



THE UNIVERSITY OF  
**CHICAGO**  
LABORATORY SCHOOLS

2025  

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2026

# University High School **PROGRAM OF STUDIES**



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## Introduction

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This *Program of Studies* booklet describes the courses that will be offered in the High School during the 2025–2026 academic year. Selections represent ongoing refinement of a curriculum that is constantly being revised.

- Before registering for courses each year, students should consult with their parents or guardians, teachers, advisors, and counselors. A typical load in the High School ranges from four to seven classes per term.
- The recommended maximum load is seven classes, and the maximum allowable is eight. Every student must be enrolled in a minimum of four classes at all times, none of which can be an Independent Study.
- Students should plan carefully in order to distribute their academic commitments evenly over four years. They should avoid overloading the first three years or postponing many requirements until Grade 12.
- Balancing all aspects of the high school program—academic classes, athletics, and extracurricular activities—leads to a more rewarding high school experience.

In selecting courses, please also bear in mind the limitations imposed by the mechanics of scheduling and class size. Every effort will be made to accommodate the preferred schedule of each student, but it is important to have alternative choices in mind. This is particularly true for students in Grades 11 and 12, who may be choosing among courses where only a single section is possible. The more single-section courses requested, the higher the probability that two or more of them will be in conflict with each other.

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

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

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

## Graduation Requirements

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

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

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

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

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

- Service Learning—required for graduation.
- Advisory—all students enrolled for all four years.
- Assembly Program—attendance required when scheduled.

May Project is a program available to students in Grade 12 during the month of May.

**Early Graduation:** There may be a rare instance when early graduation is appropriate for a student. Students who wish to graduate in fewer than four years must meet all graduation

requirements. The first step is to schedule a meeting with the high school principal prior to the start of Grade 11.

## Sample Four-Year Programs

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

**Example 1: A balanced program that reflects the decision to enroll in four interests as a Grade 9 student, allowing for at least one free period on four of five days.**

First Year	Second Year	Third Year	Fourth Year
English World Language Intro to Computer Science* Math Science OR History Music and/or Fine Arts Physical Education	English World Language Math Science History Physical Education Fine Arts <i>Service Learning</i>	English World Language or Elective Math Science History Physical Education Journalism <i>Junior College Workshop (spring)</i>	English Math Science World Language or Elective History Computer Science <i>Senior College Workshop (fall)</i>

**Example 2: Humanities Interest**

First Year	Second Year	Third Year	Fourth Year
English World Language Intro to Computer Science* Math History Music/Fine Arts Physical Education	English World Language Math Science History Journalism Physical Education <i>Service Learning</i>	English World Language Math Science History Journalism Physical Education <i>Junior College Workshop (spring)</i>	English World Language Second World Language History Electives Music/Fine Arts Journalism Science (non-lab) <i>Senior College Workshop (fall)</i>

**Example 3: Math/Science Interest**

First Year	Second Year	Third Year	Fourth Year
English World Language Intro to Computer Science* Math Science History Music/Fine Arts Physical Education	English World Language Math Science History Physical Education Computer Science <i>Service Learning</i>	English World Language or Elective Math Science History Music/Fine Arts Physical Education <i>Junior College Workshop (spring)</i>	English World Language Math Science Elective: Statistics, Computer Science, Second Science <i>Senior College Workshop (fall)</i>

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

First Year	Second Year	Third Year	Fourth Year
English World Language	English World Language	English World Language	English World Language or

Intro to Computer Science* Math Science History Fine Arts or Music Physical Education	Math Science History Fine Arts or Music Physical Education <i>Service Learning</i>	Math Science History Music or Fine Arts Physical Education <i>Junior College Workshop (spring)</i>	Fine Arts/Music Math or Fine Arts/Music Science or Fine Arts/Music Computer Science <i>Senior College Workshop (fall)</i>
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\*Introduction to Computer Science meets half the number of periods compared to standard courses.

## Grades and Grade Point Averages

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

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

Grade point averages are based on all of the student's courses taken at University High School in which letter grades are awarded (excluding any University High School summer school courses). It follows a 4.0 system, with no honors points or weighted grades.

Cumulative grade point averages are calculated at the end of each semester of completed courses. Class rank is neither calculated nor shared with colleges.

In rare and exceptional circumstances, the High School Administration may determine that it is in the best interest of a student to take a course Pass/Fail. A course taken as pass/fail will count toward graduation requirements but will not be calculated in the GPA. For questions, please reach out to the High School Administration, which makes the final decision.

## Academic Support and Intervention

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We are committed to providing all of our students with the tools, strategies, and resources needed to succeed during their high school academic journey. Our program is designed to foster a supportive learning environment to ensure that access to resources is readily available. Through collaboration and active progress monitoring, the Learning and Counseling Department, teaching faculty, parents, and students partner to distinguish U-High as an institution that intentionally nurtures an inclusive and equitable learning experience for all students.



## Writer's Center

The U-High Writer's Center supports Lab's mission to promote in all students "an enduring spirit of scholarship, curiosity, creativity, and confidence." The Writer's Center is guided by a philosophy that understands writing as a process rather than a means to an end. Therefore, instead of "fixing" student writing or working toward a specific grade or outcome, the Writer's Center invites students to think out loud, try new approaches, and evaluate and reflect on their writing—ultimately equipping students with skills and strategies that will serve their writing and thinking going forward. This student-centered approach means that students set the agenda for meetings and retain authority and authorship over their writing.

The goals of the Writer's Center are to:

1. support students in developing a positive relationship with writing that serves them throughout their academic, personal, and professional lives;
2. encourage a reflective, recursive approach to writing;
3. provide a comfortable, inviting, inclusive space in which to write; and
4. develop and expand conversations about writing across departments and throughout the U-High community.

To advance these goals, the Writer's Center offers free, individualized, one-on-one consultations scheduled in advance to U-High students of all grades, backgrounds, and abilities at all stages of the writing process. Center staff are available to help with writing for any purpose, from class assignments to independent creative writing projects to college admissions essays. In addition to writing consultations, students are invited to come to the Writer's Center to write independently at any time during the school day.

## Math Help Room

The Math Help Room is open during all Lab periods on regular curricular weeks, and any open Lab periods for a given class grade during co-curricular weeks for drop-in sessions with a member of the Math Department. Any High School math student may drop in to ask questions or to work on math assignments.

## Academic Support & Academic Intervention

**Academic Support:** Students who earn two "C–" grades or one "D" grade at the end of a semester will receive a letter of academic support via email. This letter of academic support will begin a process whereby the student must meet with their counselor, advisor, and the assistant principal or their designee to identify what is impeding the student's progress and establish a plan to address the impediments. This plan might include regular check-ins with the student's school counselor or learning coordinator, communication with the student's teacher(s), and progress report reviews at the mid-semester following the end of term for which the student received their letter of academic support. Following the meeting to discuss impediments and

identify a plan, the student and their parent/guardian will receive a copy and will be expected to follow the stated plan to rectify impediments and improve academic performance.

**Academic Intervention:** Students who earn two “D” grades or a single “F” grade in any given semester will be placed on academic intervention. Placing a student on academic intervention serves to express serious concern about their academic performance and to provide an incentive to study and get help. It establishes a system for implementing a plan for strategies, support, accountability, and success. Students who are identified must meet with a member of the high school administration, their counselor, their learning coordinator, their advisor, and their parents/guardians within four weeks of the start of a new semester. The goal of the meeting is to determine what led to the resulting grade(s) and to implement a plan for strategies and support that center on the student’s responsibility and commitment to success. This plan might include regular check-ins with the student’s school counselor or learning coordinator, partnership with the student’s teacher or teachers through frequent communication and progress updates, structured work periods (as permitted within a student’s schedule), communication with outside providers (support), and progress report reviews at the middle and end of subsequent semesters. Being placed on Academic Intervention might also preclude a student from taking Advanced Topics or accelerated courses, and their participation in travel for extracurricular programming may be restricted.

Once an academic intervention meeting has been convened, the principal will communicate a summary of the meeting in a letter via email to the student and their parent/guardian. The school counselor and/or learning coordinator will monitor the student’s progress throughout the following semester and may modify the plan as needed in conjunction with the high school administration. If a student is placed on academic intervention for a second semester, even if nonconsecutive, the administration may determine that their U-High enrollment contract will be conditional or withdrawn for the following year.

## Repeating a Course

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Students who drop a course or withdraw from a class may be required to enroll in the course the following year. The student will be required to repeat the course in its entirety. Students who fail a course required for graduation will repeat it the following year. The original course and failing grade will be recorded on the transcript as “F-RT,” and the course will be removed from the GPA calculation and receive zero credit. Subsequent enrollment in the repeated course will appear on the transcript with the appropriate credit and GPA.

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

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

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### Adding a Course

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

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

### Dropping a Course

Students can withdraw from **yearlong courses** up to two weeks after parent-teacher conferences in the fall and will have no notation of that class on the transcript. For **semester-long courses**, students can withdraw up to two weeks after midterm comments are published and will have no notation of that class on the transcript. Students must complete a Schedule Change Form (available in the Learning and Counseling office), have it signed by their parent/guardian and teacher, and then must submit it to their counselor. Students must continue to attend the course until their counselor processes the drop. Students must take a minimum of four classes.

Students who drop a class at any other time during the academic year will be assigned a mark of either WP or WF and will receive no credit.

### Changes in Level

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

If a mid-year level change is made to a yearlong class, only the newly enrolled course will appear on the transcript, along with an accompanying grade and credit. An agreement within the department, in coordination with the department chair, will be reached (and shared with students) regarding how the grade is transferred into the new course grade.

In the Mathematics Department, students wishing to switch from an accelerated course to its parallel regular course may do so at any time during the year. In the Science and History Departments, students can switch from an accelerated or advanced course to its parallel regular course up to two weeks after parent-teacher conferences in the fall, provided that the section of the regular course is not full. Such a move should be made in consultation with the student's teacher and the teacher of the new course, and in consultation with the department chair and

school or college counselor. Together, the teachers will determine how the final grade will be assigned. The transcript will reflect only the course that the student completes.

## Co-Curricular Programming

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### **Advisory Program**

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

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

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

### **Assembly Program**

Co-curricular assembly programming is designed to support the mission and values of the Laboratory Schools serving to deepen our bonds with one another and further develop a sense of connection, community and responsibility. During co-curricular weeks, students are scheduled to attend workshops and assemblies on a range of topics that invite them to think critically about their experiences as members of the Lab community and beyond. Co-curricular assembly programming is facilitated by members of Learning and Counseling, the Director of Diversity, Equity, and Inclusion, the Title IX Coordinator for Lab, the High School Dean of Students, faculty, invited speakers, and/or student facilitators with presentations and activities that focus on students' interpersonal, academic, health and wellness, and social-emotional needs.

During these sessions, students are invited to reflect on their personal and familial values, consider the impact of their actions towards others regardless of intent, and delve deeper into personal decision-making. Co-curricular assembly programming also creates opportunities for



the whole school to gather to celebrate one another's accomplishments and positive contributions to the community, as well as explore and share their artistic abilities.

# Counselor Programming: School Counseling and College Counseling Programs

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## School Counseling Program

School counselors work with students across all grades to address developmentally relevant issues in the areas of adolescent health and wellness. The curriculum complements U-High's academic program and addresses the social and emotional themes and needs during adolescence. Counselors' work with students is guided by the [CASEL framework](#), focusing on the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In collaboration with learning coordinators, college counselors, parents/guardians, and when needed, outside providers, the program aims to educate students about behaviors and attitudes that have the potential to influence healthy school-home balance, movement toward self-actualization, academic performance, and overall well-being. Counseling programming will take place in a variety of settings, including Advisory, co-curricular periods, and academic classes. Students will be invited to practice skills and concepts introduced during programming as part of their self-care routine.

### **Grade 9 Program**

Grade 9 programming focuses on facilitating a successful transition to the high school setting. Building on the themes discussed during Grade 9 orientation and retreat, sessions highlight identifying and utilizing resources, establishing school-home balance, managing stress, cultivating mindfulness, and communicating respectfully. Students are expected to schedule individual check-ins with their assigned school counselor during the first month of school.

### **Grade 10 Program**

Grade 10 programming aligns with the Service Learning program and emphasizes the students' responsibilities to themselves and their community. Adolescent risk behaviors, such as experimentation with, use, or abuse of substances, and the accompanying vulnerabilities, are explored through varying perspectives. An emphasis on self-care and being a supportive peer and community member is highlighted throughout this series. Students are encouraged to schedule check-ins with their assigned school counselor.

### **Grade 11 Program**

Grade 11 programming recognizes the increasing maturation, independence, and responsibilities that accompany the latter half of high school and middle adolescence. Through the lens of self-reflection, topics focus on self-care, including mindfulness and sexual decision-making, as well as fostering healthy relationships. Students are encouraged to schedule check-ins with their assigned school counselor.

### **Grade 12 Program**

Grade 12 programming supports the work of students in the college transition process

and provides a space for reflection on their high school experience. There is an emphasis on mental health and healthy behaviors that support positive life choices. The program highlights navigating the shift to a post-secondary environment, with intentional exploration of academic and social aspects of young adult life. Students are encouraged to schedule check-ins with their assigned school counselor.

## College Counseling Program

College counselors support the mission of the Schools by encouraging our students to do their best work, engage in school life, and be active participants in life outside of the school. College Counselors:

- View the college process as an educational experience in itself.
- Support the worth and value of each student and their postsecondary aspirations.
- Encourage students and families to consider “fit” as the most important factor of the college decision—academic, social-emotional, financial, and quality of life
- Provide factual information, feedback, and advice to help students and their families make informed decisions.

As in the school counseling program, college counselors’ work with students is guided by the [CASEL framework](#). Students in Grades 11 and 12 are assigned to informational college workshops during the Thursday Advisory period to work in small-group settings on the information needed for the college-planning process. Materials covered in these sessions, as well as other resources, are posted in the Schoology course set up for each college counselor’s cohort, and in the opt-in Schoology group for parents/guardians of each graduating class.

### Grade 11 Program

Junior College Workshop sessions are conducted by all of the college counselors during the winter and spring months. Topics include, but are not limited to, the following:

- Navigating Naviance
- The Junior Questionnaire
- Testing
- Course Registration
- Choosing a College
- Visiting a College
- College Application Overview
- Creating Your Common Application
- Writing the College Essay
- Teacher Letters of Recommendation
- Financial Literacy, Aid and Scholarships for College

These required sessions supplement the individual and family college-planning meetings that students and their parents/guardians schedule during the eleventh-grade year.

### **Grade 12 Program**

Students meet weekly in the fall and three times in the winter with their college counselor during the Thursday Advisory period. These sessions provide college counselors with the opportunity to address general tasks, deadlines, and responsibilities related to the college application process. Topics covered in these sessions include, but are not limited to:

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

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

### **Parent/Guardian Programming**

Parent/Guardian programming is designed to educate families on topics relevant to their child's grade level. Programs are publicized in Enews and include a registration link for parents and guardians.

- Grade 9 Parent/Guardian Program
- Grade 10 Parent/Guardian Program
- Financial Aid Parent/Guardian Program (open to all Lab parents/guardians)
- College Entrance Exam Parent/Guardian Program (open to all Lab parents/guardians)
- Grade 11 Parent/Guardian Program
- Grade 11 Parent/Guardian Coffees (3)
- Grade 12 Parent/Guardian Program
- Grade 12 Parent/Guardian Coffees
- College Admissions Deans' and Directors' Event
- Sending Twelfth Graders Off to College Parent/Guardian Program

If questions arise before the official college counselor assignments occur (in October of Grade 11), Grade 9 and 10 students and families are welcome to speak with their school counselor, who will coordinate a meeting with a college counselor.



## The Pritzker Traubert Family Library

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The library is central to the High School program. It offers a rich supply of resources, both in support of the curriculum and for the personal growth and enrichment of each individual student. The collection includes approximately 29,000 books, dozens of magazines, and an expanding selection of digital resources, including ebooks, audiobooks, and a wide range of databases. The collection is continually updated to support the curriculum and respond to students' and teachers' requests. The online catalog and databases can be accessed online via the Student Portal through the Maroon Zone.

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

Librarians are available at all times to help and instruct students individually and in small groups with research and recreational reading and to work with teachers and learning coordinators to ensure access to all necessary materials.

Many teachers bring their classes to the library for orientations and instruction on conducting research and using database searches. Librarians create research guides for classes, give book talks, teach information literacy, and arrange author visits. The library also sponsors two student-led programs: a Book Club and a High School Library Advisory Board (HLAB)

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

For materials not available in the library, librarians encourage and assist students in accessing public libraries, special libraries, and museum collections in the city.

# The Program

## English

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### Introduction

The French writer Flaubert wrote to an acquaintance about the importance of reading: Don't read only to amuse yourself or to fill your head with practical information, but instead, "read in order to live." Reading is at the heart of the high school English curriculum, and we want every student to experience the vital reading that Flaubert identifies. To that end, the curriculum of the English Department is designed to help students read literary texts closely in order to explore and discover what the text says, what the text might mean, how the text creates conversations with the individual reader and the world they live in, and how the author achieves that magic.

In our classes, writing is both a tool for thinking—about a text, about oneself, about the world—and for engaging with others—to inform, persuade, or even move readers. Particularly in the first two years, students build confidence by practicing style and mechanics and by carefully considering the rhetorical strategies that connect a writer with their target audience. Over four years, students learn the fundamentals of literary analysis: to identify and consider the patterns of evidence, to draw specific conclusions, and to organize a focused argument logically and coherently. In all of our writing instruction, whatever the mode or genre, we value process as crucial to creating a product and to building student independence.

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

### English Department's Grading Purpose Statement

Success in English is determined by achievement in several skill categories: critical reading, writing (critical, personal, and creative), discussion, and process and reflection. Across those categories, we value two fundamental aspects of learning:

- The "what": essays, projects, quizzes, and exams that demonstrate comprehension, analysis, organization, clarity, and style.
- The "how": informed exploration of ideas, constructive self-reflection, conscientious work habits, and open-minded collaboration among students as they engage with culturally and stylistically diverse texts and activities.

To help students and families best understand where a student stands and how they can improve, at multiple points throughout the school year, teachers will evaluate performance based on the achievement of learning objectives in the categories above. Course syllabi explain how those categories combine into a single letter grade, but each category is a core element of student learning and deserves distinct consideration.

## English 1

**Course Number: 1110**

**Credit: 1**

**Prerequisite: None**

In Sandra Cisneros’ novel *The House on Mango Street*, protagonist Esperanza learns that writing can “keep [her] free” and that stories help “the ghost” of her past to not “ache so much.” In English 1, we will explore the power of storytelling. By reading a wide range of stories—from a variety of time periods, places, genres, and points of view—we will consider how these stories work to create meaning. Students will learn different strategies for having active conversations with the various texts, and they will consider how these texts are also having conversations with each other. Students will also learn to analyze the text by looking closely at specific parts, thinking about the effects of these parts, and drawing deeper conclusions. Students will have opportunities to write for different purposes and audiences: to explore their reactions to a story through journaling, to explain their interpretation of a text, and to express their own voice through poems, vignettes, or personal stories.

All students study several core texts. In recent years, those have included Homer’s *The Odyssey*, Sandra Cisneros’ *The House on Mango Street*, Clint Smith’s *Counting Descent*, and Shakespeare’s *Macbeth*, along with other short fiction and poetry. Students will also choose a book to read independently alongside the core texts and unit themes.

While the pace at which individual student work varies, teachers target 45 minutes of focused preparation for each class meeting, with homework often including reading, journaling, and annotating.

## English 2

**Course Number: 1114**

**Credit: 1**

**Prerequisite: English 1**

Alluding to Shakespeare’s *The Tempest*, the poet W. H. Auden claimed that in every writer there “dwells an Ariel, who sings, and a Prospero, who comprehends.” In English 2, students will develop both sides: like Ariel, writing to move others, and like Prospero, writing to make sense of literature, oneself, and the world.

English 2 builds on the skills of observation, expression, inference, and connection that students developed in English 1. Students will closely read, broadly explore, and deeply analyze literary works, as well as consider how they illuminate our world and our individual lives. In response to the literature, students will write short papers to explore how characters change or compare to one another—two modes of analysis that will form the basis of writing in English 3.

In addition to our study of literature, the course will include stand-alone writing units on a variety of genres, such as personal narrative, process essay, and compare-contrast essay. In doing

so, students will consider how a writer’s objectives affect choices about words, sentences, and structure, and they will write to develop their voices with confidence, clarity, and style.

Texts will include a variety of short fiction and non-fiction, and at least two longer narratives. Recent texts have included Chinua Achebe’s *Things Fall Apart*, Art Spiegelman’s *Maus*, Jhumpa Lahiri’s *Interpreter of Maladies*, and F. Scott Fitzgerald’s *The Great Gatsby*.

While the pace at which individual students work varies, teachers target 45 minutes of focused preparation for each class meeting, with homework often including reading, journaling, and annotating.

### English 3

The English program is designed to develop thoughtful, reflective, independent readers and writers who enter into dialogue with the text and others. Students in English 3 will build upon the close reading and composition skills developed in English 1 and English 2 in order to write persuasive literary analysis essays that demonstrate this attentive reading and dialogue with the text. Students will write a minimum of four essays throughout the year, allowing them practice in such steps as establishing a thesis, organizing and developing their ideas, analyzing evidence, and addressing the audience and purpose of their papers. The practice in this new genre of academic writing will help students develop the habits of mind that champion engaged, critical citizenship. English 3 also includes a unit on writing the personal essay.

While the pace at which individual student work varies, teachers target 45 minutes of focused preparation for each class meeting, with homework often including reading, journaling, and annotating.

All English 3 courses cover the same skills and adhere to the same grading and evaluation criteria, but each English 3 teacher develops an individual curriculum with unique texts and thematic focus. Students will be able to indicate their preferences when they register. While we will carefully consider these preferences and endeavor to place students in one of their top choices, the need to maintain balanced classes that allow for rich and engaged class discussions, as well as scheduling constrictions from other departments, may hinder this goal. We hope that these varied course options will both pique your interest and invite you to explore new content. Below are brief descriptions of English 3 options for the upcoming year.

### In Search of Sanity and Self

**Course Number: 1109**

**Credit: 1**

**Prerequisite: English 2**

In Toni Morrison’s novel *Song of Solomon*, the character called Guitar offers this advice to his friend: “You wanna *fly*, you got to give up the sh\*t that weighs you down.” When you think about it, flight, in this context, could literally describe the action of soaring like a bird into the sky; however, another meaning of flight—*escape*—complicates the meaning beautifully. So,



what do you do to escape from insanity or injustice to preserve yourself? How do you “give up the sh\*t that weighs you down?”

We'll read *Intimacies* (by Katie Kitamura) in which an international court interpreter for alleged war criminals struggles to uphold her integrity. Next up is *One Flew Over the Cuckoo's Nest* (by Ken Kesey) in which the narrator, half Native American and half white, searches for sanity and self-preservation in a psychiatric ward. Similarly, in *The Razor's Edge* (by W. Somerset Maugham), a Chicago WWI pilot, Larry, tries to make meaning out of his life after his best friend sacrifices himself in a dogfight for Larry to live. We will finish the year with the poetry book *Motherfield* (by Julija Cimaſiejeva, translated from Belarus by Valzhyna Mort and Hanif Abdurraqib) celebrating the resilience and determination of humankind to resist living in a dictatorship.

Walking the sharp edge of life's razor is not easy. Whether in search of freedom from oppression, heteronormativity, sexism, or racism, these texts will inspire us to soar freely like a bird into the sky.

## Love and War

**Course Number: 13001**

**Credit: 1**

**Prerequisite: English 2**

You've heard people say that all's fair in love and war. However, the idiom really describes a situation in which people do not follow the usual rules of behavior, when the emotional turmoil of love or the severity of war makes people feel justified in doing things that are normally considered *unfair*. In this class, we will read about people in extreme circumstances, caught up in the sweep of history and tumult of love. Texts may include Madeline Miller's *Song of Achilles*, excerpts from Homer's epic *The Iliad*, Ian McEwan's *Atonement*, Arthur Miller's play *All My Sons*, Tim O'Brien's *The Things They Carried*, and Chimamanda Ngozi Adichie's novel *Half of a Yellow Sun*, as well as poetry and films.

## Contemporary Latina Literature

**Course Number: 13002**

**Credit: 1**

**Prerequisite: English 2**

This class will explore books written by Latinas in the last half century. Some of the books will center on the Latina experience, while others will centralize different facets of the broader Latinx experience, such as labor rights, immigration, and white validation. Books that will be read include *Anita de Monte Laughs Last* by Xochitl Gonzalez, *Oye* by Melissa Mogollon, *The Book of Unknown Americans* by Christina Henriquez, and one of Helena Maria Viramontes's

canonical texts. The goal of this course is to provide an expanded, and relevant, understanding of what it means to be a Latina in this era.

## **Monsters, Inc.**

**Course Number: 1105**

**Credit: 1**

**Prerequisite: English 2**

Humans have been telling stories about monsters for as long as humans have been telling stories. From Polyphemus to Pennywise, these creatures have helped us face our deepest fears and taught us what it means to be human. The word *monster* comes from the Latin verbs *monstrare* (to reveal) and *monere* (to warn). But what do they reveal? Of what dangers do they warn?

We'll explore these questions with the help of fairy tales and films such as Hayao Miyazaki's *Spirited Away* and Ishirô Honda's original *Godzilla*. Possible core texts include the epic poem *Beowulf* (translated from Anglo-Saxon by Seamus Heaney), Mary Shelley's sci-fi classic *Frankenstein*, Kazuo Ishiguro's haunting dystopia *Never Let Me Go*, Albert Camus's absurdist novel *The Stranger* (translated from French by Matthew Ward), Max Brooks's oral history of a zombie apocalypse *World War Z*, and Truman Capote's true-crime account *In Cold Blood*. Over the course of the year, students will also design and create a monster and monster story of their own. Sign up for monsters (if you dare)!

## **Much Madness: Haunting Stories and Irrationality in the Modern World**

**Course Number: 13003**

**Credit: 1**

**Prerequisite: English 2**

In a poem, Emily Dickinson asserts that “Much Madness is divinest Sense— / To a discerning Eye—.” In other words, many seemingly wild behaviors might be really sensible, and many accepted customs seemed “the starkest Madness”—to her, at least. Who decided which was which? The “majority.” The powerful.

Readers have always been fascinated by stories of the supernatural, phenomena beyond rational measurement or understanding. From the Romantic period on, even writers who did not believe in the existence of spooks wrote weird or supernatural stories to challenge the powerful and their monopoly on the definition of “reasonable.” Our readings—allegories, thought experiments, dream visions, and fantastic tales—include stories and poems by foundational writers from the 19<sup>th</sup> century to today and from around the globe—from Poe to Murakami, from Dickinson to Borges. A headless rider and a disappearing elephant, a midnight meeting with the devil and a

carriage ride with Death—the hauntings in these texts invite us to explore the dark fabric of modernity and our fears about what lies beyond the limits of human reason. In addition to our study of written texts, the class will also include a unit on film.

## English 4

English 4 consists of two semester-length courses that will engage students in a wide variety of literary texts in the fall and allow them to explore multiple genres and modes of writing or storytelling in the spring. Students will be able to indicate their preferences for both their fall and spring course when they register. (Note that final placement may be contingent on balancing class sizes or restrictions on the overall high school schedule from other disciplines.) English 4 is designed to further develop students' independence in their reading, exploration, and writing. Certainly, students will still be provided with support, guidance, and feedback as they tackle their writing projects, but after a full year of instruction on the literary analysis essay during English 3, the emphasis will now shift from process to content. Students should be ready to follow their instincts and reasoning as they arrive at their own conclusions.

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

Students must enroll in both a fall 2025 course and a spring 2026 course. Students will receive a final grade at the end of each semester.

## ***Fall Semester***

Drawing from a wide variety of materials, all fall courses emphasize the close reading of literature and analytical writing. Read through the individual course descriptions below, and then follow the directions in PowerSchool and/or provided by your English teacher for ranking your preferences and registering.

### **After the Hurricane: Stories of Identity, Nature, and Resilience**

**Course Number: 14101**

**Credit: 0.5**

**Prerequisite: English 3**

In this elective, we'll travel down to the bayou areas of the Gulf Coast and explore the waterlogged worlds of the 'Glades, the Bathtub, and the Pit. We'll meet three extraordinary characters who shape lives out of the muck and fight to live and love authentically. Despite the

weight of racism, poverty, and patriarchy, we will marvel at their resilience as they face hurricanes both literal and metaphoric.

Through our reading of Zora Neale Hurston's *Their Eyes Were Watching God* (1937), Jesmyn Ward's *Salvage the Bones* (2011), Benh Zeitlin's *Beasts of the Southern Wild* (film, 2012), and supplemental texts, we will consider some larger questions: How are internal and external aspects of *identity* shaped and influenced by one's community? How are discriminations and oppressions based on gender, race, and class related to the *exploitation and destruction of the environment* (a critical theory called *ecofeminism*)? What can these texts teach us about the nature of *resilience*?

## **Beauty's End: Zadie Smith, E.M. Forster, and Knowing Your Lens**

**Course Number: 14102**

**Credit: 0.5**

**Prerequisite: English 3**

In E.M. Forster's *Howards End*, published in 1910, the dysfunctional family of a liberal intellectual and a conservative capitalist fights to a costly peace on a small, idyllic farm in the shadow of London. A century later, in *On Beauty*, fellow Brit Zadie Smith reimagines the conflict: At a small college on the fringe of Boston, a liberal and a conservative professor battle across lines of class, gender, and race, while their young adult children grasp for some semblance of identity in the resulting sociopolitical muddle.

Both novels examine the search for voice and connection in the face of what might be seen as seismic change or debilitating stagnation—depending on your perspective. We'll start with Smith's work, where we might most readily see ourselves, and then we'll look at Forster, the source of her inspiration. As with English 3, we'll explore patterns of language, imagery, and symbolism, and we'll think about how we personally connect to the texts. But this time, we'll push into literary theory, too. How might looking at these novels through "lenses" like psychoanalysis, Marxism, gender studies, race theory, postcolonialism, poststructuralism, deconstructionism, or ecocriticism help reveal new elements we might have missed? And how must we be careful not to let any such lens block us from seeing the text's full power?

## **One Semester on One Hundred Years of Solitude**

**Course Number: 14103**

**Credit: 0.5**

**Prerequisite: English 3**

Taken from the back cover of *One Hundred Years of Solitude*: "One of the most influential literary works of our time, *One Hundred Years of Solitude* remains a dazzling and original achievement by the masterful Gabriel García Márquez, winner of the Nobel Prize in Literature. *One Hundred Years of Solitude* tells the story of the rise and fall, birth and death of the mythical town of Macondo through the history of the Buendía family. Inventive, amusing, magnetic, sad

and alive with unforgettable men and women—brimming with truth, compassion, and a lyrical magic that strikes the soul—this novel is a masterpiece in the art of fiction.”

Often considered the foundational text for magical realism, we’ll spend the entire semester with *One Hundred Years of Solitude* as our focus. Please keep in mind that this is a long, high-difficulty text, and annotations will be central to ensuring comprehension. The course will also incorporate additional material such as Colombian history, an analysis of film, and translation.

## **Shakespeare and Lonergan: Discovering One’s Humanity in Plays of Old Age and Youth, Classic and Contemporary**

**Course Number: 1128**

**Credit: 0.5**

**Prerequisite: English 3**

*King Lear*, often called Shakespeare’s greatest play, and maybe the greatest piece of literature ever written, is the story of how an aged king becomes a man. In the work of one of our finest contemporary playwrights, Kenneth Lonergan, we similarly follow the struggles of characters—often youthful ones—coming into their humanity. Whether the characters are very old – like Lear and the 85-year-old grandmother in Lonergan’s *The Waverly Gallery*—or quite young—like Lear’s daughters and the youthful “tryers” in Lonergan’s *Lobby Hero* and *This Is Our Youth*—their challenge is to become more human, and it is never easy or certain.

## **Why Can’t We Be Friends?**

**Course Number: 14104**

**Credit: 0.5**

**Prerequisite: English 3**

Many stories emphasize the power of friendship and connection with others, stressing the importance of responsibility, loyalty, reliance, service, and love. In this course, we’ll look at how various forces come between friends and permanently affect their relationships and the rest of their lives. How we understand those forces and their effects will be central to this class and will, hopefully, help us reflect on how we see ourselves in relation to others.

We will read the works of some very significant American authors: novels by John Steinbeck’s *Of Mice and Men*, Toni Morrison’s *Sula*, and Carson McCullers’s *The Heart is a Lonely Hunter*; a play by Sophie Treadwell, *Machinal*; and possibly a story/novella by J.D. Salinger, “Seymour: An Introduction.”

## **Spring Semester**

Spring electives will offer students opportunities to focus on literature, creative writing, and/or other modes of communication. Students should read through the individual course descriptions below, and then follow the directions in PowerSchool and/or provided by their English teacher for ranking their preferences and registering.

### **Be the Main Character**

**Course Number: 14201**

**Credit: 0.5**

**Prerequisite: English 3**

Frustrated with his whimsical storyteller of a father and wanting to put childish things aside, the eponymous protagonist in Salman Rushdie's allegorical novel *Haroun and the Sea of Stories* angrily asks, "What's the use of stories that aren't even true?"

In this course, we will take his question to heart. Perhaps as a child you loved looking through picture books, relished sitting on the library rug and listening to storytellers, or devoured series such as *The Magic Tree House*, *Percy Jackson*, or *Warriors*. Perhaps you have had little time for stories of late, spent your time on other things, or perhaps you miss this transport into fictional worlds.

We will make a serious study of children's tales, from picture books to classics such as *Charlotte's Web*, *Alice's Adventures in Wonderland*, or *Winnie the Pooh*. We will seek to understand how they work, what makes them so magical, and what they can still teach us about friendship, resilience, responsibility, loss, or courage. As a culminating project, you will design an original story in book form considering the question, what story do you most need at this moment in your life?

### **The James Gang: Percival Everett, James Baldwin, and writing yourself into existence**

**Course Number: 14202**

**Credit: 0.5**

**Prerequisite: English 3**

"My name is James. ... With my pencil, I wrote myself into being. I wrote myself to here."

In *James*, Percival Everett reimagines Mark Twain's *Huckleberry Finn*, in which a runaway white boy partners with an escaped slave to evade captors on the Mississippi River. This time, though, young Huck doesn't tell the tale. Now it belongs to his enslaved friend – no longer the illiterate Jim, but instead the self-educated James, who must code-switch to hide his intelligence from a white world that would kill him for it. Giving voice to a man who never had one, Everett deepens



Twain’s criticism of racial injustice in the 1880s for a new audience – readers living through the extreme politics of post-pandemic America.

Everett faces a paradoxical challenge. Even as James writes himself into existence, the reader owns the narrative. As James reflects about his own secret reading, “If I could see the words, then no one could control them or what I got from them.” Readers have long focused on what they choose to see in *Huckleberry Finn*, calling Twain both racist and anti-racist, and banning his book over its caricature of both white and Black characters. Everett, who sees Twain as a partner, must navigate the same terrain as he translates the story of James and Huck across dialect, race, and era. How does he manage it? To help us answer, we’ll tap into another master of rhetoric named James – James Baldwin. Baldwin’s epic essay, *The Fire Next Time*, published at the height of the Civil Rights movement, translates, like *James*, across race to provide understanding, hope — and warning.

While we will address these texts critically, they will also inspire our own writing. How do we “write ourselves into being,” and to what extent can we control our own stories?

## Radical Environmentalism

**Course Number: 14203**

**Credit: 0.5**

**Prerequisite: English 3**

Our environment is in desperate need of help. But despite well-intentioned efforts, individuals often feel powerless in the face of the climate crisis. This course aims to move past this all-too-real sense of hopelessness, and instead focus on the systems and mindsets that perpetuate the climate crisis. In order to do this, we’ll lean into Indigenous Environmental Feminism through *Braiding Sweetgrass* by Robin Wall Kimmerer, and Black Environmental Feminism through *Undrowned* by Alexis Pauline Gumbs. These two books will serve as the major texts for the course. Additional source material will be taken from *The Ministry for the Future* by Kim Stanley Robinson, *Environmental Justice in a Moment of Danger* by July Sze, and *This Changes Everything: Capitalism vs. The Climate* by Naomi Klein.

## Smörgåsbord: Literary Feasts

**Course Number: 14204**

**Credit: 0.5**

**Prerequisite: English 3**

In Sweden, a smörgåsbord, literally “bread and butter table,” is a feast consisting of a multitude of dishes. One takes one’s time at a smörgåsbord, never loading up a plate but rather savoring small bites of often traditional foods and engaging in conversation with friends and family. Originally, a smörgåsbord was a community event, with each member contributing to the feast.

In this elective, we will draw upon the traditional smörgåsbord as we sample and savor a variety of literary texts: memoirs, essays, recipes, short fiction, and film. We will work together to develop an expansive “food vocabulary” and to consider the role that food plays in our lives. How does food connect us to our identity and culture, to our past, to the natural world, and to each other? What ethical considerations, if any, should govern how and what we eat?

You will also have the opportunity to write about food: memorable meals, favorite recipes, or the food adventure on which you will embark as part of your study.

And of course, in addition to reading and writing together, we will find a way to feast together!

## **Stars and Dust: Shaping Personal Experience into Stories**

**Course Number: 1192**

**Credit: 0.5**

**Prerequisite: English 3**

We will begin this course by examining a variety of short stories, looking in particular at how they grew from the writers’ personal roots. This study will lay the groundwork for the second part of the course, in which students will compose their own short stories based on their own personal experience. To learn to shape the possibilities of stories into actual stories others wish to read, we’ll focus on the craft of writing. We’ll learn how a story is put together and what makes it work.

## **English Seminar (*fall semester*)**

**Course Number: 2110**

**Credit: 0.5**

**Prerequisite: English 1**

**2x75**

## **English Seminar (*spring semester*)**

**Course Number: 2111**

**Credit: 0.5**

**Prerequisite: English 1**

**2x75**

In one of her essays, Virginia Woolf writes: “The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions.” “Independence,” she argues, “is the most important quality that a reader can possess.” The English seminar exists for those who are prepared to embrace the rights and responsibilities of the independent reader Woolf envisions. The English seminar aims to provide students who are motivated by a deep interest in literature with the opportunity to study challenging texts in a community of committed readers. This is an elective class that must

be taken concurrently with English 2, 3, or 4; it does not count towards a graduation requirement for English. Classes will meet during two Lab periods, with additional, required individual conferences with the instructor scheduled by arrangement. Students will be expected to come to class sessions with observations on the text to help drive discussion, share their writing on occasion, and potentially make presentations. There may be occasional requirements to attend events or performances outside of class. The course is open to sophomores, juniors and seniors, and may be taken as a single semester or yearlong course.

### **2025–2026 Seminar Focus: The School of Love**

In her book *All About Love*, the critic and scholar bell hooks writes, “There’s no aspect of sexuality that’s not studied, talked about, or demonstrated. Yet schools for love do not exist. Everyone assumes that we’ll be able to love instinctively. Despite overwhelming evidence to the contrary, we still accept that the family is the primary school for love. Those of us who do not learn how to love among family are expected to experience love in romantic relationships. However, this love often eludes us.” For hooks, the stakes were high: “The only way out of domination is love.”

What would a school of love’s curriculum look like? What would be its books and lessons, its questions and conversations? This class invites participants to explore literature, as well as other artistic works, that might belong in the school of love’s curriculum.

The first term will focus on ethical questions about love: for instance, how should you weigh love and desire against promises, law, loyalty, and other social expectations? The second term will focus on reflections on love that lead to epiphanies about memory, truth, and life’s fulfillment. Likely texts include *Romeo and Juliet*, Wharton’s *Age of Innocence*, Joyce’s “The Dead,” Proust’s *Swann in Love*, Plato’s *Symposium*, and short narratives by Chaucer, Chekhov, Munro, and others.

# History

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## Introduction

### Why Study History?

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

### How Will I Study History?

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

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

Graduation requirements provide for a three-tier history sequence. The first tier is Early World History, which provides a foundational common experience for all U-High students. Thereafter, students should consider prerequisites, content areas of personal interest, and the department expectations for AT and non-AT courses.

Five courses are offered at the second tier: Modern Global History, Modern World Religions, AT Modern European History, AT Modern Global History, and AT Modern Worlds of Asia.

Five courses are offered at the third tier: United States History, AT United States History, AT African American History, AT Native American Histories, and AT Latinx Histories.

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

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

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

Tier 1 Required Course (1 credit)	Tier 2 Required Course (1 credit)	Tier 3 Required Course (1 credit)	Electives (cannot be taken in lieu of graduation requirements)
Early World History (1 credit)	<b>Topics in World History</b> <ul style="list-style-type: none"> <li>• Modern Global History</li> <li>• Modern World Religions</li> </ul>	<b>Topics in World History</b> <ul style="list-style-type: none"> <li>• US History</li> </ul>	<b>Yearlong Options</b> <ul style="list-style-type: none"> <li>• Explorations in Economics (1 credit)</li> <li>• AT Comparative Politics &amp; Global International Relations (1 credit)</li> </ul>
	<b>Advanced Topics in World History</b> <ul style="list-style-type: none"> <li>• AT Modern European History</li> <li>• AT Modern Global History</li> <li>• AT Modern Worlds of Asia</li> </ul>	<b>Advanced Topics in World History</b> <ul style="list-style-type: none"> <li>• AT African American History</li> <li>• AT Native American Histories</li> <li>• AT Latinx Histories</li> <li>• AT US History</li> </ul>	<b>Semester Options</b> <ul style="list-style-type: none"> <li>• AT War and Violence in World History (0.5) (fall and/or spring)</li> </ul>
This tier must be successfully completed before moving onto Tier 2 requirement	This tier must be successfully completed before moving onto Tier 3 requirement. Students must satisfy department prerequisites to enroll in AT courses by the end of Early World.	In addition to satisfying their graduation requirements, students may enroll in department electives. In addition to the courses listed as electives, students may go backwards and take any course offered, but not previously taken, from tiers two or three as electives. All electives are available to students after completion of Tier 1, except AT Comparative Politics & Global International Relations, which assumes completion of Tier 2.	

## History Department's Grading Purpose Statement

Grades reflect and communicate our ongoing formative and summative assessment of students' analytical abilities, including historical methods and habits of mind. (See also "How Will I Study History?" section in the *Program of Studies*.)

Daily, intermediary, and summative assignments are all part of grade determination; the balance and structure of these assignments will vary by tier and acceleration.

Grades also communicate students' preparedness for their next-tier course, college, and future academic endeavors to families and others.

For a full description of our policies toward equity of experience, please see (a) our department policies on Diversity, Accommodations, Academic Integrity; (b) the chart embedded in our *Program of Studies* (POS) chart explaining the fundamental differences between AT and non-AT courses; and (c) each individual course's italicized workload description in the POS.

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

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

## TIER 1 OFFERINGS

### Early World History

**Course Number:** 1610

**Credit:** 1

**Prerequisite:** None

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

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

*Students in Early World History can expect two to three assignments per week, each totaling a 30–45 minute time commitment. These might take the form of short readings, guided questions, group project preparations, or discussion prompts. Students will complete an assessment for each three- to four--week unit of the course.*



## TIER 2 OFFERINGS

### *Topics in Modern World History Courses*

#### **Modern Global History**

**Course Number:** 1634

**Credit:** 1

**Prerequisite:** Early World History

This course examines the development of and interactions between societies around the world since 1500. Major topics include: empire, the spread and reform of religion, economic, scientific, and technological change, modern identities and ideologies, social and political movements, war and diplomacy, and globalization.

*Students should expect to: (1) read and take notes on primary and secondary sources assigned regularly (usually twice a week; about 30–60 minutes per nightly assignment; and have a possible reading quiz/check in after the reading); (2) participate in experiential works such as simulations, collaborative group work, Socratic discussions, and presentations; (3) enhance their historical research, thinking and writing skills through long-term research paper(s)/project(s) each semester; and (4) connect historical events to interesting cultural and social issues today. Each unit will end in some form of assessment, including but not limited to creative writing, group projects/presentations, or 350–500-word essays. Daily class time can include informal discussions, note-taking, text analysis, small group work, and writing/research workshops. Students will spend about two hours per week on homework.*

#### **Modern World Religions**

**Course Number:** 1668

**Credit:** 1

**Prerequisite:** Early World History

During the first semester, Modern World Religions explores the origins, developments, oral histories, texts, and essential tenets of the world's major religions, including spiritual practices of Indigenous Peoples of the Americas, Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam. We address how religious traditions and communities shaped and were shaped by the events of early and modern world history. During the second semester, from a historical perspective, students will think critically and discuss how religion has changed, evolved, and reformed over time in terms of practice, belief, and power. Students will also use case studies to explore the consequences of coexistence for modern religions. The first two case studies are the Yoruba religion in both continental Africa and the Americas, and Sikhism. We will evaluate the historical context for particular religious practices and beliefs and assess practitioners' participation.

*Students should expect to: (1) read and take notes using graphic organizers on primary and secondary sources assigned regularly (usually twice a week; about 30–60 minutes per nightly assignment; and have a possible planned reading quiz/check in after the reading) and posted on*

*Schoology; (2) participate in experiential works such as simulations, collaborative group work, student and teacher led Socratic discussions, presentations, and conferences; (3) enhance their historical research, thinking and writing skills through long-term research paper(s)/project(s) each semester and (4) connect historical events to interesting cultural and social issues today. Each unit will end in some form of assessment, including but not limited to creative writing, group projects/presentations, or 350–500-word essays. Daily class time can include informal discussions, teacher-directed note-taking, text analysis, small group work, and writing/research workshops. Students will spend about two hours per week on homework.*

## **Advanced Topics in Modern World History Courses**

### **AT Modern European History**

**Course Number: 1626**

**Credit: 1**

**Prerequisite: A grade of B or better in Early World History**

Since the late medieval period, Europe has been influenced and shaped by its interactions with other regions, and these interactions influenced and shaped other regions of the world. Our lens is intellectual history, that is, the history of the study of ideas and the sharing of ideas through cross-cultural interaction and transnational networks. Intellectual ideas such as humanism and secularism; printing and censorship; theories of governance, commercial activity, and natural law; and the roots of constitutional liberalism, including freedom of speech, religion, and the press, as well as protections against tyranny in the form of separation of powers and due process, will be considered. This includes how non-Western thinkers and peoples influenced European intellectual history, from humanism to abolitionism.

During the second semester, students explore competing and intersecting veins of radical revolutionary thought, including classical liberalism; self-emancipatory manifestos and social movements by Jews, enslaved peoples, and women; conservatism, nationalism, and self-determination; romanticism and empire; as well as socialism and communism. After 1848, intellectual battles over nationalism, unification, changing Jewish identity, antisemitism, and empire emerged. Close attention will be paid to how the Third Reich dismantled liberal democracy and stripped Jews in Germany of citizenship before they systematically organized the extermination of 6 million European Jews. Imperialist expansion, war, and tyranny in Europe led dissident intellectual thinkers to argue for greater human liberty, most critically free expression, and the destruction of authoritarianism and totalitarianism. Movements toward independent, postcolonial states; the development of international frameworks within the United Nations and within the European Union toward human rights and globalism; and the fall of the Soviet Union, along with today's renewed tension between authoritarian and liberal intellectual models, end the course.

*This is an accelerated course akin to its AP equivalent, with nightly homework reading averaging 12–15 pages, often paired with a video or podcast, averaging 45 minutes. Unit tests usually take the form of shorter, in-class essays that require students to have studied independently in advance. This course uses Harkness discussion, generally student-moderated,*

*to advance the free and respectful exchange of multiple, yet competing perspectives. Each semester ends with either a culminating project or a 2,500-word research paper.*

## **AT Modern Global History**

**Course Number: 1638**

**Credit: 1**

**Prerequisite: A grade of B or better in Early World History**

This course examines the development of and interactions between societies around the world since 1500. Major topics include empire; the spread and reform of religion; economic, scientific, and technological change; modern identities and ideologies; social and political movements; war and diplomacy; and globalization.

*Activities and assignments may include, but are not limited to, document-based questions, graded discussions, simulations, film analyses, debates, quizzes, presentations, analytical responses, and a 2,500-word research paper. Students will be expected to read between 12–15 pages per night, on average, or the equivalent in audio/visual material, and to participate in class discussions.*

## **AT Worlds of Asia**

**Course Number: 1609**

**Credit: 1**

**Prerequisite: Early World History**

This course is an introduction to the history of Asia since 1500. We will focus individually on the subregions of Asia—Central, East, South, and Southeast—while also seeking to understand the connections between them. We will also pay attention to the growth of Asian diasporas across the modern world, with a particular focus on the Asian American experience. Topics include war and politics; economic and family life; gender and sexuality; religion and philosophy; art, literature, and culture; race, class, and caste; imperialism and nationalism; and globalization, diasporas, and immigration.

*Activities and assignments may include, but are not limited to, simulations, film analyses, debates, quizzes, presentations, short analytical prompt papers, and a 2,500-word research paper. Students will be expected to read between 12–15 pages per night, on average, or the equivalent in audio/visual material, and to participate in class discussions.*

## TIER 3 OFFERINGS

### United States History

**Course Number: 1630**

**Credit: 1**

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

The primary purpose of U.S. History is to prepare students to become empathetic, reflective, wise, well-informed citizen-leaders and scholars of democracy in both theory and practice. We do this by introducing them to civics and U.S. history through the powerful—but not always highlighted—voices, people, events, ideas, texts, and experiences that shaped our nation’s past and profoundly impact our present and future. The course moves at a slower pace than the Tier 3 AT History courses and emphasizes the acquisition of critical reading and thinking skills, content knowledge, and the honing of writing and research skills to prepare students to succeed in college-level social sciences and humanities classes. Furthermore, the course intends to provide students with opportunities to practice the historical inquiry process by analyzing various historical sources and perspectives on the same topic. History helps us understand ourselves, our communities, and our roles in society. The goal for the course is to not only learn about important events and people in U.S. history but also learn to interpret history for ourselves—from the ground up!

Students will receive close guidance in reading and analyzing primary-source texts, improving their writing mechanics, and deepening their research and library skills. Writing assignments include a variety of short, evidence-based historical and analytical essays on selected topics, and one longer research paper/ project per semester. Lastly, supported by primary and secondary sources, students will learn to read and analyze a variety of non-traditional texts—movies, documentaries, poetry, music, commercial and political advertisements—that can help us all better understand the social and political context in which we live.

*Students read an average of 3–5 pages per day, and/or complete writing assignments, and prepare for in-class discussions, presentations, and assessments. Activities and assessments generally include, but are not limited to, discussions, presentations, film analysis, document analysis, documentaries, podcasts, and short analytical prompt essay papers.*

### AT African American History

**Course Number: 1641**

**Credit: 1**

**Prerequisite: Early World History and a grade of B or better in both Tier 2 courses**

One of the oldest ethnic groups to arrive in North America from across the Atlantic, and a prominent diaspora group with communities across the globe, African descendants have helped shape our world. When looking at the United States, African Americans and their experiences are vital to understanding our country today. We aim to explore this impact in AT AFAM by introducing students to African American History through the powerful—but not always highlighted—voices, people, events, ideas, texts, and mediums in African American history.

Beginning with African origins before the transatlantic slave trade, students will trace out the variety of experiences held under the regime of slavery, the pursuit of citizenship after emancipation, the revocation of Black rights in the late nineteenth century, and the legacy of the long struggle for civil rights and its meaning for the United States at large. We will strive to unveil truth, deepen our understanding, empathy, joy, and celebration of African American culture, history, and experience.

*For many students, this will be the last history course in their high school career. To prepare students for the next academic level, this course is designed as an opportunity for students to exercise independence and be self-sufficient in their work. Students are expected to read college-level texts that range from 10–20 pages in length and/or complete weekly writing assignments, and prepare for in-class discussions, presentations, and assessments. Assessments may include, but are not limited to, occasional essays, reading responses, pop quizzes, tests, book reports, presentations, and contributions to class discussion. The driving work of this course is to have students practice reading college-level material, synthesizing complicated narratives, and communicating the significance of the past with effectively crafted, clear arguments.*

## **AT Latinx Histories**

**Course Number: 1642**

**Credit: 1**

**Prerequisite: Early World History and a grade of B or better in both Tier 2 courses**

Through this course, students will explore Latinx political and social perspectives, themes of identity, and local and global relationships within various Latinx communities. Students will be introduced to historical sources that demonstrate the intersection of the *Old World* with the *New World* in the development of Latinx communities and identities in the U.S. and abroad, especially as it concerns the Afro-Latinx experience. While this is very much a history of the American state's expansion, it is also a history of immigrant experiences and diasporic encounters in the union's most economically important states. Rather than forcibly carve out a singular "Latino/Latina" narrative, students will compare the variety of historical processes that created these complex and intersecting cultural identities. As an introduction, we will focus on histories that branch out from the Caribbean and the southwestern regions of North America. This course will also discuss U.S. government institutions and the democratic process as it relates to the Latinx community, with the aim to support students in their citizenship and civic engagement.

*For many students, this will be the last history course in their high school career. To prepare students for the next academic level, this course is designed as an opportunity for students to exercise independence and be self-sufficient in their work. Students are expected to read college-level texts that range from 10–20 pages in length and/or complete weekly writing assignments, and prepare for in-class discussions, presentations, and assessments. Assessments may include, but are not limited to, occasional essays, reading responses, pop quizzes, tests, book reports, presentations, and contributions to class discussion. The driving work of this course is to have students practice reading college-level material, synthesizing complicated narratives, and communicating the significance of the past with effectively crafted, clear arguments.*

## AT Native American Histories

**Course Number: 1697**

**Credit: 1**

**Prerequisite: Early World History and a grade of B or better in both Tier 2 courses**

For thousands of years, Native Americans exercised control over the vast swath of land we now call North America. Ever present in the most significant historical events but often absent from the master narrative of the making of America, we will explore the history of the United States by centering the varied experiences and histories of American Indians. At the time of encounter with Europeans, hundreds of Native tribes and powerful Native empires had already developed permanent societies, each with its own language, culture, and complex political structures. As these Indigenous nations experienced settler colonialism in their ancestral homelands, they both shaped and were shaped by these encounters, a process that continues to this very day.

This is also a course about the nature of knowledge. As we delve into the histories of the Native American tribes, we will explore how they constructed and disseminated knowledge, focusing on what scholars call traditional ecological knowledge (TEK). We will also consider how these understandings shape the ways in which American Indians claim their place in American society today. As historian Ned Blackhawk (Western Shoshone) reminds us, “...Indigenous peoples await the telling of a history that includes them. It was their garden homelands, after all, that birthed America.”

*For many students, this will be the last history course in their high school career. To prepare students for the next academic level, this course is designed as an opportunity for students to exercise independence and be self-sufficient in their work. Students are expected to read college-level texts that range from 10–20 pages in length and/or complete weekly writing assignments, and prepare for in-class discussions, presentations, and assessments. Assessments may include, but are not limited to, occasional essays, reading responses, pop quizzes, tests, book reports, presentations, and contributions to class discussion. The driving work of this course is to have students practice reading college-level material, synthesizing complicated narratives, and communicating the significance of the past with effectively crafted, clear arguments.*

## AT United States History

**Course Number: 1636**

**Credit: 1**

**Prerequisite: Early World History and a grade of B or better in all Tier 2 courses**

The AT U.S. History course has four main goals, all of which require engaged reading, reflection, and study; curiosity; and patience and open-mindedness in order to understand, appreciate, and analyze the opinions and claims of the living (including your classmates and teacher) and the dead (those whose writings and actions have indelibly stamped us and our world).

- **Goal 1** is to help students become wise, well-informed, responsible citizens and supporters of democracy—in theory and in practice—by ensuring that they understand



the significant events, ideas, institutions, and people that shaped our nation’s past and continue to impact its present and future.

- **Goal 2** is to help students significantly improve their critical thinking and reading skills by learning to closely read and analyze both traditional and less traditional historical sources from various eras (letters, essays, editorials, news reports, cartoons, poetry, fiction, popular music, political and commercial advertisements, television, theater, feature films, and, of course, the textbook).
- **Goal 3** is to prepare students for college-level research and writing in the Social Sciences by giving them a hands-on introduction to working in Regenstein and similar libraries and archives across the nation, as well as close guidance and practice doing in-depth historical research and writing.
- **Goal 4** is to help students design and complete meaningful, historically relevant academic research projects that demonstrate their competence in the Social Sciences, by giving them opportunities to write and submit op-eds, essays, letters, and research papers to various news outlets and history journals, as well as design research projects for possible entry in the National History Day competition and inclusion in their college application portfolios.

*In this advanced course, AT U.S. History students read an average of 12–20 pages per day; research, write, and revise one formal research paper; create one solo or group research project for entry in the National History Day contest, and complete other assessments, which may include, but are not limited to, essays, tests (students may retake each test once to demonstrate mastery and improve their score), quizzes and pop quizzes, self-administered online chapter reviews, essays, book reports, and presentations.*

## **History Department Electives**

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

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

**Course Number: 1662**

**Credit: 1**

**Prerequisite: Grade 11 or 12**

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

*Asynchronous assignments typically take the form of chapter or article readings with guide questions. Students can expect these two to three times per week with a time commitment of 30–45 minutes per assignment. Assessments include unit quizzes, group projects, and one research project per semester. No specific math background is required.*

## AT Comparative Politics and Global International Relations (Yearlong)

**Course Number: 1665**

**Credit: 1**

**Prerequisite: Completion of Tier 1 Early World History and any Tier 2 Modern World History**

This course introduces students to the study of comparative politics, global international relations, world politics, and international law. Students will compare diverse political institutions and processes while simultaneously appreciating how globalization has transformed global dynamics in the last thirty years. Like practitioners in these fields, students will be expected to engage with case studies incorporating multiple competing perspectives that involve troubling and contentious issues such as war crimes, genocide, revolution and civil war, population displacements, transitional justice, and international and interstate conflicts. The course generally incorporates a moot court or mock international organization experience. Upon the twelfth graders' departure for May Project, eleventh graders will consult with each other and the teacher about a final project.

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

*The classroom environment is quite active, with students frequently speaking, role-playing, and problem-solving through negotiation. Tests frequently ask students to apply conceptual knowledge to new, analogous scenarios. Policy papers and moot court pleadings generally require students to prepare well-evidenced arguments that harness highly specific historical and political details toward crafting nuanced solutions using conceptual frameworks and geopolitical considerations. Students may expect four reading assignments, averaging 45–60 minutes each, per week, with between 30–75 minutes of preparation ahead of role playing simulations and moot court.*

## AT War and Violence in World History (fall semester)

**Course Number: 1676**

**Credit: 0.5**

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

There remains an urgent need to reflect on and understand war, its causes, and its consequences, particularly for students living in a participatory democracy that has frequently been at war. This course examines warfare, violence, and empire across world history. Rather than survey the entire history of war, each semester will focus on one or two case studies. Case studies may focus on warfare in individual societies, such as ancient Rome or the Persian Empire; in historical regions, such as indigenous North America or Early Modern Europe; or in individual conflicts, such as the Korean or Vietnam Wars. As part of these in-depth case studies, students will interrogate historical, archeological, and literary sources to understand (1) how political and

social systems incentivize war and violence; (2) the consequences, experiences, and cultural effects of war; and (3) the ways that warfare frequently leads to atrocity.

Note: This course will cover different content in the fall and spring semesters; therefore, students can enroll in this course for one or both semesters.

*Students can expect readings from primary and secondary sources for most class periods, along with daily discussions. In every unit (typically 4 weeks), students will also complete a short analytic essay (two to three pages) addressing a fundamental theme, and they will end the semester with a research paper on a topic of their choice. We will spend time in class workshopping and developing each of these writing assignments. Finally, this course will often feature at least one short or long simulation in which students explore historical decision-making around war and peace.*

### **AT War and Violence in World History (spring semester)**

**Course Number: 1659**

**Credit: 0.5**

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

(See course description above.)

# Mathematics

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## Introduction

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

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

## Credit and Placement

The flowchart below shows the arrangement of courses in the mathematics curriculum at University High School. Prerequisites for courses and possible exceptions to the normal progression through the curriculum are noted in the individual course descriptions.

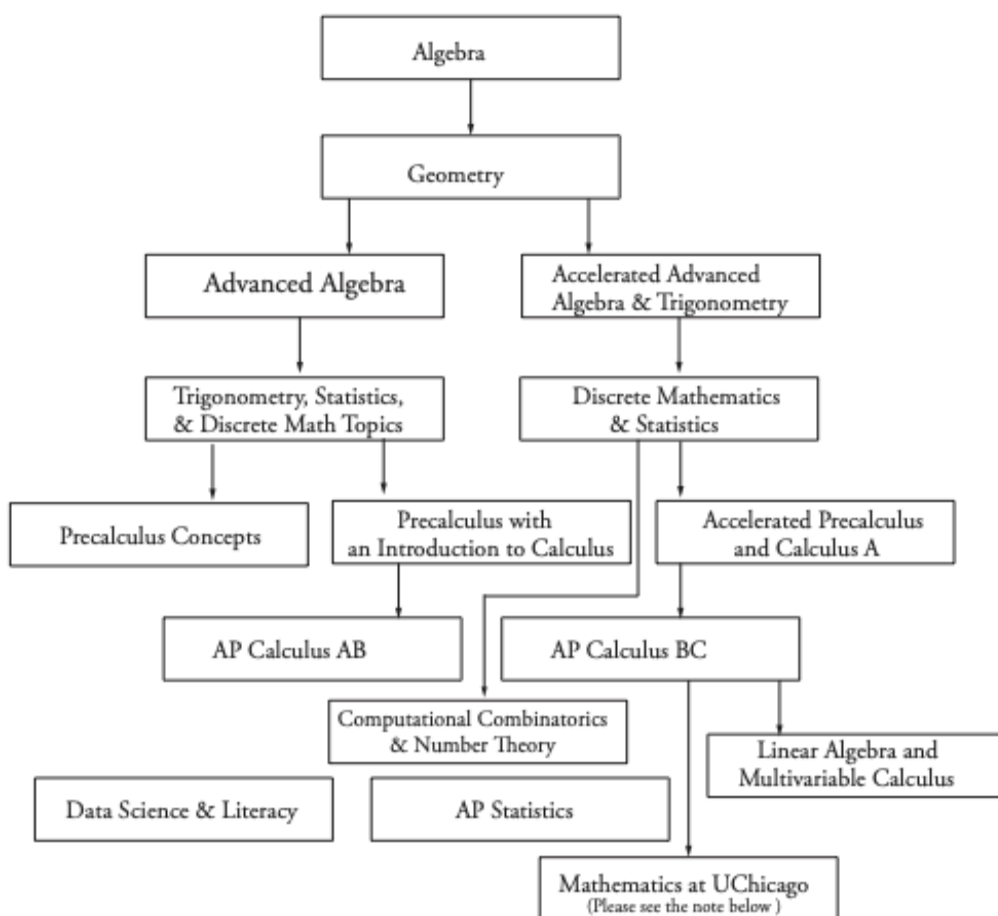
The normal policy of the Mathematics Department is not to award partial credit (credit of less than one unit) for work in mathematics of less than one year. Students in Grade 12 who leave school early for May Project will receive one credit for AP Calculus or AP Statistics and seven-eighths of a credit for any other mathematics course.

The Mathematics Department offers several opportunities to accelerate in the form of either doubling up or independent summer work. To be eligible for these opportunities, students need to be in excellent academic standing. If a student wishes to accelerate, the first step is to discuss it with their mathematics teacher. The Mathematics Department does not accept AP scores for placement out of courses. In general, for questions about placement, we encourage students and their families to contact the Mathematics Department.

## Equipment

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

Depending on their previous math classes, students entering Grade 9 are generally placed in one of the following courses: Algebra, Geometry, Advanced Algebra, or Accelerated Advanced Algebra and Trigonometry. Typically, students take one math course per year. Students who wish to do something different should discuss their options with their mathematics teacher and the Mathematics Department chair.



**Note:** Placement into mathematics courses at the University of Chicago is at the discretion of the Mathematics Department at the University. It is based on the results of the University of Chicago's mathematics placement test, which is administered by the Office of the Dean of Students in the College in late spring and early summer. To be eligible to take the mathematics placement test, students must have successfully completed the AP Calculus BC course offered by the Mathematics Department at the Laboratory Schools, and earned a score of five on the actual AP exam (or be deemed by the instructor of the course to have a strong expectation of doing so). Registration for the mathematics placement test for Lab students is through the Mathematics Department at the Laboratory Schools. Qualified students interested in sitting for the

mathematics placement test should contact their BC Calculus teacher or the chair of the Mathematics Department at the Laboratory Schools in early spring of the year in which they plan to take the exam. Please note that students who are permitted to enroll in University math are not permitted to miss Advisory if the university course is scheduled at the same time as the high school Advisory program.

### **Math Department's Grading Purpose Statement**

Grounded in the mission of the University of Chicago Laboratory Schools, the Mathematics Department is committed to cultivating a deep understanding of mathematics, fostering intellectual curiosity, instilling a sense of mathematical fluency and literacy, and building confidence in our students. Grades in math courses are based on summative assessments (e.g. quizzes, tests, projects, or final exams) and formative assessments (e.g., homework assignments). Grades within our department serve the following functions:

To measure students' level of expertise in the understanding and application of mathematical content and skills. Grades reflect students' ability to apply theoretical knowledge to solve practical problems, demonstrating their comprehension of mathematical concepts.

To provide feedback to both students and educators; this feedback is essential to identifying strengths and areas for growth.

To communicate a student's current achievement to themselves, their parents, and/or guardians. At any point in the year, students can see their scores on individual course components, as well as category averages and their overall average.

### **Algebra I**

**Course Number: 1410**

**Credit: 1**

**Prerequisite: Placement by the department**

This course is the foundation for high school mathematics courses. Topics include simplifying and evaluating expressions; solving equations, inequalities, and systems of equations; graphing linear and quadratic functions; and operations with polynomials, rational expressions, radicals, and exponents. Applications are presented within the course content.

*There are daily homework assignments that give students a chance to independently practice skills taught in class.*

### **Summer School Geometry**

**Course Number: 2450**

**Credit: 1**

**Prerequisite: Algebra I from Lab Middle School or Lab High School with an average of at least 90%, and placement by the department**



This class is designed for students who have already completed a year of Algebra in Grade 8 or high school and wish to advance in mathematics. The course includes congruence and similarity; properties of polygons, circles, and solids; and proofs. Both synthetic and coordinate geometry approaches are explored. Applications using dynamic geometry software are an integral part of this course, as are constructions with a compass and straightedge.

*This is an intensive six-week course equivalent to a yearlong course in Geometry. The average homework requirement is about four hours per day.*

## Geometry

**Course Number: 1420**

**Credit: 1**

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

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

*There are daily homework assignments.*

## Advanced Algebra

**Course Number: 1430**

**Credit: 1**

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

Like Accelerated Advanced Algebra and Trigonometry (AAAT), this course is an introduction to basic mathematical functions. However, the scope of the course is narrower, and the coverage of topics is not as deep. Topics include number systems (including complex numbers); equations and inequalities; linear, quadratic, polynomial, and rational functions, their properties and graphs; radicals, exponents, and logarithms; systems of equations; and applications.

*Compared to AAAT, the coverage of topics is more limited, giving students an opportunity to mature mathematically. Trigonometry is not covered in the present course. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.*

## Accelerated Advanced Algebra/Trigonometry

**Course Number: 1431**

**Credit: 1**

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

This course provides a thorough introduction to mathematical functions. Topics include linear, quadratic, exponential, logarithmic, rational, polynomial, and trigonometric functions, applications, and proofs.

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

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

**Course Number: 1450**

**Credit: 1**

**Prerequisite: Advanced Algebra, AAAT, or placement by the department**

Topics include trigonometry, matrices, sequences and series, combinatorics, the binomial theorem, probability, and statistics.

*This course is comparable to Discrete Mathematics and Statistics, but the coverage of most topics is not as deep, and the scope of the course is more limited. It is aimed at students who have completed Advanced Algebra, and, therefore, includes an introduction to trigonometry. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class. It is possible for exceptionally well-prepared eleventh-grade students to place directly into AB Calculus following this course by independently studying the Precalculus/Intro to Calculus curriculum over the summer and passing a placement exam. Students must have strong A's in AA and TSDMT, as well as a recommendation from their TSDMT teacher and departmental approval. Similarly, following this course, students may enroll in Accelerated Precalculus/Calculus A after independently studying during the summer and taking a placement exam. Students must have strong A's in AA and TSDMT, as well as a recommendation from their TSDMT teacher and departmental approval. Students who are interested in placing into AB Calculus or Accelerated Precalculus/Calculus A after TSDMT should speak with their TSDMT teacher as early in the spring semester as possible.*

## **Discrete Mathematics and Statistics**

**Course Number: 1440**

**Credit: 1**

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

Topics include matrices, sequences and series, mathematical induction, combinatorics, the binomial theorem, probability, and statistics. Many of the topics in the course are unfamiliar to students, but given sufficient practice, most students find mastering these topics very rewarding.

*This course is part of the accelerated sequence and places greater demands on students in terms of pace and the depth of coverage. Students are expected to know trigonometry and other topics covered in Accelerated Advanced Algebra and Trigonometry. Homework is assigned daily, and keeping up with assigned work is essential to success in the course. It is possible for exceptionally well-prepared students to place directly into BC Calculus by studying the*

*Accelerated Precalculus/Calculus A curriculum over the summer and passing a demanding placement exam. Students must have strong A's in AAAT and Discrete Mathematics, as well as a recommendation from their Discrete Math teacher and departmental approval. Students who are interested in placing into BC Calculus after Discrete Math should speak with their Discrete Math teacher as early in the spring semester as possible.*

## Computational Introduction to Combinatorics and Number Theory

**Course Number: 1476**

**Credit: 1**

**Prerequisite: Discrete Mathematics with a grade of B or better, or placement by the department. No experience with Python or the Wolfram language required. May not be taken in place of Accelerated Precalculus/Calculus A.**

The aim of this course is to introduce students to scientific computing in the context of combinatorics and elementary number theory. Combinatorics and number theory have the virtue of offering an accessible pathway into abstract mathematics. What makes these subjects particularly attractive is that, using little more than basic arithmetic, one is able to generate a large number of examples from which some fairly deep theorems may be surmised. This is especially true given our access to computational tools, such as the Wolfram language and Python. The Wolfram language has a large array of built-in functions for combinatorial and number theoretic applications, as well as powerful visualization tools. Similarly, Python has facilities for handling large integers with high precision, beyond what other programming languages offer. These computational tools would allow students with little computing experience to immediately begin writing code to explore such topics as primality testing and simulations for modeling problems in discrete probability. Our goal is to first look at various questions using computer experiments, and then, based on our observations from these numerical explorations, conjecture theorems and prove them. Students will thus build up a body of knowledge for themselves through direct experience. The course will appeal to students interested in pure mathematics, computer science, computational physics, or quantitative aspects of biology.

*The class will be organized as a workshop, where students will work collaboratively on short- and long-term projects. The effectiveness of a course like this one depends on students' willingness to take the initiative in grappling with new ideas. Hence, there will be an expectation of mathematical and emotional maturity. In particular, students will be expected to take an active role in their own learning and carry out guided independent explorations.*

## Precalculus Concepts

**Course Number: 1459**

**Credit: 1**

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

Topics include linear, quadratic, and polynomial functions; radical, rational, exponential, and logarithmic functions; and trigonometry. In addition to reinforcing concepts from previous algebra courses, this course introduces a number of new mathematical ideas that are necessary for a subsequent course in calculus.

*This course is specifically designed for students who might need additional support in developing the prerequisites for a calculus course. The pace of the course is slower and the coverage is more limited than that of Precalculus/Intro to Calculus. There are regular homework assignments aimed at giving students a chance to practice on their own. It is possible for students who have earned a strong A in this course to enroll in AP Calculus AB by doing additional summer work and passing a placement exam. Taking the placement exam requires departmental approval. Note, however, that tenth-grade students who qualify for Precalculus/Intro to Calculus at the end of TSDMT and who intend to take AB Calculus in twelfth grade, should not enroll in this course. Such students should enroll in Precalculus/Intro to Calculus.*

## **Precalculus/Intro to Calculus**

**Course Number: 1460**

**Credit: 1**

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

Topics include polynomial and rational functions and inequalities; exponential and logarithmic functions; trigonometry, polar coordinates, and complex numbers; conic sections; vectors and parametric equations; topics in three dimensions; limits; and an introduction to polynomial derivatives and integrals and their applications.

*An aim of this course is to prepare students to take AP Calculus AB. There are daily homework assignments aimed at giving students a chance to independently practice the skills learned in class.*

## **Accelerated Precalculus/Calculus A**

**Course Number: 1461**

**Credit: 1**

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

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

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

## AP Calculus AB

**Course Number: 1470**

**Credit: 1**

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

This course follows the Advanced Placement AB Calculus syllabus, including limits, derivatives, integrals, and differential equations. Success on the AP Calculus AB examination normally leads to advanced placement and/or credit in college mathematics.

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

## AP Calculus BC

**Course Number: 1472**

**Credit: 1**

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

This course follows the Advanced Placement BC Calculus syllabus. Besides all AB topics, topics include analysis of vector, polar, and parametric functions, as well as sequences and series. Success on the AP Calculus BC examination typically leads to advanced placement and/or credit in college mathematics.

*The course moves quickly, and students are expected to assume responsibility for keeping up with daily assignments.*

## Linear Algebra and Multivariable Calculus

**Course Number: 1475**

**Credit: 1**

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

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

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

## **AP Statistics**

**Course Number: 1477**

**Credit: 1**

**Prerequisite:** Biology and either Chemistry or Accelerated Chemistry, completion of or concurrent enrollment in Precalculus, Precalculus/Intro to Calculus, or Accelerated Precalculus/Calculus A, or placement by the department; open to eleventh- or twelfth-graders only

This course follows the AP Statistics syllabus, which is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. This course is intended for those students who have an interest in understanding the foundations of data science and data analysis.

*In addition to daily homework assignments, there are independent projects which culminate in class presentations and short papers. There are regular in-class activities that form an essential part of the course, and which cannot be replicated outside the classroom. Students are expected to assume greater responsibility than in earlier courses for keeping up with assigned work and taking advantage of available resources.*

## **Data Science and Literacy**

**Course Number: 1479**

**Credit: 1**

**Prerequisite:** Trigonometry, Statistics, and Discrete Math Topics, or Discrete Math and Statistics, or placement by the department; open to eleventh- or twelfth-grade students only

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

**Not offered during the 2025–2026 school year.**



## Science

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### Introduction

Science classes at U-High engage students in the process of inquiry and scientific thinking through laboratory exercises, research, and engagement with scientific literature. Every student is required to complete three years of credit in science. All students must first complete the two-year sequence of Biology, followed by Chemistry. Upon completing this two-year sequence, students can select their third-year requirement from a range of science classes offered, including yearlong and semester-length courses.

Students are encouraged to discuss individual circumstances and interests with their current science teacher and/or with the department chairperson to select their third-year science requirement. Students must be aware of the science prerequisites, but also of the mathematics prerequisites for some science classes (listed below, where applicable). Students are reminded to recheck the prerequisites after receiving their yearlong grades in June. After this time, if a student does not meet the prerequisites, the course will be removed before final schedules are released, and the student will need to make an appointment with their counselor to add a new science course in August.

Some students come to U-High in tenth grade or later, having successfully completed, at an accredited high school, courses in Biology or Chemistry that parallel the Laboratory Schools. These students will not be required to duplicate their work in the corresponding courses here. However, students who have taken courses at high schools that do not provide close matches to these courses will still be required to complete the two-year sequence of Biology and Chemistry at U-High. Current U-High students who complete a year of interdisciplinary science during a study abroad or leave of absence will receive one year of credit toward the three-year requirement for science, but it will not be considered as their year of Biology or Chemistry; these will still need to be completed at U-High. Working closely with the instructor's discretion, the department chairperson will review the placement of students with nonstandard backgrounds.

### Science Department's Grading Purpose Statement

Grades communicate the achievement status of students. This feedback can be used by students for self-evaluation, communication to colleges, and in determining future course decisions. Grading encourages students to engage actively in the learning process and meet their responsibilities as learners. Individual science teachers determine criteria most appropriate for evaluation within their subject.

## Yearlong Course Offerings

### Biology

**Course Number: 1510**

**Credit: 1**

**Prerequisite: None**

**Schedule Format: 4x50**

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

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

### Chemistry

**Course Number: 1521**

**Credit: 1**

**Prerequisite: Biology**

**Schedule Format: 4x50**

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

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

### Accelerated Chemistry

**Course Number: 1526**

**Credit: 1**

**Prerequisite: B or better in Biology; Advanced Algebra OR a B+ or better in Geometry**

**Schedule Format: 4x50, 1x75**

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

Additional topics covered in Accelerated Chemistry include kinetics, organic chemistry, electrochemistry, acids, and hybridization.

*This course is designed for students who are comfortable in the more frequent use of mathematics as a scientific tool to solve multistep problems. This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week.*

## Neuroscience and Behavior

**Course Number: 1579**

**Credit: 1**

**Prerequisite: B– or better in Chemistry or eleventh-grade science course**

**Schedule Format: 4x50**

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

## Environmental Science

**Course Number: 1580**

**Credit: 1**

**Prerequisite: Chemistry**

**Schedule Format: 4x50**

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

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

## Science of Sound

**Course Number: 1542**

**Credit: 1**

**Prerequisite: Chemistry**

**Schedule Format: 4x50**

The course will cover the physics and biology of sound and music. Through exploratory experiences, project-based learning, and interdisciplinary connections, students will not only learn the science of sound, but will also make connections with culture, psychology, and the richness of human experience. The class will incorporate the daily creation and experience of sound and music as a springboard to understanding the science of everything from the physical nature of sound through the aesthetics of musical experience.

## Physics

**Course Number: 1540**

**Credit: 1**

**Prerequisite: Chemistry or Accelerated Chemistry; Advanced Algebra**

**Schedule Format: 4x50**

This physics course takes a question-oriented approach, and expects to cover mechanics, sound, fluids, electricity and magnetism, and light. Emphasis will be placed on building a strong conceptual understanding of these topics, and there will be much hands-on lab work, conceptual discussion, and problem solving.

*Similar to Chemistry, mathematics will not be stressed but will be used as a tool to help build a conceptual understanding of the subject.*

## AT Biology

**Course Number: 1532**

**Credit: 1**

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

**Schedule Format: 4x50, 1x75**

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

*Content level is approximately equivalent to a college introductory biology course, and weekly reading assignments are at the college level. This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week.*

## AT Chemistry

**Course Number: 1555**

**Credit: 1**

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

**Schedule Format: 4x50, 1x75**

This second-year chemistry course builds on the knowledge and skills students learned in Chemistry. Topics such as atomic theory, kinetic theory, chemical bonding, reaction kinetics, thermodynamics, and equilibrium are expanded in scope. Additional topics including free

energy, quantum mechanics, and electrochemistry provide a means of integrating basic chemical principles.

*This course is equivalent to a year of college-level general chemistry. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data. This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week. This course primarily targets students who took Chemistry and are interested in a second year, however students who took Accelerated Chemistry and are looking for something slower and more focused on mastering the fundamentals are also encouraged to enroll.*

## Accelerated AT Chemistry

**Course Number: 1556**

**Credit: 1**

**Prerequisite: B+ or better in Accelerated Chemistry, or permission of the instructor; concurrent enrollment or completion of Accelerated Precalculus**

**Schedule Format: 4x50, 1x75**

This second-year chemistry course builds on the knowledge and skills students learned in Accelerated Chemistry. It is designed for students who seek to understand and interpret chemical events at the molecular level using a largely quantitative approach. Topics such as atomic theory, kinetic theory, chemical bonding, reaction kinetics, thermodynamics, equilibrium, free energy, quantum mechanics, and electrochemistry are expanded in scope during the first semester. Some calculus will be introduced and used to derive some of the laws seen in Accelerated Chemistry. The second semester will focus primarily on organic chemistry, which provides students interested in biology, chemistry, or healthcare advanced preparation for organic chemistry in college. Additionally, this semester will have a lab component that centers around independent research projects.

This course is designed to cover a year of college-level general chemistry in the first semester. Weekly experimental work is quantitative in nature and will emphasize techniques for evaluation of data. This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week. This class moves at a significantly faster pace than AT Chemistry.

## AT Physics I

**Course Number: 1564**

**Credit: 1**

**Prerequisite: B or better in Chemistry or Accelerated Chemistry; B– or better in most recent math class and completion of Advanced Algebra**

**Schedule Format: 4x50, 1x75**

The course is designed to provide a firm foundation in physics equivalent to an algebra-based college course. Topics include Newtonian mechanics (including rotational kinematics), fluid statics and dynamics, thermodynamics, electricity and magnetism, and optics and waves. Laboratory work is also an important component of the course. During the winter and spring, students research a topic of their own choosing. Presentations of these projects take place in the later part of April.

*Unlike Physics, the frequent use and application of mathematics is an essential part of AT Physics I and will be stressed throughout the year. This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week.*

## **AT Physics II**

**Course Number: 1566**

**Credit: 1**

**Prerequisite: B+ or better in AT Physics I\*; concurrent enrollment or completion of AP Calculus**

**Schedule Format: 4x50, 1x75**

The course is designed to provide a second year of study in physics, concentrating on Newtonian mechanics, special relativity, electricity, and magnetism. If any students are still in the course after the start of May Project, we will look at other topics in physics (to be decided jointly by the teacher and the students). Calculus will be used throughout.

*This course includes a 75-minute lab period, allowing more material and assigned work to be covered in a given week.*

*\*Rising eleventh graders who have not completed AT Physics I, yet have a very strong background in physics due to extenuating circumstances may take an AT Physics II placement exam offered in the spring. Please reach out to the department chair for additional information. The exam will not be offered after spring.*

## **Semester Course Offerings**

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

### **Fall Semester**

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

**Course Number: 1573**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

Cosmology is the study of the universe as a whole: its origin, its contents, its past, and its possible future. The history of humanity's efforts to understand where we and our planet fit in the universe is a series of remarkable episodes, from the earliest written records up to today. For example, how do we know how far away a given star or galaxy is? How did we come to know that the universe contains vast quantities of dark energy and dark matter? Does anyone know what either of these are?

*Many of the developments in cosmology can be told without mathematics, and therefore, very little math will be used in the course.*



## **Plant Ecology (fall semester)**

**Course Number: 1589**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

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

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

**Course Number: 1594**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

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

*This course centers on project-based learning and involves weekly reading and discussion.*

## **Spring Semester**

### **Food Chemistry (spring semester)**

**Course Number: 1569**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

Students will learn about the chemistry behind food and cooking, and conduct and design their own weekly cooking experiments. Given food will be regularly prepared and consumed, students with severe food allergies should consult with the teacher in advance of the course.

*Students will be evaluated with assigned weekly readings, discussion participation, oral presentations, and an experimental food journal that is maintained throughout the course.*

### **Biomedical Ethics (spring semester)**

**Course Number: 1582**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

This course will focus on discussion of the ethical issues surrounding modern biological research and applications. We will discuss developing medical technology and investigate the possible benefits and consequences. Topics may include genetic engineering and gene therapy, cloning, euthanasia, abortion, agricultural biotechnology, organ transplantation, aging research, and the benefits and abuses of human experimentation.

### **Modern Physics (spring semester)**

**Course Number: 1577**

**Credit: 0.5**

**Prerequisite: Two years of science**

**Schedule Format: 4x50**

Physics was entirely reconstructed in the early 1900s due to the twin discoveries of relativity and quantum mechanics. This course will start with a look at where quantum mechanics and special and general relativity sprung from with a physics lens. Then move forward in time to consider our current model of subatomic physics, the Standard Model, and the zoo of particles that were discovered in the 1950s and explained in the 1970s. Finally, we will consider the challenges facing physicists as they attempt to reconcile general relativity and the Standard Model, which make fundamentally different assertions about the nature of space and time.

*Many of the developments in modern physics can be told without mathematics, and therefore very little math will be used in the course.*

# World Languages

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## Introduction

### Department Mission Statement

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

### Philosophy and Objectives

The World Language Department is dedicated to empowering students to communicate effectively and appropriately in a language and culture distinct from their own. We strive to foster an open mindset and cultivate an appreciation for language, culture, and history. Our goal is to instill a disciplined, serious approach to language learning while nurturing an awareness of the individual journey of language acquisition.

To meet high school graduation requirements, students must complete two consecutive years of study in one of the following languages: French, German, Latin, Mandarin Chinese, or Spanish. Our instruction emphasizes the development of the four core language skills—speaking, listening, reading, and writing—although listening and speaking are not as prominent in Latin classes. Students who perform well throughout the two-year sequence can expect to acquire basic language proficiency, a solid grasp of grammar, and the ability to engage at an elementary level. However, we encourage students to pursue further studies beyond the two-year requirement to reach greater proficiency. Many students continue their language studies for four years, with some exploring multiple languages.

Our curriculum is designed for second-language learners, as well as native and heritage language learners of Spanish and Chinese. After fulfilling the world language requirement, many students continue their language studies by taking more advanced courses as electives.

### Placement, Advancement, Acceleration

Placement in high school language classes is based on successful completion of World Language Department course prerequisites, teacher recommendations, and, when applicable, placement exams administered by the department.

New students may either begin a new language or take a placement exam to determine the appropriate level of study. Continuing students may have the option to start a new language at the high school Level 1 or continue their middle school language at Level 3. If choosing to continue with their middle school language, placement is determined by the eighth-grade language teacher, who will assign the student to either the regular or advanced level based on their performance.

To accelerate or move from the regular track to the advanced track, a student must complete the following steps in order: (1) submit a recommendation from the current teacher (using a provided form), (2) earn a final grade of A in the current class, (3) complete any required summer work as outlined by the teacher, and (4) pass a written and oral placement exam with a score of 85% or higher. These placement exams are scheduled by the department chairperson(s) in the summer and administered in late August.

If the student receives a written recommendation from the current teacher to advance, they may register for the advanced-level course. However, if all requirements are not met by the end of the summer, the student will be removed from the advanced course.

### **Electives**

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

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

We are committed to having as many students as possible take advantage of our travel programs. In some instances, scholarships and aid are available to help defray costs.

#### **The Chinese Program**

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

#### **The French Program**

The French program offers two different exchange/travel opportunities. We travel to different parts of the world to explore the diversity of the francophone world. The first trip takes students to Paris for a week in the spring and then to another city (Besançon, Lyon, Tours, Nantes, or La Rochelle) for a family stay. The second trip is an exchange trip that we alternate with our two partner schools, The Lycée Saint Paul in Lille. Lab students travel to France during our spring break and host their French counterparts in April. The cost of the trip varies depending on the location, and includes airfare, lodging, excursions, and ground transportation. Contacts: Catherine Collet-Jarard, [ccollet@ucls.uchicago.edu](mailto:ccollet@ucls.uchicago.edu), and Suzanne Baum, [sbaum@ucls.uchicago.edu](mailto:sbaum@ucls.uchicago.edu)

The Eliade Scholarship, named after University of Chicago professor Mircea Eliade, is a wonderful opportunity for Lab students to immerse themselves in French culture and civilization. This scholarship enables students to travel to France for a month and attend classes at the Lycée Saint Paul of Lille. The scholarship includes a four-week homestay in Lille in March–April; students host their French partners in October. This scholarship is available for eleventh-grade students only. Students must apply for this scholarship at the end of Grade 10. The scholarship

covers the cost of airfare and ground transportation while in France. Contact: Catherine Collet-Jarard, [ccollet@ucls.uchicago.edu](mailto:ccollet@ucls.uchicago.edu)

### **The German Program**

In this program, students travel to Tübingen, Germany in June for three weeks to stay with host families and attend classes at our partner school. Lab students then host their partners for two weeks in September. The cost of the trip varies and includes airfare, travel insurance, transportation, and all excursions. Two scholarships, the Wilhelm Gregor Heggen Pretzel Scholarship, and the Gardner Endowment Scholarship from the University of Chicago are available to help defray the cost of airfare. Contact: Annette Steinbarth, [asteinb@ucls.uchicago.edu](mailto:asteinb@ucls.uchicago.edu)

### **The Latin and Greek Program**

This program offers student trips to Rome during spring break in alternating years. Students visit Rome (2025, 2027, 2029, etc.) for nine days. The total cost includes airfare, hotels, ground transportation, breakfast, dinner, and all excursions. The trips are open to all students, though students in the Latin Program have priority. Contact for Rome 2027 and beyond: Daniel Ristin, [dristin@ucls.uchicago.edu](mailto:dristin@ucls.uchicago.edu)

### **The Spanish Program**

In this program, students are offered exchange programs that alternate annually between Gijón, Spain, and Buenos Aires, Argentina. The June trips to Spain and Argentina include two-week homestays, with the Spain trip featuring an additional visit to Madrid to explore the historical and cultural sites. Costs for these exchanges vary and cover airfare, lodging, meals for nights not on homestay, transportation, and excursions. In September and October, student partners from Spain and Argentina visit Lab. For more information, contact Dinah D'Antoni, [ddantoni@ucls.uchicago.edu](mailto:ddantoni@ucls.uchicago.edu).

## **World Languages Department's Grading Purpose Statement**

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

To support language learning, the World Language Department uses formative and summative assessments to determine grades. The purpose of these grades is to:

- Communicate students' progress, achievements, and areas for growth to students, families, and others.
- Provide information and feedback that students can use for self-evaluation.
- Encourage students' growth mindset and progress in learning.

# Chinese

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## Chinese 1

**Course Number: 1290**

**Credit: 1**

**Prerequisite: None**

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

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

## Chinese 2

**Course Number: 1291**

**Credit: 1**

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

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

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

## Chinese 3

**Course Number: 1292**

**Credit: 1**

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

This course will continue work on grammar study and structure, vocabulary skills, dictionary skills, composition writing and organization, oral comprehension, and proficiency. The main focus is to enable students to engage in extended discussions in a wider range of contexts.



Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

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

## Chinese 3 Advanced

**Course Number: 1294**

**Credit: 1**

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

In this course, there will be a more intense, accelerated grammar study and more emphasis on composition skills and vocabulary acquisition. Oral comprehension and proficiency will be stressed. Readings will be from varied sources of the Chinese-speaking world. Students are expected to finish all classwork in Chinese characters.

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

## Chinese 4

**Course Number: 1293**

**Credit: 1**

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

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

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

## Chinese 4 Advanced

**Course Number: 1295**

**Credit: 1**

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

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

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

## **Chinese 5**

**Course Number: 1296**

**Credit: 1**

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

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

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

## **Chinese 5 Advanced**

**Course Number: 1297**

**Credit: 1**

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

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

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

## **Chinese 6**

**Course Number: 1298**

**Credit: 1**

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

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

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

## AP Chinese [AP Chinese Language and Culture]

Course Number: 1299

Credit: 1

Prerequisite: Successful completion of Chinese 5A or teacher recommendation

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

Areas of focus in this course include:

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

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

## Chinese for Heritage Speakers I

Course Number: 1289

Credit: 1

Prerequisite: Teacher placement interview

This course is tailored for Chinese heritage students who have been growing up in Chinese-speaking environments, possessing verbal communication skills to some extent, but lacking literacy in the Chinese language. The curriculum is designed for students interested in expanding their vocabulary, enhancing literacy, and deepening their understanding of Chinese history and culture.

The course aims to address the diverse needs of heritage speakers, including literacy development, specialized vocabulary acquisition, writing mechanics, and proficiency in oral and written communication registers. The curriculum will be adapted based on the assessed needs of the students. Daily assignments, periodic assessments, and active participation in class discussions in the target language are expected. Open to Chinese heritage students in Grades 9–12, this course, taken consecutively for two years, fulfills the graduation requirement.

# French

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## French 1

**Course Number: 1304**

**Credit: 1**

**Prerequisite: None**

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

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

## French 2

**Course Number: 1306**

**Credit: 1**

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

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

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

## French 3

**Course Number: 1307**

**Credit: 1**

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

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

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

## French 3 Advanced

**Course Number: 1308**

**Credit: 1**

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

This course offers a more rigorous curriculum than the French 3 curriculum. It will include a review of grammatical structures, emphasis on vocabulary accretion, and working toward “freer” oral and written expression. Readings will be from a wide variety of sources (cultural, the press, literary). Life in France and francophone countries will be studied in further detail.

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

## French 4

**Course Number: 1309**

**Credit: 1**

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

This course is intended for students who have successfully completed French 3 or 3A. It will continue to focus on all language skills at a more advanced level. It will include work on grammar and vocabulary and longer reading selections. Accuracy in writing will be emphasized. City life, future plans and work, environmentalism and the arts are topics that will be studied.

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

## French 4 Advanced

**Course Number: 1310**

**Credit: 1**

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

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

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

## French 5

**Course Number: 1313**

**Credit: 1**

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

Grammar and vocabulary will be reviewed and expanded. Oral proficiency and reading skills will be emphasized. Much of the supplementary vocabulary, as well as the readings, conversation topics, and composition work, will reflect the skills of the class members. Units that will be covered will be centered on daily life and emotions, urban vs. countryside living, the influence of media, the value of ideas, and society in evolution.

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

## **French 5 Advanced**

**Course Number: 1314**

**Credit: 1**

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

This course offers a more rigorous curriculum than the French 5 curriculum. It will continue the work of French 4 Advanced with increasingly difficult material, both oral and written. It will begin to prepare students for the French AP class. The course will include a thorough, in-depth review of grammar, the introduction of new grammatical structures, and an emphasis on reading longer passages to include literary and popular texts. The class is conducted in the target language.

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

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

**Course Number: 1315**

**Credit: 1**

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

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

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

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

**Course Number: 1317**

**Credit: 1**

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

This course offers a more rigorous curriculum than the French 6 curriculum. It will continue the work of French 5 Advanced. Increasing emphasis will be placed on preparation for the AP French Language Exam, with exercises and activities based upon it. After completion of this course, students are highly encouraged to take the AP exam.

Areas of focus will include:

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

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

## Intensive French

**Course Number: 1319**

**Credit: 1**

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

This course is limited to students in Grade 11 and 12 who have already completed their language requirement. It is designed to give these upperclassmen an opportunity to complete two years of work in French in one year, thus enabling them to be better prepared for college language courses and/or to go into French 3 or 3A the following year. The course will concentrate on all four skill areas: listening, speaking, reading, and writing. The emphasis will be on an active use of the language by the teacher and the student. French will gradually become the language of instruction.

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

***This alternates annually with Intensive Spanish and will be offered in the 2025–2026 school year.***



## German

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### German 3

**Course Number: 1322**

**Credit: 1**

**Prerequisite: Teacher recommendation**

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

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

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

### German 4

**Course Number: 1323**

**Credit: 1**

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

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

The course is designed around content-based instruction in which students encounter the German language structures and culture in context. Written expression and reading comprehension are expanded through various units such as youth literature, poetry, German film, art movements

(e.g. Expressionism), and current events. Listening comprehension and speaking skills will be sharpened through formal presentations, role-playing, and regular and Socratic class discussions. A comparative study of German and English structures is accomplished through units in context which may include idiomatic use of time expressions, review of word order including with pronouns, in-depth examination of the simple past and the present perfect with both regular and irregular verbs, subordinating and coordinating conjunctions, reflexive verbs, and the comparative and superlative. Self-correction and editorial skills will be stressed to help students develop their ability to be self-directed learners.

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

## **German 5**

**Course Number: 1324**

**Credit: 1**

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

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

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

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

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

**Course Number: 1325**

**Credit: 1**

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

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

The course challenges students' reading skills and vocabulary through the study of authentic German texts including Ludwig Thoma's *Lausbubengeschichten*, the novel *Damals war es Friedrich*, and short stories from the collection *Weg zum Lesen*. Current events and contemporary German culture are also investigated through readings of German newspaper and magazine articles. Writing in the target language is developed through essays on topics which include, but are not limited to, literary analysis, summary, and opinion papers based on the course readings. Cultural components include the historical and cultural contextualization of the reading materials. Students are also asked to reflect on their own learning process throughout the course and to create a podcast on the role of German and the German culture in their lives.

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

# Greek

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## Classical Greek 1–2

Course Number: 1378

Credit: 1

**Prerequisite:** This course is open to eleventh and twelfth graders; exceptions must be approved by the World Language Department and the High School principal; this is a mixed-level course and may be repeated for credit

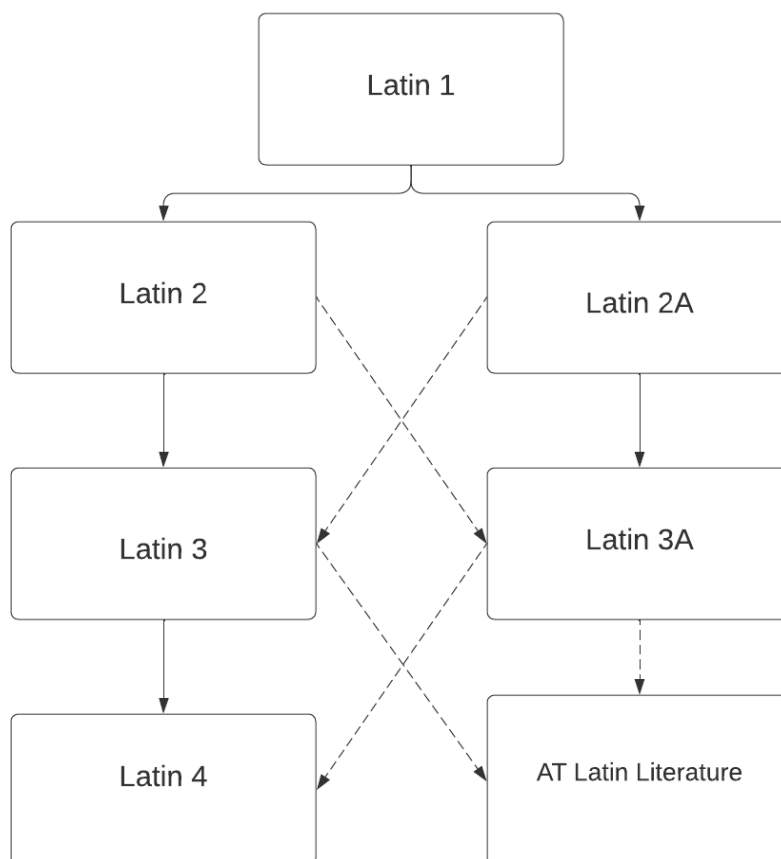
\*This course is an elective and **does not fulfill** the World Language requirement.\*

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

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

## Latin

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With the 2025–2026 academic year, the Latin curriculum will split into two tracks in the second year of study. The regular track classes will move at a pace suited to its students, while the advanced track will move at a faster pace in order for students to begin reading original Latin texts in the third year. The Latin I teacher will recommend the track most appropriate for each student going into the second year based on the student's strengths, interests, and ability to work independently at an advanced level. Students moving into 2A will be asked to complete a small amount of independent work over the summer and take a placement exam at the end of summer. A student placed in the advanced track may opt to stay in the regular track; likewise, a student may request to move from the regular track into the advanced track: see the World Language Department's policy above.

## Latin 1

**Course Number: 1360**

**Credit: 1**

**Prerequisite: None**

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

The major objectives of the Latin I introductory sequence are:

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

*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## Latin 2

**Course Number: 1365**

**Credit: 1**

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

Students will continue to engage with Latin through immersive reading and writing and to continue to work through the basic grammar of the language; they will acquire a vocabulary of nearly 800–1000 new words by the end of the year. With every chapter, they will continue to study aspects of the ancient Roman world (medicine, the military, the calendar, clothing, education, family life), as well as to expand their English vocabulary base through the study of derivatives.

*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## Latin 2A

**Course Number: 1380**

**Credit: 1**

**Prerequisite: An A in Latin I, teacher recommendation, summer work and placement exam.**

Students will continue to engage with Latin through immersive reading and writing and will work through the basic grammar of the language. By the end of the year, students will begin reading modified passages of Latin literature, having acquired a vocabulary of approximately 2,000 words. With every chapter, they will continue to study aspects of the ancient Roman world (medicine, the military, the calendar, clothing, education, family life), as well as expand their English vocabulary base through the study of derivatives.

*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## Latin 3

**Course Number: 1366**

**Credit: 1**

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

In Latin 3 students continue immersive reading in the textbook. In addition to the textbook stories, they will begin to read modified passages of Latin (prose, poetry, inscriptions). They will continue to practice writing in Latin as a means to strengthen their reading skills, and culture will continue to form an integral part of the readings (city and country life, travel, trade, religion, poetry), while students will continue to build their English vocabulary through the regular study of derivations.

*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## Latin 3A

**Course Number: 1381**

**Credit: 1**

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

In Latin 3A, students will complete the textbook by the end of the year and begin reading passages of unmodified Latin (prose, poetry, inscriptions), and through those readings, they will begin to engage with the subtleties of grammar, style, genre and rhetoric. There will be a structured Latin composition component to the class, as a means to deepen students' understanding of grammar and idiom, and students will learn to use the lexical and grammatical resources necessary for advanced Latin study. Culture will continue to form an integral part of the readings (city and country life, travel, trade, religion, poetry), and this class will prepare students for the advanced work of AT Latin.



*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## **Latin 4**

**Course Number: 1367**

**Credit: 1**

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

In Latin 4 students will complete their study of foundational grammar and the textbook in the spring, and then begin to read primary texts in prose or poetry that will bring them closer to the history, culture, and everyday life of those who spoke and wrote in Latin. Students will deepen their understanding of grammar and idiom through prose composition, and they will learn to use the lexical and grammatical resources necessary for reading original Latin.

*Students should expect daily homework linked to class work, frequent short assessments, as well as midterm and end-of-term exams. All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

## **AT Latin Literature**

**Course Number: 1368**

**Credit: 1**

**Prerequisite: Satisfactory completion of Latin 3A or Latin teacher recommendation; it may be taken more than once as an elective**

In Advanced Topics in Latin Literature students will closely read, analyze and discuss texts of prose and poetry. Authors, texts and genres will rotate every year so that the course may be repeated. While the course will focus on the selected texts or authors, it will also explore literary and historical contexts and may include ancillary texts in Latin or in translation.

### **2025–2026: Amor et Amicitia: Love and Friendship in Roman Poetry**

In the fall students will read selections from the Late Republican poet Catullus (84–54 BCE). In his short life he produced a powerful body of poetry that ranges from passionate and angry to playful and mournful, and which continues to influence poets to this day. In the spring, students will turn their attention to selections from Augustan Age poet Ovid (43 BCE–17 CE), whose work ranges from playful to subversive and explores the themes of love, loss, and transformation in both the elegiac and epic genres of *Amores* and *Metamorphoses*.

*This is an advanced course, and students should expect daily work that may include reading, translating, responding to discussion prompts, and scanning the poetry's meter. Students will also be discussing content, contexts and poetic conventions. Assessments will take the forms of frequent quizzes, mid- and end-of-term tests, short essays, presentations and projects.*

*All students participate in the National Latin Exam in the spring. The exam costs approximately \$8 and does not impact student grades.*

# Spanish

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## Spanish 1

**Course Number: 1335**

**Credit: 1**

**Prerequisite: None**

This course is designed for students with no prior experience in Spanish. The primary focus is on developing listening and speaking skills, emphasizing accurate pronunciation and proper sentence structure. Students also work to develop beginning literacy skills through activities such as reading short articles and completing thematic projects in Spanish. They engage in various interactive activities, including listening to recordings and songs, practicing dialogues, playing games, and watching videos featuring native speakers. A multimedia digital instructional platform supports learning by reinforcing vocabulary, grammar, cultural immersion, and the development of reading, writing, and listening skills.

*Students can expect to complete daily homework, do periodic assessments, and are required to actively participate in class. Upon successfully completing Spanish 1, the next course in the sequence is Spanish 2.*

## Spanish 2

**Course Number: 1338**

**Credit: 1**

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

This course builds upon the skills developed in Spanish 1, advancing students' abilities in understanding, speaking, reading, and writing at a higher novice level. Students may be introduced to readings that incorporate more complex grammar, vocabulary, and cultural content. The course emphasizes conversation and a deeper understanding of Hispanic cultures. A multimedia digital platform enhances the learning experience by supporting vocabulary acquisition, grammar mastery, cultural immersion, and the development of reading, writing, and listening skills.

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

## Spanish 3

**Course Number: 1341**

**Credit: 1**

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

This course builds on the skills developed in Spanish 1 and 2 or an equivalent foundation. Students will further enhance their communication abilities by expanding vocabulary, mastering grammar and sentence structure, improving oral expression, and strengthening reading and listening comprehension. The course integrates the geography, customs, and daily life of the Spanish-speaking world as essential components. A multimedia digital instructional platform supports learning by reinforcing vocabulary, grammatical concepts, cultural immersion, and the development of reading, writing, and listening skills.

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

## Spanish 3 Advanced

**Course Number: 1342**

**Credit: 1**

**Prerequisite: Departmental recommendation and assessment**

This course offers a more rigorous curriculum compared to Spanish 3. It focuses on vocabulary acquisition, integrating complex grammatical structures, and developing refined oral and written communication skills. Emphasis is placed on oral comprehension and proficiency, with frequent opportunities for spontaneous expression. Students will engage with readings from diverse, authentic sources from the Spanish-speaking world, designed to expand both active and passive vocabulary. A multimedia digital instructional platform supports the learning experience by enhancing vocabulary, grammar, cultural immersion, and the development of reading, writing, and listening skills.

*Students enrolled in Spanish 3A are expected to complete daily homework assignments, do periodic assessments and presentations, and participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 3A (minimum grade of B), the next course in the sequence is Spanish 4A.*

## Spanish 4

**Course Number: 1344**

**Credit: 1**

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

This course builds upon the language skills acquired in Spanish 1, 2, and 3 or their equivalents. It includes a review of grammatical structures and a continued focus on literacy and

communication skills. Students will explore geography, customs, and daily life in the Spanish-speaking world, as well as analyze global current events and their impact on Spanish-speaking communities through diverse media. A multimedia digital platform will enhance the understanding and application of vocabulary, grammar, cultural immersion, and the development of reading, writing, and listening skills.

*Students can expect to complete daily homework assignments, do periodic assessments and presentations, and participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 4, the next course in the sequence is Spanish 5.*

## Spanish 4 Advanced

**Course Number: 1345**

**Credit: 1**

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

This course offers a more rigorous and comprehensive curriculum compared to Spanish 4, focusing on advancing proficiency in all language skills with a strong emphasis on grammar. Students will explore the rich culture of the Spanish-speaking world through a diverse array of authentic sources, including literary excerpts, current events, and multimedia content. The course incorporates materials such as newspapers, radio broadcasts, and instructor-provided videos to facilitate real-world language application. Additionally, a multimedia digital instructional platform will be utilized to enhance vocabulary acquisition, grammatical mastery, cultural immersion, and the development of reading, writing, listening, and speaking skills.

*Students enrolled in Spanish 4A are expected to complete daily homework assignments, do periodic assessments and presentations, and participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successful completion of Spanish 4A (minimum grade of B), the next course in the sequence is Spanish 5A.*

## Spanish 5

**Course Number: 1347**

**Credit: 1**

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

This course builds upon the language skills developed in Spanish 1 through 4 or their equivalent, further refining students' literacy and communication abilities. Emphasis is placed on mastering more complex grammatical concepts and expanding proficiency in reading, writing, listening, and speaking. Authentic resources, including literary texts, newspapers, and magazines, provide a foundation for discussions on contemporary political, social, and cultural topics. A multimedia digital instructional platform enhances the learning experience by integrating new vocabulary, grammar, and cultural immersion into engaging activities designed to develop all language skills comprehensively.

*Students can expect to complete daily homework, do periodic assessments and presentations, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 5, the next course in the sequence is Spanish 6.*

## Spanish 5 Advanced

**Course Number: 1348**

**Credit: 1**

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

This course offers a rigorous curriculum that builds on the foundation established in Spanish 4 Advanced, serving as a bridge to the AP Spanish Language and Culture course. Students will engage in an in-depth review of grammar, with a focus on mastering sophisticated vocabulary and complex grammatical structures. The course emphasizes reading and interpreting authentic literary texts, completing challenging writing assignments—including essays and analyses—and developing oral proficiency through interactive and conversational activities emphasizing higher-order critical thinking.

Cultural knowledge is a cornerstone of the curriculum, explored through thematic studies of art, history, film, literature, and music. A multimedia digital instructional platform enhances learning by supporting vocabulary acquisition, grammar practice, cultural immersion, and the development of reading, writing, listening, and speaking skills.

*Students enrolled in Spanish 5A are expected to complete daily homework assignments, do periodic assessments and presentations, and to participate actively during class discussions. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. Upon successfully completing Spanish 5A (minimum grade of B), the next course in the sequence is AP Spanish Language and Culture.*

## Spanish 6: Explorations In Culture

**Course Number: 1350**

**Credit: 1**

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

This course builds on the language skills acquired in Spanish 1 through 5 or equivalent levels, further refining and expanding students' proficiency in speaking, listening, reading, and writing Spanish. Instruction is centered around thematically organized cultural units, allowing students to explore and engage deeply with topics relevant to the Hispanic world. Students will analyze and reflect on Spanish-language texts and media while mastering advanced grammatical concepts. The course emphasizes critical thinking and cultural insight, encouraging meaningful connections between language and culture. A multimedia digital platform enhances learning by integrating new vocabulary, advanced grammar, cultural immersion, and practice in reading, writing, and listening skills.

*Students can expect to complete daily homework, do periodic assessments, exams, and presentations, and are required to actively participate in class.*

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

**Course Number: 1353**

**Credit: 1**

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

AP Spanish Language and Culture is a rigorous, college-level course equivalent to a second-year undergraduate Spanish course. It is designed to prepare students for the AP Spanish Language and Culture Exam while enhancing their proficiency in writing, reading, listening, and speaking. The course emphasizes the three modes of communication: Interpretive, Interpersonal, and Presentational.

Students engage in a variety of activities, including exercises, readings, projects, games, and media drawn from diverse, authentic sources. These experiences immerse students in real-world scenarios and provide ample opportunities for meaningful communication in Spanish. A key focus is placed on writing academic essays, engaging in spontaneous conversations, and making cultural comparisons between students' own communities in the U.S. and those in the Spanish-speaking world.

Additionally, students delve deeply into one Spanish-speaking country of their choice, becoming “experts” in its culture, traditions, and current events. The curriculum is built around real-world contexts and contemporary themes that connect to Spanish-speaking cultures and students' personal experiences, ensuring a rich and dynamic learning environment.

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

## **Spanish for Heritage Speakers 1**

**Course Number: 1356**

**Credit: 1**

**Prerequisite: Teacher placement interview**

This course is tailored for heritage Spanish speakers seeking to enhance their oral, reading, and writing skills while refining their linguistic abilities. It encourages students to explore their cultural and linguistic heritage, fostering a deeper understanding of their identity. Designed to address the diverse needs of heritage speakers, the course focuses on literacy development, specialized vocabulary acquisition, writing mechanics, and mastering appropriate registers in both oral and written communication. The curriculum is flexible and responsive, adapting to students' specific needs as assessed by the teacher.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. This course is tailored for students in Grades 9–12 with a heritage Spanish-speaking background, offering an opportunity to enhance their language proficiency while deepening their understanding of Spanish-speaking cultures. Two consecutive years in the Spanish for Heritage Speakers sequence may be used to fulfill the graduation requirement.*

## **Spanish for Heritage Speakers 2**

**Course Number: 1357**

**Credit: 1**

**Prerequisite: Teacher placement interview**

The second course of Spanish for heritage speakers expands the first course's goals of formalizing the heritage learners' linguistic abilities. It continues the cultural and language coverage of the different countries in which Spanish is spoken, adding topics closer to the student, such as the interaction between classmates and loved ones or the expression of ideas, feelings, and emotions that directly affect them. It also delves into current issues such as migration and economic development, science, and technology, as well as the health of the planet. It seeks, likewise, to deepen the development of the student's written and oral expression based on the study of these topics and through various activities.

*Students can expect daily homework, periodic assessments, and are required to actively participate in class. All students participate in the National Spanish Exam in the spring. The exam costs approximately \$6 and does not impact student grades. This course is designed for students in Grades 9–12 who come from a heritage Spanish-speaking background and wish to strengthen their language skills and cultural knowledge. Two consecutive years in the Spanish for Heritage Speakers sequence may be used to fulfill the graduation requirement.*

## **Intensive Spanish**

**Course Number: 1355**

**Credit: 1**

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

This course is exclusively for eleventh- and twelfth-grade students who have fulfilled their language requirements. It is designed to accelerate their Spanish proficiency by completing two years of material in a single academic year. This intensive approach prepares students for college-level language courses and/or advancement to Spanish 3 or 3A in the subsequent year. The course will focus on developing all four language skills—listening, speaking, reading, and writing. A multimedia digital platform will deepen students' understanding of new vocabulary, grammatical concepts, and cultural elements while enhancing their reading, writing, and listening abilities.



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

*This course alternates annually with Intensive French and will be offered in the 2026–2027 school year.*

## **World Language Electives**

### **Non-Language Electives**

#### **Ancient Greek Literature in Translation**

**Course Number: 1379**

**Credit: 1**

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

This is a yearlong course. In the first semester, we delve into Greek epics of Hesiod and Homer. We explore the historical performance of these epics, the patterns of performance within them, and what they can tell us about the formation of ancient Greek civic identity. We will also look at what the Homeric epics can teach us about war and its impact today, and what modern psychology can teach us about the epics. The second semester is built on the work of the first, with the focus on Greek athletics and Athenian tragedy, where citizenship, religion, politics, and war all intersect to reveal tensions between genders, classes, individuals and states, and soldiers and citizens. Readings will include Aeschylus' *Prometheus Bound*, Sophocles' *Ajax* and *Philoctetes*, Euripides' *The Bacchae*, and the modern *Theater of War: What Greek Tragedies Can Teach Us Today*.

*This course requires close reading of the texts and active participation in daily discussions. There will be regular one-page academic essays responding to prompts about the texts read and discussed. The grade is based on preparation, participation, presentations, and one-page essays.*

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

**Course Number: 1329**

**Credit: 1**

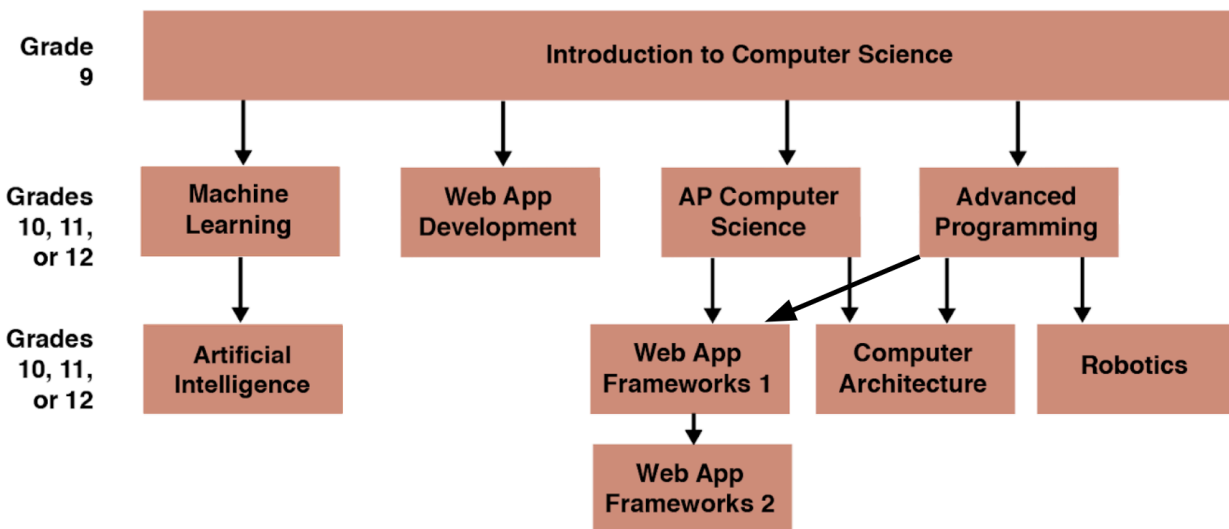
**Prerequisite: All students with some knowledge of German are welcome to enroll; however, the course may not be taken to fulfill the World Language requirement**

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

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

## Computer Science

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### Overview of the Program

Every University High School student must successfully complete a half credit of computer science. Students will fulfill the requirement through the half-credit Introduction to Computer Science course in Grade 9.

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

### Computer Science Department's Grading Purpose Statement

Grades should reflect a student's ability to demonstrate their understanding of the material. Students have a variety of opportunities to show evidence of this understanding throughout each semester.

Grades on homework, tests, and projects throughout the semester give feedback to the students on their mastery of the material and help identify areas for improvement. Midterm comments, in particular, help students comprehend the connection between their effort and their overall growth throughout the year. End-of-year letter grades provide a summary of the student's comprehension to parents, the school, and external organizations.

## Introduction to Computer Science

**Course Number: 1481**

**Credit: 0.5**

**Prerequisite: None**

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

Students will need access to a computer with internet access and the ability to install software. The school will provide appropriate hardware to any students who need to borrow a computer with the required specifications for this course. Teachers will provide this information at the start of the year.

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

## Advanced Programming: Python (fall semester)

**Course Number: 1494**

**Credit: 0.5**

**Prerequisite: Intro to Computer Science**

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

Along the way, students will implement algorithms that can be applied to a number of real-world problems such as mapping of voting data, detection of gerrymandering, and intelligent game play.

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

## **Robotics (spring semester)**

**Course Number: 1495**

**Credit: 0.5**

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

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

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

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

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

## **Machine Learning (fall semester)**

**Course Number: 1483**

**Credit: 0.5**

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

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

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

## **Artificial Intelligence (spring semester)**

**Course Number: 1482**

**Credit: 0.5**

**Prerequisite: B+ or better in Machine Learning**

Artificial Intelligence is a semester-long course that investigates the “mind” of an artificial intelligence system. The course combines elements of algorithmic thinking and probability with data manipulation and pattern recognition. Students will learn about the chronological history of

the field of artificial intelligence, the difficulties associated with mimicking the brain, how artificial intelligence impacts our daily lives, and current developments in artificial intelligence.

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

## **Web Application Development**

**Course Number: 1484**

**Credit: 1**

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

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

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

**Course Number: 1490**

**Credit: 1**

**Prerequisite: A– or better in Introduction to Computer Science or permission of the Department**

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

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

## Web Application Frameworks I (fall semester)

**Course Number:** 1496

**Credit:** 0.5

**Prerequisite:** Either AP Computer Science or Advanced Programming: Python, or permission of the department

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

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

## Web Application Frameworks II (spring semester)

**Course Number:** 1497

**Credit:** 0.5

**Prerequisite:** Web Application Frameworks I

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

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

## Computer Architecture

**Course Number:** 1491

**Credit:** 1

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

In this hands-on course, students build a virtual general-purpose computer system—hardware and software—from the ground up. Beginning with the simplest of logic gates, they build combinational and sequential circuits, and then integrate them into a computer platform capable of running machine language programs. Students then write an assembler, virtual machine language translator, and compiler so that the computer can run software written in an



object-oriented programming language. They finish the year by writing several modules needed for completing the operating system implementation.

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

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

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

## Fine Arts

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“Because objects of art are expressive, they are a language. Rather they are many languages.”  
—John Dewey

### Introduction

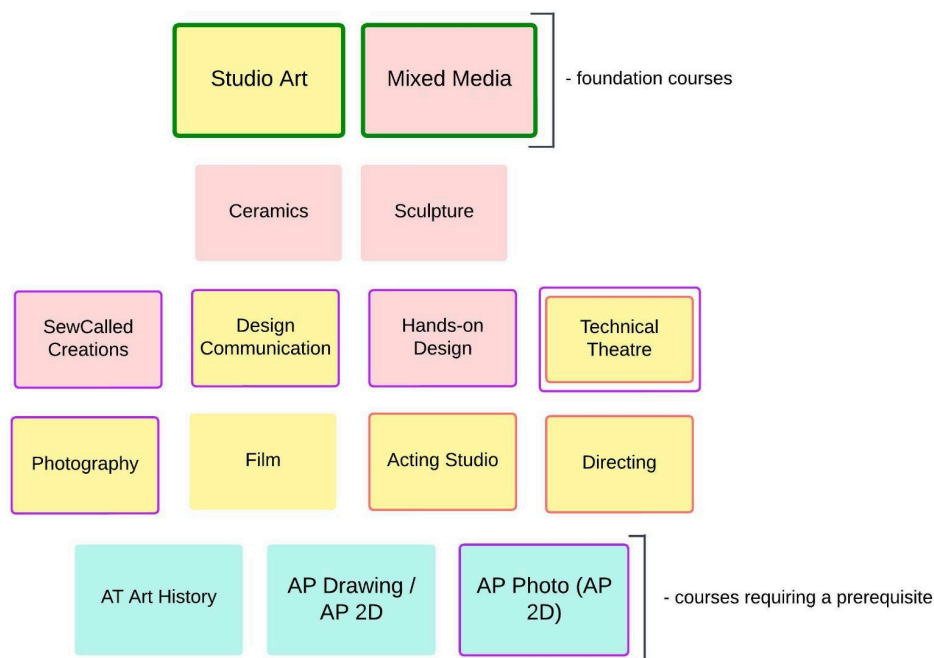
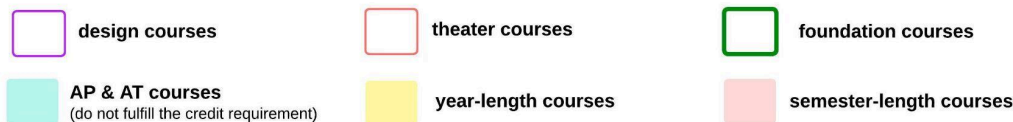
The visual and theatre arts play a vital role at Lab. The arts compel students to develop their own ways of seeing, expressing, and bringing to life their ideas and imaginations. In addition to creativity, art classes cultivate resilience, emotional intelligence, and lifelong curiosity, all of which are increasingly valued professional skills as well as life skills. Studio art classes tend towards a collaborative environment and are stress reducing. Students may choose from a variety of courses that stimulate the ability to see, to express, and to invent.

U-High has a one-year fine arts graduation requirement. We highly encourage students to fulfill the art requirement early in their high school planning in order to safeguard their curiosity and interests. There are both semester-length and yearlong classes to choose from, and students are encouraged to try a couple of different mediums. Please refer to the curricular map below as a guide to help plan your trajectory.

### Fine Arts Department’s Grading Purpose Statement

The High School Art Department shares a vision that grades emerge from a semester- or year-long process of many art-making activities and critiques (written, verbal, formal, informal), and deep and active engagement with oneself and all who work in the studio environment. In recognition that there is no objectivity in art, grading is based on a student’s personal artistic growth as aligned with their teacher’s class syllabus.

- While not required, taking a foundation class as one's first art class in high school is recommended.
- Students wanting to develop a portfolio for college applications should plan to take at least 3 credits.
- Taking art during junior year is also highly recommended for building a portfolio because college application occurs early during senior year. The bulk of the portfolio is produced prior to that time.



### Courses That Fulfill the Fine Arts Credit Graduation Requirement

- > Acting Studio
- > Beginning Photography
- > Ceramics Wheel Throwing
- > Design Communication
- > Filmmaking
- > Hands-on Design
- > Mixed Media
- > SewCalled Creations
- > SewCalled Studio
- > Sculpture
- > Studio Art
- > Technical Theatre

### **Advanced Fine Arts Elective Courses**

- > Advanced Drawing and Painting [AP Drawing / AP 2-D]
- > Advanced Photography [AP 2-D Art and Design]
- > AT Art History Theory & Practice
- > Directing

During the course-request process, students must indicate their first and second choices for art classes. Although we will make every attempt to assign students to their first choice, in order for us to achieve a numerical balance among the classes, and account for conflicts with the students' schedules, students will sometimes be enrolled in another art course from our wide selection of fine arts courses.

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

### ***Courses That Fulfill the Fine Arts Credit Graduation Requirement***

#### **Acting Studio**

**Course Number: 1770**

**Credit: 1**

**Prerequisite: None**

Acting Studio is a course that may be repeated and is designed to immerse students in the craft of acting. Students will take part in classic training exercises from historically important acting teachers including Strasberg, Hagen, Spolin, Meisner, and more.

Voice, breathing, movement, and script analysis for actors are studied, as well as proper terminology and processes for both stage and on-camera work. Students will become versed in audition techniques, including slating and self-tapes for stage and on-camera. Assessments involve monologue work, scene work, ensemble work, self-tapes, and terminological exams.

Returning students will have pre-designed differentiation, including work on historical techniques and remediation of challenges unique to the student.

*Homework for this class is minimal, but some memorization and written reflections are required. Time will be allotted for memorization and writing, but may require additional time outside of class. Grades are predicated on expressed understanding of core concepts and personal improvement.*

## Beginning Photography

**Course Number: 1730**

**Credit: 1**

**Prerequisite: None**

Students will use a variety of tools in this hands-on overview photographic studio class in order to create a unique portfolio. The course will be broken up into three distinct sections: Digital Imaging, Darkroom Discovery, and Alternative Processes. Students will begin the year with a thorough investigation of the digital world, learning how to work with Adobe Photoshop and Lightroom to bring their digital photography to life. Later, students will be introduced to the traditional skills of analog/film photography and working in a darkroom to develop their photos. This yearlong course will also explore the history of fine art photography from its early days to the digital age.

Students should have a notebook dedicated for this class. Cameras, memory cards, and other equipment will be provided.

*Almost all work is completed during class time, with the option to check out equipment to complete work outside of class when needed. Grades are based on participation therefore attendance and productive use of class time are vital for success.*

## Ceramics Wheel Throwing (fall semester)

**Course Number: 1741**

**Credit: 0.5**

**Prerequisite: None**

Find your center and develop mindful and meditative focus by learning how to use the potter's wheel. The practice of wheel throwing is mentally therapeutic, stress reducing, and is an art form that AI can't replicate. Pottery also develops one's manual dexterity, strength, and coordination, which is useful to future surgeons, carpenters, dentists, chefs, athletes, and musicians. Students will learn wheel-throwing techniques in depth, as well as some handbuilding techniques to create both functional and sculptural pieces. Glazing, slip decorating, and ceramics history and chemistry will also be explored. Get your hands dirty being physically creative in this fun semester-length course that can be repeated if desired.

*This is a studio-based course; therefore, almost all work is completed during class time. Grades are based on participation, so attendance and productive use of class time are vital for success. The facility is also open and available for students who wish to work during lunch and free periods.*

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

**Course Number: 1742**

**Credit: 0.5**

**Prerequisite: None**

See course description above.

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

## **Design Communication**

**Course Number 1761**

**Credit 1**

**Prerequisite: None**

Whether one is trying to sell a product, generate support for a charitable cause, or pitch a new life-changing invention, it is increasingly important that the presentation be modern, concise, aesthetically pleasing, and as equally excellent in quality as the idea itself. This fun and practical art class empowers students by developing visual perceptivity and computer competency for effective twenty-first century communication. Focused on developing helpful life skills, students will simulate post-educational situations by working both individually and in teams. Fall semester covers vector- and pixel-based graphics, Adobe software, and web design, including, but not limited to, coding with HTML (Living Standard) and CSS3. Spring semester explores rapid prototyping, 3-D modeling, 3-D printing, and laser cutting through projects like jigsaw puzzles and an egg drop challenge. April culminates in a Shark Tank project begun in the fall. Professional designers and businesspeople will participate as “sharks” in a critique. Students will pitch their invented startup companies using the websites, logos, and presentations they've created.

*This is a studio-based course; therefore, almost all work is completed during class time. Grades are based on participation, so attendance and productive use of class time are vital for success.*

## **Filmmaking**

**Course Number: 1735**

**Credit: 1**

**Prerequisite: None**

This yearlong program emphasizes hands-on learning and gives students the all-around filmmaking experience necessary to make their own films. No previous filmmaking experience is required. Participants must work with self-discipline, energy, and mutual respect as part of teams. Students in the program receive hands-on instruction and preparatory production experience. The curriculum integrates study in all the major filmmaking disciplines including cinematography, directing, screenwriting, producing, and editing. Students write, shoot, edit, and direct two of their own short films (including a thesis film), and one whole-class short film.

Projects are shot in HD and 4K and edited digitally. The course also provides an introduction to the history and theory of film.

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

*Almost all work is completed during class time, with the option to check out equipment to complete work outside of class when needed. Grades are based on participation; therefore, attendance and productive use of class time are vital for success.*

### **Hands-on Design (fall semester)**

**Course Number: 1708**

**Credit: 0.5**

**Prerequisite: None**

In a studio environment working on individualized projects of interest, students will identify and engage in the creative design process from conception and CAD modeling to fabrication and production. Students will learn about and gain experience using a variety of prototyping and fabrication equipment including hand and power tools, and computer-controlled technology such as 3-D printers, laser cutters, CNC routing, and milling—closing with a personal, capstone project that highlights their newly acquired fabrication skills. This is an introductory-level course and no previous CAD or fabrication experience is required. This class can be repeated.

*This is a studio-based course; therefore, almost all work is completed during class time. Grades are based on participation; as a result, attendance and productive use of class time are vital for success.*

### **Hands-on Design (spring semester)**

**Course Number: 1709**

**Credit: 0.5**

**Prerequisite: None**

See course description above.

### **Mixed Media (fall semester)**

**Course Number: 1710**

**Credit: 0.5**

**Prerequisite: None**



In this course, students work in a variety of art materials and art-making processes, including both traditional and nontraditional drawing and painting, printmaking, collage, book arts, 3-D, and digital media. Students are expected to develop their own ideas through sketchbook work, long-term creative projects, and in-class collaborations. By the end of the semester, students will have developed a mixed-media body of artwork that explores conceptual and formal issues relevant to their personal lived experience and is responsive to the world around them.

**This course may be repeated with Fine Arts Department approval.**

*This is a studio-based course; therefore, almost all work is completed during class time. Grades are based on participation, so attendance and productive use of class time are vital for success. (Some teachers teaching this may choose to assign homework).*

### **Mixed Media (spring semester)**

**Course Number: 1711**

**Credit: 0.5**

**Prerequisite: None**

See course description above.

### **SewCalled Creations (fall semester)**

**Course Number: 1723**

**Credit: 0.5**

**Prerequisite: None**

SewCalled Creations introduces students to sewing techniques and creating “wearable art.” This includes, but is not limited to, hand sewing, pattern making, textile design, and using nontraditional materials to make garments with some element of costume. We will research contemporary practices related to fashion design, sustainable fashion, pattern making, and artists/designers who create clothing and/or wearable art. Students will study the human form, be exposed to a general history of clothing/fashion design, and explore contemporary approaches to sustainability, gaining a broader sense of how and what we consume in our clothing choices and habits.

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

**Note: Students who wish to take SewCalled as a yearlong course must also request SewCalled Studio for spring semester.**

### **SewCalled Studio (spring semester)**

**Course Number: 1725**

**Credit: 0.5**

**Prerequisite: SewCalled Creations**

SewCalled Studio is an advanced continuation of SewCalled Creations, where students explore garment design and patternmaking with a focused, independent designer approach. Guided by the instructor, this course requires a solid understanding of working in a sewing studio, working with commercial patterns, dress forms and the creation of simple garments. We will visit a nearby fabric store where students are given a small budget to browse, select, and purchase materials in order to construct a garment of their personal design after illustrating a small collection of garments.

### **Sculpture (fall semester)**

**Course Number: 1743**

**Credit: 0.5**

**Prerequisite: None**

This semester-long course is designed as an exploration of the many building methods and techniques within the vast field of sculpture. Students explore basic construction techniques and gain competence in three-dimensional thinking and building skills. Ideas are initially developed through experimental drawings and discussion. An introduction to low-fire ceramic glazes will also be included. Contemporary art concepts and the history of sculpture will be discussed. When appropriate, art exhibits occur and visits to galleries or museums may be scheduled.

Students may repeat this course with teacher approval if space allows. Repeating students will continue to learn about sculpture with different, more advanced projects that follow the materials in use for the introductory curriculum. This course will cover hand-building techniques with clay, woodworking, carving, building with found materials, and using a variety of mixed media for surface development.

*This is a studio-based course; therefore, almost all work is completed during class time. Grades are based on participation so attendance and productive use of class time are vital for success.*

### **Sculpture (spring semester)**

**Course Number: 1739**

**Credit: 0.5**

**Prerequisite: None**

See course description above.

### **Studio Art**

**Course Number: 1705**

**Credit: 1**

**Prerequisite: None**

Studio Art is a comprehensive introductory art course in which students are given an opportunity to develop skills in drawing, painting, and sculpture using a variety of media. As they are encouraged to refine their techniques, they will also be encouraged to welcome surprises that take them beyond their original goals. During the year we will visit museums and/or galleries. This is a studio-based class, where by the end of the year, students will have developed a body of

artwork that explores formal and conceptual issues relevant to their lived experience and is responsive to the world around them.

*This is a studio based course, therefore almost all work is completed during class time. Grades are based on participation therefore attendance and productive use of class time are vital for success.*

## **Technical Theatre**

**Course Number: 1780**

**Credit: 1 credit per year**

**Prerequisite: None**

An introductory course in technical theatre, students will learn skills and techniques relating to the various areas of theatre production and live events. Students will exercise their artistic talents while creating unique work in lighting, audio, scenery, and costumes.

For interested beginners, this course will afford the opportunity to become familiar with technical theatre terminology and processes. For experienced students, an individualized program of study and practical work will allow for the continued development and refinement of skills in various concentrations.

Class projects and assignments will center around plays and musicals of students' choice, with many in-class, hands-on activities in parallel. Most work is done during class periods, but some assignments will be required outside of the classroom.

*This is a yearlong course. Grades are based on class participation and assignments are assessed for progress over proficiency. Students receive individual feedback and will have opportunities for resubmissions to improve their grade.*

## **Advanced Fine Arts Elective Courses**

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

**Course Number: 1722**

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

**Prerequisite: One art credit and a portfolio review by department (Consent of instructor)**

**Schedule Format: 3x50 and 1x75 lab period or 4x50 (regular schedule)**

This is an advanced course designed for students who are ready to focus on individualized work in preparation for making a robust art portfolio by the end of the year. Traditional and contemporary concerns and techniques of painting, drawing, and mixed-media art are studied. The purpose is to develop ideas and skills that will bring about a deeper understanding of artmaking, enhancing the personal visual statements of the student. Group and peer critiques will nurture communication of ideas, and students will engage in rich discussions regarding each other's work and process. Self-reflection is also practiced through discussion and written evaluations. Resources and personal help are available for students who want their portfolio

submitted to the College Board for Advanced Placement credit. Assessment in this class is based on commitment, creativity, progress, and a final portfolio review.

*Assignments are individually tailored so that students are better able to develop a personal style, generate their own ideas, and follow their muse. This is an advanced-level course, and the expectations are aligned to the College Board.*

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

**Course Number: 1753**

**Credit: 1 (with option to submit portfolio to the College Board for college credit)**

**Prerequisite: A full year of Beginning Photography or Photojournalism, and a portfolio review by department (Consent of instructor)**

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

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

Students will utilize a wide range of materials, approaches, and equipment to explore a variety of photographic possibilities, including collage, hand-colored photos, and photo constructions. The course opens with mini explorations into the great themes of photography and art before transitioning to the main individualized investigations. Students are expected to shoot original content photos monthly that they can use to create imagery during class. Contemporary imagery in fine art photography and general art history will be regularly examined and discussed so that students develop a strong vocabulary in the language of aesthetics. Regular critiques will engage the class as an extended community and help each student to expand and grow their own work.

The majority of the year will be devoted to an in-depth concentration, carefully planned and executed by each student. The year will culminate with final individual and group exhibitions. Almost all work is completed during class time, with the option to check out equipment to complete work outside of class when needed. Grades are based on participation; therefore, attendance and productive use of class time are vital for success.

## AT Art History: Research and Practice

**Course Number: 1737**

**Credit: 1**

**Prerequisite: 1 Fine Arts credit**

**Schedule Format: 3x75 lab periods**

The yearlong course in art history introduces a broad range of issues, skills, and practices of the art historian, curator, and/or research-driven artist. Class will be scheduled to have one morning session and a double Wednesday long lab period to allow for (near) weekly trips to galleries, museums, and studios on campus and across the city for in-depth, on-site research. Students train in formal and visual analysis, with scholarship manifested as written essays, oral presentations, exhibition proposals, and hands-on material exploration. We approach the subject through the lens of museum and curatorial studies, grounding our explorations in collections and exhibitions throughout Chicagoland to make connections between the work of artists, institutions, and the world around us. Students will develop expertise in interpretation, writing, exhibition layout, and audience experience. This class is intended to be highly experiential for the advanced art student. Assessment in this class is based on commitment, creativity, and progress.

*The class will require moderate time outside of class reading, analyzing art, and writing. Individual trips to galleries and museums may also be assigned.*

## Directing

**Course Number: 1785**

**Credit: 1 credit per year**

**Prerequisite: Consent of the instructor**

Directing is a repeatable course designed to immerse students in the craft of directing for the stage, as well as an introduction to directing on-camera work.

Students will take an active role in the many roles of the director, including production planning, script analysis, articulation of concepts for producers and designers, coaching actors, and staging/blocking. Fall semester will include practical work in the fundamentals of staging scenes and working with actors, with much of the spring semester spent on individualized projects. Acting skill is not required, but all students will lend their talents to student directors as actors in in-class scenes.

*Grades are predicated on expressed understanding of core concepts and personal improvement. Homework is minimal but the course requires some reading, written reflection, and production planning.*

# Music

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## Introduction

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

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

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

## Music Department's Grading Purpose Statement

The Music Department recognizes the importance of articulating and communicating student progress in a fair and equitable manner. To that end, we communicate grades as a reflection of students' efforts and work—taking into account their individual starting point and personal growth. Our grading methods include assessments both in and out of the classroom, and we view each learning activity, rehearsal, performance, and project as a means for reaching goals as defined by the nature of the class.

## Courses that fulfill the music credit requirement

- > Concert Band
- > Concert Choir
- > Concert Orchestra
- > Introduction to Digital Music
- > Explorations in Music
- > Music History

## Elective courses offered

- > Acoustic Guitar (fall/spring)
- > Bel Canto
- > Chamber Collective
- > Chamber Winds
- > Jazz Ensemble
- > Specializations in Digital Music
- > Music Theory for the Twenty-First Century Musician

## ***Courses that Fulfill the Music Credit Requirement***

### **Explorations in Music**

**Course Number: 1810**

**Credit: 1**

**Prerequisite: None**

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

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

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

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

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

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

### **Music History**

**Course Number: 1815**

**Credit: 1**

**Prerequisite: None**

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

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



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

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

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

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

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

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

*Students can expect two to three hours of homework per week, which includes a combination of listening, reading, and writing.*

## **Introduction to Digital Music**

**Course Number: 1830**

**Credit: 1**

**Prerequisite: None**

This course is an excellent choice for students with an interest in using technology to create original music. Students will be introduced to a program called Ableton and can choose from any of their favorite music styles to learn how to build drum beats, basslines, chords, melodies, and song forms. This course requires an understanding of music note names, simple intervals (whole steps and half steps), familiarity with basic scales, and the ability to identify the keys on the piano keyboard. This course also requires competency in basic computer skills (file management and saving, etc.). Students who join the Lab community in high school will meet with the teacher

to discuss their prior experience before enrolling in the course. A formal evening showcase of student work takes place in the spring (DigiMUSE), and participation in this event is a course requirement and part of students' final grades.

*Students will complete a series of music projects as part of this class. Regular practicing at home with the software, four to five times a week, is an expectation.*

## **Concert Band**

**Course Number: 1850**

**Credit: 1**

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

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

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

## **Concert Orchestra**

**Course Number: 1860**

**Credit: 1**

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

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

Students will advance their technique, tone production, intonation, and musical interpretation. From the large ensemble to the small chamber group, every musician develops leadership skills through cooperation and collaboration. We channel the excitement, talent, and dreams of our students into a passion-driven learning experience. Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

*Formal evening concerts are given two times during the academic year, and participation in these performances is a course requirement. Students will complete a series of recording*

*assignments as part of this class. Students can expect to complete one project per semester in addition to consistent home practice.*

## **Concert Choir**

**Course Number: 1870**

**Credit: 1**

**Prerequisite: None**

Concert Choir is open to students who have the desire to become proficient in reading and singing choral music. Through the study and performance of standard choral literature from a variety of historical periods and styles, students will develop sight-singing, score reading, vocal production, and diction skills.

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

## **Music Department Electives**

### **Acoustic Guitar (fall semester)**

**Course Number: 1812**

**Credit: 0.5**

**Prerequisite: Completion of required music credit**

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

*Individual practice outside of class is necessary for success in this course.*

### **Acoustic Guitar (spring semester)**

**Course Number: 1816**

**Credit: 0.5**

**Prerequisite: Completion of required music credit**

(See above for course description.)

## **Bel Canto**

**Course Number: 1875**

**Credit: 1**

**Prerequisite: Completion of required music credit or concurrent enrollment in required music credit; audition**

**Schedule Format: 1x75 lab period**

Bel Canto is an advanced vocal ensemble selected by audition. This course is offered to students who have completed or who are dually enrolled in their required music credit. Students are required to sight-read music and maintain individual harmonies. Bel Canto is the capstone of choral music at U-High, performing approximately ten times each academic year. The ensemble offers choral music from the Renaissance, Classical, and Romantic eras, as well as current A Cappella covers.

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

## **Specializations in Digital Music**

**Course Number: 1832**

**Credit: 1**

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

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

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

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

*Students will complete a series of music projects as part of this class. Class time is given for this, but working outside of class is also an expectation.*

## **Jazz Ensemble**

**Course Number: 1880**

**Credit: 1**

**Prerequisite: Completion of required music credit; audition**

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

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

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

*Students will complete a series of playing assignments (recorded and in-person) as part of this class. Home practice of 20–30 minutes per session, four to five times a week is an expectation.*

## **U-High Chamber Collective**

**Course Number: 1865**

**Credit: 1**

**Prerequisite: Completion of or current enrollment in required music credit; audition**

**Schedule Format: 1x75 lab period**

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

This course will encompass the development of skills specific to playing in a small ensemble, including communication, rehearsal efficiency, and technique. We will study repertoire from a variety of genres, and members will develop a deeper sense of chamber music including aspects of historical and cultural implications. Student musicians will be able to reproduce authentic performance styles specific to several musical eras.

The Chamber Collective will focus on developing performance opportunities for the ensemble in our community throughout the school year. This schedule of real-world playing opportunities will instill a sense of direction for rehearsals and also cultivate a shared sense of purpose and commitment.

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

## **Chamber Winds**

**Course Number: 1855**

**Credit: 1**

**Prerequisite: Completion of required music credit; audition**

**Schedule Format: 1x75 lab period**

Chamber Winds is an advanced wind chamber ensemble. It offers an avenue to perform challenging repertoire and connect with other musicians with the same level of technique and dedication. Students will perform in both a large ensemble as well as small chamber groups—such as a duo, trio, quartet, and quintet—based on instrumentation.

Students will focus on developing many advanced skills unique to chamber settings, including performing without a conductor and communicating with other ensemble members, while continuing to grow technically on their instruments. Musicians in the course will also engage in student-led rehearsals by focusing on rehearsal efficiency.

Students enrolled in this course are eligible to compete in ILMEA and IHSA festivals.

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

## **Music Theory for the Twenty-First Century Musician**

**Course Number: 1819**

**Credit: 1**

**Prerequisite: Completion of required music credit**

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

Students will become well-versed in terminology and notation through exposure to a wide range of music from all time periods. We will cover material such as scales, intervals, clefs, rhythm, form, meter, phrasing, harmonic progressions, and aural skills. Students will gain skills necessary to write and think critically about the music they are covering in class, as well as music in everyday life, regardless of genre. Readings, discussion, score study, and guided listening will also form a major part of the class.

Where this class differs from many theory classes is in the practical application. Basic piano keyboard skills and basic guitar skills will be taught and used to give students a way to express and experience the concepts covered in the curriculum. The overall goal of this class is to give

students the tools and skills to realize their own musical ideas in whatever format and style of music they choose.



# Journalism

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## Introduction

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

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

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

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

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

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

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

## Journalism Department's Grading Purpose Statement

The Journalism Department believes:

- There are multiple pathways for students to demonstrate their knowledge through application and some element of student choice.
- Through revision and iteration, students are encouraged to improve their work, expand their skills and deepen their understanding on the way to demonstrating mastery and increasing independence.
- Because we place high value on the soft skills that are cultivated in journalism courses, we use peer- and self-evaluation to encourage reflective learners who are intrinsically motivated.

## Opportunities for collaboration and empowerment

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

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

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

## Foundations of Journalism

**Course Number: 1229**

**Credit: 1**

**Prerequisite: None; Open to students in Grades 9–12**

Foundations of Journalism is open to all students at all class levels. Through introductory units, students will gather news, report, and write copy for the student newspaper, the *U-High Midway*. Additionally, students will use selected readings for enrichment, inspiration, and springboard for discussion in class and online. Some of these activities will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. By the end of the course, students know how to plan, report, write, edit, and design accurate and equitable coverage for newspapers and websites, and many find their view of the world has broadened. This course provides an introduction to producing an audio story package (podcast) and to desktop publishing, including collaborative editing and designing pages. Students are also exposed to digital and emerging media, including social media.

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

### **Advanced Print/Online News Journalism 1**

**Course Number: 1241**

**Credit: 1**

**Prerequisite: Successful completion of Beginning Journalism**

### **Advanced Print/Online News Journalism 2**

**Course Number: 1242**

**Credit: 1**

**Prerequisite: Successful completion of Advanced Print/Online Journalism 1**

### **Advanced Print/Online News Journalism 3**

**Course Number: 1243**

**Credit: 1**

**Prerequisite: Successful completion of Advanced Print/Online Journalism 2**

Having completed a year as reporters and writers, and having learned how to produce, edit, design, and evaluate a newspaper and news website, students advance to planning the *U-High Midway* and [uhighmidway.com](http://uhighmidway.com), deciding its editorial policy, designing pages, editing copy, taking advanced story assignments, writing columns, publishing breaking news, and directing the paper's business management. This course also offers further experience in audio storytelling and in desktop publishing, particularly in using graphics and design techniques. Social media platforms are also explored and developed. *Midway* staff members may also be expected to participate in the business aspects of the newspaper from administrative tasks to advertising sales. Teamwork and effective communication are important aspects of this class. Because students can move among positions on the staff and the work is individually tailored, a student may take this course up to three years, and many do.

*Students use selected readings for enrichment, inspiration, and springboards for discussion. Some of these activities will be short-term, while others will have longer deadlines, allowing students to complete work around more immediate assignments. Interviews, writing, collaboration, and production will require students to spend time outside class. A student's role on the team and particular assignments determine the amount of time needed.*

### **Yearbook Journalism**

**Course Number: 1249**

**Credit: 1**

**Prerequisite: None; Open to students in Grades 9–12**

Yearbook Journalism is open to all students in Grades 9–12. The central component of this class is, of course, work to be published in the *U-Highlights* yearbook—written articles but also headlines, captions, alternative storytelling forms, page designs, and photo editing. This course also offers further experience in desktop publishing, particularly in using graphics and design

techniques. Along with the production of the book, students will develop and use skills in leadership, management, and communication. Teamwork and effective communications are important aspects of this class. Each student is trained in all aspects of digital yearbook production, though some may specialize. All staff members participate in selecting a theme and deciding other book elements. *U-Highlights* staff members will also be expected to participate in the business aspects of the yearbook from administrative tasks to advertising sales.

*Staff members also work after school, occasional evenings, and some Saturdays to meet deadlines. Some staff members work the first week of summer to complete the yearbook, which is published at the end of the summer. Additional assignments will be used for enrichment and inspiration. Some of these will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. Interviews, writing, collaboration, and production will require students to spend time outside class. A student's role on the team and particular assignments determine the amount of time needed.*

### **Advanced Yearbook Journalism 1**

**Course Number: 1253**

**Credit: 1**

**Prerequisite: Successful completion of Beginning Yearbook Journalism**

### **Advanced Yearbook Journalism 2**

**Course Number: 1254**

**Credit: 1**

**Prerequisite: Successful completion of Advanced Yearbook Journalism 1**

### **Advanced Yearbook Journalism 3**

**Course Number: 1255**

**Credit: 1**

**Prerequisite: Successful completion of Advanced Yearbook Journalism 2**

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

*Staff members also work after school, occasional evenings, and some Saturdays to meet deadlines. Some staff members work the first week of summer to complete the yearbook, which is published at the end of the summer. Additional assignments will be used for enrichment and inspiration. Some of these will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. Interviews, writing,*

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

## **Photojournalism**

**Course Number: 1260**

**Credit: 1**

**Prerequisite: None; Open to students in Grades 9–12. Students should have an understanding of how to use a DSLR camera; those without prior photography or camera experience should see instructor prior to enrollment**

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

DSLR cameras are available for students to check out.

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

## **Advanced Photojournalism 1**

**Course Number: 1262**

**Prerequisite: Successful completion of Photojournalism**

## **Advanced Photojournalism 2**

**Course Number: 1263**

**Prerequisite: Successful completion of Advanced Photojournalism 1**

## **Advanced Photojournalism 3**

**Course Number: 1264**

**Credit: 1**

**Prerequisite: Successful completion of Advanced Photojournalism 2**

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

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

A student may take this course up to three years, and many do. As students progress through this program, taking on new positions and leadership roles on the staff, the work is individually tailored.

*Additional assignments will be used for enrichment and inspiration. Some of these will be short-term, while others will have longer deadlines, allowing students to complete the work around more immediate assignments. Students will have regular opportunities to volunteer for additional assignments for publication.*

## **Multimedia Journalism (semester-long)**

**Course Number: 1233**

**Credit: 0.5**

**Prerequisite: Successful completion of Beginning Journalism**

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

**Not offered during the 2025–2026 school year.**

## **Media Literacy & Analysis (semester-long; offered both semesters)**

**Course Number: 1232**

**Credit: 0.5**

**Prerequisite: None; Open to students in Grades 9–12**

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

**Not offered during the 2025–2026 school year.**



# Physical Education, Health, and Wellness

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## Introduction

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

Three full years of physical education are required for graduation.

## Grading Purpose Statement

Grades will measure progress and provide fair and constructive feedback to student(s) and parent(s) on how well student(s) are meeting the standards of the department. Through formative teacher observation, students will be assessed in their content knowledge, individual growth, and daily participation. Instructors will also use written assessments and classroom assignments in applicable Units. Grades will be communicated four times per year.

## Physical Education Grade 9

Course Number: 1910

Credit: 1 credit per year

## Physical Education Grade 10

Course Number: 1920

Credit: 1 credit per year

## Physical Education Grade 11

Course Number: 1930

Credit: 1 credit per year

Grade 9–11 physical education curriculum is designed to introduce health and wellness concepts that positively impact the physical and emotional well-being of the students. The goal of the program is to give students the tools necessary to make healthy choices now and throughout their lives. Each grade will have specific goals and topics throughout the year that will progress in a logical way. Students will have the opportunity to take part in a multi-faceted program that is sure to both challenge and provide enjoyment.

## Tentative Activity Offerings for 2025–2026

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

**Archery** is the sport of shooting with a bow and arrows, especially at a target. Archery has been gaining popularity and will give students a very different type of individual sport activity.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Pickleball** is a racket/paddle sport that is played with 2–4 students. With the popularity of badminton and tennis in our curriculum we are happy to provide another sport with similar rules and skillset.

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

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

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

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

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

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

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

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

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

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

### **Extenuating Circumstances**

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

To obtain a medical excuse for a Physical Education class, a letter from the student's treating physician, on letterhead, must first be presented to the high school nurse describing the diagnosis and the need for the exemption, including the duration. Information will then be shared with the Physical Education, Health, and Wellness Department chair.

## Service Learning Program

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### Introduction

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

### Service Learning Grading Purpose Statement

High School Service Learning assessments are used to communicate where each student is in completing the stated requirements of the Year of Service. This communication is directed to the student but can also be helpful for their other interested adults who support their efforts.

Because the Year of Service program operates with a limited amount of face-to-face time with students, mid-term comments, semester grades/comments, and other written communication is imperative to ensure all students know what is expected for them to successfully complete the requirement.

### Process/Method

High School Service Learning is a Pass/Incomplete course—all students must complete it in order to graduate. At each semester students will receive an Incomplete or Pass to show where students are in the process of completing the required steps of the Year of Service Program.

Any mark other than Passing will always include an additional comment to explain what is left to be done for the student to achieve a passing grade.

### Service Learning

**Course Number: 2010**

**Credit: None**

**Prerequisite: None**

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

After the tenth-grade retreat, students select a community partner organization where they commit to 30 hours of service over the course of the school year. Students can select from a pre-approved list of partner organizations or propose a new service site. All service locations must be approved before a student can start their service. With the guidance of the Service

Learning Coordinator, students will be responsible for coordinating a schedule that works for both the student and the organization. Service completed prior to the tenth-grade retreat (i.e., start of school year through late September/Early October) is not counted toward the 30-hour requirement.

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

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

## Peer Leadership Program

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### Peer Leadership

**Course Number:** 2009

**Credit:** None

**Prerequisite:** Grade 10 or 11; application required

**Schedule Format:** 1x75 lab period

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

The Peer Leadership Program is a two-year commitment. Incoming Peer Leaders are matched with a Grade 9 advisory and transition with the same group of advisees to Grade 10. Current Junior Peer Leaders transition to Senior Peer Leaders pending a year-end evaluation.

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

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

Peer Leaders commit to attending weekly meetings during assigned periods, a two-day leadership retreat in late August, and other training during the academic year. Junior Peer Leaders help facilitate Grade 9 Orientation and Ninth-Grade Retreat, and Senior Peer Leaders lead activities and serve alongside Grade 10 students on Tenth-Grade Retreat.



## Summer School, Summer Opportunities, and Travel

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### Summer School

Some courses taken during the University High Summer School session may be included in the graduation requirement of 21.5 credits. However, in planning a four-year program, it is difficult to predict which courses may be offered during any summer session. A limited number of courses may be offered; course offerings are based on student interest and faculty availability. The following credit-bearing course is offered for summer 2025:

- Geometry

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

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

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

### Summer Link

Through Summer Link and Lab's unique partnership with the University of Chicago, qualified U-High students have the opportunity to apply for paid summer internships. Currently, internships are with a variety of University of Chicago departments, including science labs; computer science labs; with professors in the Business, Law, and Social Science departments; and within various University institutions, such as the Smart Museum, the Logan Center, and Court Theatre. Additional internships are available with employers outside the University of Chicago.

### The Internship for Civic Engagement

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

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

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

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

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

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

## Independent Studies: Policy and Programs

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

- > Independent Studies must meet on campus.
- > An Independent Study serves to supplement regular course offerings. Proposals must center on topics beyond the scope of these courses.
- > Independent Studies do not replicate/replace a course that is in this *Program of Studies*, even if the course does not run in a given year.
- > Students may not use an Independent Study to replicate/replace a course that did not fit into their schedule.
- > Every Independent Study requires a voluntary teacher sponsor.
- > A teacher may supervise, at most, two Independent Study projects, though one project may involve more than one student.
- > If a student wishes to pursue an Independent Study, they should map out the proposal with the supervising teacher, using the Schools' Independent Study form.
- > The final, written proposal must be presented by the student to the cooperating teacher, the department chair, counselor, parents/guardians, and assistant principal for approval and signature *before the final deadline*.
- > All Independent Studies are taken on a pass/fail basis and therefore are not credit-bearing. They cannot be used to fulfill a graduation requirement.

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

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

<b>Science</b>	<p><b>Independent Study in Science</b>  <b>Prerequisite: Consent of instructor and approval by the department</b>  A student may request an independent study project with any department member.</p> <p>Students are allowed to act as Lab Teaching Assistants during a 75-minute lab period for one semester of an AT science course. Students who have previously completed the course may discuss this opportunity with the given AT science teacher, but ultimately it will be up to the teacher and department to select any and all students for these TA roles.</p>
<b>Computer Science</b>	<p><b>Independent Study in Computer Science</b>  <b>Prerequisite: AP Computer Science or AT Web App Development</b>  Students are provided the opportunity to build on the skills and concepts learned in the upper-level computer science courses by creating a project on an advanced topic in computer science. A non-exhaustive list of potential topics includes game programming, data-driven art, algorithms, networking, operating systems, parallel computing, and artificial intelligence.</p>
<b>Fine Arts</b>	<p><b>Independent Study in Fine Arts</b>  <b>Prerequisite: Grade 11 or 12, permission of instructor, and approval of the department</b>  An independent study project in fine arts may be arranged with a consenting member of the Fine Arts Department given the following circumstances:</p> <p>The student <b>must be at least Grade 11</b> and have already fulfilled the fine arts requirements from regularly scheduled course offerings. Projects for independent study should concern areas within the fine arts that cannot be pursued through regular beginning or advanced course offerings. After receiving the approval from the instructor, the student must submit a written proposal for the approval of the department.</p>
<b>Music</b>	<p><b>Independent Study In Music</b>  <b>Prerequisite: Consent of instructor, consensus of the department and completion of music credit.</b>  An Independent Study Project in music may be arranged with any member of the Music Department given the student has already fulfilled their music requirement. After receiving approval from the instructor, and prior to the start of the term in which the student will begin the project, the student will present a written proposal to the</p>

	<p>department. Projects might involve advanced study of an instrument, advanced study in a music course, or assistant-teaching in the classroom.</p> <p>Students participating in a performing ensemble independent study are eligible to compete in ILMEA and IHSA festivals.</p>
<b>Library</b>	<p><b>Independent Study in Library Science</b></p> <p><b>Prerequisite: Grade 11 or 12, and approval of the department</b></p> <p>A student may request an Independent Study Project with any department member.</p>

## Advanced Placement Courses and Advanced Topics Courses

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

Admissions offices at colleges and universities consider the rigor of an applicant's high school program, and it is a very important factor in evaluating candidates for admission. Therefore, AP or Advanced Topics (AT) coursework is desirable for students planning to apply to many highly selective institutions. University High School students who register for an AP class have the option to take the AP examination in May. However, AP exam scores are not a requirement in the college admissions process. If a student is considering applying to international undergraduate programs, however, AP exam scores may be required in the international admissions process. Students are encouraged to speak with their college counselor about any admissions questions.

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

## UChicago Courses

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

### U-High Policy

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

### UChicago Policy

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

### Credit and Transcript

- > U-High students can enroll in up to 6 courses total at the University over the course of their high school career.



- > College courses are neither included in the high school grade point average nor applied to high school graduation credit. (They do not appear on the Laboratory Schools transcript.)
- > The University of Chicago does not grant college credit for any courses taken when the student is in high school. Courses may be granted college credit at other colleges/universities as determined by the college at which the student matriculates after graduating from Lab.

## Deadlines

Quarterly deadlines for registration are available on the UChicago Registrar's page:

<https://registrar.uchicago.edu/calendars/registration-dates-deadlines/>

## May Project

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

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

Specific details and requirements for participation in May Project can be found in the May Project Handbook, available to twelfth graders in Schoology by the end of fall semester.