding and using Mandarin through films from Mainland China, Taiwan and Hong Kong, with attention to the historical, linguistic, regional and cultural differences. Students examine contemporary Chinese films through multiple mediums of understanding (watching, script-reading, writing exercises) to better understand the culture, language and historical components of the Greater China Region. (1/2 CREDIT)

UAS Chinese 5/6B: A Closer Look at the Greater China Region This is the final course of the UAS Chinese series. The class aims to develop student aptitude in the four key language skills (listening, speaking, reading and writing) through examining technology/scientific development, social/environmental challenges, and regional/international political issues in today's Greater China Region. Students also explore aspects of Chinese language in traditional Chinese linguistics, historical linguistics, sociolinguistics and Chinese dialectology. Topics include historical sources, social variations and geographical distributions. This class prepares students for advanced studies in Chinese in college. (1/2 CREDIT)

French 1 (novice level proficiency) is an intensive introduction to spoken and written French and francophone culture through contextual, real-life communicative activities. The focus is on sentence formation and vocabulary development with students achieving the ability to speak and write effectively using the present and past tenses. An important goal is for students to begin thinking in French rather than translating from English. (1 CREDIT)

French 2 (beginning intermediate level proficiency) reviews the basics covered in French 1 and deepens students' understanding of the material. In addition, students acquire and use the simple and compound past tenses and are introduced to the subjunctive mood and to the conditional and future tenses. Short readings supplement the basic textbook and are discussed in French. Students improve their creative writing skills and work on oral skills through presentations, communicative activities, games, cultural activities and reading-centered discussions. (1 CREDIT)

French 3 (high intermediate level proficiency) gives students the opportunity to review past and present tenses and to complete their acquisition of all simple and compound tenses. By this time, they find conversation and writing in French easier and more satisfying and can express themselves in all tenses. Discussions of current events and of short stories, debates and oral presentations are typical conversation activities. (1 CREDIT)

UAS French 4A: Literature "Fantastique" – Creative Writing This course is an introduction to fantasy French literature. The stories, *Oriental Tales*, written by Marguerite Yourcenar, comprise folktales, fantasies and allegories, in which themes are as varied as the countries represented. From China to Japan, to the Balkans and India, the tales address questions about human nature and how one comprehends our world through various themes such as love, conquest, betrayal, religion, gender perception and passion. The stories share a mythological form based on pre-existing myths and legends. The aim of the course is to help students become more confident creative writers, to fully engage with the reading process, including ways to critically analyze texts. Students will converse and write on a variety of topics. Writing includes essays, personal reflections and literary analysis. Advanced grammar is reviewed and integrated into all skill areas. (1/2 CREDIT)

UAS French 4B: Post-Colonial Africa / Indochina and Neocolonialism This course examines political, socioeconomic and cultural challenges in a post colonial and globalized world. The class exposes students to the relationship between France and its former colonies from the first encounters to the current discourses about the "France Afrique," as well as to post-colonial theory and immigration literature. Students will be introduced to the diversity of Francophone Cultures through the diverse media, including documentaries, films and texts. We explore the Poets of the Negritude literary movement with essays and texts by Léopold Sédar Senghor and Aimé Césaire. Students review advanced grammar, write analytical essays, and work on multiple research projects. (1/2 CREDIT)

UAS French 5/6A: Theater of Ideas This course questions and examines the themes of freedom, tolerance and justice through the study of the philosophical

period of enlightenment, the existentialist movement and its philosophers, the Absurd, the New Wave and the impact of feminism. Students reflect on the contributions that the writers have made to our contemporary understanding of society and human existence. Texts include stories, plays and essays by Molière, Voltaire, J.J. Rousseau, J.P. Sartre, Albert Camus, Simone de Beauvoir and Ionesco. Students are expected to read carefully and engage deeply with the assigned texts, analyzing them critically for themes, form and content. They will demonstrate original ideas in essays, journals and short reaction pieces. In connection with their literary pursuits, students will be exposed to audio and video clips that offer them practice with daily communicative functions. (1/2 CREDIT)

Spanish 1 (novice level proficiency) an intensive introduction to spoken and written Spanish and Hispanic culture through contextual, real-life communicative activities. The focus is on sentence formation and vocabulary development, with students achieving the ability to speak, write, read and listen effectively using present and past tenses. An important goal is for students to begin thinking in Spanish rather than translating from English. (1 CREDIT)

Spanish 2 (beginning intermediate level proficiency) reviews the basics covered in Spanish 1 and deepens students' understanding of the material. In addition, students acquire and use additional past tenses, conditional and future tenses, and are introduced to the subjunctive mood. Short readings supplement the basic textbook and are discussed in Spanish. Students improve their creative writing skills and work on oral skills through presentations, communicative activities, games, cultural activities and reading-centered discussions. (1 CREDIT)

Spanish 3 (high intermediate level proficiency) gives students the opportunity to review different verb tenses and complete their study of the subjunctive mood. They will be able to hold longer conversations and debates, produce more sophisticated and detailed oral presentations about Hispanic culture and politics, and write essays, short stories and opinion pieces. The use of all the indicative and basic subjunctive tenses becomes more spontaneous and natural. (1 CREDIT)

UAS Spanish 4A: Crossing the Line: New Subjectivities in a Globalized Hispanic World The focus of this course is to examine the complex and sometimes contradictory experiences of new identities, whose thought and literature are not bound by national, racial or linguistic borders, but instead transit through them. We'll investigate how these new subjectivities exemplify the positive and negative effects of living in a globalized world. We'll explore fiction by Yuri Herrera, Sandra Cisneros, Julia Álvarez, essays by Gloria Anzaldúa, poems by Reinaldo Arenas, films such as *La Ciudad* or *¿Cuál es el camino a mi casa*, works that explore the border-defying experiences of immigrant, refugee and exiled subjects, as well as those of travelers, explorers, colonizers. Students will discuss texts, review advanced grammar, write analytical essays, and conduct a final project. (1/2 CREDIT)

UAS Spanish 4B: Memory, History and the Future in 20th Century Latin America This course begins by asking the question: is the past past, and can an entire continent recreate itself? We will investigate the power and sway of historical reputation on the individual, the national, and even the continental scale. We will study the genealogy of the dichotomy "Civilization and Barbarism" as it pertains to Latin America, and interrogate its subsequent reappearances and reinscriptions. We'll see the extent to which it appears in art, fiction and film as a kind of haunting or phantasmagoric subtext, even as Latin American countries hurl themselves in the throes of progress, development and visions of the future. We'll look at Frida Kahlo, Diego Rivera, Fernando Botero, read short stories by Gabriel García Márquez, Julio Cortázar, Juan Rulfo, Isabel Allende, and watch the film *También la lluvia*. (1/2 CREDIT)

UAS Spanish 5A/6A: Spanish Avant-Garde: Film, Literature and Art This course will provide an examination of literary and artistic movements in Spain in the 20th century, beginning with the country's critical response to the loss of its world empire in 1898, the burgeoning of modernism and the avant-garde in the 20s and 30s, the total reversal of these movements in the aftermath of the Civil War and the Franco dictatorship through 1975, and their dynamic regeneration and reinterpretation in the 1980s and 90s up to the present day. We'll engage with films by Pedro Almodóvar, fiction by Ana María Matute, art by Picasso and Miró, architecture by Gaudí and Calatrava, journalism and essays as we experience the dynamic shifts of a society grappling with its history and future direction. (1/2 CREDIT)

UAS Spanish 5B/6B: Contemporary Literature and Creative Writing in Spanish In this course students will study modern and contemporary literature in Spanish, organized around the four main genres of literature: narrative, poetry, essay, and drama. In addition, they will try their hand at being Spanish language fiction writers themselves. Throughout the term, after studying the components of what make up each genre and analyzing the particular styles and methods of different authors, they will write their own original piece in that genre. The aim is twofold: to help students become more confident Spanish fiction writers, and to foster reflection and engagement with the writing process. The course will be carried out as a seminar and a workshop. They will read each other's work, critique it, and help each other become better writers. As a final project, they will write, produce and act out a short play before their classmates. Texts to be read will include stories by Roberto Bolaño, César Aira, Marco Denevi; poetry by Pablo Neruda, Alfonsina Storni, César Vallejo; essays by Rosario Ferré, Octavio Paz; plays by Sergio Vodanovic, Sabina Berman. (1/2 CREDIT)

PERFORMING ARTS — MUSIC AND THEATER

The goal of the Performing Arts Department is to introduce students to the discipline and the creative process of the performing arts. We stress ensemble work in our classes and productions, creating a trusting environment that allows students to free their imaginations and develop self-confidence and spontaneity. Our classes accommodate students with no performing experience, as well as those interested in pursuing performing arts professionally.

MUSIC

Introduction to Urban Singers is a performance-oriented class in which students study vocal technique and basic musicianship skills. Students learn fundamental principles for successful singing in a choral environment. The repertoire is drawn from a broad range of styles, including pop, gospel, folk, rock, classical and jazz. Students in this class will join Urban Singers during the second half of Fall term. Upon successful completion of this course, students may join Urban Singers in the second half of fall term. Students are able to perform in the Winter Concert with the Urban Singers. (Open to freshmen and other interested students; meets during Fall term) Intro to Urban Singers is a prerequisite for performing with the Urban Singers. (1/2 CREDIT)

Urban Singers is a performance-oriented vocal group committed to musical excellence and the building of skills and community through ensemble. The concert repertoire is drawn from a broad range of styles, including pop, gospel, folk, rock, jazz and classical idioms. The ensemble is a musical ambassador for the school community, performing at school functions, neighborhood outreach centers and other Bay Area schools. Students will meet every other week in a smaller group for individualized training in theory and technique. Participating students earn one full arts credit for their yearlong commitment. (Yearlong commitment, meets for three E periods) Prerequisite: Intro to Urban Singers or instructor approval. Incoming freshmen enter this yearlong class after week 6 of Fall Term. (1 CREDIT)

Introduction to Jazz Band will prepare beginning instrumentalists for assimilation into Jazz Band by teaching the beginning tools and techniques in a supportive environment. This class will help musicians find their place in the band through specific, necessary instruction and assessment. Entering musicians will be part of a team, making the transition into the larger group smoother, more efficient and complete. Skills will include Chart-Reading, Improvisation, Musicianship, Ear-Training, Ensemble playing, Intonation, Theory and Repertoire Development. (Open to freshmen and other interested students; meets during Fall term) Intro to Jazz Band is a prerequisite to joining either Lab or Advanced Jazz Bands. (1/2 CREDIT)

Lab Jazz Band is a large ensemble focusing on development of the basic technical and conceptual skills required for participation in the Advanced Jazz Band. Previous experience on an instrument is recommended, but not required. Students will also perform in small combos incorporating non-jazz styles such as rock, pop, fusion and funk, depending on their experience. Combos will meet every other Thursday after school for the entire school year. Participating students earn one full arts credit for their yearlong commitment. (Yearlong commitment, meets during three E periods.) Prerequisite: Audition or instructor approval. Incoming Freshmen enter this yearlong class after week 6 of Fall Term. (1 CREDIT)

Advanced Jazz Band is a large ensemble specializing in music from the American jazz tradition. It focuses on performance and gives two major concerts a year. Previous experience on an instrument is required. Students also perform in small combos incorporating other styles such as rock, pop, fusion and funk, depending on their experience. Students work on improvisation and other fundamental skills in combos meeting every other Thursday after-school. Participating students earn one full arts credit for their yearlong commitment. (Yearlong commitment, meets during three E periods.) Prerequisite: Audition or instructor approval. Incoming freshmen enter this yearlong class (or Lab Jazz Band) after week 6 of Fall Term. (1 CREDIT)

Introduction to Chamber Orchestra is a performance-oriented class in which students study instrumental technique and basic musicianship skills. Students learn fundamental principles for successful performing in an orchestral environment ranging from sight-reading/singing for pitch accuracy to rhythmic dictation and basic conducting technique. The repertoire is drawn from the classical genre of music ranging from 1650 to the present day. This class is open to musicians of all levels. Upon successful completion of this course, students may join Urban Chamber Orchestra during the second half of Fall term. Students are able to perform in the Winter Concert with the Chamber Orchestra. (Open to Freshmen and other interested students; meets during Fall term) Intro to Chamber Orchestra is a prerequisite for Chamber Orchestra. (1/2 CREDIT)

Chamber Orchestra is an ensemble focusing on music from the Baroque and Classical eras through contemporary styles. The ensemble performs two large concerts a year. Previous experience on an instrument is required. Through rehearsal preparation, all students acquire pedagogical knowledge of their instrument, enhance their rhythmic skills, and increase their listening and ensemble skills. Additionally, students will rehearse in small chamber groups (one instrument on a part) with coaching sessions every other Thursday after school. In these small groups, students will learn how to rehearse independently, communicate effectively, and perform standard classical chamber music. Participating students earn one full arts credit for their yearlong commitment. (Yearlong commitment, meets for three E periods) Prerequisite: Audition or instructor approval. (1 CREDIT)

20th Century American Popular Music: From Ragtime to Rap Students will acquire a familiarity with the basic music structures and stylistic developments of American popular music, as well as becoming familiar with some of the major artists and innovators of this music. Particular vocal and instrumental styles that will be studied include Spirituals, Blues, Be-bop, Tin Pan Alley, Rap, Rock 'n Roll, American Musicals, and Rhythm and Blues. The goal of studying these genres is to give the student a sense not only of chronology but the interconnectedness of these forms. Our course materials will include primary source documents (newspaper articles and reviews, interviews, testimonials, and memoirs), and we will study recorded examples and videos by some of the major artists of the 20th century. Many of the recordings we hear will be hard-to-find archival recordings and videos of artists playing in their prime. (1/2 CREDIT)

Music Theory 1 answers the questions “How does music work? How does one create original music?” Music Theory 1 is geared toward achieving a greater understanding of and facility with the music that we listen to, perform and create. This course accommodates multiple experience levels; no previous experience is necessary. Students with previous experience will explore topics on a deeper, more challenging level. Topics include solfege, notation, intervals, scales, melodic writing, Roman numeral analysis, chords, basic chord progressions and musical forms. This course is a prerequisite for UAS Music Theory 2: Advanced Music Theory/Composition, UAS Applied Music Theory and UAS Music Production and Engineering. Open to Sophomores, Juniors and Seniors. Prerequisite: Intro to Chorus, Intro to Jazz Band, Intro to Chamber Orchestra or instructor approval. (1/2 CREDIT)

UAS Applied Music Theory: Tools for Performing Musicians is designed to apply fundamental and advanced theory concepts to individual instruments and voice. These include scales, modes, arpeggios, approach notes, patterns, harmonic substitutions, melodic manipulations and other devices. Students will use their own instruments and/or voices to perform and assimilate these concepts while discovering real world applications. Regular practice outside of the classroom will be mandatory as well as written homework and regular playing/singing tests. Prerequisite: Music Theory 1. (1/2 CREDIT)

UAS Music Theory 2: Composition explores the skills necessary to begin creating original music pieces. Students will continue to study music theory in conjunction with several compositional projects of varying size and scope. Through analysis and text students will gain a broad and in-depth understanding of how music is put together. The resulting compositions will be created and performed using both music notation software and live players. This class will re-introduce all elements of music (rhythm, melody, harmony and form) solfege, scales, harmony, ear training, theoretical analysis of progression, basic arranging and composition. These tools will be necessary as we explore modes, advanced harmony, odd meter, chromatic

solfege, symmetrical scales and more. Students will deepen their understanding of rhythm, develop their ears and incorporate new tools for composition. We will explore and master fundamental music writing skills, including notation, key signatures, relative scales and modes, melodic development, basic/advanced harmonic progressions and analysis. At the conclusion, students will have the option of taking an AP music theory test. Prerequisite: Music Theory 1 and instructor approval. (1/2 CREDIT)

UAS Music Production and Engineering will actively explore the roles and responsibilities of music producers and engineers from idea inception to finished product. Students will immerse themselves in basic studio technologies and recording procedures, focusing on digital audio technology. Students will learn about types of microphones, microphone placement, tracking, digital effects, mixing and editing, as well as talent management, preproduction and problem solving. There will be in-class evaluation of commercial recordings and student work. The class culminates in student-produced final recording projects, utilizing the skills taught throughout the class. Prerequisite: Music Theory 1 or instructor approval. (1/2 CREDIT)

Advanced Musical Ensemble provides an opportunity for senior musicians to build, rehearse and perform with a small group in any musical style. Seniors may participate in more than one group and may draw from the student body to fill out their group's personnel. The bands will work closely with a faculty mentor, but group leaders will also be expected to choose their ensemble's personnel and repertoire as well as run their own rehearsals. The class will culminate in a showcase performance featuring all student groups. (1/2 CREDIT) (Seniors Only)

THEATER

Theater 1: Playing Characters (Including Yourself) introduces students to the skills and habits of mind required for performance. Students will engage in theater games, improvisation, physical and vocal exercises, character development, original playwriting, scene study and monologue performance. Through these activities, students will increase their confidence in front of an audience, build greater physical and vocal awareness, enhance their observational skills, and develop their ability to reflect on their creative process. In cooperation with peers, they will gain greater access to their creativity and spontaneity, improve their ability to work collaboratively, and express themselves through writing and performance. We will take field trips to local professional shows, where students explore the elements and choices that make up a theatrical production, and become familiar with a variety of performance styles. This class serves as prerequisite for all advanced theater classes. (1/2 CREDIT)

UAS Theater 2 follows the basic groundwork established in Acting I. This class takes the next step in developing a strong and flexible acting technique. Through the continuation of the Practical Aesthetics technique introduced in the Acting I class using the textbook, *The Practical Handbook for Actors*, actors will continue to experiment with dramatic action in a variety of applications including: scripted scene study, improvisation, original scene study, monologue and audition work. Special attention will be given to the audition process, and each student will prepare and rehearse two audition pieces. In addition, directing techniques will be introduced. A selection of playwrights and their work will be studied as presented by the scene study projects. Prerequisite: Acting 1 or instructor approval. (1/2 CREDIT)

Circus Techniques teaches students to communicate with their bodies and broaden their physical vocabulary by developing skills in a variety of traditional circus arts. Basic acrobatic, juggling and trapeze skills teach students timing, spatial orientation and coordination. Forward rolls, headstands and handstands form the core of the acrobatic practice, and students then build creatively on that foundation. We look at the history of circus and how circus arts are integrated into contemporary performance. Work in circus arts requires both discipline and imagination and provides a strong foundation for anyone interested in pushing limits, expanding creativity and exploring spontaneity. The course culminates in a circus performance that is developed entirely in class time for the school community and public. No previous experience required. (1/2 CREDIT)

Peer Education Theater asks students to write and perform regularly through a constant stream of journal prompts and performance projects. Students mine their lived experiences and imaginations daily to produce solo and group scenes for the stage. The group practices a series of specific listening and witnessing skills, as well as collaborative decision making in group projects. The ensemble acquires stagecraft through regular improvisation and exercises for body and voice. In the second half of the term, focus shifts toward the production of a show, where students compile a script from their original written work and collective visions. The course concludes in a series of performances and community discussions. Prerequisite: An acting class or instructor approval. New Peer Resource students are required to take this course in their Sophomore year. (1/2 CREDIT)

Musical Theater Production (Fall) is a full-scale ensemble production in collaboration with the music program at Urban. We spend approximately 10 weeks in rehearsal, culminating in public performances in the Gumption Theater. Production work may involve guest artists in choreography, design and instrumental accompaniment. This class requires an understanding and ability to engage in acting and singing techniques, as well as strong dedication, energy and mutual support. Students will analyze and rehearse a scripted musical, including engaging in rigorous practice of acting, singing and dancing, both in rehearsal and independently. In

addition, students will explore the themes of the show and regularly reflect on personal progress. Please note that this class includes rehearsals after school three days a week throughout the term, and every afternoon during Weeks 9-11. Students may not participate in an Urban fall sport while taking this class. Prerequisite: Intro to Urban Singers or Theater 1. (1/2 CREDIT)

Theater Production (Winter) is an advanced acting class that stages a full-scale ensemble production. We spend approximately 10 weeks in rehearsal, culminating in public performances in the Gumption Theater. This class requires an understanding and ability to engage in acting technique, as well as strong dedication, energy and mutual support. Students will analyze and rehearse a scripted play, engage in research on the play's themes, apply writings by theater professionals, and regularly reflect on personal progress. Students will also engage with creative work in other aspects of production, including design, construction and publicity. Please note that this class includes rehearsals after school three days a week throughout the term, and every afternoon during Weeks 9-11. Students may not participate in an Urban winter sport while taking this class. Prerequisite: Theater 1 or Musical Theater Production. (1/2 CREDIT)

One Acts Festival is an advanced theater seminar that produces the spring One Act Festival. The Festival is a student-run production with opportunities for students to participate as writers, actors, directors, producers, or designers. Those Seniors interested in writing a play eligible for inclusion in the festival will develop work over the winter term in a required U1 Playwriting class. Playwrights will meet deadlines, revise drafts, and, ultimately, complete a stage-ready script by March. Seniors interested in directing, designing, or producing must enroll in the spring One Act Festival. Seminar participants will attend weekly production meetings and a series of workshops on directing techniques, as well as hold auditions, and organize and direct their own rehearsals. The class culminates in the annual One Act Festival, with public performances in May. The number of participants will be limited. (1/2 CREDIT) (Seniors Only).



VISUAL ARTS

The goal of the Visual Arts Program is to develop in students a familiarity with creative visual expression, moving beyond speaking and writing. Through different media and materials, we seek to introduce students to the vast potential of the visual arts as a means of self-expression and to engage their imagination and curiosity in giving their ideas aesthetic form. Our classes are designed to foster independent and flexible thinking, as well as discipline, risk-taking and perseverance. We ask students to reflect inward, to demonstrate commitment, curiosity and craft in creating their work, and to be courageous and trust the process of experimentation.

Drawing/Mixed Media focuses on developing observational skills, drawing techniques and creative thinking using a range of drawing media that includes charcoal, graphite, ink and mixed media. The process of drawing engages the student in quieting the mind, connecting the eyes with the hands and the imagination. Students will develop both technical abilities and creative responses to materials, ideas, feelings and imagery. Working abstractly, from their imagination and from observation, they will embark on a variety of projects that include drawings inspired by sound, contour line drawing, self-portraits and objects among others. The class culminates with a final independent project in which they synthesize and apply their knowledge of ideas, tools and processes, to an idea or image of their choice. In addition to a daily studio practice, this class includes outside readings, writings and regular sketchbook assignments. Open to all grades.



Architectural Design is a project-based studio class in which students employ innovation and imagination as they learn principles of architectural composition. Through a number of individual projects, students learn about topics related to the design of private and public spaces. The course will address foundations of the design process such as form, function, proportion, scale, and space. Students practice freehand and technical drawing as well as model making. Exercises in sketching and linear perspective are designed to increase the student's awareness of the architectural environment; this is accomplished through a series of form studies of nature, architectural forms, linear perspective and abstract elements of composition. Projects introduce the complexity of architectural design by engaging problems that are limited in scale but not in the topics they raise. Experiential, social, and material concerns are introduced together with formal and conceptual issues. Emphasis is placed on creativity, graphic presentation, and computer skills. Substantive studio work is supplemented by a survey of important monuments in the history of architecture. Field trips to local architectural sites and design studios will offer students a chance to experience San Francisco's rich and varied architectural resources. Open to 11th and 12th grade. Pre-requisite: Drawing, Painting, Printmaking, Sculpture, Industrial Design or permission of instructor.

(1/2 CREDIT)



Graphic Design approaches design as a concept, as a process, and as a set of tools for the materialization of an idea. In a visual culture where technology is quickly evolving, the need to be visually literate and design savvy becomes imperative for successful communication. Through practical and personal projects, we will learn to use Adobe design software including Illustrator, Photoshop and InDesign. Assignments will begin with the nuts and bolts of design principles. Students will learn about traditional and experimental design, layout techniques, and basic graphic design through smaller projects. Each project offers an invitation to think outside the box in terms of scale, materials, and formats to solve different real-world design problems. The course ends with an individual project either in printed or digital online format. Students will design original and elegant solutions that strategically move audiences to feel, think and act. Each project will explore questions that broaden our perceptions as image producers and consumers. Open to Sophomores, Juniors and Seniors who have taken Drawing or instructor approval. (1/2 CREDIT)

Painting is a studio class in which students learn to explore a range of approaches and technique to using this medium. The primary focus is around two fundamentals: technique and visual thinking. Technique includes learning about composition, color, light, texture and space while gaining comfort and confidence with paint. Visual thinking teaches how to communicate a feeling, idea or a vision and to how reach into one's own life for content and inspiration. Projects in class range from painting people, places and things while simultaneously exploring ideas about abstraction, representation and expression. Students are encouraged to reflect on their own lives, experiences, interests and hobbies as inspiration for their work while building one's skill and understanding of the paint. Studio work is supplemented with group and individual critiques, sketchbook homework (both assigned and independent), as well as readings and writings. The ultimate goal is for each student to develop an individual visual vocabulary and to transform an assignment into a quest that demonstrates curiosity, commitment and craft. (1/2 CREDIT)

URBAN Industrial Design is a course that uses the design process to develop ideas and explore the relationship between form and function. The vast majority of the products that we touch every day were designed by an industrial designer: a toothbrush, a coffee mug, a backpack, a chair, an iPhone. Through a series of projects and assignments, students will evaluate everyday objects and identify design opportunities in terms of aesthetics, functionality, efficiency, and sustainability. Small skills-oriented projects build up to the complexity of a collaborative bridge design project. The course culminates in a student-chosen final project that implements a comprehensive and accessible design process and utilizes sketches, 2D and 3D models, 3D printing, laser cutting, hand tools, and mixed media to translate a conceptual idea into reality. Prerequisites: Sculpture, one term of Physics, UrbanX Labs: Engineering and/or instructor approval. (1/2 CREDIT) (Open to Sophomores, Juniors and Seniors)

Sculpture: Clay and Mixed Media is a studio workshop class focused on making 3D sculpture, working with a variety of materials and ways of thinking three-dimensionally. Working in both subtractive and additive manners, students explore the relationship between form and content in materials such as tape, clay, wire, altered books and found object assemblage. Projects investigate representation and abstraction, the body in relation to objects, kinetic and/or mechanical objects, wearable sculpture and environmentally or architecturally inspired installation. Each student creates a life-size clay head over 4 weeks, working with a study of anatomy and expression. Students develop dexterity with tools, working with their hands and thinking expansively about the alchemical transmutation of unusual everyday materials in order to reveal the conceptual aspects of their work. Weekly homework includes making small sculptures at home by casting, carving, and baking as well as reading, writing and sketchbook assignments. Open to all grades. (1/2 CREDIT)

Photography is a studio class, offering students an opportunity to work more independently, deepening their understanding of photography's history and studio practice. The class includes a broad and intensive investigation into the properties of photographs and the meanings created when they are combined into groups, series and sequences. Students may pursue work in traditional black and white, color, or digital photography. Class exercises develop skills in composition, lighting, editing and printing images. Class demonstrations range from traditional processes to alternative techniques with a focus on individual creative expression. The ultimate goal is for each student to further develop their aesthetic vocabulary and to work independently, creating a body of work that demonstrates engagement, commitment and creative vision. Photography also includes outside readings, slide shows, sketchbook and writing assignments, a research project, visiting artists and a field trip. (1/2 CREDIT) (Open to Sophomores, Juniors and Seniors)

Video Production is a studio class, introducing students to the creative and technical aspects of video arts. Through viewing and studying the techniques employed by contemporary video artists and filmmakers, students will make several short videos practicing different approaches. Class exercises develop skills in story development, filming, composition, lighting, directing, editing, and working collaboratively. The ultimate goal is for each student to develop their aesthetic vocabulary further, to work both collaboratively and independently, creating short videos that demonstrate engagement, commitment and creative vision. Video production also includes sketchbook and writing assignments, viewing films outside of class, visiting artists and field trips. (1/2 CREDIT) (Open to Sophomores, Juniors and Seniors)

UAS Advanced Art: Media Arts will explore visual culture, where technology is quickly evolving, and how visual literacy is all the more imperative for successful communication and cultural engagement. This course approaches media arts — including photography, video and graphic design — as a concept, a process, and a set of tools for the communication of ideas. Through the study of the history of artistically engaged social movements, creative exercises and personal projects, students use still and video cameras, as well as editing and design software to articulate their vision. This course introduces students to the possibilities of working in media arts through the exploration of interactive and collaborative methodologies, digital tools, and a critical study of media culture. We will discover how interactive media, storytelling and social connections determine our public and private identities in personal, fractured and complex ways. With an emphasis on collaboration and peer feedback, students deepen their knowledge of the tools (both equipment and software) and dig deeper into the content of their work using a structured design process in order to achieve

more complex iterations of their ideas. Prerequisite: Photography, Video or Graphic Design. Open to Juniors and Seniors (1/2 CREDIT)

UAS Printmaking explores a range of printmaking processes, including monotype, collograph, and intaglio (drypoint and etching). Monotype offers spontaneity, collographs explore texture and materials, while drypoint and etching focus on precision of detail and composition. Students work with drawings, collage, color and photographs in creating the plates for their prints. A series of exercises revolve around the creative aspects important to any artistic pursuit, such as developing drawings, considering content, experimenting with composition, and learning what it is to be consistent and diligent with challenging projects. This class expects students to delve into substantial conceptual investigation as well as technical work. We look at pattern, mapping, self-portraiture and identity as well as political activism. The class encourages students to draw upon their own experiences and interests and to translate these into a visual vocabulary that is personally meaningful. Students work toward a final project working with multiple plates, juxtaposing images in layers to conceal and reveal different levels of meaning. This class includes both thematic and technical readings, research, sketchbook assignments, visiting artists and a field trip to a local printmaking studio. Open to Sophomores, Juniors and Seniors. (1/2 CREDIT)

UAS Advanced Art: Winter Art Show is a disciplined engagement with the making of art. In class students sharpen their technical skills and demonstrate an understanding of formal elements and conceptual ideas while working toward an exhibition of their work. Students develop fluency with visual vocabulary, utilizing appropriate materials and techniques to best articulate their ideas. Projects include short preparatory assignments, sketchbook work, journaling, writing, research and readings. The class culminates with a public presentation of their work that includes an exhibition and artist talk. Expanding each student's unique repertoire of methods, materials, and aesthetic and conceptual processes are essential to developing their personal vision in a creative and meaningful manner. NOTE: Advanced Art: Winter Art Show students will be recommended by faculty and then submit a proposal for review. The final class list will be selected from a pool of applicants. Prerequisite: Only with instructor approval and three previous terms of Visual Arts. Open only to Seniors. (1/2 CREDIT)

Art as a Daily Practice will combine hands-on art projects with a number of field trips to arts organizations and artist's studios. We will be looking at ways that artists practice art every day, considering both fine and applied arts, political activism, conventional exhibition spaces and alternative spaces, and various careers. We will also look at examples of art as a social practice, curating as social justice and a wide variety of ways that artists integrate activism into their practices. Each student will choose a focus for his or her own art making and commit to a daily practice — making something every day. This could translate into any number of mediums, working with collage, paint, sculpture photo, or something more conceptual, such as a performance art piece, creating scores for events, games, a mail art project, a sewing project or an installation. The assignments are open-ended and there will be ample independent studio time. Student work will be exhibited in May. (1/2 CREDIT) (Seniors only)



MULTIDISCIPLINARY COURSES

Urban offers several classes that span and blend traditional disciplines, encouraging students to connect and apply their skills and knowledge from a range of academic subjects. Many of these courses involve a significant field component, taking advantage of Bay Area resources, and all require substantive independent and/or collaborative projects. Assignments in these classes are frequently hands-on, and analyze contemporary problems in the Bay Area, California, the United States and/or the larger world.

California Studies is an intense course that focuses on how water affects the state of California in economic, environmental, political and daily ways. The class meets during B and C periods throughout the term, spending two weeks away from campus in late May. Most of us know little about our water supply beyond what we see fall between the tap and the drain. Where does the water in San Francisco come from? This class will trace San Francisco's water supply back to its source through indoor pipes, city streets, reservoirs, treatment facilities, tunnels, pipelines and along rivers to the snowpack. We will bike, swim, raft and backpack along these various water systems in our quest to understand the flow. We will attempt to comprehend the immense political and economic complexities involved in water use and distribution in the state of California. (Seniors Only) (Meets during two class periods) (1 credit; fulfills Service Learning 12 requirement)

Climate Change: Challenges and Solutions engages students to dive deep into one of the greatest challenges facing humanity. We start by exploring the dynamics of global climate and climate science. What kind of predictions can we make about how our planet will look in the future? What are the political, economic and social justice implications of action versus inaction? How can we communicate effectively about the challenges and what is at stake? Can we implement real, working solutions through resilience, mitigation and sustainable practices? This course will include field trips to speakers and panels, community events, and community engagement to provide context and depth to the scope of the challenges and solutions. Student-generated final projects will expand upon a curricular theme and the approach and outcomes should reflect the diversity of disciplines covered in the course. Depending on student interest, possible outcomes could include design projects (physical or digital), educational videos, mini-courses or research papers. (½ CREDIT) (Juniors and Seniors only)

Global Migration: Who, Where, Why examines current trends in the movement of people around the world. We will cover three themes—war and violence, poverty

and climate change—and how each impacts the movement of people. The goal of this course is to humanize the immigration debate and offer a deeper context of push and pull factors in the movement of people. In case studies and in engaging with local community organizations in the Bay Area working on migration issues, students will achieve a deeper and more nuanced understanding of global migration trends, social issues impacting migration, and the practical efforts of local organizations that work on migration issues. In addition to academic study and research, students will partner with a local organization serving the immigrant community in the Bay Area. This course is multidisciplinary and also meets the requirement for the Senior Service Learning course. The course will start with introductory frameworks around global migration, including international standards for refugees and migrant workers. Students will then investigate three different case studies looking at historical contexts and root causes of migration, experiences of migration, and experiences upon arrival. Students will conduct a final case study research project on a topic examining migration from one of three perspectives: South to South, South to North, or internal migration. (½ CREDIT) (Juniors and Seniors only)

Mathematics of Democracy explores how mathematics can illuminate the ways in which our society pursues the stated and unstated goals of our democracy. From a civics lens, we address the design, history and purposes of the US system of government. Then, blending civics and mathematics, we will investigate how we pursue those purposes and how mathematics helps illuminate the contradictions (stated vs. unstated goals, ideals vs. practice) in our democracy. In particular, students will analyze gerrymandering and the methods being attempted to measure it (and how they fail), as well as voting rights of minority populations. Finally, we will explore



alternatives to our system, including an analysis of how other voting systems work in theory and practice. This class incorporates both reading and mathematical problem-solving; students will be assessed by projects, reports and tests. Prerequisite: Math 3 (½ CREDIT) (Juniors and Seniors only)

UAS Theater, Social Change and Community links performance to larger societal issues and explores how theater is used to reflect and impact communities. The course examines how theater dramatizes social tensions, activates empathy across difference, and imagines ways forward. Students will study examples of protest theater and docudrama, trends in community-based performance, and approaches used in therapeutic and correctional contexts, and then apply these models to original dramatic work. Students will design structured improvisations, experiment with first-person spoken word, and create interview-based documentary scenes for community performance. Prerequisite: Theater 1, Peer Education Theater, or Sophomore Service Learning. (½ CREDIT)

Voices of Incarceration addresses the problem of “attention violence,” so named by civil rights activist Reverend William Barber II, describing how we turn our eyes away from the experiences of people who need it most. More than 70 million Americans bear the marks of the criminal justice system, and they—and their families—have been victims of that “attention violence.” This elective aims to turn the light of our shared attention upon them: their individual experiences, as well as the systems, beliefs and practices that created our current era of mass incarceration. Many forces converge to give America the highest incarceration rate in the world, from policing, to policy, to the justice system, to the emphasis on “correction” rather than “rehabilitation.” We’ll read the work of scholars and citizens in custody, and of oral historians and politicians. We’ll listen to podcasts and interviews, and we’ll meet with speakers who have been released back into their communities after spending decades under the surveillance of the state. Students will also work with The Beat Within, the Prison University Project and Restore Justice, organizations that are working to change the experience of citizens-in-custody by amplifying their voices, offering higher education and changing policy. (½ credit that can count toward English requirement or toward Service Learning 12 requirement) (Juniors and Seniors only)

UAS Rethinking Poverty looks critically at how different constituencies (artists, academics and activists, among others) have tried to recognize, define and understand poverty. From films like *Slumdog Millionaire*, to ads for Save the Children, to reports on “Living on \$2 a day in America,” representations of poverty abound—as do prescriptions for addressing it. Through such varied lenses as film, ethnography, literature and economics, we will investigate the virtues – and limitations—of these representations. We will explore the origins of the modern concept of poverty and the ideology of development that has arisen alongside, as

well as the metrics used to talk about both. The academic realm offers a variety of differing answers to some key questions: Who defines scarcity? What counts as deprivation? Where does inequality come from? In addition, we will apply a critical lens to our own investigation: Can poverty be defined from the remove of a classroom? How much and how well can we come to understand? How accurate and helpful are universal models and global standards in defining poverty? What assumptions do we bring to this study of what we’re calling poverty? And, finally, what can we actually do? (Junior and Seniors only) (½ CREDIT)

SERVICE LEARNING

For information on Urban’s pioneering service learning program, please see page 10.

Freshman Service Learning: Identity and Ethnic Studies is a six-week course designed for students to explore their identity and culture, as well as examine historical factors that shape social constructions such as race, ethnicity, nationality and class. This is an introductory course to the four-year Service Learning Program at Urban. The course will provide students with foundational tools, language and concepts for thoughtful and engaged community and global citizenship, which will be explored further during their 10th-12th grade Service Learning courses. Students are expected to understand how factors such as race, ethnicity, culture, immigration and class help shape one’s identity and experiences. During the course, students will further develop their sense of self-awareness, personal responsibility and purpose through the completion of an online journal, daily homework assignments, unit projects and a culminating final project.



Sophomore Service Learning: Identity and Community Partnerships is a six-week course that prepares sophomores to become responsible and resourceful citizens who partner with non-profit agencies and organizations working to serve a range of local needs and issues. The course introduces students to frameworks for effective citizenship, community engagement and professionalism. Students partner with organizations such as the Chinese Immersion School at De Avila Elementary, Playworks, Reading Partners and Urban Sprouts. There are three course goals: 1) Introduce students to working with a community partner; 2) Prepare students for independent 11th grade service learning internships; and 3) Review and preview how factors such as race, ethnicity, culture and class help shape one's identities and experiences. Throughout the six weeks of the course, students are expected to participate during in-class activities and discussions, as well as work in small groups at their assigned partner agency or organization. They will identify and craft a proposal for a potential 11th grade independent service learning internship, choosing an organization that has a mission that aligns with their individual passions, skills and values. Students are assessed on the quality and sincerity of their participation, written reflections, project proposals and presentations.

Junior Service Learning Independent Internship and Seminar: Identity at Urban and Beyond is a 12-week course in which students pursue independent service learning internships in the larger community once a week and engage in a twice-weekly seminar to arrive at new understandings of identity, social constructs and the influences they have on their experiences. Through weekly journals, in-class activities, and group discussions, students identify and challenge their initial assumptions and explore their identities in relation to society at large. Additionally, students explore mediums for positive community engagement through the inclusion of multiple perspectives. Students are evaluated on the quality and commitment of their endeavors, written reflections, an annotated bibliography coupled with a class presentation and authentic participation in all parts of the course.



Senior Service Learning: Independent Internship and Synthesis Seminar is a 12-week course in which students continue to pursue independent service learning internships in the larger community and engage in twice-weekly synthesis seminars to bring together their three previous years of coursework in the department. In these seminars, students will deepen their understanding of the social context of their service internship. The purpose of the course is to serve as a stepping-stone for students to become fully and independently engaged citizens beyond the walls of Urban. In the fourth year of the Service Learning program, students will conduct an active inquiry using principles from Participatory Action Research on a group-elected issue. Students are assessed through their engagement in weekly reflections and participation in class discussions. The final assignment for this class consists of a letter of recommendation from their site supervisor, a final resume and a final group project.

HEALTH COURSES

Freshman Health encourages students to explore and gather relevant and current information that will help them make informed decisions regarding their health and will support them in living out personal values in daily life. Through readings, activities, discussions and videos, students will learn how their own personal values, as well as the values of others around them impact the decisions they make. The intention is for this class to be both informative and enjoyable where each student will participate in their own learning. Required for Freshman. (Six week course.)

Sophomore Health focuses on human sexuality, personal integrity and where the two intersect. Over the course of the six weeks, students are given instruction in a broad and inclusive definition of sexuality, as well as reproductive anatomy, puberty, understanding sexual behaviors, and how to assess the emotional and physical risks and benefits of various behaviors. We do this within various contexts, such as social networking, family structures, the academic environment of school and parties. In addition, the class spends a lot of time discussing personal integrity and intuition, how to be assertive, as well as how to deconstruct various interpersonal relationship dynamics and make decisions within those interactions that would yield more positive outcomes. Students engage in reflection through journal writing, class discussion, small group work and partnered problem solving. The goals of the course are: to gain a better understanding of one's moral values and how to practice them daily; to acquire credible and correct information about sexuality, to practice articulating and standing up for one's beliefs, and to deconstruct and better understand interpersonal relationship dynamics and how one fits into them. Required for Sophomores. (Six week course.)

TUITION AND FEES

Tuition and fees for the 2019-20 school year are \$48,941. This includes tuition of \$48,491 and a laptop use fee of \$450. To assist families in making this important investment in their child's education, the school has several payment options, including monthly payments, a loan program and a financial aid program. For more information about these options please visit www.urbanschool.org/admissions.

Urban School of San Francisco admits students without reference to race, color, sex, religion, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. Urban does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin in administration of its educational policies, financial aid program, athletic and school-administered programs.

Urban School of San Francisco is accredited by the Western Association of Schools and Colleges (WASC) and is a member of the National Association of Independent Schools (NAIS), the California Association of Independent Schools (CAIS), the Council for Advancement and Support of Education (CASE), and the Secondary School Admission Test Board (SSATB), the National Association of College Admissions Counselors (NACAC) and the Independent Curriculum Group. Urban also has relationships with A Better Chance, Inc. (ABC), the Bay Area Teacher Development Collaborative, the Bay Counties League, and is a partner and summer locale for Aim High.



Urban School of San Francisco seeks to ignite a passion for learning, inspiring its students to become self-motivated, enthusiastic participants in their education — both in high school and beyond.

CORE VALUES OF THE URBAN SCHOOL



Learning is an active, joyful process of discovery where students are challenged to ask essential questions, solve problems in disciplined and creative ways, and construct substantive understandings under the guidance of passionate and inspiring teachers.

Academic excellence is demonstrated by depth of conceptual understanding and achieved through rigorous engagement, comprehensive assessment and thoughtful self-evaluation.

We honor **the uniqueness of each individual** and embrace diverse backgrounds, values and points of view to build **a strong, inclusive community** and to prepare students for lives in a multicultural society.

Students best grow in personal responsibility and self-worth in **a school characterized by trust, honesty and mutual respect** among students and teachers.

We are committed to reflection, evaluation, evolution and innovation as means to improve teaching and learning.

Learning extends beyond the classroom to instill in students a sense of mission and purpose as citizens of the larger community and world.

As we prepare students for college, **we celebrate the vitality of adolescence** and the abundant possibilities for intellectual growth and personal achievement during these four years.

COLLEGE MATRICULATION FROM 2015 TO 2019

American University.....	2	Indiana University at Bloomington.....	2	The University of Arizona.....	1
Amherst College.....	3	Johns Hopkins University.....	3	The University of Edinburgh.....	1
Bard College.....	1	Kenyon College.....	4	The University of Iowa.....	1
Barnard College.....	11	Lafayette College.....	1	The University of North Carolina at Chapel Hill.....	1
Bates College.....	3	Lake Forest College.....	1	The University of Texas, Austin.....	2
Bennington College.....	1	Lehigh University.....	2	Tufts University.....	9
Bentley University.....	1	Lewis & Clark College.....	2	Tulane University.....	11
Berklee College of Music.....	4	Loyola Marymount University.....	1	University College Maastricht.....	1
Boston College.....	1	Macalester College.....	4	University of British Columbia.....	1
Boston University.....	12	Marquette University.....	1	University of California	
Bowdoin College.....	2	Massachusetts Institute of Technology.....	1	Berkeley.....	3
Brown University.....	9	McGill University.....	3	Davis.....	7
Bryn Mawr College.....	2	Middlebury College.....	6	Los Angeles.....	17
California Polytechnic State University, San Luis Obispo.....	5	Mills College.....	1	Riverside.....	2
California State Polytechnic University, Pomona.....	1	Muhlenberg College.....	1	Santa Barbara.....	3
California State University, Channel Islands.....	1	New York University.....	24	Santa Cruz.....	8
California State University, Chico.....	1	Northeastern University.....	13	University of Chicago.....	5
Carleton College.....	2	Northwestern University.....	5	University of Colorado at Boulder.....	1
Carnegie Mellon University.....	1	Oberlin College of Arts and Sciences.....	14	University of Denver.....	3
Case Western Reserve University.....	1	Occidental College.....	5	University of Michigan.....	4
Chapman University.....	2	Oregon State University.....	1	University of North Carolina School of the Arts.....	1
Claremont McKenna College.....	1	Pitzer College.....	8	University of Notre Dame.....	1
Clark University.....	2	Pomona College.....	6	University of Oregon.....	11
Colby College.....	1	Pratt Institute.....	1	University of Pennsylvania.....	4
College of Charleston.....	1	Princeton University.....	1	University of Puget Sound.....	2
Colorado College.....	2	Purdue University.....	1	University of Redlands.....	2
Columbia University.....	3	Reed College.....	7	University of Rhode Island.....	1
Connecticut College.....	2	Rensselaer Polytechnic Institute.....	2	University of Rochester.....	2
Cornell University.....	4	Rhode Island School of Design.....	4	University of San Francisco.....	1
Dartmouth College.....	1	Saint Louis University.....	1	University of Southern California.....	11
Dominican University of California.....	1	San Francisco State University.....	3	University of St Andrews.....	1
Duke University.....	1	Santa Clara University.....	5	University of Vermont.....	3
Eckerd College.....	1	Sarah Lawrence College.....	8	University of Virginia.....	1
Elon University.....	1	Scripps College.....	6	University of Washington.....	2
Emory University.....	2	Seattle University.....	3	University of Wisconsin, Madison.....	1
Fordham University.....	5	Skidmore College.....	9	Vassar College.....	1
Franklin & Marshall College.....	1	Smith College.....	5	Wake Forest University.....	5
Georgetown University.....	1	St. Olaf College.....	1	Washington University in St. Louis.....	5
Georgia Institute of Technology.....	1	Stanford University.....	5	Wellesley College.....	2
Grinnell College.....	1	Swarthmore College.....	2	Wesleyan University.....	11
Hamilton College - NY.....	2	Syracuse University.....	2	Whitman College.....	2
Hampshire College.....	3	The American University of Paris.....	1	Whittier College.....	2
Harvard University.....	1	The College of Wooster.....	2	Willamette University.....	1
Haverford College.....	1	The Evergreen State College.....	1	Worcester Polytechnic Institute.....	2
Hobart and William Smith Colleges.....	1	The George Washington University.....	3	Yale University.....	5
		The New School - All Divisions.....	5		

NOTES

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Urban

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