

Uni

2021-2022
**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 2021-22 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 (in addition to Language & Literature 1-3)
World and Classical Languages	2 units (of the same language; includes Year 1 of first language)
Mathematics	3 units (beyond Math 1) - including a) Math 2 b) Math 3 c) Advanced Topics in Math, Calculus I (Acc.), or Statistics
Science	3 units (beyond the Subfreshman science courses) - including a) Introductory Biology b) Introductory Chemistry c) Introductory Physics (all science courses are semester-long; 1/2 unit each)
Social Studies	3 units (beyond Introduction to Social Studies) a) World History b) Modern History c) U.S. History
Physical Education	2 units (4 year sequence at 1/2 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
ENGLISH	Literature & Language 1	Literature & Language 2	Literature & Language 3	Jr./Sr. Special Topics Courses 1 Unit	Jr./Sr. Special Topics Courses 1 Unit
SOCIAL STUDIES	Introduction to Social Studies	World History	Modern History	U.S. History	Elective
SCIENCE	Fall - Nature of Science Spring - Earth Studies	Intro Biology Biology A	Intro Chemistry Chemistry A	Intro Physics Physics A	Elective
P.E.	P.E.	P.E.	P.E.	P.E.	P.E.
COMPUTER SCIENCE	Computer Literacy 1	Computer Literacy 2	Elective	Elective	Elective
MATHEMATICS	Math 1	Math 2	Math 3	Advanced Topics in Math, Acc. Calc. 1, or Statistics	Elective
HEALTH		Health			
WORLD & CLASSICAL LANGUAGES	1 st Year	2 nd Year	Elective (All levels of language instruction are electives after the initial 2-year sequence requirement is fulfilled.)		
FINE ARTS	Interrelated Arts	Elective (as available per grade); 1 unit required for graduation.			
CONSUMER ED		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.			
DRIVER ED	Driver Education courses taught by JR's Driving School or M & M Driving School are offered once each semester after school and four times during the summer. Students must be 15 years old by the end of the course to enroll. Course dates, times, and registration forms are available in the Student Services Office.				

UNIVERSITY LABORATORY HIGH SCHOOL

2021-2022 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 six five 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, World-Wide Web Development, Yearbook, and Advanced Yearbook) allow students to pursue special interests in software development, computer and electrical engineering and hardware, online and print publishing, computer operating systems and software tools. All of these courses are oriented toward practical applications using modern software and equipment similar to those used in real-life university and commercial settings.

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

Computer Literacy 1

(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, with a minimum of theory or programming. It emphasizes solid proficiency in important personal computing "survival" skills, including basic word processing, electronic mail, library resources, Internet research, online and print design and publishing, ethical use of technology, and basic use of the Microsoft Windows and MacOS operating systems.

Computer Literacy 2

(9th grade) (1/2 unit)

Prerequisite: Computer Literacy 1 or equivalent

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

We offer two different sections of Computer Literacy 2 in the fall and spring semesters. One is oriented toward computer technology projects (programming, electronics, networks, robotics, etc.), and the other emphasizes creative and media projects such as audio, video, photography, design, social media, etc. Students can choose which of these interests them most on the course selection form, but enrollment will not be guaranteed, depending on how many students pick each option.

Computer Programming

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

Prerequisite: Computer Literacy 2 or equivalent

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

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

Prerequisite: Computer Literacy 2 or consent of department

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. Actual course description will be distributed later in the Spring after course instructor is finalized. Previous programming experience recommended. (Enrollment limit: 12 students)

World-Wide Web Development

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

Prerequisite: Computer Literacy 2 or consent of department

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

Yearbook

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

This elective course focuses exclusively on 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

(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, freshman, 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.

Major Works and Assignments for each course:

Subfreshman Language and Literature 1

(1 unit)

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

(1 unit)

If I Ever Get Out of Here, *Purple Hibiscus*, *The Scarlet Letter*, *Northanger Abbey*, *Fences*, *A Midsummer Night's Dream*, *A Doll's House*, and assorted short stories and poetry

Reader's Autobiography, Literary Analysis, Character Sketch, Creative Project, Participation in interdisciplinary freshman project with science and social studies

Sophomore Language and Literature 3

(1 unit)

Frankenstein, Harlem Renaissance poetry, “In the Land of the Free,” Latin American short fiction, *V for Vendetta*, “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

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

Nonfiction Writing

(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.

Shakespeare and His Descendents

(1/2 unit)

We will study a number of Shakespeare plays during the first quarter, then build upon that foundation second quarter to explore more recent works that revise or revisit one of those Shakespearean works. Students will explore two Shakespeare plays (one tragedy and one comedy) in depth, and also dip into key moments/ scenes/ speeches from a few other plays to gain a broader familiarity with Shakespeare’s body of work. With this basis in Shakespeare, we will then go on to study a number of works in various genres that are clearly in conversation with the Shakespeare plays we’ve gotten to know. Given the wealth of cinematic adaptations and revisions of Shakespeare, the course will incorporate some film study.

Candidates for study in the second half of the class include the “Shakespeare’s Sister” chapter of Virginia Woolf’s *A Room of One’s Own* (1928); *Rosencrantz and Guildenstern Are Dead* (1967), Tom Stoppard’s famous rewriting of *Hamlet* from the perspective of two minor characters; Elaine Feinstein and the Women’s Theatre Group’s play *Lear’s Daughters* (1987), which gives Lear’s “bad daughters” a chance to tell their stories; and *Vinegar Girl* (2016) by Anne Tyler, a retelling of *The Taming of the Shrew* set in present-day Baltimore. Throughout the second half of the course, we will analyze what various adaptations tell us about Shakespeare, but also what ideas, assumptions, and anxieties they convey about our own lives and times.

The class will have two major multi-draft projects; at least one of these projects will involve research and one will take the form of a multimedia project. Students will be assessed via regular, unannounced reading quizzes; peer feedback offered on other students’ essays and projects; participation grades with a strong focus on class discussion; and some sort of regular writing in a less formal vein (such as a class blog), with a built-in local audience.

African-American Literature

(1/2 unit)

This course provides an introduction to the African American literary tradition, with a focus on fiction and poetry in the twentieth century. We will explore intersecting themes of individual identity, race and consciousness, and social responsibility in this varied and diverse tradition as we consider these novels “in conversation” with one another and with the dominant culture. Students will be required to complete a range of written assignments, including a blog, short critical essays, and a research paper, and to lead a discussion of a poem twice during the semester. The reading list includes Richard Wright, *Native Son*; Ralph Ellison, *Invisible Man*; Zora Neale Hurston, *Their Eyes Were Watching God*; Paul Beatty, *The White Boy Shuffle*; and Toni Morrison, *Beloved*.

The Short Story

(1/2 unit)

This course will examine the short story genre's diverse literary styles and approaches from its nineteenth-century emergence to contemporary, twenty-first century developments. Stories come from a diverse range of authors. Collected in a single course packet, these stories include (among many others) Edgar Allan Poe's "Fall of the House of Usher," Ambrose Bierce's "Occurrence at Owl Creek Bridge," Octavia Butler's "Bloodchild," Jhumpa Lahiri's "When Mr. Pirzada Came to Dine," Jenny Zhang's "Evolution of My Brother," Nafissa Thompson-Spires' "The Body's Defenses Against Itself," and Viet Thanh Nguyen's "Black-Eyed Women." The course will be discussion-based and emphasize participation. Written assignments will include both regular blogging, literary analysis, and creative projects.

History As Fiction

(1/2 unit)

This course will explore some of the ways that postmodern American fiction has made history its subject—not only incorporating characters and plotlines and settings from historical events, but interrogating and drawing attention to the constructed nature of historical narrative itself. Narrative fiction based upon historical events is nothing new, but in the latter half of the twentieth century, novelists began to blur the boundaries between imaginative fiction and factual history in increasingly playful ways. In the postmodern era, fiction and history intersect to an unprecedented degree, and this course will engage students in some of the challenging questions this intersection raises: What are the consequences of acknowledging the degree to which the traditional methods of writing history overlap with those of imaginative fiction? How might an imaginative novel compel its readers to reexamine our understanding or interpretation of a historical era or event? In what ways might such fiction generate more active interest in history as an interpretive, critical discipline? And in what ways does the use of history enhance the fiction's illusion of reality, the sense that "this really happened"?

The reading will include the following novels: *Ragtime*, by E. L. Doctorow (1975); *Mumbo Jumbo*, by Ishmael Reed (1972); *Libra*, by Don DeLillo (1992); *Slaughterhouse-Five*, by Kurt Vonnegut (1968); and *Kindred*, by Octavia E. Butler (1979).

Poetry: British and American

(1/2 unit)

The main goal of this course is to help students find poetry they love and to help them enjoy what is playful, life affirming, strange, funny, and powerful about poetry. We begin by exploring a sample of contemporary poets and considering the current state of poetry and proceed by considering the importance of poetry to cultures throughout human history and exploring the role of poetry in the modern English-speaking world. The semester will include a brief survey of British poetry from Shakespeare to the Romantics and a look at the increasing importance of American, African-American, and Irish voices in English poetry as the twentieth century progresses. As we read, we will explore the central role poetry once played in American life—poetry being published in newspapers and popular magazines, people of all ages learning poetry by heart as a matter of course both in and beyond school—and question why poetry has become less central. To this end, we look closely at recent projects that aim to increase poetry's visibility and vitality in contemporary American life, and analyze their respective levels of success. We will also explore how slam, spoken word, and hip hop draw on and revitalize the poetic traditions of the past, as well as reviving and amplifying poetry's popularity in recent decades. Students will end the semester by creating their own multimedia project aimed at publicizing and promoting poetry in their community (either the Uni community or the entire C-U community).

English Electives

Creative Writing I

(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

(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.

Journalism

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

Journalism is more than just writing! We'll explore storytelling through words, photos, audio, video and graphics, work on peer editing, interviewing, surveys and data collection, and discuss current events, issues in journalism, and the role of mass media in our culture. Students have the opportunity to publish in both school and outside publications. The class is active and hands-on, and will adapt to student interests each semester. Students taking journalism more than one semester will have the opportunity to work on more in-depth, independent projects. Note: The Fall 2020 class will take a special look at the role of the press in the presidential election.

Advanced Journalism: Editors

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

After two semesters, students may sign up for advanced journalism and apply to be an editor. Editors will continue to work on their writing skills while exploring more complex journalism topics such as narrative journalism, broadcast and other areas according to students' interests. They may also serve as Gargoyle editors, where they will be responsible for the content of the Gargoyle, Facebook and Twitter, and will learn advanced editing skills. Students can also choose to compete at the IHSA Journalism sectional and state championships. This class may be taken fall semester, spring semester, or both semesters.

Gender Studies

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

This semester-long elective for sophomores through seniors will provide an introduction to Gender Studies as an academic subject, offering an overview of the history of feminism, delving into biological versus cultural aspects of sex and gender, and considering the ways that an issue of gender affects 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

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

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

(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

(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

(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.

Stage Craft

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

Students will learn and apply concepts of technical theatre. Tool safety and usage, set construction and scene painting, stage lighting and sound reinforcement and properties creation and collection. Meets graduation requirement.

Studio Art I

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

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

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

The course may be repeated with permission of the instructor..

Two-Dimensional Art

(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.

Three-Dimensional Art

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

Prerequisite: Studio Art I or Permission of Instructor

This course is designed to provide a firm grounding in the rudiments of sculptural practice. Major media include ceramics, paper mache, found object art, assemblage, and model making. Figurative and architectural units are to be included but other units such as fiber, puppetry, craft art may change from session to session. Readings, slide presentations, discussions and critiques will provide context and grounding for projects. The course may be repeated with permission of the instructor.

Design: Thinking and Process

(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

(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

(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

(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

(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

(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. Calculators are used in all courses, and students use specialized technology such as spreadsheets, dynamic geometry, computer algebra systems, the internet, and other software packages at various times to represent information, form conjectures, solve problems, and communicate results.

Mathematics is a language for describing patterns in the world around us. We believe that when students recognize that mathematics comes from a rich historical development, and 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. The math department could approve rare exceptions to this rule for subfreshmen who request placement beyond Math 1 and provide appropriate high school transcripts. Freshmen entering Uni will be placed into Math 1 unless they take and pass the equivalent of the final exam for Math 1. 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 or take placement exams covering trigonometry and algebra.

Math 1 (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 (9th grade) (1 unit)

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. Students continue to use graphing calculators, spreadsheets, *Mathematica*, and geometry software.

Math 3 (10th 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. Students continue to use graphing calculators, spreadsheets, *Mathematica*, and geometry software.

Advanced Topics in Mathematics

(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. Graphing calculator use is integral to the course.

Statistics

(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

(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

(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. Students use graphing calculators as well as computer algebra systems and other software.

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

(Each 1/2 unit)

Prerequisite: Acc. Calculus 1

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

PHYSICAL EDUCATION

PHYSICAL EDUCATION

(1/2 unit)

Policy Statement

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

Sports and Fitness

The fitness component of the P.E. program is an individualized, progressive program emphasizing cardio-respiratory development. One goal of the program is to teach students the skills necessary to live an active lifestyle that promotes health and physical fitness. Students will also learn how to develop their own personal workout routine based on fundamentally sound exercise principles. A second major goal is to provide each student adequate, physical training necessary for the completion of a 5K run at the end of the year. To ensure progress towards this goal, students will undergo complete testing at the beginning and end of the school year, and an abbreviated test version at the end of each quarter. The Uni High fitness test components include: height, weight, mile run, 40 yard dash, 1-minute plank, pull-ups, flexed-arm hang, and the sit and reach flexibility test.

The sports component of the P.E. program consists of activities from a variety of sports and games. A holistic approach is followed with mental, social, and physical domains addressed. Written assessments may be utilized to evaluate comprehension of basic rules and strategies of each unit. Attention will be directed toward the development of social skills such as: communication, cooperation and sportsmanship in a competitive environment. Classes will be structured to provide opportunity for individual skill improvement in each sport offering. Activities may include: archery, badminton, floor hockey, pickleball, soccer, spikeball, and ultimate frisbee. 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.

Subfreshman Program

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

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

Freshman/Sophomore Program

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

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

Junior/Senior Program

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

Along with Fitness, a second major component of the junior/senior program will be strength training. Students will be introduced to the major aspects of a sound strength training regimen, learning basic principles, safety guidelines, terminology and proper lifting techniques. Software will be utilized to prescribe daily workouts and track progress throughout the class.

To complement the fitness and strength training programs, students will participate in seminar style classes that revisit health topics. 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 additional focus is meant to supplement Freshman Health class topics and current life experiences. This is intended to reinforce healthy practices and behaviors thereby having a positive impact on students' overall health and wellness in these later adolescent years.

Petitioning out of P.E.

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 (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 (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

(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

(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

(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

(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

(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

(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

(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

(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

(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

(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 Profession

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

Prerequisite: Biology A and Chemistry A

This in-depth class covers human anatomy and physiology. This course is directed at students interested in pursuing careers in the medical professions. It will go beyond general knowledge of the anatomy and physiology of humans into greater detail expected of medical professionals. Regular guest speakers working in fields related to the system being studied will be part of the curriculum. Speakers will discuss their experiences in the process of becoming a professional and working in the field. Due to speaker availability, the speakers will not always directly relate to the current system being studied. The focus of each system will be learning the names, locations and functions of the organs in that system, the overall function of the system and, in many cases, how it relates to other systems. Although there is a good deal of memorization involved in learning human systems, making connections between vocabulary words to understand the processes behind the physiology will also be important. System assessments will often involve making comparisons between what can go wrong with the system, such as in conditions and diseases, compared to what is supposed to happen. When permitted, the class will also include field trips to view medical practices in action, such as observing an MRI technician.

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.

Geology of National Parks

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

Course introduces physical geologic processes, materials, and landforms through the lens of the American National Park system. Topics include volcanoes, plate tectonics, geologic time, minerals, rocks, weathering, mass wasting, streams, glaciers, groundwater, earthquakes, and rock structures. Virtual and (optional) live field trips include guided inquiry activities to help students learn to identify and interpret these features in the real world. Course format also includes lecture, lab, computer simulation and online data set interpretation. Guest speakers will introduce students to current research and activity in these areas. At minimum course will cover the following parks: Grand Canyon, Zion, Bryce Canyon, Arches, Canyonlands, Death Valley, Mount Rainier, Olympic, Mt. St. Helens, Crater Lake, Yosemite, Yellowstone, Great Smokey Mountain, Acadia, Glacier, and Rocky Mountain National Park.

Green Infrastructure

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

Stormwater management practices that protect, restore, or mimic the natural water cycle are referred to as green infrastructure (GI). It is a collection of engineered systems that utilize natural or “green” approaches to manage stormwater locally and provide positive environmental and community benefits. Following the National Green Infrastructure Certification Program (NGICP) curriculum, this course introduces students to the design, construction, and maintenance of GI engineered systems. Topics include bioretention; permeable pavements; rainwater harvesting; rooftop stormwater detention; dry well; stormwater wetlands; and the environmental, social, and economic benefits of these techniques. Students will have opportunity to learn material through interactive exercises, case studies, scale modeling, GI field site visits, and regular guest speakers within the field. Students may also participate in an optional service-learning activity to develop new green infrastructure for a local non-profit.

SOCIAL STUDIES

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

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

Having focused on developing this proficiency over several years, students then have several options as juniors and seniors. A course on race, class and gender in American popular culture examines the construction of these concepts in the context of early and later 20th century American history. A course on the world since 1945 examines the political and economic foundations of relationships between nations and peoples in the contemporary world. A course on interdisciplinary thinking aims to introduce students to a number of social science disciplines beyond history, and helps them learn how to combine the insights of multiple fields to try to understand complex social problems in the world today. A course on psychology is designed to give students a better sense of how psychologists study human behavior and thinking. For juniors and seniors who are interested, Social Studies Laboratory introduces students to various research methods in both the humanities and social sciences as they complete an original piece of student scholarship.

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. In the first part of the year, we explore the U. S. constitution and the history of rights in the United States. We will also learn more about how historians work: what kinds of evidence they look for, and how they use it to make sense of the past. In order to further develop skills in historical inquiry, we then work for several months on an extensive oral history project. This involves interviewing people from our local community who have been involved in struggles for equal rights, putting individual experiences into a broader context, and preparing these materials to be used in a student-produced radio documentary, which will be broadcast on public radio. Throughout the course, students are asked to consider different kinds of evidence and arguments, to ask and answer questions thoughtfully, and to think about the causes and consequences of forces that have shaped people's lives in different times and places.

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

(9th grade) (1 unit)

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

Modern History (c.1500-1945)

(10th grade) (1 unit)

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

U.S. History

(11th grade) (1 unit)

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

American History Through Popular Culture

(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.

Thinking Like a Social Scientist

(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 1945

(11th – 12th grade) (1/2 unit)

This course focuses on the Cold War, the stresses of rapid modernization, in both the United States and developing world, and on the movement towards globalization since the end of World War II. Through readings, videos, and discussion, the course will examine the integration of national economies, the blending of cultures, and the impact of technological change. The fall semester class covers 1945-1960. The spring semester class covers 1960-present. *Students may sign up for either or both semesters.*

Social Studies Laboratory

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

This course introduces students to various research methods in both the humanities and social sciences as they complete an original piece of student scholarship. The goal of the course is to facilitate autonomous and creative research by allowing students the opportunity to dive deeply into a topic they find particularly interesting. Students can pursue more traditional research projects, such as a research paper or ethnography, or engage in digital humanities or public scholarship, such as 3D modeling, documentary film, or podcasting. In addition, students have the opportunity to participate in university initiatives and local community projects, like SourceLab or History Harvest, and use university resources such as the CU Community Fab Lab and University Library. Students will learn different research methods, the process or peer review, and professional scholarship presentation and dissemination skills. Students will spend a significant part of the semester engaged in independent research with mentoring from the instructor.

Introduction to Psychology

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

This course is designed to give students a better sense of how psychologists study human behavior and thinking. After a brief overview of the history of the discipline, the course will explore a number of topics central to modern psychology, such as sensation and perception; nature, nurture and human development; ways that people learn and remember; language and its connection to our thinking; social psychology; emotions and stress; defining and treating psychological disorders. The course will introduce students to methods of psychological research and invite them to engage with the evidence put forth on different sides of current debates in the field.

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

(10th – 12th 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 more in-depth than what one would experience in a regular course.

Criteria for Independent Study

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

(11th and 12th 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 15th 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)
 (10th – 12th 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 should only 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.