

# Uni

2023-2024  
**Curriculum  
Guide**

UNIVERSITY OF ILLINOIS LABORATORY HIGH SCHOOL

## 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 2022-23 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 prioritize by class, 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. Faculty email addresses are available on the Uni website.

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

## **SUBFRESHMAN YEAR REQUIREMENTS**

Subfreshmen are required to take the following courses: Language & Literature 1, World and Classical Languages, Introduction to Social Studies, Science (the Earth Studies semester and the Nature of Science semester), Math 1, 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. Note that most courses taken in the subfreshman year do not earn any units for graduation but are required during that year.

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

All students are required to complete 19 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, World and Classical Languages, Mathematics, Science and Social Studies).

English	4 units (Beyond Language & Literature 1 and including Language & Literature 2 and 3)
World and Classical Languages	2 units (of the same language; includes Year 1 of first language)
Mathematics	3 units (beyond Math 1) - including <ol style="list-style-type: none"><li>Math 2 or Math 2, Intensive</li><li>Math 3</li><li>Advanced Topics in Math, Calculus I (Acc.), or Statistics</li></ol>
Science	3 units (beyond the Subfreshman science courses) - including <ol style="list-style-type: none"><li>Introductory Biology</li><li>Introductory Chemistry</li><li>Introductory Physics</li></ol> (All science courses are semester-long; 1/2 unit each)
Social Studies	3 units (beyond Introduction to Social Studies) <ol style="list-style-type: none"><li>World History to 1500</li><li>World History since 1500</li><li>U.S. History</li></ol>
Physical Education	2 units (4-year sequence at ½ unit per year; beyond Subfreshman PE)
Fine Arts	1 unit (beyond Interrelated Arts)
Computer Science	1/2 unit (Computer Literacy 2)
Health	1/2 unit
Consumer Education	required online course

Students may take elective courses outside of University Laboratory High School. See last page of this guide and consult your counselor 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.)

	SUBFRESHMEN	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
<b>ENGLISH</b>	Literature & Language 1	Literature & Language 2	Literature & Language 3	Jr./Sr. Special Topics Courses 1 Unit	Jr./Sr. Special Topics Courses 1 Unit
<b>SOCIAL STUDIES</b>	Introduction to Social Studies	World History to 1500	World History since 1500	U.S. History	Elective
<b>SCIENCE</b>	Fall - Nature of Science Spring - Earth Studies	Intro Biology Biology A	Intro Chemistry Chemistry A	Intro Physics Physics A	Elective
<b>P.E.</b>	P.E.	P.E.	P.E.	P.E.	P.E.
<b>COMPUTER SCIENCE</b>	Computer Literacy 1	Computer Literacy 2	Elective	Elective	Elective
<b>MATHEMATICS</b>	Math 1	Math 2 or Math 2 Intensive	Math 3	Advanced Topics in Math, Acc. Calc. 1, or Statistics	Elective
<b>HEALTH</b>		Health			
<b>WORLD &amp; CLASSICAL LANGUAGES</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	Elective (All levels of language instruction are electives after the initial 2-year sequence requirement is fulfilled.)		
<b>FINE ARTS</b>	Interrelated Arts	Elective (as available per grade); 1 unit beyond Interrelated Arts required for graduation.			
<b>CONSUMER ED</b>		Online required course which is available to students as of their Freshman year; this must be completed by the end of the first semester of their Junior year.			

# UNIVERSITY LABORATORY HIGH SCHOOL 2022-2023 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, as required by Illinois learning standards, to “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 four 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, Topics in Computer Science, Digital Media Production, 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 what is used in 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. We hope that our students will learn to be more comfortable with communications technology and appreciate what it allows them to accomplish, both individually and together, while understanding both its capabilities and limitations.

### **Computer Literacy 1**

(Subfreshmen) (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. It emphasizes solid proficiency in important personal computing "survival" skills, including electronic mail, library resources, Internet research, cybersecurity, online and print design and publishing, photography and basic use of the Microsoft Windows and MacOS operating systems. Additional areas introduced include: Arduinos, HTML/CSS Web Development and Python Programming.

### **Computer Literacy 2**

(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 on a major project involving computers to research topics of interest, build functional products, and present information learned. 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 (Fall/Spring)**

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

*Prerequisite: Computer Literacy 2 or equivalent*

*Enrollment cap: 18 students*

Computer Programming is a semester elective course, in-depth introduction to the python programming language. Students must have a computing applications background equivalent to the Computer Literacy 2 course, but need not have any previous experience in computer programming. It will introduce students to structured programming techniques including data structures, functions, and algorithms.

### **Topics in Computer Science - TBA (Fall)**

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

*Prerequisite: Computer Literacy 2 or consent of department*

*Enrollment cap: 15 students*

Topics in Computer Science is a semester long elective course engaging students into a variety of different aspects of Computer Science. The instructor will choose from a variety of popular fields possibly including: Robotics, Gaming, Animation, App Development, Computer Tech, etc. The topic will be announced in January or February.

### **Topics in Computer Science – TBA (Spring)**

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

*Prerequisite: Computer Literacy 2 or consent of department*

*Enrollment cap: 15 students*

Topics in Computer Science is a semester long elective course engaging students into a variety of different aspects of Computer Science. The instructor will choose from a variety of popular fields possibly including: Robotics, Gaming, Animation, App Development, Computer Tech, etc. The topic will be announced in January or February.

### **Digital Media Production (Fall/Spring)**

(10th - 12th grade) (1/2 unit – can enroll more than once)

*Prerequisite: Computer Literacy 2 or consent of department*

*Enrollment cap: 15 students*

This course will train students in all aspects of the production process using various types of mediums. Students will learn how to analyze and comprehend the media around them, create content in different formats which are used daily in the media industry. Using Uni High as our client, students will solicit clients, interview and work with them to meet their media needs while expanding their capabilities. One such medium will be the Uni High websites. This class will maintain and develop Uni's web presences for the school.

### **Yearbook (Fall & Spring)**

(10th - 12th grade) (1 unit – can enroll more than once)

*Enrollment cap: 18 students*

This elective course focuses exclusively on chronicling the school year via the production of the Uni High yearbook or video squad productions 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, video production and editing. Students desiring to advance their desktop publishing and electronic photography and videography skills should enroll in this course. Yearbook must be taken for a full year.

### **Advanced Yearbook: Editorship (Fall & Spring)**

(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, Current Topics 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), nonfiction (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 argument essay to crafting an incisive piece of literary criticism, a persuasive letter to the editor, or a compelling personal narrative. Students will graduate with the understanding that they have something worthwhile to say and the skills to say it with authority and panache.

### **Language and Literature 1, 2, 3**

Language and Literature 1, 2, and 3 uses a modal design that revolves around threads that will recur during each of the first three years of our curriculum. These themes will develop and shift each year in order to create challenges for students that accord with their developmental growth through subbie, freshmen, and sophomore year. There will be seven or eight threads that teachers revisit each year—with different literary texts and different projects relating to or growing out of the themes each year—and then a final student-chosen theme for the last unit of each year. Each course will emphasize the writing process and include prewriting, drafting, peer reviews, revising, and editing. Courses will generally include works from a range of genres including poetry, short stories, novels, drama, and nonfiction. Students in all grade levels will also learn to read, analyze, and use literary criticism as a method of supporting written arguments.

#### **Subfreshman Language and Literature 1 (Fall & Spring)**

(1 unit)

Major Works and Assignments for this course: *Othello*, *Akata Witch*, "The Yellow Wallpaper," "The Trail of the Green Blazer," "A Very Old Man with Enormous Wings," "Everyday Use," "Saboteur," Shakespeare Group Project, Banned Book Project, Paragraph Construction Unit, Poetry Analysis.



### **Freshman Language and Literature 2 (Fall & Spring)**

(1 unit)

Language and Literature 2 is a course in reading, writing, and conversation. Together we will read a diverse range of fiction, nonfiction, poetry, and drama, and we will practice responding to that reading in class discussions, activities, and creative and analytical assignments. This class will build on the foundational skills you developed in Language and Literature 1 to further develop your facility in literary analysis, academic writing, and personal nonfiction. Assigned texts may include Eric Gansworth, *If I Ever Get Out of Here*, Chimimanda Ngozi Adichie, *Purple Hibiscus*; Nathaniel Hawthorne, *The Scarlet Letter*; William Shakespeare, *A Midsummer Night's Dream*, and assorted poems and short stories.

### **Sophomore Language and Literature 3 (Fall & Spring)**

(1 unit)

Major Works and Assignments for this course: Harlem Renaissance poetry, "In the Land of the Free," Latin American short fiction, "El Santo Americano," Afrofuturism Natural History Essay, Chemistry Essay, Literary Contrast Essay, Zine Project, Book Talk Presentation, Poetry Recitation, PechaKucha 20x20

### **Junior and Senior Special Topics (Fall & Spring)**

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

### **Nonfiction Writing (2 sections, Fall)**

(1/2 unit)

In Nonfiction 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 nonfiction writing and discuss the nonfiction writing we read 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. Blogging, writing nonfiction essays, and planning and executing a multimedia project, we will use our powers of observation and evaluation to investigate the vast, messy, and exciting art of writing and explore ways that writing represents the foundation of digital and multimedia literacies. The exact content of the course will vary depending upon both the teacher and the students.

### **The Twentieth-Century Novel (2 sections, Fall)**

(1/2 unit)

This course will examine some innovative narratives that reflect the experimental nature of literary modernism and postmodernism in the twentieth century. Readings will include Virginia Woolf, *Mrs. Dalloway*; Ernest Hemingway, *The Sun Also Rises*; Albert Camus, *The Stranger*; Jean Rhys, *Wide Sargasso Sea*; Toni Morrison, *Song of Solomon*; and Nicholson Baker, *The Mezzanine*. Writing assignments will include short critical essays and biweekly blog posts.

### **Native American and Othered Literature (1 section, Fall and Spring)**

(1/2 unit)

This one semester course is divided into three units, with each unit focusing on one or more "othered" groups of authors, or literature skimmed or omitted by the dominant literary culture. In unit one we will focus on the Twentieth- and Twenty-First century literary contributions of a variety of Native American writers across the genres of poetry, fiction, non-fiction, and drama. The understanding we gain from our study of Native American Literature will guide our reading of othered authors and literature. Unit two will focus on the instructor's choice of an underrepresented group, and the last unit will allow each student to choose and then explore literature written by a selection of minority authors. Readings or authors might include: *Bless Me Ultima* by Rudolfo Anaya, *House Made of Dawn* by N. Scott Momaday, select excerpts from Sherman Alexie, *The Woman Warrior* by Maxine Hong Kingston, and works by Celeste Nge, and Julie Otsuka.

### **The Hero's Journey (1 section, Fall and Spring)**

(1/2 unit)

This course introduces students to the hero's journey, a pervasive archetype of world literature. We discuss works by writers and film directors like Hermann Hesse, Nella Larsen, and George Lucas to study how the hero's journey "monomyth" shapes literary texts, permutes over time, and provides artists with opportunities to represent the difficult process of self-realization. Students can expect to complete an essay, a creative project, and regular daily reading assignments.

### **Utopias and Dystopias (2 sections, Spring)**

(1/2 unit)

For centuries, philosophers, writers, and social critics have been fascinated by the possibility of utopia (an imagined perfect society), and many writers have criticized their contemporary social order through futuristic stories of dystopias (extreme visions of a hyper-repressive society or an attempted utopia gone terribly wrong). This course will deeply explore the idea of utopia, and the way that utopias and dystopias are represented in literature. In order to think about ideas of utopia and cultural communal experimentation in a hands-on manner, students in this class will help build the curriculum, learning environment, and policies for the semester, with collaboration and guidance from the instructor. Thus, the first three weeks of the course will be spent researching educational experiments and creating a proposed curriculum and pedagogy for the class.

Students will write one literary essay on utopian and/or dystopian works, and research and create one historical and cultural project focusing on utopian communities, theories, and/or themes (or will undertake comparable projects of their own devising). Possible texts will vary depending on student choices in the first three weeks, but may include: *Utopia* by Thomas More, *Herland* by Charlotte Perkins Gillman, *1984* by George Orwell, *Brave New World* by Aldous Huxley, *The Handmaid's Tale* by Margaret Atwood, *Parable of the Sower* by Octavia Butler, and *Station Eleven* by Emily St. John Mandel.

### **The Coming-of-Age Novel (2 sections, Spring)**

(1/2 unit)

This course will engage in a semester-long exploration of the modern *bildungsroman*, or coming-of-age novel. We will open our study with James Joyce's *A Portrait of the Artist as a Young Man*, followed by two classic American *bildungsromans*, J. D. Salinger's *The Catcher in the Rye* and Sylvia Plath's *The Bell Jar*. We will then look at three contemporary examples of the genre, with Alison Bechdel's graphic novel *Fun Home*; David Mitchell's *Black Swan Green*; and Colson Whitehead's *Sag Harbor*. Writing assignments will include short critical essays and biweekly blog posts.

## **English Electives**

### **Creative Writing I (Fall)**

(10th - 12th grade) (1/2 - 1 unit; may be repeated for credit)

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. Students have the opportunity to participate in National Novel Writing Month in November during fall semesters when the class elects to do so.

### **Creative Writing II (Spring)**

(10th - 12th grade) (1/2 - 1 unit; may be repeated for credit)

The second semester continues work on prose and poetry, and adds an additional focus on drama and other performance-oriented writing. Students may enroll in either semester or for the full year of Creative Writing.

### **Communication and Media: An Interactive Exploration (1 section, Fall and Spring)**

(9<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit, may be repeated for credit)

This course will explore communication studies and media studies and will examine the contemporary communications landscape for students who want a broad overview of a variety of communications-related topics. We will explore topics from academic, societal, and personal perspectives.

The topics will include:

Interpersonal communication (communicating with friends, parents, peers, teachers, etc.), group, organizational and mass communication, visual communication, marketing/advertising, and social media. There will be a practical component to each short unit that will address strategies for speaking and writing for a variety of audiences and situations (including argumentation, persuasion and debate.)

You can expect short lectures, videos, podcasts, readings, speakers, hands-on activities, independent explorations, discussions, short papers/presentations, and a final project. There will be no tests or quizzes.

### **Journalism: Psychology in the Media (Fall, 2023)**

#### **Journalism: Science in the Media (Spring, 2024) (1 section, Fall and Spring)**

(9<sup>th</sup> - 12<sup>th</sup> grade) (1/2 unit; may be repeated for credit)

This class is a hands-on exploration of the many facets of media and journalism. Through looking at the focus topic (psychology or science) in the media, we'll explore storytelling through words, photos, audio, video, graphics and data, work on peer editing, interviewing, surveys and data collection, and discuss issues in journalism, and the role of mass media in our culture. First quarter, students will learn about journalism in general and start developing media production skills. The second quarter students will focus on producing media content, either related to the focus topic or other areas of student interest. Students have the opportunity to publish in both school and outside publications.

### **Advanced Journalism: Editors (1 section, Fall and Spring)**

(11<sup>th</sup> - 12<sup>th</sup> grade) (1/2 unit, may be repeated for credit)

After one semester of journalism, students can sign up for advanced journalism and apply to be an editor. Editors will continue to work on their skills while exploring more complex journalism topics such as narrative journalism, broadcast and other areas according to students' interests. They will also take on a leadership role with story development and editing. This class may be taken fall semester, spring semester, or both semesters.

### **Gender Studies (1 section, Fall)**

(10<sup>th</sup> - 12<sup>th</sup> 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 race, class, ability, sexuality, and religion. Assignments will include weekly reading and vigorous participation in discussions, blogs, presentations, a gender fieldwork assignment, a presentation of a creative project relating to race, class, gender, ability, or sexuality, and a service learning component. Students will be asked to complete service learning hours after school and on weekends, but this time will be counterbalanced by periodic study halls. One hour per week would be the average that students would need to complete; however, depending on the student's availability and the schedule and needs of the organization, students might complete several hours in one visit (i.e. two hours every two weeks, four hours on one day during the month, etc.).

### **Current Topics in Social Justice (1 section, Spring)**

(10<sup>th</sup> - 12<sup>th</sup> grade) (1/2 unit; May be repeated for credit)

Current Topics in Social Justice is a semester elective open to seniors, juniors and sophomores. 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, blogging, and journal writing play a key role.



## 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.

### **Interrelated Arts**

(Subfreshmen) (1/2 unit)

Interrelated Arts is a team-taught, semester-long course for subfreshmen which includes Drama, Visual Arts and Music.

### **Film Study (Spring)**

(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.

### **Public Speaking (Fall)**

(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.

### **Theatre Arts I (Fall)**

(9th - 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.

### **Theatre Arts II (Spring)**

(10<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit)

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.

### **Studio Art I (Fall)**

(1/2 unit) (9th - 12<sup>th</sup> 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.

### **Two-Dimensional Art (Spring)**

(9th - 12th grade) (1/2 unit)

*Prerequisite: Studio Art I or Permission of Instructor*

Designed to build upon Art I experiences, this course would address mixed media drawing, painting, color theory, printmaking, and digital imaging. Contemporary and historical art practices will be addressed that relate to each unit. Critiques and presentations will help familiarize students with the vocabulary and concerns of the visual arts. The course may be repeated with permission of the instructor. Meets graduation requirement.

### **Design Thinking (Spring)**

(9th - 12th grade) (1/2 unit)

*Prerequisite: Studio Art I*

Design is a growing field that is being reimagined now, due in part to the emergence of “Design Thinking” and its application to shape how complex projects are approached collectively. This course explores design, both 2D design and 3D design. It includes theory, planning, practice, and fabrication, with a focus on Human Centered Design – the discipline of developing solutions in the service of people. Additionally, students will develop an appreciation of past, present and emerging design work within cultural, political, social, historical, and environmental contexts. Students may sign up for this course after taking Studio Art 1. The course will be offered biannually, rotating with 3D Art. The course may be repeated with permission of the instructor.

### **Mixed Chorus (Fall & Spring)**

(Subfreshmen - 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.

### **Orchestra (Fall & Spring)**

(Subfreshmen - 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.

### **Jazz Band (Fall & Spring)**

(Subfreshmen - 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.

### **Music Theory (Fall)**

(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. Students may take this course as fall semester only.

### **Music History – From Bach to Rock (Spring)**

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

This course is designed to provide students with a comprehensive look at music from the ancient Greek civilization through the music of today. The following areas will be examined: Music from Antiquity and Medieval Periods, Baroque and Classical, Romantic Era, Impressionist and Modern, Ragtime, Blues and Jazz, American Composers, Modern Composers, Pop and Contemporary composers.

## MATHEMATICS

The Mathematics Department is committed to providing a quality program in college preparatory mathematics. Our goal is to equip all students graduating from Uni High with the prerequisites in mathematics to succeed in their chosen course of study at any university in the United States. 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 student's 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. Graphing calculators and online technology resources are used in all math courses.

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 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 entering Uni will automatically be placed into Math 1. Freshmen entering Uni will be placed into Math 1 unless they take and pass a Math 1 mastery exam. 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. Students entering Uni who intend to take Calculus as their first course must either have a grade of B or better recorded for a Precalculus course on a high school transcript and/or take placement exams covering trigonometry and algebra.

The math department could approve rare exceptions to placement and prerequisite rules when students provide relevant documentation supporting their requests (for example, transcripts showing that they earned an A for a University of Illinois calculus course or a maximum score on an AP Calculus exam).

### **Math 1 (Fall & Spring)** (Subfreshman) (1 unit)

This first math course for Uni students introduces them to key ideas and skills. This course integrates topics from algebra, geometry, and statistics, with topics that include facility with basic operations on real numbers, modeling, systems of linear equations and inequalities, an introduction to vector and matrix arithmetic, work with linear and exponential functions, the function concept, recursion, congruence, coordinate geometry, geometric proofs, linear regressions, and residual analysis. Use of a graphing calculator and spreadsheets is taught and encouraged throughout the course.

### **Math 2 (Fall & Spring)** (9<sup>th</sup> grade) (1 unit) *Prerequisite: Math 1*

This second integrated course continues the functions strand from Math 1 by adding quadratic functions and radical expressions, absolute value, piecewise, and inverse functions. In the algebra strand, students learn algebraic and graphical techniques for solving quadratic equations, are introduced to complex numbers, and use inverse matrices. In the geometry strand, students work with properties of geometric figures including polygons and circles, similarity, and right triangle trigonometry. They also undertake a study of probability.



### **Math 2, Intensive (Fall & Spring)**

(9<sup>th</sup> grade) (1 unit)

*Prerequisite: Math 1, successful performance on a mastery exam, and permission of the Math Department*

This course will be offered for the first time at Uni in 2022-2023. It is an integrated course that will combine elements from current Math 2 and Math 3 into a one-year comprehensive course. Math 2, Intensive will incorporate more proof and precalculus components than the current Math 2. It will insist on precalculus components, possibly leaving out the Statistics Module of Math 3. After Math 2, Intensive, students will meet the prerequisites of Statistics and Advanced Topics. If they wish to take Accelerated Calculus 1 in 2023-2024, they must pass a mastery exam along with Math 3 students and earn the recommendation of the Math Department.

### **Math 3 (Fall & Spring)**

(10<sup>th</sup> grade) (1 unit)

*Prerequisite: Math 2*

This third integrated course continues the functions strand from Math 1 and Math 2 by adding logarithmic, rational, and circular (trigonometric) functions, further developing the inverse function concept. In the algebra strand, students develop theory of polynomials. In geometry, more work with right triangle and oblique triangle trigonometry (including laws of sines and cosines) and representations in 3-D are explored. In the statistics strand, students explore the normal distribution, experimental design, and simulation.

### **Advanced Topics in Mathematics (Fall & Spring)**

(1 unit)

*Prerequisite: Math 3*

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.

### **Statistics (Fall & Spring)**

(1 unit)

*Prerequisite: Math 3*

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 (Fall & Spring)**

(1 unit)

*Prerequisite: Math 3, 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 Math 3 curriculum and have demonstrated a facility with calculations and swift recall of previously learned skills. The syllabi for the University of Illinois and Parkland College 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 (Fall & Spring)**

(1 unit)

*Prerequisite: Advanced Topics in Mathematics*

The syllabi for the University of Illinois and Parkland College 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.

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

(Each 1/2 unit)

*Prerequisite: Acc. Calculus 1*

Accelerated Calculus 2/3 includes advanced techniques of integration, improper integrals, infinite sequences, and series (convergence, Taylor series, power series), Taylor's formula, polar coordinates and conic sections, parametric curves in the plane and in space, vectors and surfaces in space, partial differentiation, multiple integrals, and vector analysis. 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.

## PHYSICAL EDUCATION

Illinois state law requires enrollment in Physical Education every semester. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

### **Physical Education (Fall & Spring)** (1/2 unit)

#### **Performance Training and Sports**

The performance training component of P.E. class is an individualized, progressive program emphasizing strength, cardiorespiratory endurance, and mobility. Students will learn how to develop their own personal workout routine that is built around foundational human movement. In the performance training portion of P.E., students will also train for the completion of a 5K run at the end of the school year. To ensure progress towards this goal, students will undergo physical testing each quarter. The Uni High physical test components include: mile run, plank, push-ups, pull-ups, sit-ups, 1-minute air squat max, and the sit and reach flexibility test.

The sports component of P.E. consists of activities from a variety of sports and games. 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: archery, badminton, floor hockey, pickleball, soccer, spikeball, ultimate frisbee, basketball, volleyball, disc golf, bowling, ice skating, and tennis. 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 encouraging a lifetime of enjoyable participation.

To complement the Jr/Sr P.E. sections, students will participate in seminar style classes that revisit health topics from freshman health class. These classes will meet two times a semester and will allow subjects to be covered in greater depth that is better suited for the junior/senior maturity level. These sessions will take the form of presentations, 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 but are not limited to areas such as: body image, eating disorders, preventing drug and alcohol abuse, mental health, nutrition, relationships and overall wellness. This is intended to reinforce healthy practices and behaviors thereby having a positive impact on student's overall health and wellness in these later adolescent years.

#### ***Petitioning out of P.E.***

Petitioning out of Physical Education from the first day of practice until the final day of competition may occur when the student-athlete:

- a) Is enrolled in enough classes to be in classes 300 minutes per day.
- b) Has received a passing grade in P.E. during the school year.
- c) Has no unexcused absences in P.E. for the school year.
- d) Has paid the athletic fee and has completed all necessary forms and turned them into the Uni High office or athletic director.
- e) Fully participates as a member of an IHSA sanctioned sport offered by Uni High, by attending all practices and competitions unless excused by the coach.
- f) Completes all P.E. physical fitness testing.
- g) Attends all junior/senior health classes scheduled by the P.E. department

#### **Freshman Health** (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, reproductive health 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.**

Broader scheduling issues, in combination with facility limitations and fairness in class placement, limit our flexibility in enrolling freshman, sophomores, and juniors in more than one first year science course.

### **Nature of Science (Fall)** (Subfreshmen) (1/2 unit)

This required course focuses on scientific investigation through all aspects of the scientific method. Students will learn skills necessary for scientific investigation and design including interpreting and writing information scientifically. They will design their own experiments and innovations. The course promotes basic laboratory skills such as observing, measuring and using laboratory equipment, recording data, and graphing and communicating lab results in a scientific format.

### **Earth and Space Studies (Spring)** (Subfreshmen) (1/2 unit)

This required course focuses on various aspects of our dynamic planet and space. The layers of the earth and plate tectonics and its results, the depths of the universe and weather patterns will be investigated. Connections will be made to human impact on natural processes and current events.

### **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.

### **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.

### **Pre-Medical Sciences**

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

*Prerequisite: Biology A and Chemistry A*

Pre-medical Sciences is a material driven class aimed at students intending to pursue careers in medical fields. Presentations by medical professionals and/or field trips to gain exposure to “real-life” work in the medical fields may be incorporated. Material will be organized by system. For each system, the following will be the primary foci: 1. The function of the system 2. The names, location, and function of the organs 3. Names of common cells in the system 4. Common pathologies of the system and 4. Any unique information associated with the system. This semester will cover, a review of information from biology and biochemistry classes, tissues, immunity and lymphatic system, respiratory system, metabolism (including the digestive system) and circulatory system and the heart and the urinary system and GFR (Globular Filtration Rate) as time allows.

### **Environmental Science**

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

*Prerequisite: Biology A and Chemistry A*

This class will focus on the science behind climate change, pollution in the environment, and healthy natural cycles including identifying common misconceptions. It will be research- and project-based. Students will read and examine primary sources, such as The Green New Deal, Silent Spring by Rachel Carson, as well as read sources such as information about nuclear power plant malfunctions. We will also learn about the effects of climate change such as increased extreme weather, assess pollution in the local environment including our school, and devise and engage in projects to assist in reducing local pollution. Although some units will be prepared and more instructor led, students in the class will also have an opportunity to devise their own projects and pursue areas of interest unique to the class members.

### **Entomology**

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

Entomology is the study of insects and their relationship to humans, the environment, and other organisms. With 900,000 insect species, this is one of the most diverse groups of organisms in the planet! Through our studies of Entomology, we will learn about insect evolution, diversity, morphology, physiology, ecology, and pest management. As this is a small group, we will be complementing our learning with field trips to collect and study insects on our own neighborhoods and parks.

### **Scientific Research Methodology**

(10<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit)

*Prerequisites: Biology A or another semester of high school Uni science*

Scientific Research Methodology will be geared towards preparing students for an internship and/or independent study in a lab setting. Topics covered will be: Instructor will work with the librarian to provide information about the ways the University of Illinois library system can be used for research; how to write and read a scientific article; research methods which will include a review and expansion on scientific method, qualitative vs. quantitative data, biases among other topics; ethics in research; what the internal review board is, why it exists and how to complete a successful application; a brief review of statistical analysis. A required connection with a University of Illinois faculty member or community professional with whom the student will be working in a future semester. The instructor will arrange a meet and greet for students of the class with a group of professionals that have agreed to work with Uni students for discussion of research ideas. The final project will be a completed literature review on a topic that aligns with the student’s interest and their cooperating professional.

## 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. Having focused on developing this proficiency over several years, students then have several elective options as juniors and seniors as described below.

### **Introduction to Social Studies** (Subfreshmen) (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. Throughout the course, students are asked to evaluate different kinds of sources, 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. 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, putting individual experiences into a broader context, and preparing these materials to be used in a student-produced radio documentary or podcast series, which will be broadcast on public radio. Finally, this course also focuses on civics education and introduces students to skills and knowledge important for being engaged members of society.

### **World History to 1500** (9th grade) (1 unit)

This course takes deep dives into key themes, problems, and questions in world history prior to 1500. Core course content includes world religions and philosophies, global trade and cross-cultural exchanges, and social hierarchies in pre-modern societies. We will also explore the methods and assumptions that underlie the historical and archaeological disciplines. In the spring semester, students will undertake major independent projects to build skills such as developing and refining research questions, engaging in academic research, analyzing and synthesizing information, and communicating complex ideas with clarity.

### **World History since 1500** (10th grade) (1 unit)

This course aims to understand world history since 1500 from a non-Western perspective. Students will explore the topics of global trade, colonialism, industrialization, and environmental degradation. We will also explore the historical themes of contingency and accident as they relate to historical events. Finally, students will engage in projects designed to improve their historical thinking and research skills. They will develop thesis questions, sharpen their research acumen, and engage in primary source analysis. This will culminate in the spring semester with the students writing a research paper on a topic of their own choosing.



**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 interpretive 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.

**American History Through Popular Culture (Fall)**  
(11th – 12th grade) (1/2 unit)

This class will use the approaches of cultural history and the interdisciplinary field of American Studies to investigate modern American history. Using the lens of popular culture—film, television, music, sports, etc.—this class will give students a deeper understanding of race, class, gender, sexuality and political culture in American society. For example, students will investigate sitcoms to help understand prevailing racial ideology in the 1910s or changing attitudes towards sexuality in the 1990s. Similarly, the class will discuss popular culture texts that illuminate the rise of conservatism in the 1970s or debates about race and policing in American cities in the late 1980s. While students may develop a better understanding of American History “content” in this class, the real goal is to help them hone a certain mode of thinking. This class strives to teach students how to investigate popular culture sources as “texts” in order to illuminate the contours of ideologies and social conflicts in a given time period. While this style of thinking will certainly be useful for students in future history classes, it also provides a valuable framework for analyzing the current media landscape. This one-semester course will be offered only in the Fall.

**Contemporary Issues in Politics, Government, & Society (Fall)**  
(11<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit)

In this course, students will learn about current events, focusing on contemporary U.S. political and social issues, America's role in the world, and the effects of those policies on society. Specific topics may include the upcoming election cycle, challenges to American democracy, globalization, climate change, and economic inequality. Through focusing on problem understanding and problem solving, students will appreciate/understand the workings of the U.S. government, design creative public policy, and consider how civil society and individual activists have made change through civic engagement and political behaviors. As a culminating project, students will have the opportunity to do independent research and articulate advocacy and policy recommendations around a real-world cause of interest to them.

**Questions in Political Theory (Fall)**  
(11<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit)

In this class we will read excerpts of key writers in political theory, including theorists in the “Western canon” as well as those outside of and excluded from it. Readings may be drawn from writers such as Thomas Hobbes, John Locke, Montesquieu, Adam Smith, Jean-Jacques Rousseau, Mary Wollstonecraft, Karl Marx, W.E.B. Du Bois, Frantz Fanon, Simone de Beauvoir, and Hannah Arendt. We will organize our exploration of these philosophers around historical questions and problems such as the tension between individual liberties and the authority of the early modern state, the end of the transatlantic slave trade, human rights in capitalist societies, and empire and decolonization.

**Revolutions (Spring)**  
(11<sup>th</sup>-12<sup>th</sup> grade) (1/2 unit)

What makes an event revolutionary? We generally think of political and social regime changes when we use this term, but revolutionary events may be technological, scientific, or even commercial. In this course, we will study the revolutionary character of historical events from the early modern world through the recent past. We will examine revolutions comparatively as we look for patterns and parallels across global events. Alongside major events of the Age of Atlantic Revolutions, we will consider revolutionary movements from the early modern Reformation through the Arab Spring.

### **Thinking Like a Social Scientist (Spring)**

(11th – 12th grade) (1/2 unit)

This elective course aims to introduce students to a number of social science disciplines beyond history, and to help them learn how to combine the insights of multiple fields to try to understand complex social problems in the world today. In the first quarter, students will learn the methodological approaches and analytical strategies that characterize disciplines such as cultural anthropology, economics, political science, and sociology. Working as a class, students will then practice using an interdisciplinary approach as they tackle one particular issue (specific topics may change from year to year) using the insights of multiple disciplines. Finally, students will develop and work on their own individual projects on a current issue of their choice, using an interdisciplinary perspective to analyze that issue. This one-semester course will be offered only in the Spring.

### **World Since 1989 (Spring)**

(11th – 12th grade) (1/2 unit)

This course focuses on the post-Cold War world and the consequences of globalization in the developed and developing world. Students will have the opportunity to choose from a selection of case studies to learn about together including, but not limited to, the end of apartheid in South Africa, the Israeli-Palestinian conflict, the European Union, and the economic rise of China. The course will also address themes such as emerging democracies, climate change, global health challenges, the rise of religious fundamentalism, and international development. The course will be taught using readings, videos, simulations, and discussion. Students will also develop and work on their own individual project focused on a current global issue of their choice.

## WORLD AND CLASSICAL LANGUAGES

The World and Classical Languages curriculum offers a four-year sequential program in French, German, Japanese, Spanish, and Latin. Two consecutive years of one foreign language are required for all students. The vast majority of students complete all four years of study in one language and many begin a second language. One may begin a second foreign language after completing two consecutive years of a first language.

The primary goal of the World and Classical Languages curriculum is guided by ACTFL's World-Readiness Standards for Learning Languages. The 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities ) stress the application of learning a language beyond the instructional setting, with the hope of preparing our learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences. In addition, our department strives to offer study abroad opportunities in each of our languages, with the intent of increasing the students' knowledge and appreciation of diverse cultures of the countries where these languages are spoken.

***Communication:*** *do so effectively in more than one language in order to function in a variety of situations and for multiple purposes*

- **Interpersonal communication:** learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive communication:** learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational communication:** learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

***Cultures:*** *interact with cultural competence and understanding*

- **Relating cultural practices to perspectives:** learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating cultural products to perspectives:** learners use the language to investigate, explain, and reflect on the products and perspectives of the cultures studied.

***Connections:*** *connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations*

- **Making connections:** learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring information and diverse perspectives:** learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

***Comparisons:*** *develop insight into the nature of language and culture in order to interact with cultural competence*

- **Language comparisons:** learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural comparisons:** learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

***Communities:*** *communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*

- **School and Global communities:** learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong learning:** learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## *World and Classical Languages Placement Procedures*

### Subfreshman placement

- Subfreshman 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.
- 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. The language instructor will assess and evaluate the student's aptitudes, and along with the department chair, will make a recommendation to the administration for an appropriate placement

### Current students

Placement of students taking language instruction outside of University High School will be done on an individual basis. The language instructor will assess and evaluate the student's aptitudes, and along with the department chair, will make a recommendation to the administration for an appropriate placement.

### **French, Spanish, and German 1 (1 Unit)**

First year French, Spanish, and German students 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 target 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 countries where the language is spoken.

### **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 which elements of grammar 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 authentic resources.

### **French, Spanish, and German 3 (1 unit)**

Level 3 students become increasingly able to use the language to communicate through a variety of modes 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 explanations 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 countries 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, Spanish, and German language class. Students learn to research topics online and make presentations to the class using various technological tools.

### **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 target 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 read the types of materials native speakers in the target culture might read, such as magazine and newspaper articles. They may view and discuss international films and television shows and podcasts that might be accessed online. In short, Level 4 students learn that they can get along in the target 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 of Illinois High School normally occupies four years. The objective of the first two years of the program is to prepare students to read and enjoy authentic Latin authors in the original.

In Latin 1, students learn the basics of Latin grammar and vocabulary, as well as an introduction to Roman culture, civilization, and history. Students read and translate sentences and paragraphs from the Cambridge Latin Course in order to practice and review that grammar and vocabulary.

### **Latin 2 (1 unit)**

In Latin 2, students will continue to learn more vocabulary and intermediate grammatical concepts, with the focus on subordinate clauses in the second semester. They continue to read and translate passages from the Cambridge Latin Course building on their knowledge of grammar and vocabulary. The students also continue to learn about Roman culture and civilization with the focus on the expansion of Rome and its influence throughout the Mediterranean.

### **Latin 3 (1 unit)**

In Latin 3, students focus on advance grammar and transition from the adapted Latin of the Cambridge Latin Course to authentic Latin prose authors. They read and translate selections from Caesar and Cicero. The students continue to learn about Roman culture focusing on the end of the Roman Republic and the transition to the Roman Empire.

### **Latin 4 (1 unit)**

In Latin 4, students read and translate authentic Latin poetry authors. They focus on selections from Ovid, Vergil, and Catullus. They also learn about Latin meters and literary devices. The students also learn about Roman culture focusing on the Roman Empire and its emperors.

## SPECIAL INSTRUCTIONAL OPPORTUNITIES

### **Senior Project** (12th grade) (1/2 unit)

The senior project will be offered in spring semester of senior year. The course provides the opportunity for Uni High seniors to explore alternative learning experiences outside the traditional classroom. As a self-directed learning experience, the senior project enables students to build upon the rigorous classroom-based curriculum they have experienced at Uni High and to make creative decisions about their education that are based on their own choices and interests.

The students selected to work on a senior project will work with University of Illinois faculty, Uni High faculty, and/or members of the Champaign-Urbana business, cultural, or activist/charity communities to develop and pursue an original, self-directed project of their own design. The intention is that students will take this opportunity to build upon their Uni education to pursue further research in an academic or laboratory context, to explore a possible career path with hands-on experience in the field, to conceive and develop an ambitious creative or artistic project, or to contribute significantly to their wider community. Students who participate in the Senior Project will be encouraged to see learning as a lifelong, real-world process not limited to the classroom, over which they have a significant measure of control. It will contribute not only to their preparation for college but to their career development.

Information regarding the Senior Project proposal process is maintained and distributed to students/parents by Dr. Karl Radnitzer.

### **Independent Studies** (10<sup>th</sup> – 12<sup>th</sup> grade)

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 in greater depth than 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 will not pursue more than one directed independent study per semester.
- Students must complete the paperwork for an Independent Study to be registered.

Information regarding the Independent Study process is maintained and distributed to students/parents by the Student Services Office.

### **Class Audit Information** (11<sup>th</sup> and 12<sup>th</sup> grade)

Interested students have the privilege to audit a course to increase their knowledge by attending courses without receiving either a grade or credit. A student (auditor) who requests to audit a class must be in good standing and cannot be credit deficient. A student may audit courses for academic interest and exploration. Audit forms are available in the SSO office.

- (a) Only juniors and seniors may request to audit a course. The student (auditor) needs to meet the course prerequisites and grade level requirements.
- (b) Audited Classes cannot be used to fulfill graduation requirements.
- (c) Auditors' participation in courses will be set by the course instructor.
- (d) Schedules will not be changed so that a course can be audited.
- (e) Audited courses cannot be repeated to earn credit.

- (f) Attendance will be taken for a student attending a class as an auditor. **AU in course heading** will designate that the student is auditing the course.
- (g) Permission to attend a class as an auditor is granted **only by the instructor of the class**, classroom space permitting, with the approval of the executive teacher of the department concerned. Written approval must also be obtained from the associate or assistant director.
- (h) The approval should be presented to the instructor at the first class attended by auditor. **Audit enrollment will not be permitted after the 15<sup>th</sup> day of instruction.**
- (i) Students assigned to a SPORTS study hall are not eligible to audit classes in lieu of being in the study hall, unless approval is received by the physical education department and the athletic director.
- (j) No credit is given for courses taken as an audit and courses will not appear on transcripts.
- (k) Students auditing a class are subject to the same disciplinary methods the teacher uses with students enrolled for credit, which include consequences for absences and tardiness. If a student's behavior is deemed disruptive by the teacher, or if the student's attendance is problematic, the teacher may end the audit by notifying the Assistant Director for Student Life. A student removed from an audit situation due to behavior or attendance will be ineligible for further audit opportunities.

**An audited class may fulfill the 300 hundred minute guideline. Students who want to withdraw from an audited class must see the assistant director for student life in order to do so.**

### **High School Concurrent Enrollment (Parkland College and the University of Illinois)** (10<sup>th</sup> – 12<sup>th</sup> grade)

Students may take elective courses outside of University Laboratory High School through the University of Illinois and/or Parkland College. This is an opportunity for students to earn college credit while simultaneously attending high school. Courses taken at either institution may count toward the 300-minute rule, with required approval of the Assistant Director. Courses taken as concurrent enrollment may also fulfill Uni's requirement that all students have courses from at least 4 academic subject areas in their schedule each semester. Students are encouraged to select courses that fit into their Uni course schedules. The course(s) may not duplicate a University Laboratory High School course unless there is an irreconcilable schedule conflict, as judged by the Assistant Director. Neither the course grade nor the credit will be included on the student's transcript from Uni and does not count toward graduation requirements. A placement exam may be required by the institution. Students interested in taking concurrent enrollment classes must talk with their counselor to be sure all requirements are covered.

Information regarding concurrent enrollment opportunities is maintained and distributed to students/parents by the Student Services Office.