

University Laboratory High School



**2012-2013
Curriculum Guide**

University Laboratory High School Curriculum Guide

This curriculum guide includes graduation requirements for Uni High students, a planning guide for the five-year program, descriptions for courses being offered in the curriculum of Uni High for the 2012-2013 school year, independent study guidelines, and concurrent enrollment guidelines.

Uni High provides a high-quality academic program with a wide range of curricular offerings. Because Uni High offers such a rich and diverse program for a small student population, **it is impossible to meet the first choices of all students**. In creating a schedule, Uni High looks to guarantee that graduation requirements will be met and then attempts to meet as many of the elective choices of students as possible. Some courses have enrollment limits. If more students are able to be scheduled for a course than there is capacity, we will generally determine who is able to take the course by random draw starting with seniors, then juniors, etc. until the class is filled. If a different method is used to select students, that method is included with the course description, or we will inform the students and families involved. When scheduling courses with multiple sections, every effort is made to create similar class sizes in order to provide the best educational experience for each student enrolling in that course. Final decisions about offerings will be made after student interest and enrollment in each course are determined.

When students make decisions about course selection, we ask that they consider the entire five-year program. Uni High recommends that students make course selections that correspond with their interests but also represent the best possible preparation for the next step in their education. Students and parents are encouraged to consult with the faculty and counselors at Uni High about possible selections.

Please save the Curriculum Guide for each year until your child graduates.

SUBFRESHMAN YEAR REQUIREMENTS

Subfreshmen are required to take the following courses: Subfreshman English, Foreign Language, Introduction to Social Studies, Science (the Earth Studies semester and the Nature of Science semester), Algebra I, Computer Literacy 1, Physical Education, and Interrelated Arts. Students may elect to enroll in any of the following classes: Mixed Chorus, Orchestra, and Jazz Band.

GRADUATION REQUIREMENTS

All students are required to complete 19 3/4 units for graduation at Uni High. Students are required to enroll in a minimum of 6 courses each semester, with at least 300 minutes per day of supervised instruction. Each year students must earn a graded unit from at least four different academic departments at Uni High (English, computer science, fine arts, foreign languages, mathematics, science and social studies).

English	4 units
Foreign Languages	2 units (of the same language) (includes subfreshman year)
Mathematics	3 units (beyond Algebra I) - including a) Geometry/Trigonometry b) Algebra II/ Trigonometry c) Advanced Topics in Math, Calculus I (Acc.), or Statistics
Science	3 units (including required courses Intro Bio, Intro Chem, Intro Physics) – all science courses are semester-long; ½ unit each
Social Studies	3 units (including U.S. History)
Physical Education	2 ½ units (4 year sequence at ½ unit per year); in addition, ½ unit of Health is required
Driver Education	1/4 unit
Fine Arts	1 unit
Computer Science	1 unit (includes ½ unit subfreshman year)
Health	1/2 unit
Consumer Education	required online course; not included in unit count

It should be noted that most courses taken in the subfreshman year do not earn any units for graduation but are required during that year. Only computer science and foreign language units from subfreshman year count toward the required departmental units. Students may take elective courses outside of University Laboratory High School. Consult your counselor or page 3 for more information.

UNIVERSITY LABORATORY HIGH SCHOOL

TYPICAL COURSE PLAN

(Exceptions to this typical schedule must be discussed with a counselor and appropriate department heads.)

	SUBFRESHMAN	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
ENGLISH	Subfreshman English	Freshman English	Sophomore English	Jr./Sr. Special Topics Courses 1 Unit	Jr./Sr. Special Topics Courses 1 Unit
SOCIAL STUDIES	Introduction to Social Studies	World History	Modern History	U.S. History	Elective
SCIENCE	Fall - Nature of Science Spring - Earth Studies	Intro Biology Biology A	Intro Chemistry Chemistry A	Intro Physics Physics A	Elective
P.E.	P.E.	P.E.	P.E.	P.E.	P.E.
COMPUTER SCIENCE	Computer Literacy 1	Computer Literacy 2	Elective	Elective	Elective
MATHEMATICS	Algebra I	Geometry/Trig	Algebra II/Trig	Advanced Topic in Math, Acc. Calc. 1, or Statistics	Elective
HEALTH		Health			
FOREIGN LANGUAGES	1 st Year	2 nd Year	Elective (All levels of foreign language instruction are electives after the initial 2-year sequence requirement is fulfilled.)		
FINE ARTS	Interrelated Arts	1 unit is required for graduation. This includes: Orchestra, Chorus, Film Study, Intro to Radio, Music Theory, Public Speaking, Theatre Arts I and II and Studio Art I and II.			
DRIVER ED	Driver Education courses taught by JR's Driving School are offered once each semester after school and four times during the summer. Students must be 15 years old by the end of the course to enroll. Course dates, times, and registration forms are available in the Student Services Office.				

UNIVERSITY LABORATORY HIGH SCHOOL

2012-2013 COURSE DESCRIPTIONS

COMPUTER SCIENCE

The Computer Science curriculum is intended to give all students the background in computer and communications technology they need to be successful in their high school and college courses, and to help students with special interests in information technology explore advanced opportunities in the computer field. The goal is to contribute to both the personal development and educational success of students and to help them to, as required by Illinois learning standards, "use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results." Uni High's computer and publishing courses focus directly on these technology objectives through a required two-semester Computer Literacy course sequence and six elective courses for advanced students.

All students are required to take two one-semester courses, Computer Literacy 1 and 2, usually during their subfreshman and freshman years. These courses introduce computers and the Internet as tools for communications, research and creativity, and emphasize practical applications that will be useful to students in their future Uni High and college classes.

The elective courses (Computer Programming, Computer Technology, Introduction to Multimedia Production, World-Wide Web Development, Yearbook, and Advanced Yearbook) allow students to pursue special interests in software development, computer and electrical engineering and hardware, online and print publishing, computer operating systems and software tools. All of these courses are oriented toward practical applications using modern software and equipment similar to those used in real-life university and commercial settings.

Throughout the computer science curriculum, we stress communication between individuals, cooperation in group work and the ethical use of information technology as foundations for learning about computer applications. It is the human side of computing that is both the most interesting and the most difficult, and we hope that our students will learn to be comfortable with computer and communications technology and appreciate what it allows them to accomplish, both individually and together, while understanding both its capabilities and limitations.

Computer Literacy 1 (Fall or Spring)

(Subfreshman)

(1/2 unit)

The Computer Literacy program is a sequence of two one semester courses, usually taken in the subfreshman and freshman years. The subfreshman level course focuses on skills essential to success in future high school classes, with a minimum of theory or programming. It emphasizes solid proficiency in important personal computing "survival" skills, including basic word processing, electronic mail, library resources, Internet research, online and print design and publishing, ethical use of technology, and basic use of the Microsoft Windows and MacOS operating systems.

Computer Literacy 2 (Fall or Spring)

(9th grade)

(1/2 unit)

Prerequisite: Computer Literacy 1 or equivalent

Computer Literacy 2 is the second-semester course in introductory computer applications for freshmen (and other new students). It complements Computer Literacy 1, and focuses on group work completing a major project involving computers to research and present information on a topic chosen by the students. Students will use their skills in online research, desktop publishing, presentation software, web authoring, and data manipulation acquired during the Computer Literacy 1 course, while gaining new experience in group cooperation, self-teaching about new computer software, and integrating many different computer skills. Formal units on legal and ethical issues in information science, advanced use of library and online information resources, web development and presentation design are also included.

Computer Programming

(10th- 12th grade)

(1 unit)

Prerequisite: Computer Literacy 2 or equivalent

Computer Programming is a full year, in-depth introduction to modern computer languages and programming. It will introduce students to structured programming techniques including procedures, functions, data structures, important algorithms, program design and object-oriented programming, using C and C++ as the example languages. Students will also explore related aspects of the UNIX operating system, including shell scripts and programming tools. The curriculum includes a minimum of computer theory and history necessary to understand the programming concepts. Students must have a computing applications background equivalent to the Computer Literacy 2 course, but need not have any previous experience in computer programming.

Computer Technology (Spring)

(10th - 12th grade)

(1/2 unit)

Prerequisite: Computer Literacy 2 or equivalent

This course provides an overview of computer design, hardware, electronic logic, software installation and computer operations through hands-on exercises. Laboratory activities include building several computers from raw components, installing operating systems, networking components and applications software, and preparing them for actual use in the school. Work with electronic logic and microprocessor circuits will provide a background in practical electronics, assembly language programming and computer design concepts. (Offered in 2011-2012, then alternating years.)*(Enrollment limit: 12 students)*

Introduction to Multimedia Production (Fall)

(10th - 12th grade)

(1/2 unit)

Prerequisite: Computer Literacy 2 or equivalent

At the nexus of art and technology, this class is an introduction to writing, producing, performing and editing in electronic media including sound recording, video and film, with an emphasis on their distribution in new outlets including the Web, cable, independent film and podcasting. Students will have the opportunity to create news, non-fiction, instructional, animation, comedy and drama programming for both traditional radio and television outlets and the evolving digital media. We will learn to use cameras, recorders, microphones, lighting and editing equipment to complete audio and video projects, equally emphasizing the technical, historical and creative aspects of media production. Students will be able to develop their on-camera and on-microphone speaking, acting and presentation skills as well as working "behind the camera." (Offered in 2012-2013, then alternating years) *(Enrollment limit: 12 students)*

World Wide Web Development (Fall and/or Spring)

(10th - 12th grade)

(1/2 unit – can enroll more than once)

Prerequisite: Computer Literacy 2 or consent of department

This course is intended for students interested in the technology used to produce documents for the World-Wide Web, as well as those interested in researching, writing and editing information for electronic publication. Students in this course will be responsible for maintaining and expanding Uni High's school Web site, and will produce and organize both existing and new material for our school's electronic publications. The course content includes producing, manipulating and preparing photographs and graphics for Web presentation; the use of both simple and advanced HTML authoring tools; using HTML in a UNIX environment; writing scripts and programs to manipulate databases and produce interactive forms, and application development languages such as Java, Perl, PHP and SQL. Content, design, legal and editorial issues relating to the World-Wide Web and other interactive media are emphasized. *(Enrollment limit: 12 students)*

Yearbook

(10th - 12th grade)

(1 unit – can enroll more than once)

This elective course focuses exclusively on the production of the Uni High yearbook and can be taken multiple years with the permission of the instructor. Students are exposed to both traditional publishing on paper and on-line electronic publishing. Students are involved in all aspects of production including: photo manipulation, layout, and advertising. Students desiring to advance their desktop publishing and electronic photography skills should enroll in this course. Yearbook must be taken for a full year. *(Enrollment limit: 15 students including 2-4 editors in Advanced Yearbook)*

Advanced Yearbook: Editorship

(10th - 12th grade)

(1 unit – can enroll more than once)

Prerequisite: Yearbook or Journalism and Consent of Instructor

Students are admitted into this course only with special permission of the instructor. It meets concurrently with the Yearbook class. Yearbook editors make a yearlong commitment to the production of the school's yearbook. Editor's duties include: determining the yearbook's content, managing staff, writing, photography, editing, designing layouts, and meeting deadlines.

ENGLISH

University High's English program is a sequential five-year study of literature, writing, public speaking, and media. The curriculum begins with a three year core sequence focused on broad geographic, cultural, and historical themes, then moves into a final two years made up of four semesters of required but choice-oriented courses. These semester-long classes center on a variety of specific themes and topics that build on foundations laid in the first three years of English classes and are open to both juniors and seniors. In addition to the five-year program, the English department offers electives: Creative Writing, Journalism, Advanced Journalism, Current Issues in Social Justice and Gender Studies.

In all of our core courses, literary selections are either classics (ancient and modern) or contemporary selections of high literary merit. Every year, students study works in a variety of literary forms: prose fiction (novels, short stories), non-fiction (essays, autobiographies, and memoirs), drama, poetry, and film. Teachers take care in selecting literature appropriate to the developmental level of students and works that complement other offerings in terms of theme, historical time period, and cultural diversity. Students acquire not only knowledge and understanding of literature but also the tools to critically analyze new texts in a variety of forms and genres.

Writing is a central focus of the English department curriculum. The English faculty approaches writing as a process, one that is creative and work intensive, initially messy but evolving toward ever greater levels of focus. We teach students to aspire toward an end product that is detailed, unified, and coherent. We emphasize content and clarity over length. Most importantly, we encourage writing that expresses a fresh, individual voice. We stress the fundamentals – structure, mechanics, research, documentation, and citation – as crucial steps toward developing a distinctive and original voice and articulating an individual point of view. At each level of the curriculum we emphasize purpose, audience, thesis, invention, organization, drafting, providing support, seeking feedback, and intensive revision.

In the course of our five-year curriculum, students will gain an awareness of their own strengths as writers and the flexibility to write successfully in a wide variety of contexts, from composing a concise, well supported essay for the SAT or AP exam to crafting an incisive piece of literary criticism, a persuasive letter to the editor, or a compelling report of scientific findings. Students will graduate with the understanding that they have something worthwhile to say and the skills to say it with authority and panache.

Subfreshman English (World Literature)

(Subfreshmen)

(1 unit)

Subfreshman English emphasizes the languages needed for academic success.

Subfreshman English deals with the language of writing. The focus moves from paragraph development to expository essays, including the basics of academic research. Students learn to fully support a specific, focused thesis. Creative and personal essays also play a role in the language of writing.

Subfreshman English deals with the language of literature through the study of genre. Students learn the basics of literary analysis with short stories, novels, memoirs, drama (including Shakespeare), poetry, and film from international sources. A unit on classic mythology will provide the students with a frame of reference for much of Western Literature. Thematically the literature will focus on coming-of-age stories from around the world.

Subfreshman English deals with the mechanics of language through the study of grammar. With a goal of improving their own writing, students learn grammar descriptively through analysis of sentences and their own writing. Particular emphasis falls on parts of speech, clauses, basic sentence types and various phrases.

Freshman English (American Literature)

(9th grade)

(1 unit)

Freshman English focuses primarily on American literature. Students learn how to appreciate the historical context of specific literary works; describe the technical qualities of important American short stories, novels, plays, biographies, essays, and poems; explain how theme, character, and setting contribute to meaning; describe the characteristics of a specific writer's style; respond to literature from personal, creative, and critical points of view; and analyze literary passages.

Student writing is essential to the course. Students compose summaries, critiques, essays, research papers, journal entries, short narratives, and poems. Grades reflect how well students prepare unified and coherent essays; paraphrase, summarize, and make generalizations; use evidence to support assertions; locate, evaluate, organize, and synthesize information from various sources; use correct grammar, spelling, punctuation, and capitalization; edit and revise for word choice, organization, consistent point of view, and coherence; and create original poems, monologues, reports, plays, and stories.

Freshman English also reinforces listening and speaking skills. Students learn how to critique an oral presentation; convey complex ideas during class discussion; design and produce oral reports and multi-media compositions; ask relevant questions; deliver a formal speech; and debate.

Sophomore English (British Literature)

(10th grade)

(1 unit)

The sophomore year in English reinforces the critical reading, essay drafting, and creative writing skills developed in earlier years and introduces students to more advanced tools of essay organization. Students have ample opportunity to develop their skills of public speaking and oral interpretation of texts. The Sophomore English curriculum emphasizes writing as a process, including multiple levels of drafting, peer review, and revision. Major multi-draft papers students write during the sophomore year include a poem explication and a compare and contrast essay. Grammar instruction occurs in the context of writing.

The primary focus of the sophomore literature curriculum is British Literature. Students study works of literature from ancient to modern, engaging with multiple genres including the short story, the non-fiction essay, the novel, poetry, film, and drama. Major works include Sophocles's *Oedipus Rex*, Shakespeare's *A Midsummer Night's Dream*, Milton's *Paradise Lost*, Mary Shelley's *Frankenstein*, Jane Austen's *Pride and Prejudice*, Oscar Wilde's *The Importance of Being Earnest*, Joseph Conrad's *Heart of Darkness*, and Chinua Achebe's *Things Fall Apart*. Students in Sophomore English explore works of literature in their larger historical and cultural contexts and are encouraged to make connections between texts. At the same time, students get daily practice examining texts in detail and learning the invaluable skills required for close reading.

Junior and Senior Special-Topics Courses (Fall and Spring)

(1/2 unit per semester, 2 semesters each year)

African-American Literature (Fall)

(1/2 unit)

This course provides an historical overview of African-American literature, from Frederick Douglass' slave narrative to contemporary hip-hop music. We examine the importance of literacy, story craft, and social responsibility in the African-American literary tradition. We pay attention to the Harlem Renaissance, the Black Arts Movement, the Civil Rights Movement, and contemporary social movements for racial justice and their relationship to African-American literature. Course materials include poetry, drama, non-fiction, novels, film and music. As a fall semester course, African-American Literature features a non-literary research paper.

Fiction, non-fiction, poetry, and film by the following authors may be covered: Frederick Douglass, Countee Cullen, Langston Hughes, Zora Neale Hurston, Ralph Ellison, Richard Wright, Martin Luther King Jr., Malcolm X, Amiri Baraka, Nicki Giovanni, Lorraine Hanson, Spike Lee, and Toni Morrison.

The Coming-of-Age Novel (Spring)

(1/2 unit)

This course will explore variations of the *bildungsroman*, or coming-of-age novel. Starting with James Joyce's *A Portrait of the Artist as a Young Man* as an archetypal example of this genre in English literature, we will explore the struggles of young protagonists to find a place for themselves within their larger culture and society. The prospective reading list may include J. D. Salinger's *The Catcher in the Rye*, Richard Wright's *Black Boy*, Sylvia Plath's *The Bell Jar*, Ernest J. Gaines's *A Lesson before Dying*, Marilynne Robinson's *Housekeeping*, and Jonathan Lethem's *Girl in Landscape*.

The Hero's Journey (Fall or Spring)

(1/2 unit)

This course introduces students to the hero's journey, one of the great archetypes of world literature. We study important works by writers and film directors like Homer, Dante, Chaucer, Swift, and George Lucas in an effort to discover how the journey alters personal identity. Lectures focus on cultural norms of behavior, assimilation, and the consequences of not fitting in. Students complete a research paper, essays, and journal entries.

Non-Fiction Writing (Fall)

(1/2 unit)

In Non-Fiction Writing, we will write, a lot. That is arguably the best way to become a clearer, more engaging, and more powerful writer. Write and write and write, get feedback, revise, and write some more. We'll also read non-fiction writing and discuss it in terms of its strengths and weaknesses as writing. We will learn about the various tools, strategies, and habits, big and small, by which you can develop your power as a writer. We'll focus on writing on the level of argument, paragraph, and sentence, and spend time in class tinkering with our writing on all of these levels. This class will also be a collaborative investigation. We will work together to define exactly what an essay is, how it works, and what various permutations it can embody. We will all use our powers of observation and evaluation to investigate the vast, messy, and exciting art of writing. Our topic for fall of 2012 is "The Art of the Personal Essay."

Shakespeare (Fall or Spring)

(1/2 Unit)

The Shakespeare course builds on the foundation established in the Subfreshman, Freshman and Sophomore years. The course focuses on selected tragedies, comedies, histories, tragi-comedies and sonnets. The students will connect the plays to Shakespeare's historical context as well as examine a variety of critical approaches, both historical and contemporary. The wide range of Shakespeare on film also allows training in reading and interpreting film as text. Expectations for students include a research project, various essays, active discussion and class presentations.

Utopias and Dystopias in Literature (Spring)

(1/2 unit)

Philosophers, writers, and social critics have long been interested in the possibility of utopia, as well as criticized their contemporary social order through futuristic stories of dystopias. This course will focus on the idea of utopia and dystopia in literature and in historical utopian communities. Students will complete a literary research project on a utopian or dystopian novel of their choice. Possible texts include: *Herland* by Charlotte Perkins Gillman, *Swastika Night* by Katharine Burdekin, *1984* by George Orwell, *Handmaid's Tale* by Margaret Atwood, *The Tempest* by William Shakespeare, and *Player Piano* by Kurt Vonnegut.

Other English Electives

Creative Writing I (Fall)

(10th - 12th grade)

(1/2 - 1 unit)

Creative Writing is an elective course, which focuses on the analysis and composition of various literary genres. By offering some class time to engage in directed writing or free writing each day, this course encourages students to develop a daily writing practice. Creative writing also provides opportunities to read works by contemporary and classic authors and to discuss these texts *as* writing. Throughout the semester, students have the chance to experiment with narrative, poetic, dramatic, and mixed-genre forms in their writing. A workshop approach with regular sessions of peer and instructor review gives students the benefit of multiple perspectives on their writing and allows students to develop their critical capacities by reading other students' writing. The first semester focuses on prose and poetry.

Creative Writing II (Spring)

(10th - 12th grade)
(1/2 - 1 unit)

The second semester emphasizes drama and other performance-oriented writing.

Students may enroll in either semester or for the full year of Creative Writing. (*Enrollment limit: 16 students*)

Journalism

(9th - 12th grade)
(1 unit)

The journalism class is a hands-on, writing-intensive class where students participate in every aspect of producing Uni High's school newspaper, the *Online Gargoyle*. Students learn to tell compelling stories in traditional and multimedia formats, to edit their own and others' work, to conduct research and interviews and to take photos. In addition to the hands-on work, there is a classroom component that involves reading both good and bad journalism, discussing current issues in the media and exploring the First Amendment and media law.

Advanced Journalism: Editorship

(10th - 12th grade)
(1 unit)

Prerequisite: Journalism I

The advanced journalism class meets concurrently with the Journalism I class, and class members fill various leadership roles for the *Online Gargoyle*. In addition to honing the skills learned in the first year of journalism, editors work with staff and contributors to generate story ideas, plan coverage, and shepherd stories through to publication. They also help maintain the *OG* website and determine editorial policies. No independent studies.

Current Topics in Social Justice I (Fall)

(10th - 12th grade)
(1/2 unit)

Current Topics in Social Justice I is a semester elective open to seniors and juniors with the permission of the instructor. Students enrolled in Current Topics in Social Justice do weekly volunteer work in community social service agencies. Students must be interested in and committed to the volunteer component. Various readings, lectures, guest speakers, and special assignments add to the students' experiences. Group discussion and journal writing play a key role. (*Enrollment limit: 16 students*)

Gender Studies (Spring)

(10th - 12th grade)
(1/2 unit)

This semester-long elective for Sophomores through Seniors will provide an introduction to Gender Studies as an academic subject, offering an overview of the history of feminism, delving into biological versus cultural aspects of sex and gender, and considering the ways that an issue of gender affects education, family life, and popular culture in the US. Assignments will include weekly reading and vigorous participation in discussions, a written gender analysis of a historical, literary, or cultural text, a gender fieldwork project, and a presentation of a creative project relating to gender. (*Enrollment limit: 16 students*)

FINE ARTS

The offerings of the Fine Arts Department foster awareness of the elements common to all the arts as well as of the distinctive characteristics of the various visual, verbal, and performing arts. We want students to cultivate an awareness of and appreciation for the various art forms while developing their own criteria for making informal value judgments. When students learn to create and/or perform in images, gestures, sounds and words, they discover new ways to shape and share their ideas with others. As a result of these experiences, the students are challenged to continue to experience the arts as creator, re-creator, and/or intelligent consumer. Whenever possible and appropriate, we will use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Film Study (Fall)

(10th - 12th grade)
(1/2 unit)

The Film Study elective course engages students in analysis and appreciation of the history of film, the art of film, and film as literature. Students will learn how to "read" a film looking at plot, character, theme, and tone along with the influence of lighting, sound, camera, acting, and audience. In addition to learning film language, units of study include: film history, film criticism, and specific genres such as film noir, westerns, musicals, independent and international films, and documentary. Meets graduation requirement. (*Enrollment limit: 16 students*)

Interrelated Arts (Fall and Spring)

(Subfreshman)
(1/2 unit)

Interrelated Arts is a team-taught course for subfreshmen which includes drama, music, and visual arts.

Introduction to Radio Writing, Performance and Production

(10th - 12th grade)

(1/2 unit)

Students will be introduced to basic preparation for audio performance and production. They will learn how to use equipment (such as microphones, single and 4-track tape recorders, and a mixing board), write news, comedy, and theatre scripts for radio. The importance of voice, diction, intonation and inflection will be stressed. Acting for the microphone will be covered to help students develop an on-air personality/style. The skills learned in this course will add to students' self-confidence in public speaking, performing, announcing, and reporting. Meets graduation requirement. (*Enrollment limit: 12 students*)

Jazz Band

(Subfreshman - 12th grade)

(1/4 unit - can enroll more than once)

Jazz Band is open to any student at University Laboratory High School. In addition to studying various forms of jazz literature, the study and utilization of improvisation is strongly encouraged. Jazz Band currently meets once a week and can be taken multiple years. All enrollees are further divided into two jazz bands of different levels. Does not meet the Fine Arts graduation requirement.

Madrigals

(9th - 12th grade)

(1/4 unit - can enroll more than once – by audition only)

Madrigals is a year-long course open to students by audition. Madrigals meet after school and students must also be enrolled in chorus. Madrigals may be taken multiple years. This group performs frequently. Does not meet the Fine Arts graduation requirement.

Mixed Chorus

(Subfreshman - 12th grade)

(1/2 unit - can enroll more than once)

Mixed Chorus is open to any student at University Laboratory High School. The objectives are (1) to give students experience in performing in a large choral group, (2) to provide an opportunity to learn from others and (3) to learn to submerge individual goals in order to attain unity in the larger group. Mixed Chorus may be taken multiple years. Meets graduation requirement.

Music Theory

(10th – 12th grade)

(1/2 unit)

Music Theory is an introductory study of the structure of music. It is an elective course planned for those students desiring a more thorough understanding of music based on a knowledge of the techniques and skills involved in its structure. The course is conducted in a laboratory manner, with emphasis on listening, singing, writing, and harmonic analysis. Meets graduation requirement. (*Enrollment limit: 12 students*)

Orchestra

(Subfreshman - 12th grade)

(1/2 unit - can enroll more than once)

Orchestra is open to any student at University Laboratory High School. The objectives are very similar to the ones listed for Mixed Chorus, with the only exception being that the orchestra studies representative literature from the orchestral (including separate wind and string literature when possible) genre. Orchestra may be taken multiple years. Meets graduation requirement.

Public Speaking (Spring)

(10th - 12th grade)

(1/2 unit)

Public speaking covers the basics of presentational speaking in a variety of settings. Students will learn relaxation techniques, vocal projection, application of Aristotle's Poetics, materials preparation and small group presentation in the first quarter. In the second quarter students will build upon those skills and move to speaking in larger settings. Throughout the semester each student will be required to be the announcer for Uni athletic/public events, create an interesting power point presentation, and lead class discussion.

Studio Art I

(1/2 unit)

(9th - 12th grade)

This project-based, hands-on course explores the following:

- Introduction to principles of design, emphasizing composition
- Drawing from observation, emphasizing linear perspective
- Painting - ink wash and watercolor
- Ceramics
- Mythology - mixed media sculpture

The course may be repeated with permission of the instructor. Meets graduation requirement. (*Enrollment limit: 12 students*)

Studio Art II
(9th - 12th grade)
(1/2 unit)

Prerequisite: Studio Art I or Permission of Instructor

This studio class continues the exploration of media and ideas begun in Art 1. Individual expression and portfolio ready projects are emphasized. Topics include:

- Design and composition concepts
- Acrylic painting techniques plus color studies and masterpiece recreation
- Human figure studies – skeletal drawing emphasizing proportion, self portrait, and 3-D project
- Architecture – Drafting and 3-D modeling of architectural space
- Personal project with approval of instructor.

The course may be repeated with permission of the instructor. Meets graduation requirement. (Enrollment limit: 12 students)

Theatre Arts I
(10th - 12th grade)
(1/2 unit)

Theatre Arts I is an introductory course focusing on an actor's approach to a role, including improvisation, scene and monologue work. This course will also cover personnel of the theatre and the elements of production, including make-up, costume, lighting and scene design. Internet research will be part of some assignments. Meets graduation requirement. (*Enrollment limit: 15 students*)

Theatre Arts II
(10th - 12th grade)
(1/2 unit)

Prerequisite: Theatre Arts I or Permission of Instructor

Theatre Arts II covers history of the theatre, periods and styles with units on the *Commedia del Arte* and Shakespeare. In the last quarter, the techniques of story theatre will be explored and will include performances for local school children. In working with elements of production, students will be assigned an area of responsibility for each semester's production. The class will include additional activities such as attending local theatre productions. This course may be repeated with the permission of the instructor. Internet research will be part of some assignments. Meets graduation requirement. (*Enrollment limit: 15 students*)

FOREIGN LANGUAGES

The Foreign Languages curriculum offers a four-year sequential program in French, German, Japanese, Spanish, and Latin. Two years of one foreign language are **required for all students**. Although only two are required, the vast majority complete four years of study in one language and many begin a second language. One may begin (with permission) a second foreign language after completing two years of a first language.

It is also the goal of the department to provide students an opportunity to travel in the target country during their course of study. Trips and exchanges are conducted in the following languages: German, Japanese, French, Latin, and Spanish.. The primary goal of the Foreign Languages curriculum is to help students develop proficiency skills in listening, reading and writing. The curriculum's purpose is to increase the student's knowledge and appreciation of diverse cultures of the countries whose languages they are learning. Perhaps the best summations of our department's goals are made by the proposed National Foreign Language Goals and Standards:

Communication in Languages Other Than English

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Gain Knowledge and Understanding of Other Cultures

- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connect With Other Disciplines and Acquire Information

- Students reinforce and further their knowledge of other disciplines through the foreign language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Insight into the Nature of Language and Culture

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Participate in Multilingual Communities at Home and Around the World

- Students use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Foreign Language Placement Procedures

Subfreshmen Placement

- Incoming students will be assigned to a Level 1 language class. Levels 1 and 2 in the assigned language must be completed before switching to a new language. (This assignment will be indicated on class schedules which will be sent to you prior to school registration.) Students who have had only one year of study of a language in middle school or junior high school are not eligible for a Level 2 class at Uni High. These students may wish to begin another language at Uni High. Placement for students with more than one year of prior study will be decided on an individual basis. Please remember that language study out of sequence with the rest of one's grade level will result in future scheduling conflicts.
- Much of the success of Uni High's foreign languages program derives from our policy of limiting class sizes so that there will be ample time for individual practice during class. We intend to hold fast to this policy and not overload any language section.

Transfer Students

Placement of transfer students with prior language experience will be made on an individual basis. (Consultation with language instructor and department chair).

Current Students

Placement of students taking language instruction outside of University High School will be done on an individual basis. (Consultation with language instructor and department chair)

French, Spanish, and German 1

(1 unit)

First year French, Spanish, and German students will take the first steps toward learning how to communicate in another language. They learn how to greet people and what to say in everyday situations. They learn to talk about themselves, their friends and their family in the foreign language--to describe them, to tell what they like and don't like to do, how old they are, how they feel, what jobs they have or the courses they take, and the things they own. They learn how to pronounce the sounds of the language correctly and with the appropriate accent and intonation. Depending upon the language, they will be able to write lists, simple sentences, questions, and later paragraphs and short compositions. Basic word processing in the target language will also be introduced. They are able to understand what they hear others say or what they see written about these same topics. They learn ways to read some things that are new to them.

In class, students may from time to time see videos and movies, glean information from language specific web sites, play games, listen to guest speakers, sing, give reports, and perform skits and role-plays. In each language class, students become acquainted with everyday life of the people whose language they are learning. They will also become familiar with the geography, national landmarks, traditions, and history of the country.

French, Spanish, and German 2

(1 unit)

In their second year of language study, French, Spanish and German students learn to express their ideas on a wider range of topics and with improved pronunciation, accent and intonation. They learn how to talk comfortably about ordinary events that happened in the past, and about what they would like to see happen in the future. They learn ways to make their ideas understood even if they may not know the exact word. They learn how to listen to the spoken language in order to follow the main message being communicated. They learn strategies for reading a text in the foreign language that may contain some unfamiliar words. They learn how to get their message across when writing paragraphs and short compositions and the elements of grammar that will enable them to express themselves clearly. Word processing in the target language, as well as the use of on-line reference materials will be covered. As in the first year class, classroom activities include games, skits, songs, reports, and films. Students continue the process of discovering the everyday life, customs, and culture of the people through the use of on-line materials and e-mail.

French, Spanish, and German 3

(1 unit)

Level 3 students become increasingly more able to use the language to communicate a variety of messages for more extended periods of time, and with more confidence. They become more comfortable with listening to native speech and with reading unfamiliar material. They learn to express their opinions, to summarize, to give more detailed explanation and descriptions, and to create with the language. As in all levels, they learn the vocabulary and language structures necessary to express themselves clearly. Students begin to read samples from the literature of the country whose language they are learning, as well as a variety of other kinds of written texts, such as magazine articles and advertisements. Role-playing games, discussions, oral reports, and films are classroom activities typical of a third-year French and German language class. Students learn to research topics on the web and make presentations to the class using presentation software such as PowerPoint.

French, Spanish, and German 4

(1 unit)

In the fourth year of language study, French, German and Spanish students are able to deal with more complicated situations in the foreign language. They begin to be able to analyze what they hear and read, and to write well-organized, more detailed, and lengthier compositions. They read and discuss well-known works of literature and also read the kinds of materials that native speakers in the foreign culture might read, such as magazine and newspaper articles. They may view and discuss foreign films and television/radio broadcasts. Many of the television/radio broadcasts are accessed via the Internet. In short, Level 4 students learn that they can get along in the foreign culture with some ease.

Japanese 1

(1 unit)

Students will take the first step toward learning how to communicate in Japanese. They will learn how to greet people and what to say in everyday situations. They will learn to talk about themselves, their friends and their family, and they will be able to understand what others say about these same topics. Students will learn to read, pronounce and write the two basic writing systems (hiragana and katakana) and will also learn a limited number of the most commonly used kanji (characters borrowed from Chinese). They will be able to write words, lists, and simple sentences. They will read familiar material, and will learn ways to read some things that are new to them. They will begin to gain an understanding of the cultural aspects of the language, such as using the appropriate level of formality. Many everyday aspects of Japanese culture will be explored via the web.

In class, Japanese 1 students may from time to time view videos and slides, play games, practice calligraphy, sing, and perform skits. Students will become acquainted with everyday life in Japan and will also become familiar with the geography, national landmarks, foods, festivals, school and family life, and traditions and values of the Japanese people.

Japanese 2

(1 unit)

In Japanese 2, students can expect to increase their communicative ability in the five basic areas of reading, writing, listening, speaking, and cultural awareness. Knowledge of the two syllabaries (hiragana and katakana) is assumed. Knowledge of kanji (Chinese characters) covered in Japanese 1 is also assumed. Emphasis will be placed on expanding vocabulary, comprehending and utilizing formal and informal forms of grammar, and on writing skills. Kanji instruction will continue at the rate of 50 per semester. A special emphasis will be placed on oral communication as well. Classroom activities will be similar to those described for Japanese I.

Japanese 3

(1 unit)

Japanese 3 involves the continued and expanded study of the written and spoken language. Japanese 3 assumes mastery of the hiragana and katakana syllabaries and of the 150-200 kanji covered in Japanese 1 and 2. Approximately 100 new kanji will be learned. Students will be expected to function in class entirely in Japanese. They will learn to express their opinions, to summarize, and to give more detailed explanations and description. They will begin to learn the appropriate uses of honorific speech as well. Students will begin to read a book, *A Homestay in Japan: Nihon to no Deai*, that relates the day-to-day experiences of an American exchange student in Japan. Students will continue to gain an appreciation for Japanese culture through language activities, films, video programs, on-line materials, slides, songs, games, campus events, and guest speakers.

Japanese 4

(1 unit)

Japanese 4 is a yearlong course designed for students who have completed Japanese 3 or who have an equivalent ability in the Japanese language. The course involves the continued and expanded study of the written language, vocabulary, and contextual usage of appropriate sentence patterns designed to enhance the students' interactive skills in Japanese. Japanese 4 will assume mastery of the approximately 300 kanji covered in Japanese 1, 2, and 3. Students will be expected to function in class entirely in Japanese, in culturally and linguistically appropriate ways. Students will learn to express their opinions, to summarize, and to give more detailed explanations and descriptions. They will continue to learn the appropriate uses of honorific speech. Students will read longer pieces of writing in Japanese, and they will learn about Japanese culture in the context of their language study. The Web will be used to read current news articles, explore culture topics, and Japanese story reading.

Latin 1

(1 unit)

The Latin Program at University Laboratory High School normally occupies four years. The objective of the first three years of the program is to prepare students to read and enjoy authentic Latin authors in the original. This training both introduces them to a civilization from which the Founding Fathers drew inspiration at the very beginning of the Republic, and accustoms them to close and accurate understanding of much vocabulary still in common use in everyday English.

The *Ecce Romani!* Series will introduce students to the Latin language, as well as to Roman history, civilization and culture. In the first year, students will begin their study of the language by reading simple Latin prose that presents basic grammatical patterns and vocabulary. Grammatical patterns will include: regular and irregular verbs, the function of the case system, word order, and the declensions of nouns, pronouns, and adjectives. Stress will be placed on oral delivery.

Latin 2

(1 unit)

In Latin 2, students will further their control of the language through additional work on Latin grammar and the study of more complex prose. The readings in Latin 2 are designed as an introduction to the politics of the Roman world as seen in the provinces and in the imperial capital. Grammar covered in the second year will include: a variety of subordinate clauses featuring participles, gerundives, infinitives, and subjunctives. Toward the end of the year, students will be introduced to easy passages drawn from the classical authors. Students will be required to use the Internet to get information on important Latin authors and leaders, Greek sculptors and artists, etc.

Latin 3

(1 unit)

In Latin 3, The Ecce Romani Series (book 5) will be completed, and the grammar, syntax and vocabulary presented in the preceding volumes reviewed. Occasional presentations on background, history and literature will provide a context in which further reading is developed. Choice of texts will vary and may include passages from Cicero's Speeches, extracts from Pliny's Letters, or selections from a Roman poet such as Ovid. The texts will be read with careful attention to questions of more advanced grammar and to the art of translation into English. At the end of the third year, students should have acquired the basis for reading authentic Latin authors with appreciation. As in Latin 3 students will be required to use the Internet to get information on important Latin authors and leaders, Greek sculptors and artists, etc.

Latin 4

(1 unit)

Latin 4 will build on skills in Latin syntax and morphology already acquired. Continued emphasis will be on the reading of actual authors. In particular, Books 1, 2, 4 and 6 of Virgil's Aeneid will be studied. Methodology will be: translation of the text, grammatical explanation, discussion of the poetic merits of the work, and background and civilization. Further readings of prose authors, such as Cicero and Livy, and of poets including Catullus, Ovid and Horace, will be introduced as appropriate. Sight passages will be assigned in order to foster understanding of grammatical and rhetorical structure. During second semester, students will choose a relevant topic. With the guidance of their teacher, students will write both a rough and finished draft, and will make an oral presentation to the class. Students are encouraged to use internet resources to research their topics and presentation software such as PowerPoint to deliver their presentation. Students may take Advanced Placement tests as appropriate.

MATHEMATICS

The Mathematics Department is committed to providing a quality program in college preparatory mathematics. Our goal is to equip every student graduating from Uni High with the prerequisites in mathematics to be able to enter any university in the United States without having to take a remedial course in mathematics. We are also committed to using the NCTM Standards and the Common Core State Standards as guidelines for our curriculum. At all course levels, we emphasize approaching problems from the numerical, geometric, and analytic points of view and developing the students' ability to communicate about mathematics both orally and in writing. We want the students to value the role of both investigation and proof in mathematics, and we use technology where it is helpful in supporting these aims. Calculators are used in all courses, and students use specialized technology such as spreadsheets, dynamic geometry, computer algebra systems, the internet, and other software packages at various times to represent information, form conjectures, solve problems, and communicate results.

Mathematics is a language for describing patterns in the world around us. We believe that when students recognize that mathematics comes from a rich historical development, and that new mathematical ideas, applications, and algorithms are continually being generated, they will learn to value mathematics not only for what it can do but for what it is. If students experience the wonder of mathematics and are intrigued by a mathematical curiosity, they will come to appreciate and even enjoy the process. Although mathematics is a useful subject that helps us find the amount spent on groceries, communicate scientific relationships, and model problems involving interest, it is also a wonderful subject in itself, with startling relationships and connections that are fascinating to think about.

Math Department Placement Procedures

All subfreshmen and freshmen entering Uni will automatically be placed into Algebra I, unless they demonstrate proficiency in Uni math courses by passing one or more placement exams. Placement Examinations were created for the express purpose of placing incoming students into the appropriate mathematics courses. Students entering in sophomore, junior, or senior years may automatically place out of a Uni math course only if they have received a grade of C or better on a high school transcript for a substantially equivalent course. Otherwise, they must take placement exams. A passing score on a placement exam qualifies the student to take the next course in the Uni sequence. Placement exams (multiple-choice/short answer format) are available in the following subjects:

- Algebra 1 (un-timed, graphing calculator allowed, but not required)
- Geometry (50 minute, graphing calculator allowed, but not required)
- Algebra 2 (50 minute, graphing calculator required)
- Trigonometry (50 minutes, graphing calculator required)
- **In addition**, new students with grades of B or better in an Algebra 2-equivalent courses who wish to enter Calculus must take and pass **both** Algebra 2 and Trigonometry proficiency exams.

Our experience with students taking Algebra 1 in 6th or 7th grades before coming to Uni has been that only the most exceptional will place out of Algebra 1 and into Geometry. Students who begin a study of algebra before they are cognitively ready for the level of abstraction required tend to learn only mechanical processes, and our goal is to get students beyond the mechanical and into real understanding.

Note: These proficiency guidelines are directed towards students just entering University High School. Please contact a member of the Mathematics Department (tel. 333-6034 or 244-4804, or email hcrussel@uni.illinois.edu) if these guidelines do not answer your questions, or to arrange for placement tests.

Algebra 1
(Subfreshman)
(1 unit)

This first math course for Uni students introduces them to key ideas and skills. The Algebra course topics include: facility with basic operations on real numbers, operations with polynomials, factoring polynomials, solving linear and quadratic equations, the quadratic formula, graphing linear and quadratic functions, exponential functions, the function concept, recursion, and proportional reasoning. In addition, a statistics component includes frequency tables, charts and graphs, measures of central tendency, measures of variation, linear regression, and introductory statistical reasoning. Use of a graphing calculator and spreadsheets is taught and encouraged throughout the course.

Geometry and Trigonometry
(9th grade)
(1 unit)

The Geometry course has two major components. Approximately three-fourths of the year is devoted to standard plane and solid geometry in the tradition of Euclid. The second component is a study of trigonometry focusing on right and oblique triangles and the unit circle. The Euclidean portion of the course emphasizes the concept of mathematical proof. Starting with a small number of axioms which establish certain basic properties of geometric objects, the theorems generally covered in a first year course are logically deduced. The geometric objects are generated from a few undefined terms by means of definitions. While understanding proofs is a primary objective of the course, all of the basic geometric facts and computations which will be of use in subsequent courses are covered. Students reinforce their earlier work with graphing calculators and use dynamic geometry software to make and test conjectures.

Algebra 2 with Trigonometry
(10th grade)
(1 unit)

Algebra 2 provides an in-depth grounding in elementary functions, as well as skill development in classical algebraic topics. Many ideas from Algebra 1 are extended to more complex applications. New topics include: matrices, complex numbers, rational exponents, radicals, rational functions and expressions, inequalities, logarithms, power functions, conic sections, solving systems, and various application problems. The course also includes a study of trigonometry focusing on modeling with periodic functions and trigonometric identities and equations. Graphing calculators are used extensively throughout the course, and students may use other technologies at times.

Advanced Topics in Mathematics
(11th - 12th grade)
(1 unit)

Prerequisite: Algebra 2 with Trigonometry

This course will give students further preparation for a successful study of calculus and will introduce students to concepts of discrete mathematics which are vital in the study of computer science, social sciences, and other fields. Precalculus topics include vectors, complex numbers, polar graphs, and polynomial theory, with extensive work on trigonometric identities, rational functions, and function algebra. Discrete topics include mathematical induction, elementary logic, fractals, combinatorics, and probability. Graphing calculator use is integral to the course.

Statistics
(11th - 12th grade)
(1 unit)

Prerequisite: Algebra 2 with Trigonometry

This course is roughly equivalent to Statistics 100 at UIUC, and incorporates all topics on the Advanced Placement Statistics syllabus. The major theme of the course is "interpreting the world around us;" tools developed include the design of experiments, hypothesis testing, and analysis of variation. Students use graphing calculators, statistical software packages, spreadsheets, and simulation software to explore concepts and analyze results. Individual and team projects each semester, as well as several analyses of articles in the media, help students both to apply the concepts and to see how others have applied them.

Accelerated Calculus 1
(11th grade)
(1 unit)

Prerequisite: Algebra 2 with Trigonometry, successful performance on a mastery exam and permission of the Math Department Chair.

This course is offered to qualified students who have shown consistently strong performance throughout their first three math courses, to include mastery of additional topics in the Geometry and Algebra 2 curricula, and have demonstrated a facility with calculations and swift recall of previously-learned skills. The syllabi for the University of Illinois first semester calculus and for the Advanced Placement Exam in Calculus (AB) will be used as a guide for course content, but additional topics of a more theoretical nature, such as a more careful consideration of limits are also included. Content includes techniques and applications of differentiation and integration.

Calculus 1
(12th grade)
(1 unit)

Prerequisite: Advanced Topics in Mathematics

The syllabi for the University of Illinois first semester calculus and for the Advanced Placement Exam in Calculus (AB) will be used as guides for course content. Emphasis will be placed on an understanding of concepts and mastery of the techniques and applications of differentiation and integration. Students use graphing calculators as well as computer algebra systems and other software.

Accelerated Calculus 2/3 (Fall and/or Spring)

(12th grade)

(Each 1/2 unit)

Prerequisite: Acc. Calculus 1

Accelerated Calculus 2 includes polar coordinates and conic sections, parametric curves in the plane and in space, vectors and surfaces in space, and partial differentiation. Accelerated Calculus 3 is the second semester of this course, with content including multiple integrals, vector analysis, differential equations, infinite sequences and series (convergence, Taylor series, power series) Taylor's formula, advanced techniques of integration, indeterminate forms and improper integrals. The syllabi for the University of Illinois second and third semester calculus courses and the Advanced Placement Exam in Calculus (BC) serve as guides for course content. Technology used includes graphing calculators and computer algebra systems.

Calculus 2/3 Calculus & Mathematica (Fall and/or Spring)

(12th grade)

Prerequisite: Calculus 1 or Acc. Calculus 1

Calculus 2/3 can be taken through the Calculus & *Mathematica* Distance Education Program for college credit at the University of Illinois. Calculus II (Math 231) can be taken the first semester or over two semesters for 3 hours credit. If Math 231 (or Accelerated Calculus 2) is completed during the first semester, Multivariable Calculus (Math 241) can be taken the second semester for 3 hours credit. Students wishing to take C&M must indicate their preference on their Uni High course request form and complete the Distance Education registration form available from the Student Services Office. Fees for each course are separate from normal "concurrent enrollment" tuition, and most likely will NOT be waived for the 2012- 2013 school year.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

(1/4 unit)

Policy Statement

Illinois state law requires enrollment in Physical Education every semester. University High School seeks to physically educate its students through the development of physical fitness and a variety of sport offerings.

Sports and Fitness

The fitness component of the P.E. program is an individualized, progressive program emphasizing cardio-respiratory development. One goal of the program is to teach students the skills necessary to live an active lifestyle that promotes health and physical fitness. Toward this end, information will be presented on health topics such as nutrition, stress management, weight control, and a variety of other personal fitness issues. Students will also learn how to develop their own personal workout routine based on fundamentally sound exercise principles. A second major goal is to provide each student adequate, physical training necessary for the completion of a 5K run at the end of the year. To ensure progress towards this goal, students will undergo complete testing at the beginning and end of the school year, and an abbreviated test version at the end of each quarter. The Uni High fitness test components include: height, weight, mile run, 100 yard dash, sit-ups, pull-ups, flexed-arm hang, shuttle run, standing broad jump, vertical jump, grip strength, and the sit and reach flexibility test.

The sports component of the P.E. program consists of activities from a variety of sports and games. A holistic approach is followed with mental, social, and physical domains addressed. Written assessments may be utilized to evaluate comprehension of basic rules and strategies of each unit. Attention will be directed toward the development of social skills such as: communication, cooperation and sportsmanship in a competitive environment. Classes will be structured to provide opportunity for individual skill improvement in each sport offering. Activities may include: badminton, basketball, cageball activities, floor hockey, pickleball, soccer, softball, speedball, team handball, ultimate frisbee, and volleyball. This exposure to a diverse array of activities will allow students to explore the many options available to them, discovering an appreciation of sport, and hopefully, encouraging a lifetime of enjoyable participation.

Subfreshman Program

The fitness component will consist of a progressive, running program structured to allow students to work at individualized levels. The primary focus will be to gradually increase the students' running endurance building up to the completion of the 5K at the end of the school year.

The sports component will be presented in unit format, covering approximately eight units during the year. At the beginning of each unit, time will be allotted for skill development and the progression through drills and lead-up activities prior to the start of the actual sport.

Freshman/Sophomore Program

The fitness component during the Fr/So years is still primarily a running based program but with the inclusion of a wider variety of training methods: circuits, pyramids, relays & interval training.

The sports component during these years will also be presented in a unit format but will be shorter in duration and will include additional activities not covered in the subfreshman year. A brief review of skills, rules and strategies will open each unit and will quickly progress to actual game play.

Junior/Senior Program

The Junior/Senior fitness program will be a combination of running, strength and flexibility exercises, and workouts on the cardio-respiratory equipment. The framework of each class is provided by the instructor but students will have more options to choose from so as to allow for individual preferences. With this greater freedom of choice, students gain increased responsibility of ensuring that their exercise effort is of a beneficial intensity.

Along with Fitness, a dominant force of the Jr./Sr. program will be strength training. Students will be introduced to the major aspects of a sound strength training regimen, learning basic principles, safety guidelines, terminology and proper lifting techniques, enabling them to follow one of three prescribed workout routines (general, basic strength or athletic performance), with the possibility of developing their own routine with the consent of the instructor. Students will maintain a record of their work to demonstrate proper progression.

All Jr./Sr. students, including Fall athletes, will undergo a brief introduction each year after the completion of the beginning-of-the-year fitness testing.

To complement the fitness and strength training programs, students will participate in seminar style classes that revisit health topics. These classes will meet approximately once every two weeks on Fridays and will allow subjects to be covered in greater depth that is better suited for the Jr./Sr. maturity level. These sessions will take the form of lectures, guest speakers, videos, class activities, or small group discussions. The nature of topics will vary depending on current issues and student interest and could include areas such as: body image, eating disorders, sexual health, preventing drug and alcohol abuse, weight management, and first aid procedures. This additional focus is meant to supplement Freshman Health class topics and current life experiences. This is intended to reinforce healthy practices and behaviors thereby having a positive impact on students' overall health and wellness in these later adolescent years.

Petitioning out of P.E.

Juniors and Seniors may petition out of P.E. when:

- The athlete is enrolled in 6 classes per day plus P.E. (The student must be in class 300 minutes per day.)
- The athlete has received a passing grade in P.E. during the school year.
- The athlete has no unexcused absences in P.E. for the school year.
- The athlete has completed all the necessary forms, paid the \$75.00 participation fee and turned them into the Athletic Director.
- The athlete fully participates as a member of an IHSA sanctioned sport by attending all practices and competitions unless excused by the coach.
- The athlete completes all Physical Fitness Testing as required by the P.E. department.
- The petition has been validated by the Athletic Director.

Freshman Health (Fall and Spring)

(9th grade)

(1/2 unit)

This 1/2 credit course is required for all freshmen. Topics include, but are not limited to: human anatomy and physiology, function and development of the human body, causes and prevention of diseases, mental health, social health, nutrition, and substance abuse.

SCIENCE

The Science Department curriculum offers students the opportunity to explore science according to their individual interests and abilities through enrollment in a minimum of six semester-long courses. The goals of the science curriculum are:

- to enable students to master a broad set of scientific facts, theories and natural laws in the core sciences;
- to promote critical and independent thinking;
- to develop laboratory skills of students;
- to learn to use a range of technologies including computer software and hardware, on-line services and communication networks;
- to instill an appreciation for and ability to utilize discipline-specific technologies and the information they yield; and
- to demonstrate the role of communication in scientific disciplines.

The desired outcome of these goals is that students will be able to use a scientific method when confronted with problems that involve evidence, numbers, logical arguments, uncertainties, ethics and societal implications. Students will learn how technology is the result of a scientific design process that includes continual refinements and improvements. In addition, students leaving the introductory courses will be equipped with sufficient background to intelligently read and understand scientific literature, to evaluate accompanying data, and to grasp the implications of that research. Advanced courses allow students to continue investigating particular areas of interest in greater depth and complete their own scientific investigations using many of the same tools used by practicing scientists.

The science program begins with two semester-long background courses, the Nature of Science and Earth Studies, during the subfreshman year. The science graduation requirement is three units (six semester courses) beyond the subfreshman year. Each student must successfully complete the three required introductory semester classes: Introductory Biology, Introductory Chemistry, and Introductory Physics. Additionally, each student must complete three elective semester courses beyond the introductory courses listed above. **It is strongly recommended that all students considering applying to a four-year university or majoring in the sciences or engineering take a minimum of Introductory Biology, Biology A, Introductory Chemistry, Chemistry A, Introductory Physics and Physics A.**

Nature of Science (Fall)

(Subfreshman)

(1/2 unit)

The major goals of this required course focus on a scientific world view and the role science plays in our everyday lives. Students will participate in scientific investigations and learn about aspects of the scientific enterprise. The course promotes basic laboratory skills such as observing, measuring, using laboratory equipment, recording and graphing data, and communicating lab results, both orally and in writing, to a variety of audiences.

Earth Studies (Spring)

(Subfreshman)

(1/2 unit)

This required course focuses on various aspects of our dynamic planet, including ecosystems, meteorology, geology, and the science of ground water. Possible field trip destinations include Peoria Wildlife Prairie Park, the University of Illinois Engineering Open House, Allerton Park, the Illinois State Water and Geological Surveys, the U.S. Geological Survey, and the Field Museum.

Introductory Biology (Fall)

(9th grade)

(1/2 unit)

Introductory Biology is a one-semester course required of all students. The main goal of the course is to introduce students to a wide variety of biological topics and current areas of biological research. Introductory Biology begins with a "macro" emphasis, focusing on properties of life and diversity of life forms. The course then moves to a "micro" emphasis, examining basic biochemistry, cell structure and function, cell division, transmission genetics, DNA structure and function, gene expression, genetic engineering and evolution. Laboratory activities, simulations, discussions and computer/Internet resources play an integral role in this course.

Biology A: Organismal Biology (Spring)

(9th grade)

(1/2 unit)

Prerequisite: Introductory Biology

Organismal Biology, an elective one-semester course, introduces students to a wide variety of organismal biology topics and current areas of biological research. The course begins by examining principles of population biology, Hardy-Weinberg equilibrium, ecosystems, nutrient cycling and competition. The latter half of the course involves examination of comparative structure and evolutionary relationships of various taxa of microbes, fungi, protists, plants, invertebrates, and vertebrates. Laboratory activities, simulations, discussions, and computer/Internet resources play an integral role in this course.

Biology C: Field Biology (Fall)

(11th - 12th grade)

(1/2 unit)

Prerequisite: Introductory Biology, Biology A: Organismal Biology

Field Biology, an elective one-semester course, is a laboratory and fieldwork intensive experience which focuses on biodiversity, environmental monitoring of terrestrial and aquatic ecosystems, and diversity of structure, function and ecology within the largest group of organisms, the arthropods. The course meets four days per week; laboratory activities are performed in a variety of natural areas throughout central Illinois every other Sunday afternoon.

Biology D: Human Genetics and Society (Spring)

(11th - 12th grade)

(1/2 unit)

Prerequisite: Introductory Biology, Biology A: Organismal Biology

Human Genetics and Society is an elective one-semester course. Topic coverage centers around traditional and molecular genetics, including cell structure, development, transmission of traits, DNA structure and function, population genetics, genetic engineering, biotechnology, the Human Genome Project, and ethical dilemmas caused by recent technological advances. Course format includes labs, field trips, computer-based simulations, discussion, and lecture.

Anatomy and Physiology I/II (Fall and/or Spring)

Offered by Parkland College

(12th grade, 11th grade with Executive Teacher consent)

(1/2 unit each)

Prerequisite: Introductory Biology, Biology A: Organismal Biology, and Introductory Chemistry and Chemistry A: General Chemistry

Anatomy and Physiology I, an elective one-semester course, focuses on structure and function of the human body, including study of biochemical, cell biology, histology and embryology, followed by study of the reproductive, skeletal, and muscular systems. Laboratory exercises offer concrete examples of concepts and stress basic skills and careful observation. The anatomical specimens are human cadavers.

Anatomy and Physiology II, an elective one-semester course, provides detailed analysis of the circulatory system, defense mechanism, nervous system, sense organs, hormones, respiratory system, urinary system, digestive system, and metabolism. (Spring)

Anatomy and Physiology I & II are offered as concurrent enrollment courses through Parkland College and taught by Parkland College staff. Students completing both courses can receive credit for PHYSL 103 and CSB 234 should they enroll at the University of Illinois at Urbana-Champaign as undergraduates. Because these courses provide an understanding of the structure and function of the human body, many universities and colleges may allow these courses to satisfy the general education elective in science or life science. Check with the college or

university of your choice. These classes cannot be counted toward fulfillment of Uni High Science requirements for graduation, though they may be taken as science electives.

Students signing up for Anatomy and Physiology I will receive a letter from the SSO in May. Students signing up for Anatomy and Physiology II will receive a letter from the SSO in December. All registration materials will be included and will need to be returned to the Uni High SSO by a designated date. The SSO will forward all of the registration information to Parkland.

A section of these courses will be offered three 50-minute periods each week. If enrollment is sufficient, you will receive a registration confirmation from Parkland and a bill for each course in which you enroll. The required laboratory component of the course will meet for three hours every Saturday at Parkland College. Students must pay tuition and fees for this class. Tuition and fees for the 2012-13 school year will be approximately \$400 per course. This course counts toward the 300-minute rule and Parkland credit, but does not count toward Uni graduation credit and is not shown on the Uni transcript.

Introductory Chemistry (Fall)

(10th grade)
(1/2 unit)

Introductory Chemistry is a one-semester course required of all students. Chemistry is considered by some to be the central science because the study of matter and its changes is fundamental to understanding all other sciences. This course will introduce the major concepts of chemistry with special attention being given to the language, symbols and models of chemistry. Students will explore these concepts via classroom demonstrations, laboratory experiments and computer modeling.

Chemistry A: General Chemistry (Spring)

(10th -12th grade)
(1/2 unit)

Prerequisite: Introductory Chemistry

General Chemistry is an elective one-semester course that further develops the concepts of chemistry and allows the student to investigate their application within modern contexts. More emphasis will be placed on laboratory investigation, communication and decision-making based on a more complete understanding of the scientific principles and facts of chemistry. This course provides a foundation for a continued study of chemistry at the high school or college level.

Chemistry B: Accelerated Chemistry (Fall)

(11th - 12th grade)
(1/2 unit)

Prerequisite: Chemistry A (or consent of instructor)

Accelerated Chemistry is an elective one-semester course designed to cover the most important theories and topics in chemistry at a more rigorous pace. The first half of the course will be primarily lectures, demonstrations and problem solving. Students taking this course will be prepared to take standardized placement or proficiency exams. The second half of this course will be spent mostly in the laboratory performing experiments supporting the topics in the first half of the course.

Chemistry D: Organic Chemistry (Spring)

(11th - 12th grade)
(1/2 unit)

Prerequisite: Chemistry A: General Chemistry (or consent of instructor)

Organic Chemistry is one-semester survey of nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons and their derivatives. The course will have a lecture/discussion format with an emphasis on problem solving and laboratory work.

Introductory Physics (Fall)

(11th - 12th grade)
(1/2 unit)

Introductory Physics is a one-semester course required of all students. The goal is to introduce the field of physics through the study of Classical Mechanics, emphasizing concepts and basic analytical methods. It begins with the relationship of force to motion; then covers Newton's Laws and their implications, especially conservation laws. Momentum and impulse, energy and work are defined and discussed. In the last part of the semester, this knowledge is applied to the study of solid structures and to fluids. Being a self-contained course, Introductory Physics serves all students as an introduction to the field; for those who intend to continue the study of physics, the methods and concepts covered in this course compose the foundation of all further development. Whenever appropriate, applications of physical concepts to engineering and other fields of science are discussed.

Physics A: Topics in Basic Physics (Spring)

(11th - 12th grade)
(1/2 unit)

Prerequisite: Introductory Physics

This one-semester elective covers a variety of topics associated with classical physics: electricity (the properties of electric charge, the definition of electric fields and potential, capacitance, electric current, resistance, elementary circuits), magnetism (the magnetic force, induction), geometric optics, wave phenomena, and thermodynamics. This course emphasizes problem solving at a slightly greater level of difficulty than Introductory Physics.

Physics B: Intermediate Mechanics (Fall)

(12th grade)

(1/2 unit)

Prerequisite: Physics A

This one-semester elective reviews and builds on the first year of physics by covering in greater depth classical mechanics. Topics may vary based on student interest, but typically include: Newton's laws, friction, reference frames and center of mass, rotation, the Universal Law of Gravitation, scaling relationships in structures, and Bernoulli's Principle. Time permitting, a review of thermodynamics and an introduction to statistical mechanics and entropy will also be covered. Assessments will require both numerical problem-solving and formal developments. Because derivatives of polynomials and transcendentals are used, prior or concurrent enrollment in calculus, or consent of the instructor, is required.

Physics C: Modern Physics (Spring)

(12th grade)

(1/2 unit)

Prerequisite: Physics A

This one-semester elective builds on Physics A, stressing current applications in science. Topics may vary with student interest, but typically include: electricity and magnetism (Maxwell equations, radiation), wave phenomena (lumped-circuit analogies, diffraction), relativity, and quantum mechanics. Formal development, rather than numerical problem solving, is emphasized. Because derivatives of polynomials and transcendentals are used, prior or concurrent enrollment in calculus, or consent of the instructor, is required.

SOCIAL STUDIES

The Social Studies Department has a two-fold mission and commitment to students: (1) to help them understand and process the forces of history that have shaped our times and the world in which we live; and (2) to develop within students the skills and facility to understand and conduct historical research.

The first task is designed to provide students with knowledge and information so that they are familiar with the events of history, the concepts and ideas that have influenced and resulted from the course of events and the actions of people, and the patterns that have emerged among diverse peoples over time. From the subfreshman through junior year, courses survey the sweep of history from the emergence of humans to modern times. The places are varied – from the riverine civilizations in Africa and Asia to the plains of Europe to the shores of New England.

Having focused on developing this proficiency over several years, students then have several options as juniors and seniors. Several electives are offered to introduce students to human/social science disciplines beyond history: anthropology, psychology, ancient and modern philosophy. A course on the world since 1945 examines the political and economic foundations of relationships between nations and peoples in the contemporary world. For seniors who are interested, the seminar in American history offers the chance to engage in independent research, employing the techniques and thinking of historians in pursuing an extended research and writing project. In all of these ways, the department challenges students to deepen their understanding of research and writing across the social sciences, by engaging in those practices themselves.

Introduction to Social Studies

(Subfreshman)

(1 unit)

This course is designed to introduce students to various ways of studying and thinking about the histories and cultures of human societies, past and present. In the first part of the year, we explore the U. S. constitution and the history of rights in the United States. We will also learn more about how historians work: what kinds of evidence they look for, and how they use it to make sense of the past. In order to further develop skills in historical inquiry, we then work for several months on an extensive oral history project. This involves interviewing people from our local community who have been involved in struggles for equal rights, putting individual experiences into a broader context, and preparing these materials to be used in a student-produced radio documentary, which will be broadcast on public radio. In the last part of the year, the focus shifts to the histories and cultures of other peoples. As part of the sequence of world history courses offered at Uni, we study the development of early humans and the emergence of ancient civilizations (primarily in ancient Mesopotamia, the Levant, Egypt and Persia). Throughout the course, students are asked to consider different kinds of evidence and arguments, to ask and answer questions thoughtfully, and to think about the causes and consequences of forces that have shaped people's lives in different times and places.

World History (c.1000 BCE-c.1500 CE)

(9th grade)

(1 unit)

This course will cover the histories of Ancient Greece and Rome, Western Europe through the Age of Exploration, Islam from its beginnings through the Ottoman Empire, and the civilizations of Africa and the Americas with particular emphasis on their contact with Europeans and Muslims. The focus will be on the political, economic, social, religious, and cultural factors shaping these civilizations. Emphasis is also placed on the cause and effect processes of history so that students can understand the larger and cross-cultural forces that shape our world.

Modern History (c.1500-1945)

(10th grade)

(1 unit)

This course continues with the rise of Western Europe to global prominence from the Renaissance and Protestant Reformation through the democratic and industrial revolutions and colonial expansion of the nineteenth century up to 1945. Special emphasis will be placed on the development of the characteristics and forces of modernity and their spread to the rest of the world, as well as the problems of modernity as seen in the two world wars and the Holocaust.

U.S. History

(11th grade)

(1 unit)

This course is designed to give juniors a basic understanding of American history and an introduction to selected interpretative questions derived from such study. The major chronological periods surveyed include: the pre-colonial and colonial periods, the American Revolution, the early National period, the Age of Jackson, Civil War and Reconstruction, the Populist and Progressive periods, the New Deal, the period of the World Wars, and the post 1945 period.

World Since 1945 (Fall and/or Spring)

(11th – 12th grade)

(1/2 unit)

This course focuses on the Cold War, the stresses of rapid modernization, in both the United States and developing world, and on the movement towards globalization since the end of World War II. Through readings, videos, and discussion, the course will examine the integration of national economies, the blending of cultures, and the impact of technological change. *Students may sign up for either or both semesters.*

American History Seminar

(12th grade)

(1 unit)

Prerequisite: U.S. History

This elective course introduces students to the practice of historical research and methodology in a seminar setting. For their research, students will follow one of a small number of broadly related topics involving contemporary issues with long histories. The first semester consists of lectures on methodology, library training, and research. The second semester revolves around the preparation of finished manuscripts and group discussions. A prerequisite for this course is U.S. History. (*Enrollment limit: 12 students*)

Introduction to Psychology

(11th-12th grade)

(1/2 unit)

Introduction to Psychology will present both the intellectual history of the discipline and the current state of selected elementary psychological fields to the students. Various rotating units will include: Aristotelian Psychology; 19th-Century Psychology as a Social Science; Evolutionary vs. Social Psychology; Memory, Perception and Learning; Theories of Emotion; Physical and Behavioral Therapies; Mental Illness and Personality Disorders; Early 20th-Century Behaviorism (Pavlov, B.F. Skinner); Theories of Human Development (Piaget, Erickson, Vygotsky). Readings will include assignments from a standard textbook (Gleitman's *Basic Psychology*) and selections from Sigmund Freud (*Introduction to Psychoanalysis*), William James (*Principles of Psychology*), and Michel Foucault (*Madness and Civilization*). Students will be required to write a term paper on a topic of their own choosing. (Offered in Fall 2011 and then in alternate years; limit 20 students)

Introduction to Cultural Anthropology

(11th-12th grade)

(1/2 unit)

This course serves the dual function of introducing students to different cultures around the world as well providing an initial grounding in anthropological ideas and questions. Such questions will include: How can we understand the similarities and differences among all humanity? What causes human difference? How do different peoples react to and engage with each other? What is culture and how does it work? First, the students will explore the nature and role of culture among various peoples in Africa, South America, Oceania, India, and the Middle East, through excerpts of readings and group projects. Students will also examine the way in which anthropologists analyze and write about different cultures. The students will learn how anthropologists relate their findings through the writing of ethnography. The class will read several ethnographies, and then begin to write ethnographies of their own cultures. Offered Spring 2012 and then in alternate years. (*Enrollment limit: 20 students*)

Introduction to Philosophy I

(11th-12th grade)

(1/2 unit)

Introduction to Philosophy I will focus on ancient Greek and Roman philosophy, with particular emphasis on Plato and Aristotle. Students will read Plato's *Republic* and Aristotle's *Nicomachean Ethics*, along with shorter works by the Pre-Socratics, Epicureans and Roman Stoic philosophers. The course will focus on classical models of the good human life. Students will write several short papers on current ethical topics such as the death penalty, abortion, affirmative action, and animal rights, using these classical models as the basis for argumentation. Philosophy I will be offered Fall 2012, and Philosophy II will be offered Spring 2013.

Introduction to Philosophy II

(11th – 12th grade)

(1/2 unit)

Introduction to Philosophy II will survey the history of western philosophy from St. Augustin to the present and study selected topics in philosophy from a multicultural perspective. Students will read Augustine's *Confessions*, Descartes' *Meditations*, Voltaire's *Candide*, Lukes' *The Curious Enlightenment of Professor Caritat* and selected excerpts from 19th and 20th century European philosophers. Topics will include debates on epistemology, the mind/body problem, metaphysics and philosophical theology, with readings from Indian, Chinese, African, and medieval Jewish and Muslim thinkers. The final topic will be a study of multicultural philosophy itself, and students will complete research papers on contemporary social theorists or philosophers.

SPECIAL INSTRUCTIONAL OPPORTUNITIES

Independent Studies

Students may elect to take independent study courses with Uni faculty or with professors at the University of Illinois. Independent studies usually involve studying specific topics more in-depth than what one would experience in a regular course.

Criteria for Independent Study

- The independent study proposal must represent a study opportunity that is above and beyond the courses offered in the Uni High curriculum.
- Independent study proposals that duplicate courses offered at Uni will not be considered.
- The independent study proposal should enhance curriculum innovation consistent with the laboratory mission of Uni High.
- Independent study courses **will not satisfy** the “300 minute rule.”
- Students must complete the paperwork in order for an Independent Study to be registered.

Procedures

- ✓ Meet with supervising teacher to determine if the teacher is willing and able to undertake an independent study course with you.
- ✓ If the teacher agrees to an independent study, obtain an independent study request form from the SSO.
- ✓ Working with the supervising teacher, write a proposal that meets the above-identified criteria for an independent study. Attach the proposal to the independent study request form. This should be in the form of a syllabus outlining the independent study in full detail.
- ✓ Obtain approval from your parents/guardians.
- ✓ Obtain approval from the department executive teacher.
- ✓ Obtain approval from your school counselor.
- ✓ Submit the independent study request form, the written proposal, and a copy of the class schedule to the Student Services Office by Friday of the first week of classes for fall semester and year-long proposals, and by the Friday of the first week of the 2nd semester for 2nd semester proposals.
- ✓ Any exceptions must be approved by a majority of the Curriculum Committee.

Courses Taken Outside of University Laboratory High School

Students may take elective courses outside of University High School. With each opportunity, questions arise as to how a particular academic arrangement could affect a student's status at University High School. The following is an outline of University High School's policy and procedures for such endeavors. Courses taken through UIUC concurrent enrollment during the academic school year may count towards fulfillment of the 300 minute rule (approval required from the Assistant Director). Parkland College courses offered at Uni High may count toward the 300 minute rule (approval required from the Assistant Director).

Concurrent Enrollment – HSCE Program – University of Illinois

The University of Illinois **HSCE** (High School Concurrent Enrollment) **Program** has been designed to enable those outstanding students in local Illinois high schools (who meet the defined criteria below) to take university courses with non-degree status. Students enrolled in the HSCE Program receive college credit while simultaneously attending high school.

What are the criteria for the HSCE Program?

Students must:

- be **15 years** of age at the time of enrollment in the class
- have a cumulative GPA of **3.5 or better**
- meet all prerequisites for the requested course (**a placement exam may be required**)
- consult with Uni High's SSO (Student Services Office) for all required paperwork and approvals
- **meet all deadlines. These deadlines are not flexible—set by U of I.**

What classes are high school students eligible to take?

- Students should consult both the online Undergraduate Course Catalog and the Semester Timetable to make appropriate course selections and alternate course plans. The student's high school schedule is definitely the priority, so any requested college course(s) must fit into the student's schedule at Uni.
 - Students are also encouraged to consult with the Student Services Office and to discuss courses of interest with teachers at Uni High.
 - Typical course requests from Uni students have consisted of the following subjects: Economics, History, Mathematics, Sociology, Computer Science, Art, English, and various languages. (A placement exam may be required.)
- ❑ **If a student is interested in HSCE, how does he/she apply?**
- Read all emails regarding the application process and **MEET ALL DEADLINES**.
 - Pick-up a **HSCE pre-application form** in Uni's Student Services Office. The form consists of 3 parts:
 - A) Student section
 - B) Uni High school counselor approval (signed by Ms. Green / Mr. Radnitzer.) Uni SSO will attach transcript, verify gpa, and send form to the U of I admissions office for consideration
 - C) U of I department and dean approvals (coordinated by the UIUC admissions office)
 - If a student is new to the HSCE program (never enrolled in a fall or spring course on campus), a non-degree application **must** also be completed. (The application processing fee is **waived**.) NOTE: Even if a student enrolled in a summer course at UIUC, the non-degree application is **STILL** required.
 - Complete a **HSCE Permission Slip**. This must be signed in order of:
 - ✓ **Parent**
 - ✓ **Executive Teacher** (for example, a requested math class at the U of I must be approved by Craig Russell)
 - ✓ **Uni School Counselor** (Ms. Green / Mr. Radnitzer)
 - Completed forms **MUST** be returned to the Student Services Office by the designated advertised deadlines. **There are no exceptions.**

NOTE: Students should only select University classes that can fit into their Uni course schedules. Any drop/add changes should be considered before applying for HSCE. Students are responsible for completing all drop/add paperwork if they are accepted into a University course.

- ❑ **Once paperwork is submitted to the Student Services Office, what happens next?**
- All paperwork is submitted to our designated campus advisor in the U of I Admissions Office. He/she will secure all required departmental and college approvals.
 - At this point, University Laboratory High School is no longer involved in the process-- all communication is between the University and the student via home mailing address and/or student email address.
 - Following approvals, the campus advisor will send admitted students a letter of approval and registration instructions. (Student should receive packet approximately **one to two weeks before classes begin**.)
 - **Students may not register until the fourth day of class** for fall and spring terms. (Summer terms allow HSCE students to register early.)
 - Students are allowed to attend class the first day of instruction, although classes may be full by the time of registration. Be forewarned: a student may attend class for two or three days then find out that the class is full-- the student is not allowed to register (no cost to the student).
- ❑ **If registered in a college course through HSCE, how much will it cost?**
- Tuition is waived for Uni High students. Students pay regular fees. (Tuition waiver is not available for summer term.) You **MUST** meet all deadlines to be eligible for any tuition waiver.
 - **Students may also receive exemption of the student health insurance fee by showing proof of insurance coverage at time of registration.** As a University of Illinois non-degree student, you will also be required to provide proof of health insurance, if you choose to "Petition for Exemption" from the student health insurance fee. You will be required to obtain this form directly from the UIUC Student Health Insurance Office at (217) 333-0165. You can also obtain this form online via the "forms" link on their website: <http://www.si.illinois.edu>
 - **Students are responsible for all other fees.**

Students who enroll in this Concurrent Enrollment Program must understand that the UIUC grade earned does indeed become a part of their permanent University of Illinois transcript. (For example: If a Uni High student then attends the U of I after graduation from Uni, grades earned from *concurrent enrollment* are still calculated into the Grade Point Average on the UIUC transcript.)

During the University's breaks (ex. winter, spring and after finals) you are expected to be at Uni and to sign in at the main office during the time you would normally be at the U of I class to fulfill your 300 minute requirement.

Concurrent Enrollment – HSCE program – Parkland College

Enrollment in Parkland courses offered on site at University High School by special arrangement, for example, Anatomy and Physiology I/II should follow the procedures listed under the course heading. Registration for all other Parkland courses should follow the procedure listed below.

- ❑ **What is the criterion for concurrent enrollment at Parkland?**
 - Only juniors and seniors are eligible to take other courses at Parkland. Younger students need the additional permission of the Parkland Vice President of Student Affairs before they are permitted to enroll.
 - Meet all prerequisites for the requested course (a placement exam may be required).
 - All required paperwork is in the SSO.
 - Meet all deadlines.

- ❑ **What classes are high school students eligible to take?**
 - Students should consult both the Parkland Course Catalog and the Semester timetable to make appropriate course selections and alternate course plans. The student's high school schedule is definitely the priority, so any requested college course(s) must fit into the student's schedule at Uni.
 - The course may not duplicate a University Laboratory High School course unless there is an irreconcilable schedule conflict, as judged by the Assistant Director.
 - Students are also encouraged to consult with the School Counselor and to discuss courses of interest with teachers.
 - In exceptional cases and only with the approval of the Executive Teacher and Assistant Director, concurrent enrollment courses will count towards the graduation requirement and/or fulfill departmental requirements.

- ❑ **If a student is interested in taking a Parkland course, how does he/she apply?**
 - A student completes an application form available in the Student Services Office and an Underage Enrollment Approval Form.
 - An Executive Teacher from the appropriate department must give the student permission to enroll in each course.
 - Students should follow the registration procedures outlined in the Parkland Course Registration Bulletin.
 - Students are responsible for returning all completed paperwork to Student Services Office by the designated deadline.

NOTE: Students should only select Parkland classes that can fit into their Uni course schedules. Any drop/add changes at Uni should be considered before applying for HSCE. Students are responsible for completing all drop/add paperwork if they are accepted into a Parkland course.

- ❑ **Once paperwork is submitted to Parkland, what happens next?**
At this point, Uni is no longer involved in the process. **All** communication is between Parkland and the student via email and/or home mailing address.

- ❑ **If registered for a Parkland course, how much will it cost?**
Fees are set by Parkland. Check registration bulletin for fee information.

NOTE: Students who enroll in this Concurrent Enrollment Program must understand that the Parkland grade earned does indeed become a part of their permanent Parkland transcript.

Concurrent Enrollment - Courses Elsewhere during the Academic School Year OR Summer

Each school, high school, or college will set its own procedures for enrolling in courses elsewhere for credit. The Student Services Office will provide letters of recommendation and transcripts as requested.

University High School Policy

- An Executive Teacher from the appropriate department must give the student permission to enroll in courses.
- Neither the course grade nor the credit will be included on the student's transcript from Uni.