

MORGAN PARK  
— SINCE 1873 —  
**ACADEMY**

Independent Thinkers. Global Leaders.

**Course Registration Catalog**

**2010-2011**

[www.morganparkacademy.org](http://www.morganparkacademy.org)

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## MISSION STATEMENT

The mission of Morgan Park Academy is to prepare our students—via a rigorous liberal arts program—to succeed in college and life by helping them to:

- appreciate their own uniqueness as contributing members of a diverse community
- develop intellectually, physically, creatively, emotionally, and socially
- cultivate personal integrity and social responsibility
- make a positive difference in the world

## UPPER SCHOOL

The Upper School, which encompasses Grades 9 through 12, completes the program of college preparation at the Academy. As students transition from the Middle to the Upper School, learning continues to be authentic and engaging with rigorous curriculum offerings at three levels: college preparatory, honors, and advanced placement. Dialogue and interchange between teachers and students are hallmarks of the Upper School, where the focus moves from subject mastery to higher-order thinking skills. In this unique setting, students have the opportunity to develop their individual talents and creativity through a carefully sequenced and integrated curriculum.

## GRADUATION REQUIREMENTS

The minimum major course requirements for graduation from Morgan Park Academy are 21.5, earned while enrolled in secondary school. Of this number, 16.5 must be as follows:

English - 4 credits

Mathematics - 3 credits

History - 3 credits

\*Laboratory Science - 3 credits

Foreign language - 2 credits

Fine Arts - 1 credit

Physical Education - 1 credit

Health - .25 credit

Computer Applications - .25 credit

***\*Seniors must carry a minimum of 5.5 courses if they do not elect to take a science course. Additionally, seniors must pass all courses carried.***

## PASS / FAIL

A junior or senior may elect a pass/fail option for any one major course which exceeds the minimum graduation requirements as stated in the Course of Study Information Sheet and in the Bulletin of Information for Parents and Students. The grade received (“P” or “F”) will not contribute to a student’s grade point average, and only the “P” or “F” will show on the report card and the transcript. Juniors may take a pass/fail course only if enrolled in more than five major courses. For these courses, students will not be exempted from the semester examination but may petition the teacher for an exemption from the final examination. Honor Roll status will be determined as usual, with the provision that a “P” is required in a pass/fail course. Students are discouraged from carrying AP courses on a Pass/Fail basis. However, students carrying five or more courses or four AP courses may request a Pass/Fail option for one AP course (to be approved by the office). All students enrolled in AP courses must write the semester examination in December and write the AP examination in May.

## ADVANCED PLACEMENT (AP) DESIGNATION

Upper School students may elect, or may be placed in, courses which are officially pre-designated as Advanced Placement (AP) courses. Students pursue these academically challenging courses and exams to earn college credit or advanced placement. If the student completes the course and takes the Advanced Placement examination, the AP designation will automatically be entered on the permanent record card. (Note: All students enrolled in AP courses are required to take AP examinations. If, because of emergency, the exam cannot be taken, the AP designation on the permanent record card will be removed.)

Morgan Park Academy offers the following Advanced Placement courses: Biology AP, Chemistry AP, English Language and Composition AP, French Language AP, Calculus AB, Calculus BC, Statistics and Probability AP, Spanish Language AP, Spanish Literature AP, United States History AP, Studio Art AP, Comparative Politics AP.

The requirements for earning the AP designation in a course not pre-designated as Advanced Placement are as follows:

- Student has written the appropriate Advanced Placement examination
- A grade of 2.7 (80%) or higher
- The successful completion of additional work as specified by each department

***Note: Faculty will notify the Upper School Office in writing of such situations. A student not enrolled in an AP designated course who takes the AP exam is not automatically exempt from taking a final examination.***

## HONORS DESIGNATED COURSES

Upper School students may be enrolled in courses which are officially pre-designated as Honors courses. If the student completes the course, the “H” designation will automatically be entered on the permanent record card.

Morgan Park Academy offers the following Honors courses: English I H, English 3 H, Algebra 2 H, Pre-Calculus H, Lab Science H, World Language 4 H, Biology H, Chemistry H, Geometry H, Physics H.

Students may earn honors credit in other required courses but must fulfill departmentally established standards in order to earn such designation. Individual teachers must notify students in writing of the criteria for earning honors credit. Honors credit will be placed on the student’s transcript at the completion of the school year.

## **CRITERIA FOR HONORS OR AP COURSE PLACEMENT**

The following outlines the requirements and expectations for placement in honors and advanced placement courses. The school takes a strong position that appropriate student placement is a necessary first step to helping students achieve their best.

### **FOR PLACEMENT IN:**

#### **English 1-H, 3-H and 4 AP Language and/or Literature and Composition**

- 88<sup>th</sup> percentile on verbal or reading standardized test scores (EXPLORE, PLAN or PSAT)
- end-of-year average of B+ or higher in current English course
- demonstrated ability and desire to learn
- for English 1 H, strong writing on the entrance exam essay will also be considered
- for AP, reasonable expectation that student can benefit from college-level course
- recommendation of current English teacher

#### **History Lab**

- final grade of 87 or higher in World History and recommendation of the World History teacher.

#### **US History AP**

- final average of 87 or higher in World History;
- completion of History Lab course with a final average of 87 or higher and recommendation of the teacher and/or summer reading project (for those students unable to fit History Lab into schedule)

#### **AP Comparative Politics**

- Grade of 87 or higher in US History;
- Recommendation of US history teacher and Curriculum Leader.

#### **Geometry H, Algebra 2-H, Pre-Calculus, AP Calculus, and AP Statistics**

- final average of B or higher in current Honors math section
- final average of A (93%) or higher in a current regular section and a strong expectation that the student will attempt to earn Honors credit in the current regular section
- demonstrated ability and desire to learn and a solid, independent work ethic
- demonstrated commitment to excel in rigorous academic environment
- appropriate placement test score (for incoming 9<sup>th</sup> Graders and transfer students)
- recommendation of current math teacher (a strong recommendation can help a student gain placement if other criteria are not as strong)

#### **Biology Advanced Placement**

- Successful completion of Laboratory Science Honors with final grade of at least 85;
- Successful completion of Introduction to Advanced Placement Biology;
- Demonstrated ability to perform at a post-high school level
- Recommendation of Laboratory Science instructor based upon:
  1. final grade in the course
  2. excellent study skills, acceptance of responsibility for academic performance
  3. resourceful use of materials
  4. demonstrated commitment to hard and focused work in the academic arena
  5. ability to quickly grasp abstract concepts and apply concepts in solving new problems
  6. successful completion of Lab Science Honors/Biology coursework
  7. successful completion of summer preparation homework

### **Chemistry Advanced Placement**

- Successful completion of Laboratory Science Honors course with a grade of at least 85
- Recommendation of Biology and Laboratory Science instructors based upon:
  1. grades in those courses
  2. excellent study skills, acceptance of responsibility for academic performance
  3. maturity
  4. demonstrated commitment to hard and focused work in the academic arena
  5. performance on the Honors Laboratory Science mid-term exam, which covers chemistry concepts
  6. willingness to complete summer work prior to the course

### **World Language**

***Policy on Advancement:*** Because of the cumulative nature of language study, the following grade requirements are needed in order to progress to the various levels of language classes.

#### **To move from 8 level I to level II:**

- end-of-year average of 83 or higher;
- recommendation of Grade 8 instructor

#### **To move from level II to level III:**

- end-of-year average of 70 or higher in level II;
- recommendation of level II instructor

#### **To take level IV:**

- end-of-year average of 85 or higher in level III;
- recommendation of level III instructor

#### **To take level IV Honors:**

- end-of-year average of 85 or higher in level III;
- recommendation of level III instructor

#### **To take AP level:**

- end-of-year average of 85 or higher in level IV Honors;
- end-of-year average of 90 or higher in level IV;
- end-of-year average of 93 or higher in level III Honors;
- end-of-year average of 85 or higher in another AP language course;
- end-of-year average of 85 or higher in level V

#### **To take level V:**

- end-of-year average of 70 or higher in level IV, IV Honors or AP;
- recommendation of level IV, IV Honors or AP instructor

***The world language instructor's recommendation can override the grade requirement in cases where a student shows marked improvement and genuine interest in language over the course of the year.***



# COURSE DESCRIPTIONS

## ENGLISH DEPARTMENT

### Overview

The English Department goal is steady growth in the critical and creative abilities of students as readers and writers, as these skills are needed to ensure students' academic and career success. These needs are met by affording students ample opportunities to develop these skills through oral and written expression based upon analytic reading of selected literary texts not only from traditional Western and non-Western literature, but increasingly from contemporary authors in a variety of genres. Throughout high school, students explore ideas in a variety of written modes - from informal journal writing to more formal personal and analytic essays. Increasingly, students are engaged in real-world writing activities using the computer as a tool in the writing process. Many of the students' experiences in class are discussions centered on the best classic and contemporary literature. In addition, students write in-class journal responses to literature, full-length essays, and independent projects. Because English classes are traditionally small and informal, students not only gain the necessary skills to become better writers, but also develop more confidence in their writing ability. This personal attention at all grade levels is the hallmark of the English program.

### 001/002 - English 1/Honors

Focusing on individual reader response to literature, freshmen learn to pose analytic questions and search for answers supported by the text to discuss, debate, and write about the issues uncovered. Special emphasis is placed on the in-class essay, a skill valuable throughout their academic career. Class discussions, self-evaluations and individual conferences, and a written portfolio help students understand the relationship of their thought process to both oral and written expression. Students are expected to complete the summer reading assignment to be prepared for the first week of classes. An honors section is also offered.

### 010 - English 2

In this sophomore course, students read various pieces of modern literature and examine the decisions of the various characters. Analysis of the literature is achieved through combining examples from the texts and personal experiences. Composing focused essays and journals, along with a criticism based research paper, will become the vehicles for furthering student's knowledge of the six traits writing program. Students are expected to complete the summer reading assignment to be prepared for the first week of classes. Class presentations and projects also play roles in classroom activities, strengthening the students' ability to interpret literature through open class discussion. An honors section is also offered.

### 020/021 - English 3/ Honors

The junior level course aims to explore, in an open-ended fashion, the issues raised by seminal texts in American literature: reading, reflection, and discussion lead to extensive practice in various forms of written discourse and ultimately, a deeper understanding of the American experience. Students are expected to complete the summer reading assignment to be prepared for the first week of classes. An honors section is also offered.

### 030 - English 4

The relationship between sound thinking and clear writing is explored in this senior course, modeled after the traditional college freshman composition course. Through close reading and analysis of fiction, nonfiction and poetry, students write extensively in a variety of formal and informal settings on critical issues in students' lives. Students are expected to complete the summer reading assignment to be prepared for the first week of classes. Small class size allows the instructor to individualize instruction to meet the writing needs of each student.

### 031- English 4 Advanced Placement

This senior course focuses on developing the skills and proper vocabulary to analyze a writer's purpose and the techniques employed to achieve this purpose. Examining a variety of fiction and nonfiction texts, students discern both important ideas and rhetorical methods. Students practice their acquired skills by writing research papers and expository and creative essays, giving presentations, and participating in class discussion. Students are expected to complete the summer reading assignment to be prepared for the first week of classes. The course is college level and follows the general recommendations of the College Entrance Examination Board in preparing students for the AP exam.

**041 - Creative Writing**

This junior/senior semester elective provides students with the exercises, community, and responses essential to a writer's creation of original, well-crafted fiction, poetry, and play writing. Founded in a workshop structure, students learn to share and respond to the writing of others, create a public dialogue about the craft of creative writing, and discover a sense of good fiction and literature written in one's developing voice. Considerable class time is devoted to reading and the critique of student work, as students learn methods for generating and reworking their writing. An independent creative project in the genre and subject of each writer's choosing culminates the course.

**040 - Speech**

Speech is a year-long course where students learn the fundamental ingredients of how to be effective and successful public speakers. Students study "real world" public speaking experiences, as well as participate in group discussions, debates and panel work, career interviews, special occasion, mock trials, and mass media.

**035- Novels into Films**

This is a discussion-based semester course focused on comparing a film to the novel from which it has been adapted. The class will discuss the assigned literature as in a regular English class. Students will examine the "big ideas" present and develop their own ideas about the literature. Once the novel discussions are over, students will then view the respective film. Students will look at the decisions made by the director, the screenwriter, and others playing pivotal roles in the production of the film. The class will then compare and contrast each novel to the particular film.

**042- Journalism (0.5 credit)**

A workshop course (with a strong emphasis on work) that will teach the practical elements of writing for publication: who, what, when, why and how, but also interviewing, note-taking, proof-reading, revising, editing – all the tools of the trade, in short.

**043 - Yearbook Fundamentals (0.5 credit)**

This course is intended to help students interested in working on the yearbook learn the skills necessary to produce a school yearbook. Emphasis is on writing, editing and layout skills.

**SOCIAL STUDIES****Overview**

The History Department believes understanding history is a means of understanding ourselves. To achieve such an understanding, students study civilization, cultural diffusion, and innovation. They discover the consequences of human interaction with the environment. Values, beliefs, political ideas, and institutions are discussed. Also covered are various patterns of social and political interaction.

**100 -World History**

This required freshman course traces the emergence of mankind from its earliest pre-civilized condition to modern high-tech societies within a global context. This survey course is a basic introduction to social studies skills, including library research and writing term papers, geographic awareness and understanding, and an introduction to the separate disciplines of economics, anthropology and political science. The goals of the course are to provide a core of common understanding in terms of world history, enhance social studies skills, and provide in-depth studies of major cultural regions.

**110 - History Lab**

This half-credit course is required in the sophomore year for those continuing to AP courses. This course will provide a brief overview of Chicago History; an introduction to historical methods, such as choosing a subject, gathering evidence, taking notes and evaluating sources; and exploring the historiography of a single event. Students will begin research on an independent project in Chicago history that will be entered in the Chicago Metro History Fair. This is a major course; the grade counts toward the student's GPA.

**120 - United States History**

This required course will challenge students to think about social, economic, and political issues in United States history with an emphasis on meaning. Students will also consider issues in historiography. How do you construct a story out of primary sources? Can history be objective? Why do we study history? Students will identify a thesis, or point of view, in their readings and work on thesis development in their own writing. Evaluation is based on research, writing, tests, and \*projects. The course will require preliminary work during the summer.

**121 - United States History Advanced Placement (AP)**

This is a rigorous survey course in United States history from its pre-Columbian days until present. This course will challenge students to think about social, economic, and political issues. Those critical-thinking skills will be developed through analysis of primary and secondary sources, research, essay writing, and class discussion. Students will identify a thesis or point of view in their readings and work on thesis development in their own writing. Test-taking and study skills will be emphasized in preparation for the AP exam. The course will require preliminary work during the summer.

**131 - Political Science 1 (first semester)**

This course is an incisive presentation of the development and structure of the American system of government that makes use of both historical and contemporary resources. The course examines political behavior, political institutions, and public policy, and how economic arrangements and cultural values shape these. The survey of the American political system is followed by comparative studies of other political systems. Although not offered as an AP course, students can nevertheless, with tutorial or special help, prepare for writing the AP examination.

**132 - Political Science 2 (not offered 2010-2011)**

This course continues the focus of the American system of government, especially the Constitution and the American legal system. The course examines the American legal system with a study of several precedent-setting Supreme Court cases. Students will participate in several mock trials. Political Science 1 is not a prerequisite for this course.

**133 - Humanities 1 (not offered 2010-2011)**

Focusing on the Greco-Roman, Judeo-Christian, and African cultural roots, the Humanities student learns to read a culture's great philosophers and identify the expression of these philosophies in the art, architecture and literature of that culture. Students then look for evidence of these thought patterns in our own culture.

**134 - Humanities 2**

This course is a continuation of Humanities I, beginning with the Renaissance and continuing through the modern age. The focus remains on the philosophies of a culture and their expression. Students will gain familiarity with the philosophers, writers and artists who have been most influential in shaping the beliefs of our own culture. Students in this course are expected to draw upon the foundation laid in Humanities I.

**127 - AP Comparative Politics (second semester)**

This course is a half-credit elective for seniors that gives students an analytical perspective on government and politics in several foreign governments. This course is primarily discussion-based and requires students to participate in a number of seminars, which are student-led dialogues. There is an emphasis on themes such as globalization, political change, public policy and citizen-state relations. Students may take either Political Science I and Political Science II previously or concurrently with this class; however, these two courses are not prerequisites. The US History teacher must recommend students into this course.

**125 - World Religions (not offered 2010-2011)**

Students will study the history, origins, dogma, and practices of various religions from around the globe such as Christianity, Buddhism, Hinduism, Judaism, and Islam. Discussing the similarities and differences found among the faiths covered in the course allows students to understand how these religions have aided in the development of the diverse cultures from where they originated and are still practiced today.

### **124 - Global Issues**

In a world increasingly linked by technology, all nations and people are inextricably interconnected. This course will explore selected global issues through readings, case studies, projects and simulations. Students will be empowered to more thoughtfully participate in the world they will encounter as workers and citizens. Among the issues to be explored are: ethnic and religious conflict, food and hunger, global governance, human rights, diversity and nationalism, population and movement of people and women's issues.

### **137 - Human Geography**

Human Geography is offered to juniors and seniors in the fall or spring as a one semester social studies elective. Students will study geographic concepts and come to a solid understanding of how the interaction between humans and their environment creates the world we live in. For each unit students will learn about a given concept in general terms (e.g. demographic transition) as well as through specific applications (e.g. the Irish potato famine). Students will be asked to write papers and complete projects that require them to integrate and apply the geographic knowledge they have acquired. For example, one project will focus on the sweat shop industry. Students will examine the way economic pressures, economies of scale, and weak regulations encourage sweat shops in third world countries. Qualified students will be given the option of completing extra work and taking the AP Human Geography exam.

## **MATHEMATICS**

### **Overview**

The Math Department offers a sequence of courses designed to prepare students for college admission, to facilitate advanced work in mathematics and science, and to enable graduates to use mathematics with competence and understanding in their life's work. The faculty strives to create a coherent vision of what it means to be mathematically literate both in a world that relies on calculators and computers to carry out mathematical procedures, and where mathematics is rapidly growing and is extensively applied in diverse fields. In addition, the department works judiciously to set educational goals for its students that reflect the importance of mathematical literacy.

### **200 - Algebra 1**

This first-year algebra course challenges students to develop a better conceptual understanding of the structure of algebra and stronger problem-solving skills. Students will be actively involved in making connections among different branches of mathematics and solving real-life problems. By the nature of algebra, mastery of many of the techniques in the course is a prerequisite for higher-level math and science courses.

### **210 - Geometry**

This non-honors geometry course approaches the ideas in Euclidean geometry in a less formal manner. Emphasis is on developing deductive reasoning while exploring topics, which include: triangles, parallelism, areas and volumes, proportions, angles and arcs in circles, and pi. During the course, students will be involved in several projects such as building models of polyhedra and bridges. Coordinate geometry and algebra will be applied in the solving of many problems.

### **211 - Geometry Honors**

Students will thoroughly investigate plane and solid Euclidean geometry. The use of deductive reasoning and the development of writing formal geometric proofs are at the course's core. Some major topics explored include triangles, parallelism, areas and volumes, proportions, angles and arcs in circles, pi, and non-Euclidean geometry. Many problems require the use of algebra. Students are expected to do group work and short-term projects.

### **220 - Algebra 2**

This course is designed to further explore topics in algebra. Both algebraic structure and the development of computational skills will be emphasized and refined through practical applications. The fundamental definitions, concepts, and use of trigonometry will be used in problem-solving situations. Students should be able to do algebraic manipulations and apply trigonometric ideas after first examining a problem, planning an approach for solving the problem, and then successfully finding a solution to the problem.

**221 - Algebra 2 Honors**

Algebra and trigonometry are both studied within this year-long course. Some basic concepts from analytic geometry are introduced. The concept of function is stressed throughout the course. The course is also structured for more capable students, stressing the structure and the development of computational skills. Problem-solving techniques are emphasized and refined through practical applications. The fundamentals of trigonometry are covered as well as determinants.

**238 - Mathematical Applications and Statistics**

This course has a focus on “non-traditional” topics and applications of mathematics in the real world. These topics have a relevance to everyday life and foster a general appreciation for the world. A review of the structure and operations of our number system and the use of sets, functions, and graphs gives students a common language of mathematics. The statistics units emphasize data gathering and the use of formulas. The course fosters understanding through real-world activities, projects and integrated technology.

**236 - College Algebra and Trigonometry (not offered 2010-2011)**

This course is designed for students who are in need of a math course beyond Algebra 2 and are either not recommended for the rigor of a Pre-Calculus course or not interested in pursuing Calculus in high school or college. Most of the topics in the course – functions, analytical geometry, matrices and trigonometry – parallel the content of a typical first-year college math course or Pre-Calculus high school class, albeit without the depth or rapid pace of the latter.

**231 - Pre-Calculus Honors**

This course is intended for students who have demonstrated an aptitude and interest in pursuing AP Calculus during their senior year, or in college. Algebra is used as a tool to investigate functions and their properties, as well as to model real-life problems. Students are encouraged to verbalize, analyze, and represent graphically (with the aid of a graphics calculator) the many types of equations. These include polynomial, exponential, logarithmic, and trigonometric equations. Other explored areas include matrices and determinants, polar and parametric equations, combinations, series and sequences.

**232 - Calculus Advanced Placement (AB)**

This is a standard course in introductory calculus that follows the program recommended by the Committees on the Undergraduate Program in Mathematics (CUPM), the National Association of America, and the National Council of Teachers of Mathematics. Students completing this course take the Calculus AB or BC Advanced Placement Calculus examination depending upon their level of achievement. The strategy for achieving these recommendations falls into four categories: problem solving, technology, communicating mathematics, and real-life applications. The course will require preliminary work during the summer.

**234 - Calculus Advanced Placement (BC)**

This rather ambitious, fast-moving Calculus course engages students in topics typically explored in two complete semesters of college calculus (whereas AB covers one and one-half semesters of college calculus). Successful completion of Calculus AB and teacher recommendation are required to take the course. The content, rigor and approach are the same as in Calculus AB; BC simply covers additional topics. These topics include sequences and series, vectors, and advanced methods of integration. The course will require preliminary work during the summer.

**235 - Statistics Advanced Placement**

The skills emphasized will enable students to gather, present, analyze and interpret data. Students are exposed to these themes: exploring data, planning a study, anticipating patterns and statistical inference. Some problems, examples and projects will demand real-life statistics to describe and analyze school and community issues. The graphing calculator is heavily relied upon. The course will require preliminary work during the summer.

## SCIENCE

### Overview

The purpose of the Science Department is to develop students' understanding of nature and the interactions of physical systems. Students learn how to draw conclusions about the physical world around them, as they experience the excitement of seeing and understanding natural phenomena. Emphasis is placed on developing both a knowledge base and problem-solving skills, which allow students to be successful in science during college and beyond. Laboratory Science (introductory chemistry and physics), biology, chemistry, and physics are offered at multiple levels. The goal is to meet the needs of the student by customizing the curriculum. Teachers provide students with an experiential approach to science; experiments dominate class activities. Small class sizes facilitate this hands-on approach to the curriculum.

### 300 - Laboratory Science

Lab Science is the freshman science course consisting of primarily chemistry and physics topics. This course stresses the fundamental concepts in science and develops the students' understanding of their environment. The course provides students with a wide range of experiences in theoretical and experimental chemistry and physics, emphasizing problem solving, use of apparatus in experimentation, report writing, and the development of observational skills. Students may achieve honors designation in this course by maintaining a sufficient grade average.

### 302 - Introduction to Advanced Placement Biology

This course provides an introduction to biology and furnishes the vocabulary necessary for students who wish to pursue Advanced Placement Biology in the sophomore year. At least nine chapters will be studied. The remainder of the chapters will be studied in AP Biology during the sophomore year. This introductory course is offered in the second semester for freshmen; students are concurrently in the Laboratory Science I honors course. Enrollment is by invitation only, based upon student performance in, particularly, Laboratory Science I Honors.

### 311 - Biology Honors

This course provides an understanding of life and the interactions of living things on this planet. As a second-level science course, students use the principles of chemistry and physics learned in Laboratory Science to provide an in-depth understanding of the major biological concepts. Biochemistry, cell theory, classical and molecular genetics, ecology and basic anatomy and physiology form the framework. The course uses multimedia resources, experiments, computer simulations and hands-on activities to explore topics.

### 312 - Biology Advanced Placement

Biology Advanced Placement is comparable to the first-year college biology course. This course uses a textbook with full multimedia support. An interactive CD and website support students as they explore the principles of cell life, inheritance, evolution and diversity, plant/animal structure and function, ecology and behavior. The course will require preliminary work during the summer.

### 320 - Chemistry Honors

This is a college-preparatory laboratory course, which provides students with a basic understanding of all types of matter and their interactions. The course builds on the prerequisite semester of chemistry in Lab Science. Topics include atomic structure, chemical reactions and stoichiometry, states of matter, reaction rates, the periodic table, equilibrium, acids and bases, and electrochemistry.

### 321 - Chemistry Advanced Placement

Chemistry Advanced Placement is a college-level laboratory course that prepares students to take the AP Chemistry exam. This course provides students with an in-depth understanding of the material world. Topics include atomic structure, condensed states of matter, bonding, solutions, stoichiometry, thermodynamics, gases, kinetics, equilibrium, acids and bases, nuclear chemistry, electron energy states and electrochemistry. The course will require preliminary work during the summer.

### **330 - Physics Honors**

This elective college-preparatory course is at the honors level. The course is designed to acquaint students with the fundamental behaviors of matter in the universe, the states of that matter, and to frame an understanding of the universe in terms of mathematical precision and physical insights. Because many of the students are in Calculus concurrently, calculus and advanced mathematical tools are used liberally. Extensive laboratory experiences are presented, many using calculators and computer-based equipment. Formal laboratory report writing is a required component of this course. This course challenges students to apply rational reasoning and physical laws to understanding the existence of an ordered universe.

### **340 - Principles of Genetics**

This one-semester course expands upon the basic principles of genetics offered in 10<sup>th</sup> Grade biology. Topics include gene interaction, linkage, crossing over and evolution. Lab work and a field trip to a modern genetics lab are course requirements. This course is open to juniors and seniors who have completed Biology.

### **341 - Frontiers in Science**

This one semester course elective for juniors and seniors focuses on the activities and advancements at the forefront of society, primarily involving science. There will be a focus on fundamental discoveries in science that have made modern advances possible. The course content will be a series of at least 20 topics chosen from current publications. These topics might include law and government, pollution and conservation, ethics and morality as well as mainstream scientific and technological applications. Student presentations will be based upon short-term research as guided by the instructor. The length and depth of the presentations will develop throughout the semester. Each student will be a primary researcher and presenter for at least four topics. Evaluation will be based upon participation in the classroom discussions, quality of reports, and ability to lead group discussions.

### **343 - Computer Science**

Computer Science is an elective course generally taken in the 11<sup>th</sup> Grade. Objects are introduced in the Alice programming environment. Object-oriented programming (OOP) is further developed in Java. During computer-aided design (CAD) lessons, students create virtual objects that could be manufactured using computer-driven machines, furthering the development of their concept of objects.

### **342 - Astronomy**

Astronomy is a one-semester survey course organized around a college-level text requiring an understanding of the tools used to study the universe. This course is offered to juniors and seniors. The five general sections of the course are the history of exploring the universe; the tools of exploration; stellar evolution, the classification, structure and evolution of stars; astrophysics and the mysteries of the universe; and future explorations and theories. New discoveries are made by ever-more powerful telescopes operating in all ranges of the electromagnetic spectrum. Space probes traveling beyond the earth orbit send rivers of data to be analyzed. New discoveries in theoretical physics are applied to the data from the probes. Lifting our eyes and minds to the stars is the goal of this course.

## **WORLD LANGUAGES**

### **Overview**

The World Language Department offers a sequence of courses that encourages the appreciation of language learning, while enhancing students' understanding of other cultures and history. Upon completion of the Upper School world language sequence, students are able to function in the areas of oral and written expression, listening and reading comprehension in a way allows for clear understanding of and communication with speakers and writers of the target language. Through the study of a world language, each student develops communication skills, an understanding of how language functions and an appreciation for other cultures.

#### **401- Spanish 1**

In the first year of Spanish students are introduced to basic vocabulary and grammatical structures. Instruction immediately encourages the use of Spanish in class. Classroom activities, combined with lab work, emphasize the development of oral and aural proficiency, communicative competence, and an appreciation for Hispanic cultures.

#### **411- Spanish 2**

This is a communicative course that focuses mainly on developing the students' speaking and writing skills. Students are encouraged to speak Spanish at all times. Students' writing progresses from paragraphs to compositions of increasing length and complexity. Oral presentations, essays, reading comprehension, communicative activities, and the ability to use the most important verb tenses, are essential in the curriculum.

#### **421- Spanish 3**

Third-year Spanish begins with a review of major verb tenses. During the remainder of the course, students learn all other major grammar topics, including uses of the subjunctive, future, conditional, and perfect tenses. Students work with reading selections that include short stories, poems, and news articles during the year. Projects include several different kinds of creative and formal writing assignments and speeches, as well as research on an historical or cultural topic. Spanish is used almost exclusively in this course.

#### **433 - Spanish 4/ 4 Honors**

This course is an option for students who have completed the third level of Spanish and wish to continue progressing toward fluency in the language. The purpose of the course is to develop conversation skills while delving more deeply into the culture and civilization of Spanish-speaking countries. This purpose is achieved while adhering to the standards developed throughout the world language curriculum which includes communication, cultures, connections, comparisons, and communities. Students who complete this course can enroll in AP language the next year, grades and teacher recommendation permitting. Students may enroll in the honors designation for this course by having maintained an 85% average in Spanish III and completing the assigned additional coursework.

#### **432 - Spanish Advanced Placement Language (Rotational Course - not offered 2010-2011)**

Spanish AP is a class designed to prepare students for the College Board exam. Grammar instruction will include common errors and review of more advanced topics. The course focus, however, is improvement in the three modes of communication in both formal and informal settings. Work centers on themes based on literature and discussion of Spanish-speaking cultures and our own. Students are expected to commit themselves to using Spanish exclusively in class.

#### **443- Spanish Advanced Placement Literature (Yearly Rotational Course)**

In this course, students prepare to take the AP examination in Spanish literature. The course focuses on the mastery of four language arts skills (reading, writing, listening, and speaking), while further emphasizing reading comprehension and the writing of good quality essays. Literary selections include novels, plays, short stories and poetry from the Spanish-speaking world. The course proceeds mainly through discussion of the literary texts.

#### **438 - Spanish 5: Advanced Conversation and Culture**

The goal of this course is to further develop fluency in expression, and accuracy in both the spoken and written language. In this course, the students will expand upon previously learned grammar, vocabulary and idiomatic expressions to develop more sophisticated conversational skills. They will hone their listening, speaking, reading, and writing skills through a variety of activities such as engaging in both free and guided conversation, small group and paired work, situational role-playing, reading and discussing articles, texts, and stories, discussing and analyzing Spanish language films and listening to music and recordings of native speakers. Students will be expected to write short papers and make oral presentations. Spanish literature and media will be incorporated as a vehicle for class discussion and vocabulary acquisition. Students will also view Spanish films which will also serve as topics for discussion and as a means of vocabulary acquisition, listening comprehension practice and cultural awareness.

Prerequisite: Completion of Spanish 4, Spanish 4H, or AP Spanish Language or Literature

#### **400- French 1**

In the first year of French, students are introduced to basic vocabulary and grammatical structures of the French language. They are encouraged to speak the language immediately. Audio and video components are used to ensure proper pronunciation. In addition to working toward oral and aural proficiency, preparation in the basics of French grammar is also provided. Students practice writing and reading skills in order to lay the foundation for continued study in French. By the end of the year, students start to communicate effectively in French, both orally and in writing, in the present, past, and near future tenses.

#### **410- French 2**

After reviewing French 1 grammar concepts, more sophisticated grammatical structures are introduced. In this class, focus on oral and aural skills intensifies. Students are encouraged to use the language in order to communicate their ideas, thoughts, and questions. Audio and video components are used to ensure proper pronunciation, as well as a solid understanding of spoken French from different Francophone countries. A strong emphasis is placed upon written expression and reading comprehension. Students write compositions of increasing length and complexity, using extensive vocabulary and complex grammatical structures. Communicative activities, oral presentations, essays, and reading comprehension exercises play an integral role.

#### **420- French 3**

Following an in-depth review of basic vocabulary and grammar, more advanced grammar is introduced. Students learn to engage in longer conversations, read and interpret more challenging texts, and understand French-language films and videos. The main objectives are the development and reinforcement of communication skills, as well as the development of reading skills and cultural awareness. Various readings help develop cultural literacy and deepen students' appreciation of French and Francophone cultures. Students hold extended conversations in all tenses, and relate past and future narration using complex sentences. They also express conditions, emotions and wishes in complex sentences.

#### **430 - French 4/ 4 Honors**

This course provides an opportunity for students who have already completed three levels of French study to continue progressing toward fluency in the language. The purpose of the course is to further develop conversation skills while delving more deeply into the culture and civilization of the countries where French is spoken. Students view and critique one French film per quarter and read selected works of literature as springboards to self-expression in French. Students who complete this course can enroll in AP language the next year, grades and teacher recommendation permitting. Students may enroll in the honors designation for this course by having maintained an 85% average in French III and completing the assigned additional coursework.

#### **431- French Advanced Placement Language**

The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and contexts rather than to cover any specific body of subject matter. AP French Language features in-depth exploration of French language and culture with excerpts from writings by a variety of Francophone authors providing a context for the review of complex grammar structures presented in the course. Extensive training in the organization and writing of compositions is also emphasized and accomplished through a variety of writing assignments of varying topics and lengths. Classes are conducted in French to enhance students' oral and aural skills. The use of appropriate AP materials for listening and speaking is an integral part of the course.

#### **437 - French 5: Advanced Conversation and Culture**

The goal of this course is to further develop fluency with regard to ease of expression and accuracy in both the spoken and written language. In this course, the students will expand upon previously learned grammar, vocabulary and idiomatic expressions to develop more sophisticated conversational skills. They will hone their listening, speaking, reading, and writing skills through a variety of activities such as engaging in both free and guided conversation, small group and paired work, situational role-playing, reading and discussing articles, texts, and stories, discussing and analyzing French language films and listening to music and recordings of native speakers. Students will be expected to write short papers and make oral presentations. French literature and media will be incorporated as a vehicle for class discussion and vocabulary acquisition. Students will also view French films which will also serve as topics for discussion and as a means of vocabulary acquisition, listening comprehension practice and cultural awareness.

Prerequisite: Completion of French 4, French 4H, or AP French Language

## VISUAL AND PERFORMING ARTS

### Overview

In keeping with the philosophy of Morgan Park Academy to educate the whole child, fine and performing arts are an integral part of the Academy's curriculum. Celebration and creativity echo throughout the fine arts, music, and drama programs. This unparalleled exposure complements the academic curriculum and helps develop well-rounded individuals.

### 523 - Studio Workshop: The Art of the Sketchbook (0.5 credit)

This course explores how artists use the sketchbook as a tool. Students explore many types of sketchbooks from observations for finished works to travel books, and even scrapbooks and personal growth journals. This prepares students for the full sequence of art courses. Students learn how to collect ideas and to take those raw ideas and form them into more complete artistic expressions as finished, communicative pieces of art. The course builds to a trip to the Art Institute of Chicago's facsimile sketchbook collection to see sketchbooks by many famous artists, allowing students to see how they prepared before making art at the highest level. The host is Peter Blank of the Ryerson Library collections, who has graciously agreed to work with us on this project.

### 502 - Foundations of Music

This class is a semester-long survey of Western Music History. The course begins with the elements of music and then moves from the 21<sup>st</sup> century backwards to the middle ages. The class is taught with a hands-on, multi-disciplinary approach, and a heavy listening component. Students are required and highly encouraged to attend at least one concert per quarter, with extra credit available for multiple concerts. The goal of the course is to help students learn to be open to enjoying both new music and the music of the past.

### 501 - Foundations of Art

This one-semester course is a hands-on survey of art history that focuses on the history of ideas through visual arts and objects. Students look at works from Lascaux to today's artists in a survey of art throughout history. Students apply big ideas in-depth to individual works of art through projects, discussion, and in two five-step essays. Examples of big ideas in art are: the role art has played in religious versus secular identity of cultures, how art gives some permanence to ideas in traveling from generation to generation before writing is invented, and how identity is commoditized by the larger culture and yet consumed/reinvented by individuals and artists. The goal of this course is to impart visual literacy and critical thinking and interpretation skills as well as to provide a context for current events.

### 510 - Studio Art 1

Students in Studio Art 1 meet for three 45-minute periods and one 1.5-hour block period per week throughout the school year. This is a studio course that introduces the fundamentals of visual art as they pertain to materials, techniques, and aesthetics of art making. Students learn to express themselves visually through informed choice making and through a variety of media. Artworks are evaluated in class critiques that examine the work in terms of formal, expressive, and functional characteristics. Students interested in developing an AP portfolio as seniors must begin this course in the sophomore year.

### 520 - Studio Art 2

Students explore their own styles and subject matter working from their own beliefs and ideas rather than structures by media or art history as in previous courses. This course trains artists to create their own projects from start to finish and prepares their work habits so they continue to work effectively outside of the structure of school. Additional preparation for art beyond MPA is our new digital art curriculum which lays a foundation for art on computers should students pursue art in college. Each semester culminates with individual projects that demonstrate growing self-knowledge of their interests, personal aesthetic, and style. Technique is addressed in-depth and with rigor, but as it serves ideas and meaning relevant to the students and their beliefs and growing understanding of the world. Students may also take this course as Studio Art AP.

**530- AP Studio Art: Drawing**

This senior-level capstone course accommodates students who have expressed a desire to submit a comprehensive portfolio of artwork completed throughout high school, as a requirement for entry into college-level art classes. Students investigate all three portfolio components—quality, concentration, and breadth and, through the development of their own independent work, are expected to develop mastery in concept, composition and execution of ideas. Though the final “product” of this intensive course is the 24 portfolio slides and five actual works to be submitted to the College Board, an equally important goal of the course is for students to develop their own identity and appreciation as artists.

**620 - Acting 1**

This one-semester course focuses on the examination of self, successful working with “the other” (both a single partner and an ensemble atmosphere) and the basics of realistic acting. Students explore improvisation, character development and scene analysis, with an emphasis on the moment-to-moment, honest portrayal of well-developed characters.

**621- Acting 2**

This is a semester-length course in advanced scene study; Acting 1 is the pre-requisite. Acting 2 addresses the second step in acting training, the transformation from actor to character. Students make vocal and physical character choices, and analyze 10-minute plays and contemporary scenes for performance. Students are graded on three stages of performance, performance analyses and daily journal entries.

**623 - Acting 3**

Acting 3 is a one-semester course on special topics in acting. The course uses the skills of acting and analysis that were developed in Acting 1 and 2. In Acting 3, students build upon foundations from the previous acting courses to work within the constructs of a particular style (i.e. exploring Shakespeare, movement for the actor, or non-realism). Students are graded on performance, the workshopping of pieces, scene analysis and journal entries.

**540 - Introduction to Film Studies**

This course increases students’ knowledge of the art of film. Students view films from around the world and analyze them according to various aspects of film theories. In addition, the decisions made by the director and the impact those decisions make on the audience and in overall development of the film are analyzed. Ultimately, students are able to view a film, see the multiple layers the director has placed on screen and enjoy the art at more than a surface-level story.

**541 - Documentary Filmmaking (not offered 2010-2011)**

This senior-only course increases students’ knowledge of the filmmaking process. Students are engaged in every facet of documentary filmmaking, from developing the concept to the post-production of the film. Building upon the knowledge developed in the pre-requisite Film Studies, students complete their films with ease. Discussing the decisions made by directors and interviewers, and the impact the decisions can have on the audience and the overall development of the film, are common fodder for the weekly meetings. Students ultimately create a documentary film that illustrates their ideas and vision about a topic agreed upon with the instructor, while demonstrating their knowledge of the documentary filmmaking process and the various techniques associated with filmmaking. The final films are shown to a public audience. \*Requirements: Video/film camera(s), recording equipment, and editing equipment or software.

**601 - Chorus (0.5 credit)**

Chorus provides vocal ensemble opportunities for any interested Upper School students. Emphasis is placed on performance and musical learning, including singing, interpretation and expression. Student accompanists are encouraged. Chorus meets twice weekly once after school and once during the school day. Chorus performs several times during the school year.

**602 - Band (0.5 credit)**

Band is available to non-beginning instrumentalists. Musicianship (blending and balance of sound accuracy and intonation) as well as performance preparation are the main emphases. Band meets twice weekly and performs several times during the school year. Solo ensemble contest opportunities are available for Upper School vocalists and instrumentalists.

**600 - Drama Workshop 1 (0.5 credit)**

Drama Workshop is a hands-on experience where students learn about and participate in all of the technical aspects of theater. Class meets for one 42-minute period per week, and also involves some after-school hours based on production schedules. Students experience several technical theater positions, in preparation for fall and spring productions. Students work on crews and work on honing technical skills for future productions.

**610 - Drama Workshop 2 (0.5 credit)**

This elective course is open to Upper School students who have completed Drama Workshop and have the instructor's permission. Classes meet at least once weekly for a 42-minute period, as well as any after-school hours needed to complete the technical work for the fall and spring productions. Students are expected to read, analyze and execute design projects from scripts for the fall play and spring musical. Set, lights, costumes, props, sound, dramaturgy and publicity for both Upper School productions are planned and created. Crew responsibilities are included in the expectations for students in this class.

**PHYSICAL EDUCATION****Overview**

The Physical Education Department has designed its curriculum so each student can develop a solid foundation of skill and an understanding of a variety of sports activities. The program contributes to the development of social interaction and promotes a life-long fitness attitude. Students develop a physical fitness foundation and seek recreational activities that meet their individual needs of fitness. Sportsmanship, cooperation, decision-making, and coping skills are among the other skills taught in class that can also be used in everyday living.

**700 - Physical Education**

During their freshman and sophomore years, students are required to take 1.5 years of physical education. Freshmen take one half-semester of Health and Wellness. Freshmen meet five times per week for two marking periods. Sophomores earn PE credit in one of three ways: participating fully in one team sport their sophomore year; completing a year-long 70-hour independent physical fitness project; or participating in summer school physical education. The course is designed around individual and team activities that involve the teaching of advanced skills, techniques and strategies of individual activities and team sports with an emphasis on individual improvement. Physical education provides an excellent opportunity for students to develop as a total person. In this developmental stage, students are encouraged to try activities that are new or challenging. When students become somewhat proficient, their self-esteem is boosted. Therefore, physical education not only improves the students' health, but also enhances their emotional outlook and wellness, thereby enhancing them as a whole person.

**701 - Health/Wellness**

Wellness is an important concept that includes all aspects of a person's being; it means having both a healthy mind and body. This course, offered for one marking period, introduces 9th graders to a variety of health-related issues. It allows the opportunity for students to begin to make responsible lifestyle choices. Areas of discussion and instruction are determined by current concerns. Topics include health and wellness, personality and emotions, stress, nutrition, addictive behaviors, wellness, AIDS, and STDs.

## **OTHER MINOR COURSES**

### **902 - College Planning 101 - (Required of all juniors)**

This course familiarizes juniors with the college admission process so that they will have a comprehensive list of colleges by the end of their junior year, and will be prepared to begin making applications during the fall of their senior year. Topics include researching colleges, preparing for college visits and interviews, standardized testing, financial aid and scholarships, college essays, letters of recommendations. Students are expected to complete in-class exercises and some homework, as assigned. The class is graded on a Pass/Fail basis.

### **800 - Computer Applications**

This 9th Grade course ensures students learn basic keyboarding skills (touch type), word processing, and data processing. Students learn word processing on Microsoft Word and data processing with Microsoft Excel. This course also helps students to effectively use the computer lab for other school assignments.