Francis W. Parker School Mission

Francis W. Parker School educates students to think and act with empathy, courage and clarity as responsible citizens and leaders in a diverse democratic society and global community.

Our Vision and Values

We treasure the respectful ways students, teachers, staff, parents and alumni come to know one another through their work and studies, empowering each individual and our community with hope and possibility. We understand how history, culture and society shape our individual and shared experiences, and we appreciate how our unique identities develop through our relationships with others, our own inner lives, our surroundings and the world of ideas. Our school nurtures authenticity and trust as we inspire each student to be a creative citizen, capable and dedicated to upholding Parker’s mission.

We are deliberately composed of a diverse group of people committed to equity and inclusion throughout the school. We create learning experiences through curriculum and pedagogy that resonate with the many different identities that our community comprises, making us effective citizens who honor the dignity of every human being.

We are an intimate and expansive school that affirms the ways students can flourish when they feel known, appreciated and supported by equitable access to the fullness of a Parker education. Our school thrives when we each can acquire and contribute to the creation of new knowledge and skills; explore our imaginations and different perspectives; share who we are becoming; and expect to be treated with respect and kindness when expressing our own ideas, popular or not, while also learning to confront behaviors that oppress, exclude or demean the humanity of others.

We pursue educational excellence by cultivating creative problem-solving through vigorous effort so all can experience joy in learning and come to understand how individual and collective labor can improve society. We grow in intellectual, emotional, physical, aesthetic and moral life through our attuned approaches to responsive teaching and mentoring. We learn from one another as we participate fully in spirited, rigorous, reflective and ethical engagement in all areas of study and activity, curricular and extracurricular. We seek purpose, meaning and impact through the content and methods that inform our learning and teaching. Our academic and artistic standards for interdisciplinary inquiry flow from classroom learning to life throughout the school and beyond.

We believe growth in understanding, ability and confidence occur when we are open to new questions, perspectives and information; when we act with respect, civility and curiosity as we make reasoned judgments; when we speak in our own voices; and when we listen attentively to the voices of others. We know that our ability to think for ourselves expands when we engage in healthy, nuanced discussion and persevere with integrity when complexity, uncertainty and ambiguity challenge us. Our educational vision leads us to create transformational opportunities to stretch beyond current achievements and points of view, opening us to learn from both our successes and our failures through attentive reflection and open conversation.

We hold that a Parker education is a privilege that carries responsibility and accountability. We call on all to participate with self-discipline, independence of mind and a collaborative spirit in keeping with the mission, values and vision of our school. We expect each of us to come prepared to learn and support Parker’s progressive approach to education, human development and community life. Our purpose is to inspire all to apply their skills, thoughts and values to make our school and the world more just, beautiful and interesting.

The people of Francis W. Parker School encourage one another to exercise personal and civic power by connecting reflection with action, research with creativity, wisdom with innovation, deeds with consequences and character with citizenship. In these ways, Parker stands as a progressive school, dedicated to the growth and development of the whole person in relation to the growth and development of the whole school community, on behalf of our democratic society and the wider world.
FOUNDATIONS FOR LIFE-LONG LEARNING AND SOCIAL ACTION

The Francis W. Parker School educates students to think and act with empathy, courage and clarity as responsible citizens and leaders in a democratic society and global community.

Francis W. Parker School Mission Statement

A Parker education contains a world of possibilities, and this program of studies book opens students, advisors and parents to an inspiring curriculum created by our faculty in its effort to engage students to discover and achieve what Colonel Parker called, their “…highest degree of knowledge, skill, power and service.”

In this spirit, students are encouraged to talk with their advisors, teachers and parents about choosing courses and determining strategies for study that will lead them to pursue a lifetime of learning and social action citizenship.

Parker’s mission to educate for citizenship and character guides an outstanding faculty that is dedicated to the growth of each student and to the development of a vital school community alive with academic scholarship and artistic expression. Parker’s challenging program of study promotes a spirit of responsibility and fulfillment that allows each generation of Parker students to experience joy in learning, inspiration to pursue excellence, and commitment to participate productively in the challenges that face our diverse democratic society and the wider international world.

In addition to our curriculum, Parker educates its students through the school’s culture, an atmosphere that allows students to work closely with teachers and other students. Parker students develop skills and confidence, discipline and perseverance, and an appreciation for the value of in-depth, collaborative learning through their daily classroom experience, their partnership with their academic advisor, their involvement in the Morning Exercise, and through the participation of all students in the Student Government and its many related activities. Parker’s education also includes a wide range of important and enjoyable learning opportunities that students can pursue by participating in robotics, debate and athletic teams, dramatic productions, vocal and instrumental groups, newspaper, yearbook, literary and graphic arts publications, and our many other special interest clubs.

Parker educates students for college and beyond by providing them with a framework for learning about the world, themselves and others. Through experiences designed to support the development of self-confidence, curiosity and imagination, students are encouraged to ask essential questions and seek creative solutions as engaged citizens. The culture of our school, the content of our curriculum and the talent of our teachers offer students opportunities to develop understanding and commitment through a process of learning that teaches skills, fosters discipline and stimulates inspiration for students to think and question, write and reflect, speak and listen, describe and analyze, create and experiment, teach and collaborate, perform and discover.

Daniel B. Frank, Ph.D.
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Francis W. Parker
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GUIDELINES FOR COURSE SELECTION

1. When you select the courses that constitute your Upper School program, consult the general and the departmental graduation requirements (see page 9). Students and advisors are responsible for constructing programs that fulfill the requirements for graduation.

2. After registration, all proposed course changes will be reviewed and approved by the Upper School Department Chairs. Be aware that the master schedule of classes is built based on student requests from springtime registration; therefore, major course selection/schedule adjustments become quite difficult after the schedule is built. Any request to drop or add a course must be submitted before the end of the second week of the semester in which the course begins. Despite the add/drop option at the beginning of each semester, please make your initial course selections carefully and with thought.

3. Course offerings are subject to sufficient enrollment and teacher availability.

4. Credit Information
   - **Definition of a Credit**
     Credit is awarded based on weekly class hours over the course of an academic-year. In general, one credit represents a total of at least 220 minutes of class attendance per week for the entire year. There are some exceptions; for example, due to laboratory requirements, one Science credit represents a total of 275 minutes of class time per week. A one-semester class that meets 4 times a week, therefore, would earn a student 0.5 credit. Credit for courses that meet fewer than 220 minutes per week is allotted on a fractional basis.
   - **Enrollment Status (Semester Credit Load)**
     A student is classified as full-time if he or she is enrolled in a total of 2.5 credits, from any combination of courses, each term. This total does not include the required 0.25 credit for Physical Education each semester. *It should also be noted that if a student elects to enroll in Introduction to Dance and Movement or Continuing Dance and Movement Studies, credit earned for that course will only be calculated as part of full-time load if be or she is concurrently enrolled in Physical Education.*
   - **Total Credits Required for Graduation**
     In addition to fulfilling Departmental Requirements (see p. 9), a student must earn a total of 20 credits (excluding Physical Education) to graduate with a Francis W. Parker School diploma. A student must maintain full-time status for eight semesters, unless otherwise approved by the Head of the Upper School.
   - **Summer Course Work**
     An official transcript indicating credit earned for course work taken over the summer will be appended to a student’s Francis W. Parker School transcript; however, that credit does not count toward the total number of credits required for graduation nor does it count toward fulfilling Departmental credit requirements. Exceptions to this policy can be requested for seniors who have completed eight semesters of course work or for students who are repeating a course. Summer work will be considered by the Department Chair in student placement decisions for advanced or upper-level classes.
   - **Course Override Process**
     All rising 10-12 grade current Parker students should complete the course override form (found in Appendix A) by June 11, 2021. All new-to-Parker Upper School students should complete the form by August 27, 2021 or one week from receiving their placement.

     The overrode class is NOT a trial. We expect the student to be in class the entire year. Your schedule may drastically change if the overrode class needs to be changed back to the recommended level. Student-initiated changes for year-long classes must occur within the add/drop period.
If the student returns to the teacher-determined level, the student is responsible for the work and content missed. The grade received in the overrode class will follow the student to the teacher-determined class. The grade from the overrode class will be included in the calculation of the semester grade.
INDEPENDENT STUDY/TEACHING ASSISTANT

Developing the capacity for conducting independent inquiry is central to a Parker education. An Independent Study is a credited course designed by a student and supervised by a faculty member to provide a particular opportunity for such inquiry. Students in the 11th and 12th grades have the opportunity to pursue independent inquiry in any department. An Independent Study requires inner discipline and the ability to establish and fulfill goals. A student may not take more than one Independent Study each semester. The scope of the proposal and the length of time needed will determine the length of the study and the amount of good-standing credit awarded for the study. The application form, available from the Upper School Office, includes the nature of the study, the objectives, the materials, and the anticipated outcome. Independent Study may not be granted in lieu of a departmental graduation requirement or required course. Independent Study proposals must be approved by the Department Chair, the Faculty Sponsor and the Head of the Upper School. Please note that Teaching Assistantships in all departments are applied for through completion of an Independent Student proposal form and are subject to the same deadlines as other Independent Studies.

Pursuit of an Independent Study aims to provide the student with a special opportunity for learning and growth in a manner that is not intended to isolate the student from the school. Each student enrolled in an Independent Study presents, in some fashion, the results of his or her endeavors to the broader school community. Students are responsible for funding all aspects of their own Independent Study; however, materials necessary for projects that are directly related to improvement or enhancement of the physical space of the school may be reimbursed.

Application forms are available via email from the Upper School Office and on the portal. They must be submitted with necessary signatures by APRIL 1, 2021 for a first semester and by OCTOBER 4, 2021 for a second semester proposal.
GRADUATION REQUIREMENTS

For the

Class of 2025

Please refer to specific departments for detailed requirements.

<table>
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<th>DEPARTMENT</th>
<th>GRADE LEVEL(S)</th>
<th>REQUIREMENTS</th>
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<tr>
<td><strong>English</strong></td>
<td></td>
<td>Total: 4 credits</td>
</tr>
<tr>
<td>Reading and Writing Across the Genres</td>
<td>Grade 9</td>
<td>1 Year</td>
</tr>
<tr>
<td>World Literature</td>
<td>Grade 10</td>
<td>1 Year</td>
</tr>
<tr>
<td>American Literature</td>
<td>Grade 11</td>
<td>1 Year</td>
</tr>
<tr>
<td>Two/Year-long Elective Semesters</td>
<td>Grade 10-12</td>
<td>2 Semesters/1 Year-long</td>
</tr>
<tr>
<td><strong>General Curriculum</strong></td>
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<td>Total: .75 credit</td>
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<tr>
<td>Seminar in Health Education</td>
<td>Grade 9</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>Grade 12</td>
<td>1 Semester</td>
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<tr>
<td><strong>History &amp; Social Studies</strong></td>
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<td>Total: 3 credits</td>
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<tr>
<td>Themes in World History</td>
<td>Grade 9</td>
<td>1 Year</td>
</tr>
<tr>
<td>Modern World History I</td>
<td>Grade 10</td>
<td>1 Semester</td>
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<tr>
<td>Modern World History II</td>
<td>Grade 10</td>
<td>1 Semester</td>
</tr>
<tr>
<td>United States History I</td>
<td>Grade 11</td>
<td>1 Semester</td>
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<tr>
<td>United States History II</td>
<td>Grade 11</td>
<td>1 Semester</td>
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<tr>
<td><strong>Integrated Learning and Information Sciences</strong></td>
<td>Grades 9-12</td>
<td>Total: .5 credits</td>
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<td>Computer Programming I</td>
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<td><strong>Languages &amp; Cultural Studies</strong></td>
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<tr>
<td>Two sequential years in one language</td>
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<td>2 Years</td>
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<tr>
<td>One additional year in any language</td>
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<td>1 Year</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>Grades 9-12</td>
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<td></td>
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<td>3 Years</td>
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<tr>
<td><strong>Performing and/or Visual Arts</strong></td>
<td>Grades 9-12</td>
<td>Total: 2 credits</td>
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<tr>
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<td></td>
<td>4 Years</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>Grades 9-12</td>
<td>Total: 2 credits</td>
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<td></td>
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<tr>
<td><strong>Science</strong></td>
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<td>Total: 3 credits</td>
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<tr>
<td>Biology</td>
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<td>1 Year</td>
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<tr>
<td>Chemistry</td>
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<td>1 Year</td>
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<tr>
<td>Physics</td>
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ENGLISH

The faculty of the Upper School English Department works together to create a curriculum that spans a wide range of ideas, experiences, concepts, themes, and styles that artists and thinkers have considered and written about for hundreds of years. Our curriculum is based in shared exploration of meaningful human experiences. We aim to create not just good readers and thinkers and writers but students who love literature. We think of literature, moreover, in an expansive way, in its diversity of voices, genres, forms, and periods.

Our courses seek to maximize student involvement in our required courses and in diverse, rich elective offerings. Our hope is that students select courses that will not only enrich their appreciation for literature and develop their skills as writers, but will help them to get a glimpse of experiences and voices that go beyond our campus community and into the widening world around us. We believe that these courses work productively with other programming we help create, ranging from Morning Exercises to Readings to the longstanding “Poetry at Parker” series to our newer Emerging Chicago Poets Series.

GRADUATION REQUIREMENTS:

A. Three year-long required courses:
1. Grade 9:  Reading and Writing Across the Genres
2. Grade 10:  World Literature
3. Grade 11:  American Literature

B. And at least one year-long or two semester-long elective courses, which this year includes:

- The Black Voice in America
- Coming of Age: Identity & Literature
- Literature and Censorship
- Poetry
- Science and Fiction
- Shakespeare
- African-American Literature: 1920-2020
- Comedy and Literature
- Creative Non-Fiction
- The Graphic Novel
- Writer’s Studio

REQUIRED COURSES: Grades 9-11

READING AND WRITING ACROSS THE GENRES  US1505
(1 YEAR/1.0 credit) Grade 9

This course asks students to explore the various forms through which writers share their passions and ideas with readers and the tools they use to achieve their desired impact. The literary genres studied include drama, poetry, fiction (novel/novella, and short story), and nonfiction (autobiography, biography, personal essay, memoir, and literary journalism). Within each genre students will read representative works, analyze their elements and effects, and write their own pieces. The goals of the year are to gain a deeper understanding of literary genres, to evolve as readers and thinkers, and to develop their voices as writers. Students are encouraged to consistently share their ideas and writing with each other.
Writers studied may include playwrights such as Wilson, Nottage, DeLappe, and Shakespeare; poets such as Brooks, Komunyakaa, St. Vincent Millay, Olds, Williams, Roethke, Plath, Collins, Finney, Gluck, and Young; novelists such as Chopin, Cisneros, Clemmons, Shamsie, and Steinbeck; short story writers such as Boudinot, Oates, Garcia Marquez, Mahfouz, Allende, Jackson, and Poe; and, essayists such as Sedaris, Wolffe, Kingston, and Angelou.

**WORLD LITERATURE US1405**  
(1 YEAR/1.0 credit) Grade 10

Around the world, across culture, and throughout history, we tell stories. This course examines the stories we tell, why we tell them, and how we craft them. Building on our genres work in grade 9, we will examine works from Nigeria, India, Pakistan, Japan, France, Iran, and Greece, among other locales. We will consider themes and ideas such as individual and cultural identity formation and migration, as well as cultural values, mores, norms, and transgressions. We will compare and discuss the characteristics of the hero from around the world. We will also examine and practice narrative techniques and point of view.

Works studied may include *A Small Place, The Odyssey, The Thing Around Your Neck, The Arrival, The Metamorphosis, Unaccustomed Earth, after the quake, Persepolis, Exit West, and Our Country’s Good*, as well as a selection of poems from around the world.

**AMERICAN LITERATURE US1315**  
(1 YEAR/1.0 credit) Grade 11

This course invites students to participate in the richness and variety of American language, literature, and culture. It begins with aspects of the American character, emphasizing the development of collective habits and the persecution individuals suffer when they challenge those habits. Following our global work in Grade 10, in Grade 11 we study and listen to the work of some of America's distinctive literary authors, writing our own poetry, prose, and drama suggested by the ideas and strategies of these works. Another concern of the course is the problem of Belonging in America.

We look at poetry, fiction, drama, and essays that explore the search for meaning, humor, and dignity in a land that makes us feel our difference.


**ELECTIVE COURSES: Grades 11-12**

*NOTE I:* Preference is given to 12th graders so that they can fulfill the graduation requirement, 11th graders may request electives, but are encouraged to weigh their decision carefully.  
*NOTE II:* All English electives depend upon sufficient enrollment. The timing of these courses (first or second semester) is tentative, dependent upon student enrollment and teacher availability.
YEAR-LONG ELECTIVE COURSES: Grades 11-12

THE BLACK VOICE IN AMERICA US1445
(1 YEAR/1.0 credit) Grades 11-12

“And in Afro-American Literature, the question of difference is, of essence, is critical. What makes a work Black”?”
-Toni Morrison

“Unspeakable Things Unspoken: the Afro-American Presence in American Literature.”
-Toni Morrison

Should literature of any kind have an agenda? What makes a work “Black”? In this year-long course, students will explore various ways Black experiences in America have been, and continue to be, formally and informally documented and chronicled. Students will engage the work of Hurston, DuBois, Morrison, Naylor, Baldwin, and others to answer the aforementioned questions. Through readings, conversations with artists and scholars, community-based writing days, documentary film studies, and more, we will draw distinctions between “literatures.” By using multiple disciplines (sociological, historical, post-colonial) to examine the literature, students will be exposed to the ever-evolving ways the Black American voice serves as a unique way to reread, reframe, and rethink America and the American experience; they will respond to readings, analytically, creatively, and personally. Students should plan to finish the course with an expanded knowledge of the history and legacy of Black expression.

SEMESTER-LONG ELECTIVE COURSES: Grades 11-12

WOMEN’S LITERATURE US1616
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

“One is not born, but rather becomes, a woman.” - Simone de Beauvoir

Traditionally, the literary and cultural landscape was (is?) shaped by patriarchal values in such a way as to concretize those values. This course exposes students to literature written by and about women that questions the established notions of femininity, gender identity, and gender expression within different cultures and historical moments. With the use of critical texts, essays, and novels, we will examine the meaning of gender and how that meaning has shaped the life experiences of those who self-identify as female. Through this, we will also investigate the ways in which gendered identity intersects with class, race, and sexuality.

Possible Texts:
de Beauvoir, Simone. The Second Sex
Chopin, Kate. The Awakening
Atwood, Margaret. The Handmaid’s Tale
Butler, Octavia. Kindred
Selected short stories and poems

COMEDY AND LITERATURE US1325
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

Humor is an inherent aspect of human nature. Why do we love to laugh? What makes us laugh? In this course we will examine the craft of comedy: its core theories, devices, and sub-types. How do authors use humor to entertain but also to help us cope with aspects of life that are nerve-wracking,
painful, and hard to understand? How has comedy evolved over time? How has it remained constant? From joke telling to cultural criticism, we will uncover the humor of life and truth of comedy. As the old adage says, “Many a true word is spoken in jest.”

Our source material will include works of farce, parody, irony, and satire by authors such as William Shakespeare, Hannah Gadsby, Dave Chappelle, Kristen Wiig, Amy Mumolo, David Sedaris, Sloane Crosley, Kevin Young, Gabriel Iglesias, Ali Wong, and Hasan Minhaj. You will also study the performance and written work of a comedian of your choice.

Over the course of the semester you should be prepared to respond personally to the work, analyze passages, give presentations, and create your own humorous pieces. Get ready to dive in!

CREATIVE NONFICTION US1595
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

“It’s about making facts dance.”
-Ben Yagoda

In this course we’ll discover how nonfiction—whether the personal essay or memoir, the magazine-style profile or feature, or any of a number of other genres rooted in fact—can be as literary, as imaginative, as significant, and as formula-defying as poetry or fiction. This workshop-centered writing course is open to all students seeking to improve their craft and explore both themselves and the world around them—and to those curious minds interested in the boundaries and possibilities (truth? post-truth?) that creative nonfiction continues to explore. We will compose extraordinary long-form stories like these: “Auditioning for Clown College,” “The Life of a Staten Island Ferry Bagpiper,” and “The Pleasures of Hating.” And we will read more than we write.

Readings and writers may include Eula Biss, Capote’s In Cold Blood, Claudia Rankine, Sedaris, Baldwin, Dillard, Nabokov, Didion, Bauby’s The Diving Bell and the Butterfly, Kingston’s The Woman Warrior, Richard Rodriguez, Foster Wallace, E. B. White, Hurston, John Jeremiah Sullivan, Rakoff, Orwell, Saunders.

THE GRAPHIC NOVEL US1305
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

The genre of the graphic novel is currently in the midst of a kind of renaissance. Some of the best graphic novels in the history of the genre are being published right now. It is also a genre that contains many other genres within it, such as literary fiction, science fiction, memoir, biography, autobiography, mythology, and history and historical fiction. In this course, we will explore a variety of graphic novels that span many of these genres, discussing why this format might be used instead of more “traditional” prose formats, looking at current trends and unique ways of storytelling in graphic novels, exploring how art and text work together in intriguing and effective ways, and creating graphic stories of our own. Texts may include Stitches, Watchmen, Saga, Y: The Last Man, and My Favorite Thing Is Monsters, The Hunting Accident, and examples of Japanese Manga texts.

COMING OF AGE: IDENTITY AND LITERATURE US1420
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 11-12

What is identity & how do we explain it? What special issues surround adolescent identity development? If “there is no identity without society,” as JE Cote has said, then what role do individuals have in shaping their own identities, and what role does contemporary/popular culture play? Is there a “true self” to which we can aspire, or does identity remain fluid over the life course?
Students in this course will pursue these and other questions through the study of “coming of age” literature, with a focus on identity development and psychology, exploring these issues through analysis of literary works, the writing of their own personal essays, and exploration of various psychological frames.

Possible texts include: *I Am Not Your Perfect Mexican Daughter* (Sanchez), *Tomboy* (Prince), *Sag Harbor* (Whitehead), *Sigh, Gone* (Tran), *Identity Development* (Kroger), and others.

**LITERATURE AND CENSORSHIP US1565**  
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 11-12

It has been said that if you want to learn about a society, you should take a look at the people whom that society puts in jail. This course takes for its premise the idea that we can likewise learn about a society by studying the literature that it blacklists, bans, and censors. Why do we censor, challenge, or ban a book? What do those reasons tell us about our culture? Throughout history, societies have repressed books and authors they have found inflammatory, sacrilegious, or otherwise objectionable. Artists, after all, tend to push social and political norms, and societies tend to push back. This course seeks historical understanding of this tension—and the cultural anxieties, desires, and prejudices it reveals. By reading a collection of banned novels, short stories, and poetry, we will explore the stunning beauty, variety, and creativity of the language and images that have so unnerved—indeed, outraged—individuals and governments over the course of our country’s history.


**POETRY US1600**  
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 11-12

“There is a pleasure in poetic pains  
Which only poets know.”  
– William Cowper

Studying poetry deeply, carefully, and patiently doesn’t have to smother a student’s raw and immediate love for a poem. Rather, when done gleefully, and with an open and curious mind, the study of poetry can—and really should—enable a student to discover, deepen, and enrich such love. This poetry course is for students committed to such reading and such love. What we won’t be doing, in other words is “tying the poem to a chair with rope/ and torturing a confession out of it.” What we will be doing is “taking a poem/ and holding it up to the light/ like a color slide” and “pressing an ear against its hive.” Students will be asked to write about poetry as well as to compose and workshop their own. The school’s Visiting Poet Series will also feature in our course, particularly in our work with the current year’s visiting poet. We will also meet with various local poets and scholars.

Poets studied may include: Allen Ginsberg, Rita Dove, Seamus Heaney, Dickinson, Espada, Kevin Young, Whitman, Langston Hughes, Stevens, Creeley, Dybek, Shakespeare, cummings, Nikky Finney, Bishop, Komunyakaa.

**SHAKESPEARE US1411**  
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 11-12
Although Shakespeare lived and wrote over 400 years ago, he and his work still loom large in our cultural sphere. Why? How has he gained and maintained the impression of being “intellectual spinach?” Is he actually good for us? What resonance does his work have in the 21st century? In this course we will examine the enduring impact of Shakespeare’s poems and plays and the insights we gain from reading and watching them. Together we will unpack his language to explore its GEMS (the gents and ladies, emotions, motives/themes, and staging), ultimately determining the benefits and challenges of reading his work in the modern age. Throughout our study, be prepared to read aloud and perform scenes, analyze the text, and respond personally to his work.

Possible works include: podcasts (*This American Life*, *Code Switch*), selected sonnets, and plays such as *As You Like It*, *Othello*, *Henry V*, *Measure for Measure*, and *Hamlet*.

**WRITER’S STUDIO US1610**
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

“You’ll never have time to write. You have to make time to write.”
-Nikky Finney

Is writing your passion? your Achilles’ heel? Have you always wanted to spend more time focusing on writing? Join us in the Writer’s Studio to practice your craft and hone your skills. You will get a taste of the writer’s life, creating multiple drafts and critiquing others’ work. Students will study the craft elements of creative forms, beginning with the art of the sentence and engaging in a variety of exercises to stretch your writing muscles. Students are encouraged to experiment in fiction, poetry, creative nonfiction, graphic and other formats. Ultimately, students will produce a variety of personal, creative, and analytical pieces. Be prepared for your work to be shared with a partner and the class as a whole; we will be working as a studio. The emphasis of this course is on producing a portfolio of your work, so there will be more writing than reading.

**SEMESTER LONG ELECTIVE COURSES: Grade 12**

**SCIENCE AND FICTION US1590** *subject to enrollment*
(Offered first semester) (1 SEMESTER / 0.5 credit) Grade 12
COREQUISITE: Concurrent enrollment during the same period in *Science and Fiction US3975*

“Popular science fiction becomes reality through engineering.”
-Dr. Farah Fahim

This pairing of related courses in science and literature will ask students to explore how the scientific discovery process is often driven by factors outside the realm of science, such as societal context and literature. Fiction, in particular, has often played a role in the scientific discovery process, as science fiction writers frequently explore the ramifications of discovery and invention to provide a warning—or at least encourage further thought—about the impact of breaking new and uncharted ground. In turn, scientific discovery inspires writers and society in general to reimagine social structures, human identity and consciousness, and human beings’ place in nature. This project-based course will explore the areas of climate change and artificial intelligence. There will be a strong ethics component, with an emphasis on equity, linked to each area. For example, students will apply their understanding of climate change science in order to come up with solutions that balance the needs of various stakeholders. In addition, students will conduct scientific experiments and do research as part of the scientific discovery process, and they will be asked to write a literature review of a contemporary area of research; craft an original science fiction short story; write an analytical essay;
and explore, discuss, and write contemporary parables. The aim of this class is to encourage students to consider issues of climate change and artificial intelligence from a variety of perspectives and through the lenses of a diverse group of thinkers and writers. As a laboratory science course as well as an English course, this class will meet five times a week. This course will be considered as one class in a student’s schedule, but it will count towards the English graduation requirement, and students will also receive a science credit.

Possible writers include: Octavia Butler, Louisa Hall, Adam Flynn and Andrew Dana Hudson, and Nnedi Okorafor, as well as authors of literature reviews and scientific articles.
**GENERAL CURRICULUM**

**REQUIRED COURSES**

**SEMINAR IN HEALTH US0025 *Pass/Fail issued for grade***
(Offered both semesters) (1 SEMESTER/0.5 credit) Grade 9

Good health and well-being arise from the harmonious integration of physical, psychological and social aspects of our lives and not merely the absences of illness or infirmity.

The overarching goals of Health Seminar are two-fold:
1. To support students by giving them the skills and knowledge necessary to transition and succeed in the Upper School,
2. To continue the work of laying a foundation for sustaining life-long healthy habits.

Two major emphases of the course are Social/Emotional Learning and physical well-being. Social and Emotional Learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for self and others, establish and maintain positive relationships, and make responsible decisions. Another important aspect of SEL, and an adolescent milestone, is the discovery and development of one’s personal and social identity and their interplay between self and community. Finally, physical health addresses the needed foundation of proper sleep habits, solid eating and nutritional information and the importance of a variety of exercises that underlie proper growth, development and performance.

**SENIOR SEMINAR US0150 *Pass/Fail issued for grade***
(Offered second semester) (1 SEMESTER/0.25 credit) Grade 12

The purpose of Senior Seminar is to support seniors in managing the variety of demands they face in their final year at Parker. Senior Seminar is a one semester course that meets once a week and has a Pass/Fail grading system. Our aim is to both deliver needed and timely information facing seniors on a variety of topics as well as help process such material through a small group experience. Senior Seminar will provide the time and space to address some of the issues and pressures of balancing academic progress and relationships, old and new. Using a seminar format, instructors proactively address the varying and unique needs and tasks that seniors face in the course of the year while introducing them to methods for lifelong social and emotional health.

In addition to handling the details and tasks of senior life, Senior Seminar also creates an opportunity to better assist, process and guide seniors to reflect upon their final year at Parker and intentionally prepare for transitioning to life beyond high school. Senior Seminar will also explore issues of personal and public identities, reflect on the meaning of being a responsible citizen within the community and global society. The seminar will also include health and psychologically related topics such as stress management, sleep, hygiene, self-care, communication across differences, healthy relationships, changing social dynamics, and a variety of other issues related to emotional intelligence (the importance of grit, flexible mindsets, resilience, goal setting, anger and anxiety management and more). These are core and essential psychological concepts that lay a foundation for success after high school. In short, the course is designed to help seniors engage, reflect and transition in their final year at Parker.

Schedule: meets once a week
HISTORY & SOCIAL STUDIES

The faculty of the History Department aims to develop a sense of judgment, wisdom, and shared humanity by engaging students in a dialogue with the past, with different cultures, and with their own experience of society.

“I believe once more that history is of educative value in so far as it presents phases of social life and growth. It must be controlled by reference to social life. When taken simply as history, it is thrown into the distant past and becomes dead and inert. Taken as the record of man’s social life and progress it becomes full of meaning. I believe, however, that it cannot be so taken excepting as the child is also introduced directly into social life.”
—John Dewey

GRADUATION REQUIREMENTS: 6 SEMESTERS. Students must take five required courses that total six semesters of history. It is also recommended that students take additional courses that they may select from the elective courses offered on the following pages.

REQUIRED COURSES: GRADES 9-11

THEMES IN WORLD HISTORY US2251
(1 YEAR/1.0 credit) Grade 9

Themes in World History provides an overview of the history of the world as seen through thematic patterns and ethical questions, designed around four major themes:

(1) Human Interaction with the Environment
(2) Government and Leadership
(3) Religion
(4) Law and Human Rights

For each of these themes, students examine major historical questions rooted in the ancient world, tracing turning points in their development and impact through history up to the modern day. Students will advance their ability to comprehend the thematic questions within an historical context with an eye towards the current world situation and the students’ place in shaping the future. The course will build upon the research and writing skills acquired in middle school, but will also provide an introduction to the skills (writing, participation, analytical thinking) required to be successful history students at the secondary level. Students will synthesize broad content taken from throughout world history to deconstruct and analyze themes present across national, cultural, ethnic, and historical lines. It is our goal to facilitate the kind of citizenship that is called for in Francis W. Parker’s statement: “The needs of society determine the work of the school...The supreme need of society is good citizenship ... Ideal citizenship demands of the individual the highest degree of knowledge, power, skill, and service.”

MODERN WORLD HISTORY I US2261
(Offered first semester) (1 SEMESTER/0.5 credit) Grade 10

Building on the content, skills and themes that students learn in their 9th-grade Themes in World History course, the Modern World History curriculum guides students in seeing the unfolding of the world’s history from a global and topical perspective. The course emphasizes global interactions and comparisons by combining chronological and thematic approaches. Through intensive, inquiry-
based studies of events throughout modern history, students will develop relevant historical questions, analyze cause-and-effect relationships among events, synthesize historical data for the purposes of research, and demonstrate proficiency in the skills necessary for advanced historical inquiry. By focusing on a distinct topic, students have greater opportunities to examine economic, political, and cultural interactions, as well as to compare societies’ unique developments. Such an approach also ensures that students gain a sound understanding of historical thinking that is necessary for comprehending the past, but also for understanding their world today.

Sophomores must complete two seminars, one in each semester, with placement determined by scheduling availability – you do NOT need to register for individual seminars. Sophomore Seminar topics for 2021-2022 include the following:

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<tr>
<th>First semester</th>
<th>Second semester</th>
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<td>· Imperialism 1800-Present</td>
<td>· Cold War</td>
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<tr>
<td>· Revolutions</td>
<td>· War and Non-Violence 20th Century- Present</td>
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<td>· Nations, States and Terrorism</td>
<td>· Roots of World War: the Pacific and Eurasia</td>
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<tr>
<td>· True Crime in History</td>
<td>· Crimes Against Humanity: Nuremberg to the TRC</td>
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MODERN WORLD HISTORY II US2265  
(Offered second semester) (1 SEMESTER/0.5 credit) Grade 10

SEE COURSE DESCRIPTION ABOVE.

UNITED STATES HISTORY I US2310  
(Offered first semester) (1 SEMESTER/0.5 credit) Grade 11

United States History I is a survey of national history from the fifteenth through the mid-nineteenth centuries. This half of the two-semester sequence takes a chronological approach, which explores the clash of cultures in the colonial period; the creation of the state and national political systems; the tension between idealism and individual self-interest; the goals, methods, and impact of reform movements; and the competing claims of liberty and authority up through the end of the U.S. Civil War. Our goals are to enjoy, embrace, and experience the value of studying U.S. History while becoming culturally literate and critical thinkers. Along the way, we will fine-tune our speaking, reading, and writing skills to a scholarly level. United States History I serves as the forum for students’ participation in the Civic Engagement program for 11th grade.

UNITED STATES HISTORY II US2410  
(Offered second semester) (1 SEMESTER/0.5 credit) Grade 11

United States History II is a survey of national history from the mid-nineteenth century through the present. This second half of the two-semester sequence takes a thematic approach to the period
from Reconstruction through present day. The course will address particular themes in American history from the late 1800s through today, including the legacy of Reconstruction, industrialization and its consequences, issues of immigration, the U.S. as a world power, and so on. For example, we will cover the Legacy of Reconstruction from the 1870s through the Civil Rights Movement, and finish with today’s issues related to affirmative-action, racial profiling, and contemporary civil rights concerns. Students who wish to take either the Advanced Placement examination in American History or the Scholastic Aptitude Test for United States History will find that the two-semester sequence provides a suitable foundation, with additional outside preparation. United States History II continues the work begun first semester with American Literature for students’ fulfillment of the 11th grade Civic Engagement program.

ELECTIVE COURSES:

CIVIL LIBERTIES US2867
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 11-12

“Enslave the liberty of but one human being and the liberties of the world are put in peril” (William Lloyd Garrison). In Civil Liberties and the American State, students of all ideological backgrounds explore the spectrum of positions on the most pressing issues in contemporary society. With a “ripped from the headlines” orientation, students debate enduring constitutional questions, such as the right to privacy, capital punishment, the impact of the drug war, the rights of terrorism detainees, affirmative action, LGBTQ+ rights, and the on-going realities of segregation and sexism. Students will explore a rich variety of print, visual, and cyber sources as they analyze historic American values, such as freedom of expression, equal protection under the law, the right of the people to keep and bear arms, the right to be free from cruel and unusual punishment, and the right to equal protection under the law. In a rewarding and stimulating seminar setting, students apply their learning to an on-going analysis of current events and contemporary cases before the U.S. Supreme Court. Special focus is placed on constitutional issues with particular resonance for students and young people. Guest speakers of the Chicago legal community and beyond regularly join class to shed light on our inquiry and offer modern perspectives on important constitutional problems. Through writing, discussion, and oral argumentation, students learn to fulfill the Jeffersonian mandate that in a democracy, we must be vigilant and knowledgeable watchdogs of our individual freedoms.

CIVIL RIGHTS MOVEMENT US2840
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12

The purpose of this course is to analyze the legacy of Reconstruction following the Supreme Court decision of Brown vs. the Board of Education. This will be an intellectual challenge to bring together the pivotal events and heroic leaders of the Civil Rights Movement on their quest to end legalized segregation. Students will develop an in-depth understanding of this seemingly endless struggle for equality through the three stages of the Civil Rights Movement. Students will be given the opportunity to analyze the events and people who were the most influential components of this historic epic of the ever-changing American identity. Starting with the murder of Emmett Till, we will cover many key events such as the Little Rock 9, Sit-ins (Greensboro), Montgomery Bus Boycott, Freedom Rides, Birmingham and Bull Connor, Freedom Summer, the Boston Busing Crises, Vietnam, Selma Marches, Bloody Sunday, and the assassinations of MLK, RFK, Malcolm X, and Medgar Evers. It will be imperative that we explore the various leaders and objectives behind the civil rights organizations such as the SCLC, SNCC, CORE, the Black Panthers, and the ACLU. We will be working in conjunction with the African-American Literature and Issues of Race, Class, Gender and Sexual Orientation classes. At times, we will combine our efforts through film, field
trips, guest speakers, and common texts. The goal will be an interdisciplinary experience between history and literature of the Civil Rights Movement. Each Spring, there will be an opportunity for the combined courses to travel to the South as an extension of our curriculum.

**CLIMATE SCIENCE AND ENVIRONMENTAL POLITICS**  *US2610* (subject to enrollment)
(Offered first semester) (1 SEMESTER/ 0.5 Credit) Grades 11-12

**PREREQUISITE**: Successful completion of biology, chemistry, and completion/concurrent enrollment in physics or above. In addition, successful completion of *Themes in World History* and *Modern World History I* and *II.*

**COREQUISITE**: Concurrent enrollment during the same period in *Climate Science And Environmental Politics*  *US3910*

Climate change is the existential crisis of our time and is worsening global inequities. This is an interdisciplinary, project-based course between the science and history department on climate change and environmental politics. The essential questions are: to what extent can climate change be slowed to allow for minimal impact to ecosystems, economies, public health, and natural resources; and who is driving the change? The science behind climate change will be provided in addition to the delicate balance between human intervention and political oversight. Scientific topics include the difference between climate vs. weather and positive feedback loops; extreme weather events; the thawing of glacial freshwater and its effect on ocean currents and decreased albedo; the prevalence of big agriculture; and the impact of climate change on infectious disease. Social studies topics include exploring federal oversight through the Departments of Agriculture and Interior, federal vs. state regulations, political platforms, and topics related to social justice and activism. Students will also participate in a long-term data collection project analyzing local/global weather/climate using Parker’s weather station.

**Schedule**: Class meets 5 days/week

**CREATING HISTORICAL DOCUMENTARIES**  *US2010*
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 10-12

In Historical Documentaries students will research, write, film, edit and produce a medium length documentary (or at least two shorter documentaries) about an important historical event, moment, crisis, or social justice cause. Students will watch and critique a variety of important historical documentaries to help identify what makes exceptional films. And this interdisciplinary course will provide students opportunities to learn and sharpen key historical skills, including writing, research and storytelling techniques. Additionally, students will gain experience with pre-production, shooting, lighting, interview techniques, editing, graphics and audio. This class uses full HD cameras and Final Cut X to create professional quality videos.

**ECONOMICS AND SOCIETY**  *US2601*
(Offered second semester) (1 SEMESTER/0.5. credit) Grades 10-12

This is a very exciting time to study economics and the national and global economies, and the politics of the current administration in the White House promises significant change. In *Economics and Society* we will survey domestic and international economic changes to gain an understanding of how economics work and how we are affected as a nation, and those beyond our borders. We will focus on the historical development of economic theories and economic practices in the U.S. and globally, and see how economics and politics overlap. A significant part of this course is driven by current socio-economic events and developments. We also look at how people and societies are affected by economics through their individual decisions and through government policies, and also, how human culture is shaped by economic systems. Central questions to the course include: How does a country come to have its economic system? Does a nation’s economic system evolve
naturally? What is/should be the role of the government in the economy? What are trade unions and what role have they, and do they continue to play in the U.S. and abroad? Why are there rich/poor people and countries? What is globalization? Why has capitalism not worked to end poverty at home and in some parts of the developing world? How can the average citizen affect the economy? The answers to these questions are based on the possible interpretations of the various materials we study. Students in Economics and Society will also have the opportunity to study the city of Chicago to discover the workings of the local economy and the history of economic disparity and its effects in neighborhood development and racial segregation. We will have the opportunity to attend talks and panel discussions by experts in the city, and when possible we will invite guest speakers to the classroom. This course is particularly enjoyable for students with a keen interest in furthering their knowledge of the world's economic systems, and exploring a variety of perspectives on significant economic and social issues. While this course explores a range of topics, students are also encouraged to co-direct. Students will read from a variety of economic theorists including Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman, and modern critiques of these and other classical economists. We will use the debate format in the classroom to familiarize ourselves with the issues. Students will also do individual and group presentations, write two short papers comparing and evaluating economic theories, and research and write a paper of interest to the students on the U.S. domestic economy or the global economy.

ETHICS US2520
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 10-12

The study of ethics examines human morality and behavior in an effort to determine the rightness or wrongness of our actions. Today’s ethicists study a broad variety of contemporary ethical problems, such as abortion, animal rights, the death penalty, our duty to the environment, our duty to help one another, and euthanasia, to name a few. This discussion-based course in moral philosophy is anchored upon the literature of both classical and modern ethicists but it also engages with contemporary issues. Students will study ethical philosophies, such as virtue ethics, deontology, utilitarianism, and existentialism. The course includes reading excerpts from a variety of philosophical sources; viewing, discussing and writing about films that pose issues of moral or ethical significance; writing a series of reflective pieces; and selecting, researching, and writing about a contemporary ethical issue about which you hold a strong opinion. The final and many of the assessments for the course are projects intended to provide students with authentic opportunities to engage in ethical study and analysis.

INTERNATIONAL RELATIONS US2530
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 10-12

This one-semester elective course, open to 10th through 12th grade students, explores international relations, including the role of the United States in world affairs from the Monroe Doctrine to the Trump Doctrine, and how the current administration in the White House has impacted U.S. foreign policy. Important questions in this course are, what is the international order and how is it evolving, what are the global challenges facing the U.S. today and how does the government make foreign policy decisions in response? Students will learn “the language” of foreign policy, key people and institutions, and major theories of international relations necessary to understand the world today. We will examine issues of global significance: cyber warfare, climate change, nuclear proliferation, human rights, ethnic and religious conflict, international terrorism and diplomacy versus the use of military. A significant emphasis of this course is therefore on understanding current events. Students are expected to research and write expository essays on former and current policies, and research and write policy proposals. Students will also prepare role-plays and formal debates, engaging in lively and respectful discussion as a way to deepen our understanding of foreign relations issues and offer possible solutions. Chicago is the host to many forums on international relations and we may
arrange to attend a speech or a panel discussions by experts, and when possible we will have guest speakers address the class. This elective course is ideal for students interested in broadening their understanding of the world they are inheriting and seek to improve, and developing their critical thinking, speaking and writing skills.

SOCIOLOGY OF SPORTS US2590
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 10-12

In this seminar, sports will serve as a prism to illuminate vital aspects of contemporary society including social class, consumerism, gender dynamics, ethics and race relations. Students will come to better understand change over time in the fabric of American culture and the role that sports play in modern life. Special areas of study include racial segregation and integration, the twin births of spectator sports and consumer culture, the rise of feminism, and the role of sports in childhood. The course will utilize a wide range of activities and assessments, including creating a documentary film and participating in a debate assessing the impact of sports on secondary and collegiate education. Course materials include secondary sources such as Dave Zirin's "A People's History of Sports in the United States" and David Remnick's biography of Muhammad Ali, "King of the World." A majority of the assessments for the course are projects intended to provide students with authentic opportunities to engage in critical thinking about sport and American society.

TALK OF THE TOWN US2950
(Offered second semester) (1 SEMESTER/0.5 credit) Grade 12

With the increasing polarization of contemporary American society, it is incumbent upon culturally engaged individuals to hone our ability to tangle with complexity and appreciate the logic, perspectives, and wit of points of view from across the spectrum. Students in this course will use contemporary journalism to participate in national dialogues on pressing or enduring topics in American life. Every student will receive a personal subscription to The New Yorker and The National Review -- two legendary publications with widely divergent editorial perspectives, offering criticism and analysis (and cartoons!!) of emerging events and persistent trends. In addition, we will explore podcasts such as This American Life or Serial, as well as contemporary films or breakthrough articles in The Atlantic, The American Spectator, Mother Jones, Slate, The Christian Science Monitor, The Chicago Reader, and the like. Seminar sessions will experiment with a discursive style -- meaning, students are in control of the direction of a given class encounter, with no predetermined outcome. Through discussion, debate, and experimental exploration, together we will dive into what’s hot and now in politics, culture, and the arts.
The Integrated Learning and Information Sciences Department (ILIS) department is the curricular embodiment of Parker’s TIDES (Technology Innovation Design-Thinking and Entrepreneurship for Society) program and consists of faculty members from the disciplines of computer science, library and information science, and technology. The ILIS curriculum creates opportunities for students to engage in project-based learning, utilizing tools and concepts in technology, computer science, and entrepreneurship to solve problems and create new knowledge.

**COMPUTER PROGRAMMING I US0730**
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9–12

This course teaches students how to use computational modes of thinking to frame and solve problems. It focuses on the creation of computer applications, emphasizing coding and modern design principles. Topics include the use of variables, decision statements, loops, lists, and functions. In addition, students learn a basic set of algorithms and the process of writing and debugging a program. To accomplish these objectives, students create interactive projects using the Python programming language.

**COMPUTER PROGRAMMING II US0740**
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9–12
PREREQUISITE: Computer Programming I US0730

This course teaches students advanced programming concepts and methods for computational problem solving. Students review the fundamental building blocks of object-oriented programming and expand their understanding to include exceptions, recursion, searching, sorting, regular expressions, inputs/outputs, graphical user interfaces and data plotting. To accomplish these objectives, students create graphical user interfaces, manipulate and evaluate large data sets, and create graphical representations of data using the Python programming language.

**MOBILE APPLICATION DEVELOPMENT US0750**
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9–12.
PREREQUISITE: Computer Programming I US0730

In this computer science elective course, students design, build and program cross-platform mobile applications for iOS and/or Android platforms. Throughout the project-based experience, students will gain practical experience using tools, techniques, and concepts needed to build for mobile devices. Students will extend their knowledge of object-oriented programming to include user interfaces and design architecture for mobile platforms.

**PROJECT INVENT US0760**
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9–12
NOTE: Up to 2 hours per week spring semester after-school commitment required

Using empathy and human-centered design, computer programming, engineering, and entrepreneurship, the goal of Project Invent is to “create a generation of fearless problem solvers” (www.projectinvent.org) through design and inventing for social good. Our class will work with a community partner to help them with a problem or need, and using Arduino microcontrollers, 3D printing and laser-cutting, design and build a physical technology product to address that need. Our project will culminate at a national Demo Day competition where students will pitch their invention to panelists and connect with other Project Invent students from across the country. No previous
technology expertise is required from students but a willingness to collaborate and a sincere desire to help society is highly suggested.

ENGINEERING I: INTRODUCTION TO ENGINEERING  US0770
(Offered first semester)(1 SEMESTER/0.5 credit) Grades 9-12
COREQUISITE: Concurrent enrollment during the same period in Engineering I: Introduction to Engineering US3980

The ability to engage in a creative process to solve a problem or to design a novel artifact is essential to engineering as a profession. Introduction to Engineering is a hands-on, project-based class that will utilize convergent thinking (including analysis and evaluation), divergent thinking (creative brainstorming) and lateral thinking (reasoning between critical and creative solutions and/or designs). This course is designed to be a ‘maker-lab’ class for students who want to explore creative design and problem solving - while simultaneously developing core Engineering skills. Students will produce artifacts that can be utilized from the arts to robotics. This class is co-taught by teachers in ILIS and Science.

Our goal is to develop student’s Engineering skills through activity, project, and problem-based learning. During the first part of the semester, students program a microcontroller, using the Arduino IDE language, to respond to inputs and to control various devices, such as LEDs, sensors, and servo motors. The second part of the semester students develop skills in technical representation and documentation through 3D computer modeling using Computer Aided Design (CAD) software and produce 3D-printed and laser cut prototypes. Adobe illustrator will be used to create vector images for our Glowforge (Laser Cutter) and OnShape (CAD) for our new Original Prusa i3 MK3S 3D printer (3D Printer).

If time allows, students may have the opportunity to synthesize their skills to create an engineering carnival for lower school students.

Schedule: five times per week (4 scheduled class periods with a floating 5th to be scheduled by student)

SOCIAL ENTREPRENEURSHIP US0700
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 10-12

This course demystifies the process of starting a business and introduces students to the basic principles of design thinking and entrepreneurship for social good (including lean startup methodology, market research, customer interviews, and startup finances) and combines that knowledge with authentic learning experiences outside of the classroom. In this course, students will partner with a Chicago area social enterprise to consult on a business-to-consumer (B2C) problem for the business. Students then later communicate their findings back to the startup. The capstone project of the course consists of students collaborating in small groups building their own social enterprise and presenting to expert panelists and Parker community members in a “Shark Tank” style evening event to satisfy the course’s final exam.
The goals of the Languages & Cultural Studies Department are for each student to acquire knowledge, understanding and enrichment in their language of choice. Students achieve both writing and reading skills in each language studied, and speaking ability in the modern languages. They also develop cultural competence, an appreciation of people and lifestyles that differ from their own, while simultaneously learning to see their own country's history from a different perspective.

GRADUATION REQUIREMENTS: To meet the graduation requirement in world language, students are required to take three years of language courses on campus, two of which must be sequential years of one language. They are encouraged to take more than required. Students may study two languages simultaneously and are encouraged to seek the advice of the department in their decision.

It should also be noted that going against teacher recommendation requires departmental permission. Please see the Parent Override section in Appendix A.

STUDIES IN FOREIGN LANGUAGE AND CULTURE I US4001
(1 YEAR/1.0 credit) Grades 9-12
PREREQUISITE: If currently enrolled in a world language class, signature of the current foreign language instructor and consent of department chair.

The Languages & Cultural Studies Department offers this course for students who may experience or who have experienced significant difficulty in second language learning. Students will learn French phonetics, pronunciation, and grammar through the use of explicit, multisensory structured language (MSL) techniques. This instructional model has proven successful with students at risk for significant struggle in the foreign language classroom due to significant native-language based learning difficulties. Students will learn about the transformation and development of language from its Latin roots and about French influences on English. Etymology and the borrowing nature of English will be explored, as students discover how to research English words and their foreign origins. Students will present current events to the class on a variety of issues pertaining to language and/or culture from around the globe. Students will enhance their knowledge of the world, cultural competence, their language study skills, and their French survival skills. Students may enroll in this course after consultation with the Upper School Dept. Chair, prior language teacher and parents.

STUDIES IN FOREIGN LANGUAGE AND CULTURE II US4002
(1 YEAR/1.0 credit) Grades 10-12
PREREQUISITE: Studies in Foreign Language and Culture I: French US4001. Consent of the Department: Signature of current language instructor. NOTE: After completion of this course, students are free to choose between Level I French, Latin, Chinese, or Spanish. Students interested in enrolling in a course other than French should schedule an appointment with their Cultures instructor before completing the form.

This course is a sequel to Studies in Language and Culture: I. Students will begin this course with a review of material covered last year. They will continue to practice the skills and techniques that are effective in learning a second language, as they learn additional French grammar and vocabulary through life-related contexts: greetings, health, travel, shopping, eating, etc. Important irregular verbs that help them expand their ability to communicate desires, obligations, and abilities will be studied: vouloir (to want), pouvoir (to be able to), and devoir (to have to). In addition to practicing speaking, students will begin to refine their writing skills to prepare them for work in a traditional French program next year. Students will research an important global theme and present to the class (the theme changes from year to year. Prior themes have included: immigration, language policy and
bilingual education). The course will culminate with students moving from the present and future tenses to the past tense (*passé composé*). Students will enhance their knowledge of the world, cultural competence, their language study skills, and their French survival skills.

**FRENCH I US4011**
(1 YEAR/1.0 credit) Grades 9-12

*French I* introduces and builds upon the four basic skills of listening, speaking, reading, and writing. The course will accommodate students who may have had prior world language experience in a language other than French and will begin with learning the code of the language - the sound/symbol connection - i.e., the link between pronunciation and writing (or spelling). This course is also appropriate for new Parker students who have never studied a world language in Middle School. Fundamental grammar concepts and authentic cultural information are introduced. Auditory comprehension and oral proficiency are enhanced by the use of video, an internet-based supersite with audio-visual exercises, a text, and a workbook. Individual student presentations provide supplemental cultural material on the contemporary French-speaking world. The student is expected to allocate forty minutes daily for homework preparation and general review. Evaluation will be based on: class participation, both spontaneous and with prepared material; daily homework preparation; pronunciation; accuracy of prepared oral work; written tests, quizzes and paragraphs.

**FRENCH II US4021**
(1 YEAR/1.0 credit) Grades 9-12

PREREQUISITE: Completion of *French I* US4011 and consent of department

After a thorough review of fundamental grammar introduced in *French I*, new grammatical concepts and vocabulary will be presented. Students will refine their pronunciation and work on their comprehension of more linguistically difficult material via online listening and speaking exercises and French media, music and film. Students will learn the distinction between the different kinds of past tenses, the *imparfait* and the *passé composé*, and will learn the other tenses including the future and the conditional. Conversational fluency is enhanced through classroom discussion on pertinent cultural topics. Students will be asked to make cultural presentations in French to the class. Evaluation will be based on: class participation, both spontaneous and with prepared material; daily homework preparation; pronunciation; accuracy of prepared oral work; written tests, quizzes and paragraphs.

**FRENCH III US4031**
(1 YEAR/1.0 credit) Grades 9-12

PREREQUISITE: Completion of *French II* US4021 and consent of department

*French III US4031* focuses on advanced grammar during semester one and on literature in semester two. Fall begins with a review of tenses and important grammatical structures learned previously. Students are then taught the subjunctive, the pluperfect, and the past conditional, along with culturally significant idiomatic expressions used in everyday French. Students learn about grammar and culture through award-winning films, engaging articles and practice exercises. This course promotes active conversation as well as reflective writing. In the second semester, students are introduced to French literature through literary excerpts and read their first full text with Saint Exupéry's classic *Le Petit Prince*. Students will make presentations in French and will write papers in French. The course culminates with the writing of an original chapter for *Le Petit Prince*. Active, daily classroom participation is an integral part of the student's overall evaluation.

**ADVANCED FRENCH US4080** *subject to enrollment*
(1 year/ 1.0 credit) Grades 9-12
PREREQUISITE: Completion of a prior advanced French course or consent of department.

Advanced French: A Survey of French Cultural and Literary Trends. This course is designed for students who have significant linguistic talent and intellectual interest in pursuing a study of Francophone culture and literature. Students will learn about major artistic, cultural, sociopolitical, and literary developments throughout history in the Francophone world. Students will learn about connections between the Harlem Renaissance of 1920s America and the Negritude Movement of 1920s Paris. Students will sample film, poetry, literary excerpts, and read some complete works from a diverse array of Francophone authors from Europe, the Caribbean, West Africa, and North Africa. This course will incorporate historical and contemporary film, field trips to local art museums, music, and of course, a sampling of culinary delights representing the diverse cultures of la Francophonie. With the 2019 death of Toni Morrison, the great American literary icon, students will learn about a French connection: Morrison's 2006 guest-curated exhibit at the Louvre, The Foreigner's Home, which explored "foreignness", race, identity, social and cultural displacement, and the redemptive power of art. Students will read excerpts of Morisson's works (translated into French) and the works of a Haitian-American writer mentored by Morrison, Edwidge Danticat (translated into French). Students will will present in French to the class. Oral engagement in classroom discussion is an integral part of a student's overall evaluation.

LATIN I US4100
(1 YEAR/1.0 credit) Grades 9-12

This course introduces students to the fundamentals of Latin with the goal of reading authentic texts as early as possible. Points of grammar, syntax, and vocabulary are introduced through a series of readings that explore all aspects of Latin literature, ranging from the earliest examples of extant Latin to late-antique writers. Time is also given to the study of Latin inscriptions, mottos, and English derivatives. Students will also explore various aspects of Roman history, culture, and mythology. This course accommodates students who may have had world language experience, but it does not exclude those who are beginning their world language study.

LATIN II US4102
(1 YEAR/1.0 credit) Grades 9-12
PREREQUISITE: Successful completion of Latin I 4100 and consent of department.

Students in Latin II complete the basic study of Latin grammar, syntax, and vocabulary, including the subjunctive mood, participles, and irregular verbs. Students will spend time translating Latin to English and vice-versa. Course readings focus primarily on late-antique, medieval, and neo-Latin texts, but all aspects of Latin literature are considered. In addition to a continued exploration of Roman history, culture, and mythology, students will also learn about medieval culture and the Latin manuscript tradition. Cornelius Nepos’ Life of Atticus will provide additional reading material.

LATIN III US4103
(1 Year /1.0 credit) Grades 9-12
PREREQUISITE: Successful completion of Latin II 4102 and consent of department.

Students in Latin III explore the literary works of Caesar, Catullus, Cicero, Virgil, Horace, Ovid, and Erasmus, while simultaneously reviewing key aspects of Latin grammar, vocabulary, and idiom. Students in Latin III also spend time learning about the historical and cultural backgrounds of each author, with particular attention given to the Late Republic and Principate. Latin prose composition will supplement student readings.
ADVANCED LATIN: LATIN LITERATURE US4125  
(1 Year /1.0 credit) Grades 9-12  
PREREQUISITE: Successful completion of Latin III US4103 and consent of department.  

This full year course covers an array of literary works each semester. Authors and works are selected based on students’ level of ability and interests. Typically, works from Cicero, Livy, Ovid, and Virgil are read with units supporting each genre or subject, including non-classical and neo-Latin.

MANDARIN CHINESE I US4311  
(1 YEAR/1.0 credit) Grades 9-12  
PREREQUISITE: Successful completion of Mandarin Chinese I US4311 and consent of department.  

Students will learn the “pinyin” system of pronunciation, including the tonal emphasis of Mandarin, enabling them to learn pronunciation of new vocabulary, words and sentences. Students will acquire vocabulary and a variety of common phrases and begin conversing in basic sentence structures. The course will also include exposure to Chinese culture, geography and social history with diversity in ethnicity, as well as the writing system of Chinese characters and Chinese text input using computers. Evaluation will be based on: written tests and quizzes, oral presentations, projects, daily homework, class participation and effort.

MANDARIN CHINESE II US 4321  
(1 YEAR/1.0 credit) Grades 10-12  
PREREQUISITE: Successful completion of Mandarin Chinese I US4311 and consent of department.  

This second level course is a continuation of the introductory curriculum for beginning students of Mandarin Chinese. Students will continue learning the basic skills of listening, speaking, reading, and writing for everyday communication. Students will learn a wider variety of vocabulary expressions as well as more advanced grammar and syntax. A large part of the class time will be devoted to conversations related to topics in daily life. To facilitate the study of the language and understanding of Chinese culture, different aspects of Chinese society will be introduced through activities and film viewing. Evaluation will be based on: written tests and quizzes, oral presentations, projects, daily homework, class participation and effort.

MANDARIN CHINESE III US4331  
(1 YEAR/1.0 credit) Grades 10-12  
PREREQUISITE: Successful completion of Mandarin Chinese II US4321 and consent of department.  

Mandarin III is designed for students interested in continuing their Mandarin study with a review of grammar and a further development of reading and writing skills in Mandarin. In this course, students will solidify and further develop their communicative ability. The course requires a basic knowledge of Chinese pinyin, vocabulary, and sentence structures. Students will be exposed to more authentic language use in Mandarin. Evaluation will be based on: written tests and quizzes, oral presentations, projects, daily homework, class participation and effort.

ADVANCED CHINESE: GRAMMAR AND MECHANICS US4345  
(1 YEAR/1.0 credit) Grades 10-12  
PREREQUISITE: Successful completion of Mandarin Chinese III US4331 and consent of department.  

Building upon the communicative ability acquired in Mandarin III, this course exposes the students to more advanced vocabulary and sentence structures. Beginning with a review of grammar and syntax, reading material from authentic sources will be employed to illustrate the techniques of prose
writing. Differentiation in colloquial and formal expressions will be emphasized by contrasting their functionality and style of presentation. Reinforcement of skills in language usage are implemented through practical usage and reading of passages by renowned writers. Evaluation will be based on: written tests and quizzes, oral presentation, projects, daily homework, class participation and effort.

INTRODUCTION TO SPANISH FOR NOVICE LEARNERS US4270 *subject to enrollment* (1 YEAR/1.0 credit) Grades 9-12

This course introduces and builds upon the four basic skills of listening, speaking, reading, and writing. It is designed for students with no prior knowledge of Spanish and begins with an introduction to the sound system of the language. Survival phrases, relevant vocabulary, fundamental grammar concepts and authentic cultural information are introduced. Auditory comprehension and oral proficiency are enhanced by the use of video, an internet-based supersite with audio-visual exercises, a text, and a workbook. Individual student presentations provide supplemental cultural material on the contemporary Spanish-speaking world. Students are expected to devote appropriate time to homework preparation and general review daily. Evaluation is based on class participation (spontaneous and prepared), homework preparation, pronunciation and accuracy of prepared oral and written work, and tests/quizzes. Upon successful completion of this course, students will be prepared for Spanish II.

FUNDAMENTALS OF SPANISH US4265 (1 YEAR/1.0 credit) Grades 9-12

This course is designed for students who have had one or more years of prior Spanish instruction but are not yet ready for the academic challenges of Spanish II. Fundamentals of Spanish builds on prior knowledge of pronunciation and the basic structure of the language, reinforcing the connection between accurate pronunciation and the written code. This course develops the student's ability to carry on simple conversations through directed questions on contemporary topics. The basic text, workbook, and an internet-based supersite include grammar, conversational and listening exercises. Cultural materials are supplemented by instructor and student reports. Audio-visual aids and drama activities stimulate conversation and interest in the Spanish language. Students are expected to devote appropriate time to homework preparation and general review daily. Evaluation is based on class participation (spontaneous and prepared), homework preparation, pronunciation and accuracy of prepared oral and written work, and tests/quizzes. Upon successful completion of this course, students will be prepared for Spanish II.

SPANISH II US4221 (1 YEAR/1.0 credit) Grades 9-12

PREREQUISITE: Successful completion of Introduction to Spanish US4281 or Fundamentals of Spanish US4265 and consent of department

Continuing with the text Vistas, the course presents new grammar concepts with an equal emphasis on all language skills: listening, speaking, reading, and writing. Encouraging verbal communication, the course includes individual presentations, class discussions, and original student-created dialogues. Cultural materials are supplemented by the instructors and through student work presented in the Spanish language. Evaluation is based on: class participation, both spontaneous and with prepared material; daily homework preparation; pronunciation; accuracy of prepared oral work; written tests, quizzes and paragraphs.

SPANISH III US4231 (1 YEAR/1.0 credit) Grades 9-12

PREREQUISITE: Successful completion of Spanish II US4221 and consent of department
This course provides a thorough grammar review and completes the study of basic Spanish grammar with the study of the subjunctive. Emphasis is evenly divided among the development of oral, aural, reading and writing skills. Periodicals, short stories, music, poetry, film and the arts are used as points of departure for discussion. Active daily classroom participation is an integral part of the student’s overall evaluation.

**ADVANCED SPANISH: LITERATURE & SPANISH CIVILIZATION US4250**
(1 YEAR/1.0 credit) Grades 9-12
PREREQUISITE: Successful completion of Spanish III US4231 and consent of department.

*Advanced Spanish: Literature and Spanish Civilization* is a fourth-year course that focuses on the analysis of narratives (especially short stories) from the Hispanic world (Latin America, Spain, and the Latino United States) and on key topics in Spanish history through cultural expressions such as literature, visual art and film. It places emphasis on developing advanced proficiency in the four basic skills: speaking, reading, listening comprehension and writing. Grammar and advanced vocabulary are used in oral and written activities that require active student participation and engagement. Over the course of the year, students will explore and deepen their knowledge of a wide range of cultural topics about the Hispanic world.

**ADVANCED SPANISH: LATIN AMERICAN LITERATURE & CIVILIZATION US4255**
(1 YEAR/1.0 credit) Grades 9-12
PREREQUISITE: Successful completion of *Advanced Spanish: Literature & Spanish Civilization US4250* and consent of department.

This course introduces students to Latin American literature, film and visual art in its geographic and socio-historical context, from the chronicles of the Conquest to representations of contemporary life in Latin America’s megalopolises. Students will read poetry, testimonials, short stories, novels and plays by major Latin American authors, and will consider Latin American and Latino cultural production in light of armed conflict, migration, gender roles, class struggle, popular culture and social upheaval. Students will strengthen their language skills through discussion, close readings of the texts, analytic essays, presentations, creative writing and performance.
MATHEMATICS

The faculty of the Mathematics Department aims to foster in students an appreciation of the power, beauty, and utility of mathematics and develop students into thoughtful problem solvers with the understanding and skills needed to do mathematics.

GRADUATION REQUIREMENTS: To meet the graduation requirement in mathematics, students must complete three years of courses. Individual course descriptions list PREREQUISITEs and course sequences. Students in grades 11 and 12 may enroll in more than one course provided they meet the PREREQUISITEs of each.

All students entering the Upper School will take a placement exam in the spring prior to their Freshman year. The placement exam is one of many factors that is considered when recommending students. Students entering 9th grade will be recommended for Applied Algebra US5020, Algebra II US5010 or Advanced Algebra II US5030. Students should carefully consider the recommendation of the mathematics committee responsible for recommendations. It should be noted that going against recommendation requires departmental permission. Please see the Course Override section in Appendix A.

Subject to Revision, the course sequence is given in Appendix B:

APPLIED ALGEBRA US5020
(1 YEAR/1.0 credits) Grade 9

This course will explore first-year Algebra topics through both applied and algorithmic problems as well as the study of fundamental mathematical questions. An emphasis of an applied course is the connections between mathematics and its real-world applications. This class is appropriate for students who have not previously studied or need to strengthen their understanding of the introductory ideas of algebra: positive and negative numbers, use of variables, expressions, and equations. After completing this course, most students will take Applied Geometry.

ALGEBRA II US5010
(1 YEAR/1.0 credit) Grade 9
PREREQUISITE: Successful completion of 8th grade Algebra 1 or Algebra 1+ or comparable class for new students and recommendation for the course.

This course covers the standard topics of Algebra II. It is designed for students who already have mastered Algebra 1 and are ready to deepen their algebraic understanding and reasoning. This course is appropriate for rising freshman students currently enrolled in either 8th grade Algebra 1 or Algebra 1+ or for new to parker students enrolled in an Algebra 1 course at their school. After completing this course, most students will take Geometry US5211.

ADVANCED ALGEBRA II US5030
(1 YEAR/1.0 credit) Grade 9
PREREQUISITE: Successful completion of 8th grade Algebra 1+ or comparable class for new students and recommendation for the course.

This is an accelerated course covering the standard topics of Algebra II. The course is appropriate for students who are ready to understand and apply more advanced concepts. Students in this course can expect to be challenged with questions that put an emphasis on understanding, creativity, and multiple methods. This course is appropriate for rising freshman students currently enrolled and earning a solid A in 8th grade Algebra 1+ or for new to parker students taking an accelerated
Algebra 1 course at their school. After completing this course, most students will take Advanced Geometry US5251.

**APPLIED GEOMETRY US5231**
(1 YEAR/1.0 credit) Grade 10
PREREQUISITE: Completion of Applied Algebra US5020 or Algebra II US5010 and consent of department

Students in this class study the fundamental concepts and theorems of Euclidean geometry, with a particular concurrent focus on reinforcing and enhancing key algebra skills. This course is for students who would benefit from further development of their algebraic fundamentals to be most successful when studying Algebra II and Trigonometry. Major themes are congruence and similarity, parallel lines, polygons, circles, and measurement in two and three dimensions. Proof, explanation, and articulating mathematical arguments are essential aspects of the course. Students write proofs and solve problems that involve finding lengths, areas, volumes and angle measurements. Throughout the year, significant emphasis will be placed on greater mastery of algebraic concepts. After completing this course, most students will take Applied Algebra II.

**GEOMETRY US5211**
(1 YEAR/1.0 credit) Grade 10
PREREQUISITE: Successful completion of Algebra II US5010 and consent of department

Students in this class study the fundamental concepts and theorems of Euclidean geometry. Major themes are the ideas of congruence and similarity, with particular application to triangles; parallel lines; angle relationships in triangles and polygons; the circle; and relationships involving lengths, areas, and volumes. Proof, explanation, and establishment of logical connections are essential aspects of the course; writing correct and concise deductive proofs receives major emphasis. Algebraic Geometry is integrated throughout the course, and a solid foundation in Algebra is assumed. After completing this course, most students will take Precalculus.

**ADVANCED GEOMETRY US5251**
(1 YEAR/1.0 credit) Grade 10
PREREQUISITES: Successful completion of Advanced Algebra II US5030 and consent of department

This is an accelerated course appropriate for students who have a strong background and interest in mathematics, who are ready to think abstractly and understand/apply more advanced concepts. Students will study Euclidean, Analytic and Spherical Geometry. Students will also begin their study of Trigonometry. After completing this course, most students will take Advanced Precalculus US5465.

**APPLIED ALGEBRA II US5040**
(1 YEAR/1.0 credits) Grade 11
PREREQUISITES: Successful completion of Applied Geometry US5231 and consent of department

This course will explore second-year Algebra topics through both applied and algorithmic problems as well as the study of fundamental mathematical questions. An emphasis of an applied course is the connections between mathematics and its real-world applications. This class is appropriate for students who need to strengthen their understanding of Algebra I in addition to learning Algebra II concepts. After completing this course, most students will take Topics: Statistics 5365 and/or Topics: Problem Solving US5375.

**PRECALCULUS US5460**
ADVANCED PRECALCULUS US5465
(1 YEAR/1.0 credit) Grade 11
PREREQUISITES: Successful completion of both Advanced Algebra II US5160, Advanced Geometry US5251 and consent of department. The abilities to manipulate algebraic expressions with ease and to follow the steps of a complicated proof are essential.

This course emphasizes the development of non-routine problem solving skills and the strengthening of connections between different math topics. It builds on much of the conceptual foundation of functions established in Advanced Algebra II. Beyond the topics covered in Precalculus US5460, students in this course will also study parametric equations, sequences and series, the complex number system, polar coordinates, vectors and matrices, and some combinatorics and probability. This course meets the needs of students who intend to take a calculus course the following year. This class may be taken concurrently with another math class.

CONCEPTUAL CALCULUS US5480
(1 YEAR/1.0 credit) Grade 12
PREREQUISITES: Successful completion of Precalculus US5460 or Advanced Precalculus US5465 and consent of department.

The goal of this class is for students to understand the concepts of calculus as meaningful ideas, not as the manipulation of symbols. Two big ideas in calculus - the derivative and the integral - both relate to the everyday experience of motion. This course will explore the variations and applications of the two fundamental ideas of calculus by developing these concepts from different points of view that may include economics, architecture, baseball, and music. It will provide specific tools that solve practical problems as well as develop an intellectual perspective on how we analyze the world by shifting the emphasis from problem solving to understanding the concepts. This class may be taken concurrently with another math class.

CALCULUS US5470
(1 YEAR/1.0 credit) Grade 12
PREREQUISITE: Successful completion of Precalculus US5460 or Advanced Precalculus US5465 and consent of department

This course will continue the study of limits begun in Advanced Precalculus US5465 and Precalculus US5460 and develop a full treatment of differential and integral Calculus. Rules for calculating limits and derivatives will be covered extensively, with an additional focus on implicit differentiation, related rates of change and optimization problems. Integration will be treated as both the inverse of differentiation and as a process for solving for the area under a curve, with extensions to volumes and surfaces. Techniques of integration, including numerical approximation methods for definite integrals, will be emphasized. A graphing calculator is an essential tool and will be used throughout the course. Students in this course are strongly encouraged to take the Advanced Placement Calculus AB examination in May. This class may be taken concurrently with another math class.
ADVANCED CALCULUS US5485
(1 YEAR/1.0 credit) Grade 12
PREREQUISITE: Completion of Advanced Precalculus US5465 with a solid A and consent of department.

This course will continue the study of limits begun in Advanced Precalculus US5465 and develop a full treatment of differential and integral Calculus. This course is designed to be challenging and moves at an exceptionally fast pace, as it covers the same material as Calculus US5470 but includes additional topics. These topics include: polar and parametric integration, arc length, and series approximations. Students in this course are strongly encouraged to take the Advanced Placement Calculus BC examination in May. This class may be taken concurrently with another math class.

STATISTICS US5360
(1 YEAR/1.0 credit) Grades 11-12
PREREQUISITES: Successful completion of an Algebra II class and consent of department.

This course is an introduction to statistics comparable to a one-semester college course. Its objective is to foster the intelligent use and interpretation of data. Students study both descriptive statistics (how to talk about data) and inferential statistics (how to make predictions from data). Topics include 1-variable data and the normal distribution, 2-variable data and linear regression, random processes and probability distributions, confidence intervals, and hypothesis testing. In addition, students learn methods of experimental design, including observational techniques, sampling, bias, reliability and validity. Spreadsheets are used as a tool for simulation and working with large data sets. Students complete some projects throughout the year, incorporating statistical methods and techniques, gathering data, making predictions and drawing conclusions. This class may be taken concurrently with another math class.

TOPICS: STATISTICS US5365
(Offered first semester/0.5 credit) Grades 11-12
PREREQUISITE: Consent of department.

This course is an introduction to the collection, organization, analysis, and interpretation of data. Topics covered include 1-variable data and the normal distribution, 2-variable data and linear regression, randomness and probability, experimental design, and an introduction to hypothesis testing. Heavy emphasis is placed on conceptual understanding and reasoning. While mathematical formulas and algebraic thinking are necessary to the discipline, calculators and spreadsheets are frequently utilized as tools for computation, simulation, and working with large data sets. Students complete some projects throughout the semester, incorporating statistical methods and techniques, gathering data, making predictions and drawing conclusions. This class may be taken concurrently with another math class.

TOPICS: PROBLEM SOLVING US5375
(Offered second semester/0.5 credit) Grades 11-12
PREREQUISITE: Consent of department.

This course allows students to explore a wide variety of mathematical topics through the lens of open-ended, non-routine problem solving. Heavy emphasis is placed on the creative aspects of doing mathematics, such as question-posing, experimentation, and pattern recognition. Course content will be approached in a collaborative atmosphere, as students will develop not only a variety of problem-solving strategies, but also effective interpersonal communication skills. Content may vary according to student interest, but will likely include topics from discrete math, including
modular arithmetic, sequences, alternative number systems, combinatorics, voting theory, graph theory, number theory, and game theory. Students will engage in independent explorations on topics or problems of their choice as a way to extend course content and practice their creative thinking skills. This class may be taken concurrently with another math class.

**ADVANCED TOPICS I US5345**
(Offered first semester/0.5 credit) Grades 11-12
PREREQUISITES: Successful completion of an Algebra II class and consent of department

This course is intended for students with a strong interest in and curiosity for mathematics. Some of the many topics covered include: Number Theory, Theory of Equations, Matrices, Topology, Platonic Solids, and Knot Theory. Students who take this course are highly encouraged to continue with Advanced Topics 2, as connections will be made between the courses wherever possible. *This class may be taken concurrently with another math class.*

**ADVANCED TOPICS II US5350**
(Offered second semester/0.5 credit) Grades 11-12
PREREQUISITES: Successful completion of an Algebra II class and consent of department

Students should have a strong interest in and curiosity for mathematics. Students who did not take *Advanced Topics I US5345* can still take this course. Some of the many topics covered include: Partial and Continued Fractions, The Fibonacci Number Sequence and the Golden Ratio, Infinite Polynomials, Set Theory, and Geometric Constructions. This class may be taken concurrently with another math class.
PERFORMING ARTS

The Performing Arts are a means of expressing the human condition. Our aim is to provide students with the creative structure necessary to better realize and communicate their intellectual and emotional understanding of the world.

GRADUATION REQUIREMENTS: A total of 2.0 credits selected from among the performing (drama, dance and/or music) and the visual arts are required.

DANCE

INTRODUCTION TO DANCE AND MOVEMENT US6600
(1 YEAR/0.5 credit) Grades 9-12

The primary goal of the introductory dance course is to deepen the individual appreciation for movement as well as knowledge for dance by emerging the students in a world where athleticism and artistic vision meet. The student will develop their kinesthetic sense through the implementation of classic dance technique, different styles of dance and the investigation of movement. This learning will occur by developing their technique, utilizing improvisation tools and investigating the choreographic processes. The examination of vocabulary, history and new tendency in dance are vital to achieve the goals of this course. The class intends to provide each student with knowledge and application in various dance styles with strong emphasis in terminology, proper alignment, anatomy, musicality, expression, aesthetic, dance history and technical proficiency. Students will be introduced or rediscover disciplines such as ballet/floor bar, jazz, contemporary, Caribbean-African, modern, partnering, and tap.

Schedule: two classes a week (G2/G4 or H2/H4)

ADVANCED DANCE US6640
(1 YEAR/0.5 credit) Grades 9-12
PREREQUISITE: Audition

The primary goal of the continuing dance course is to deepen the individual appreciation for movement as well as knowledge for dance by emerging the students in a world where athleticism and artistic vision meet. The student will develop their kinesthetic sense through the implementation of classic dance technique, different styles of dance and the investigation of movement. This learning will occur by developing their technique, utilizing improvisation tools and investigating the choreographic processes. The examination of vocabulary, history and new tendency in dance are vital to achieve the goals of this course. The class intends to provide each student with knowledge and application in various dance styles with strong emphasis in terminology, proper alignment, anatomy, musicality, expression, aesthetic, dance history and technical proficiency. Students will be introduced or rediscover disciplines such as ballet/floor bar, jazz, contemporary, Caribbean-African, modern, partnering, and tap.

Objectives: The objective of the course is to create a training stage for the student with the intention of advancing their technical vocabulary, choreographic skills and artistic voice. The course also intends to progressively deliver new skills and knowledge that will allow the student to design and
build on their previous experience. This course should be an ever changing-environment that exercises the philosophy.

Schedule: two classes a week (G3/G5 or H3/H5)
MUSIC

Music plays a dynamic and pervasive role in the lives of our students. Although all upper school music courses are elective, roughly half of our students participate in some kind of school-sponsored musical activity during the year. Music enriches the affective and aesthetic dimensions of a young person's growth, thereby strongly contributing to the formation of "the whole child." Musical activity is one of the most successful and conspicuous ways through which students experience two fundamental principles of Parker education: community involvement and learning by doing. The department offers both performance and classroom-based courses.

GRADUATION REQUIREMENTS: A total of 2.0 credits selected from among the performing (drama, dance and/or music) and the visual arts are required.

PERFORMANCE COURSES

TREBLE CHOIR US8105
(1 YEAR/.5 credit) Grade 9 (or beginning singers in Grades 10-12 with department approval)

*Treble Choir* serves as an introduction to choral singing in the Upper School. This ensemble is reserved primarily for 9th grade soprano and alto voices (higher voices). Singers will be introduced to the long-standing musical traditions of the Parker community while learning the basics of vocal production, choral singing, music reading, and creative expression. Students will discover these concepts through a variety of choral repertoire. As this class is performance-based, students will have the opportunity to perform at two concerts and multiple Morning Exercises throughout the year. These performances are mandatory in order to earn credit for this class. There are two weekly rehearsals during H period; one rehearsal is combined with Baritone Choir US8108.

Schedule: two rehearsals a week (H3 and H5)

BARITONE CHOIR US8108
(1 YEAR/.5 credit) – Grade 9 (or beginning singers in Grades 10-12 with department approval)

*Baritone Choir* serves as an introduction to choral singing in the Upper School. This ensemble is reserved primarily for 9th grade tenor and bass voices (lower voices). Singers will be introduced to the long-standing musical traditions of the Parker community while learning the basics of vocal production, choral singing, music reading, and creative expression. Students will discover these concepts through a variety of choral repertoire. As this class is performance-based, students will have the opportunity to perform at two concerts and multiple Morning Exercises throughout the year. These performances are mandatory in order to earn credit for this class. There are two weekly rehearsals during H period; one rehearsal is combined with Treble Choir US8105.

Schedule: two rehearsals a week (H4 and H5)

CONCERT CHOIR US8115
(1 YEAR/0.75 credit) Grades 10-12
PREREQUISITE: one year of New Chorale US8010, Treble Choir US8105 or Baritone Choir US8108 and/or consent of the department.

*Concert Choir* is an accelerated choral experience for singers in Parker’s Upper School Choir program. Students are familiar with the Parker Choir values and expectations and will expand on the concepts and technique introduced during their *Treble* and *Baritone Choir* experiences. This group will study a variety of diverse choral repertoire that offers increased harmonic challenges as well as opportunity for deep thematic, historical, and cultural discussion. Students will participate greatly in the planning...
process for our multiple concerts and performances throughout the year. Attendance at concerts, Morning Exercise performances, and festivals is mandatory in order to earn credit for this class. Concert Choir may be taken for all three years in grades 10-12.
Schedule: Rehearsals held three times a week (G-1, G-2, G-4).

**ADVANCED CHORAL ENSEMBLE US8120**
(1 YEAR/0.75 credit) Grades 9-12
PREREQUISITE: Audition and concurrent participation in Concert Choir US8115, Treble Choir US8105 or Baritone Choir US8108

Grape Jam is an advanced elective choral experience for singers in Parker’s Upper School Choir program. Students must participate in either Treble Choir, Baritone Choir or Concert Choir concurrently with Grape Jam. This course is for qualified students who have mastered basic vocal and choral skills, who desire more challenging aspects of small-group performing, and have attained the necessary level of musicianship. Because this ensemble is designed to be an intimate experience for about 24 advanced singers, students must audition. Auditions for 8-11th graders will be held the spring prior to the following school year in order to allow students to adjust their schedules. Students in Grape Jam will learn and rehearse music at a fast pace, preparing for multiple performances throughout the year including County Fair, Open House, Morning Exercises, concerts, workshops, community events, and festivals. Grape Jam may be taken for all four years in grades 9-12.

Schedule: Rehearsals held twice a week (G3, G5)

**ORCHESTRA US8600**
(1 YEAR/0.25 credit) Grades 9-12
PREREQUISITE: Audition.

Students in 9th through 12th grades who have achieved the requisite proficiency on their instruments (violin, viola, cello, bass) can participate in the String Orchestra, which meets once a week. Repertoire is chosen from the vast library of string orchestra music. The programmed music is taken from all eras of music ranging from classical to contemporary. Performance opportunities can include Morning Exercises, Vespers, the final Spring Concert and more. Basic music theory instruction and music history instruction related to the scheduled music is included in this class.

Schedule: once a week (G-4)

**CONCERT BAND US8100**
(1 YEAR/0.50 credit) Grades 9-12

*Concert Band* is for Upper School instrumental musicians, with requisite musical proficiency, looking to continue as an instrumental musician. Through the study and performance of classic and contemporary repertoire, students hone their skills across a wide spectrum of musical genres and performance experiences. In each rehearsal, students experience the fundamentals of good musicianship, practice, ensemble playing, and solo performance. *Concert Band* takes full advantage of the musical opportunities and resources available within the community, including private instruction, scholastic performances, concert outings, and recording opportunities.
Schedule: H2, H3, H4 and H5. Group rehearsal held during H5.

**ADVANCED WIND ENSEMBLE US8000**
(1 YEAR/0.50 credit) Grades 9-12
PREREQUISITE: Audition and enrollment in Concert Band.
Advanced Wind Ensemble is a course for experienced instrumental students who desire an advanced musical performance and rehearsal setting. This course is open to musicians who demonstrate applicable instrumental technique, ample sight-reading ability, and musical independence. Students in this class will learn, study, and perform a vast variety of instrumental music, from classic Bach to modern rock. In the wind-ensemble format, students will often be the only musician on their individual musical part. Enrollment in Concert Band US8100 is a PREREQUISITE for Advanced Wind Ensemble, and acceptance into this course is by audition only. Schedule: two times weekly based on student schedules.

JAZZ BAND US8620
(1 YEAR/0.25 credit) Grades 9-12
PREREQUISITE: Audition and concurrent participation in Concert Band for wind players.

Students who are interested in jazz music and performance and who have the requisite skills on an appropriate instrument are encouraged to join Jazz Band. The course offers opportunities to explore a variety of jazz/pop styles in different instrumental combinations and emphasizes ensemble values and music reading skills. The group performs at Morning Exercises, off-campus concerts, and a culminating Spring Jazz concert. The band also regularly records in Parker's studio. Acceptance into this course is by audition only. Schedule: once a week (G-2).

NON-PERFORMANCE COURSES

FOUNDATIONS OF MUSIC US8531
(Offered first semester) (1 semester/0.5 credit) Grades 9-12

This course introduces students to the basic mechanics of music. Throughout the semester, students will learn how to play the piano, using it as a tool to practice rhythm, melody, harmony, scales, intervals, notation, and other important musical building blocks. Classes alternate between group activities and individualized student work. This course is a valuable opportunity to advance musical understanding and also serves as an excellent introduction to further music study.

GUITAR STUDIO US8545
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

Guitar Studio is a course designed for beginning and intermediate guitarists seeking musical growth and structure. Students will study and prepare appropriately-selected repertoire to rehearse and perform with a small class. They will receive feedback and instruction in a group-lesson setting. The teacher will work with students on guitar technique, rhythmic fundamentals, notation, structuring practice, core repertoire, and performance strategies. Throughout the semester, students will study music from a variety of genres, including music from nearly every continent. Students will grow as musicians and performers and engage in the universal language of music as guitarists. (Enrollment is limited to 10 students)

SONGWRITING AND MUSIC PRODUCTION US8540
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 10-12

This course is designed for student musicians interested in creating their own music and sharing it with the world. Through the study of classic and contemporary music techniques, students will hone
their skills of songwriting, practical music theory, and modern recording techniques. The class is offered in the school’s MIDI lab and Recording Studio where students learn audio and digital recording techniques on a Digital Audio Workstation (DAW) and a 32-channel digital mixer. The course culminates with a full-length digital CD, written, arranged, recorded and mastered by students.

VOCAL STUDIO CLASS US8430
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 10-12

Vocal Studio Class is a course designed for singers looking for individual growth in vocal production and performing. Students will prepare individual songs to perform in front of their small class. They will receive feedback and advice in a masterclass-style setting. The teacher will work with students on their technique, tone quality, connection to the lyrics, and expression. Throughout the semester, students will have the opportunity to perform music from a variety of genres. They will grow as singers and performers by performing and acting as an audience member for their peers, both receiving and providing valuable feedback.
TELEVISION & THEATER ARTS

ACTING US6000
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12

Students will learn multiple acting and audition prep techniques through a variety of acting exercises including sensory awareness (through Spolin), character intent, emotional variance, and acting objectives, obstacles, and tactics, and apply these techniques to a series of 2-character scenes, theatrical monologues, and commercial copy. Scenes and monologues will be recorded digitally on the studio equipment for analysis. College audition tapes will also be recorded.

DIVERSE NARRATIVES IN THEATER US6300
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12

In this course, students will experience and analyze diverse & inclusive artwork in the classroom and around Chicago. They will read literature, analyze speeches and interviews, visit galleries, exhibitions, and museums, study films and television shows, and attend live theater performances all focused around diverse and inclusive expression. Students will be expected to journal about their experiences, and engage in lively in-class discussions.

IMPROVISATION I US6215
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9-12

Improvisation I students will create an ensemble, and learn the basic techniques of improvised acting—sensory awareness (through Spolin), agreement, space object work, environment creation, emotional play, and character creation—through group warm-ups and exercises, improv games, and simple scene work. As the semester progresses, students will learn to connect their improvised scenes into a variety of long-forms with the ultimate goal of live performance. Improvisation I may be selected again as Improvisation II US6220. Students will develop original exercises, advanced games, and long-forms inspired by audience suggestions and current events with the ultimate goal of live performance. Sketch comedy is introduced during the latter part of the semester, and the group will be introduced to writing techniques and sketch formats in order to create original sketch material.

SPEECH I US6100
(Offered both semesters) (1 SEMESTER/0.5 credit) grades 9-12

Speech I and Speech II US6110 are designed to assist students to develop confidence, articulation, eloquence, and even humor when speaking before an audience. During the first month of the course, classes will be held in the auditorium. Students will be taught to breathe properly and stand properly, and learn to articulate using their diaphragms to support their voices. Then students will rehearse speaking in a variety of informal and formal situations, such as job interviews and college interviews. Students will also perform and create poetry and spoken word pieces, and study and deliver various types of speeches, including persuasive speeches, informative speeches, and famous speeches. Speeches will be recorded digitally on the studio equipment for analysis.

STAGECRAFT: THE ART OF THEATRE US6425
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9-12
NOTE: After school and weekend commitment maybe required
Stagecraft is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. Students are guided through challenging and original design projects selected to develop their individual aesthetic and unique design imaginations. Another aspect of stagecraft are production responsibilities for the drama department’s fall play and spring musical. These assignments will have after-school commitments in October for the fall play and February/March for the musical. This course works in conjunction with the FWP tech club to staff and run the drama productions.

Stagecraft may be taken multiple semesters.

**TELEVISION ARTS US6030**  
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

This is an introductory course in the art of television production with an emphasis on hands-on activities. Students will begin by learning and practicing the technical capabilities of Studio 305, such as camera operation, studio sound and lighting, and the use of control room technology. Then students will rotate through the roles in a television production studio (producer, director, camera operator, “talent pool,” etc.) and create live-to-tape class projects and video productions. *Television Arts I 6030* may be elected again as *Television Arts II 6040*.

**TELEVISION ARTS II US6040**  
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 10-12

In addition to fully participating in the class television and video projects, these students will receive additional training with video editing and with the operation of studio production equipment, and be encouraged to pursue their own unique video projects. This is a great opportunity for television media, communications, and indie film makers. Green screen, creating Web series, and drone operation are newer elements.
PHYSICAL EDUCATION

The Upper School Physical Education program is an integral part of the Francis W. Parker School’s curriculum. Consistent with the mission of the school, the department’s primary objective is to help promote the development of character and citizenship in each student. Specifically, the Physical Education Department provides instruction and activities that help students develop the knowledge, motivation and insights needed to maintain optimal physical fitness levels throughout their lives. In addition to providing comprehensive units in physical fitness for each grade in the upper school, individual, dual, and team sports classes are also conducted throughout the school year.

The program offered will incorporate a renewed emphasis on individual physical fitness. Self-assessment, individual goal setting and general conditioning activities will be included in each course. Students will be tested at the beginning and end of the year to note their physical fitness development. All sections meet two times per week. All students are required to take Physical Education each semester unless enrolled in one of the 2 dance classes (Introduction or Advanced Dance & Movement Studies) offered.

NOTE: Mid-day classes may follow a different format.

Eleventh and twelfth grade students who are interested in pursuing an independent study project in lieu of attending regular Physical Education classes must consult with the P.E. Department Chair prior to submitting an application to the Head of the Upper School and meet all deadline requirements for registration.

PARTICIPATION AND ATTENDANCE

1. Eight successful semesters of physical education are required for graduation.
2. Students will be required to wear a uniform during class. A Parker uniform can be purchased through the Parker School Sportswear Catalog. *A combination of navy blue and gray shirt and shorts without any adornments is the only acceptable alternative uniform.*
3. Students who are medically excused from participating in Physical Education must have a written doctor’s statement on file with the Department Chair that states the nature of the condition and duration of the excuse.
4. Upper School students who participate on interscholastic sports teams are excused from attending P. E. during the official season. If a student stops participating as a team member, he/she must immediately report to his/her Physical Education class. Failure to do so will result in unexcused absences being recorded.

BASKETBALL US9501
(Offered first semester) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their dribbling, passing and shooting abilities. Students will also learn and execute offensive and defensive strategies during drills and game situations. Games and mini tournaments will be incorporated in the curriculum.

BADMINTON US9503
(Offered first semester) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their forehands, backhands, serves and more. Students will also play in singles and doubles tournaments. Basic court strategy will be incorporated in each class.
SURVEY OF TEAM SPORTS US9506
(Offered both semesters) (1 SEMESTER/0.25 credit) Grades 9-12

This class provides the opportunity for students to participate in a variety of team sports throughout the semester. Individual units will be discussed and identified at the beginning of the term. Requisite skills and strategies will be reviewed prior to the start of each individual unit. For example, units on football, floor hockey, soccer, team handball and ultimate frisbee will be included as possible choices. Students will decide what units will be covered during the semester.

INTERVAL TRAINING US9610
(Offered both semesters) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their strength, flexibility and endurance through daily workouts. A minimum of 20 minutes of cardiovascular exercise will be required. Students will follow an interval training routine.

CARDIO FITNESS US9502
(Offered both semesters) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their endurance and cardiovascular levels through daily workouts. Intensity will be increased each workout.

STEP AND STRENGTH US9504
(Offered both semesters) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their endurance, strength and cardiovascular level through step aerobics. Students will learn basic movements and enhance their fitness level. Interval strength training will be incorporated in daily routines.

COURT SPORTS US9625
(Offered second semester) (1 SEMESTER/0.25 credit) Grades 9-12

Students will learn and execute basic strategies and skills needed for both the game of Volleyball and Pickleball. Games, drills, and tournaments will be included in the curriculum.

INDOOR SOCCER US9607
(Offered second semester) (1 SEMESTER/0.25 credit) Grades 9-12

Students will improve their passing, dribbling, shooting and strategy skills in the fast paced game of indoor soccer. Both drills and games will be included in the curriculum.

MAT AND MIND US9614
(Offered both semesters) (1 SEMESTER/0.25 credit) Grades 9-12

Students will learn fundamental yoga postures and principles. Set to music, the class will invigorate your entire body. As the semester progresses, free weights will be added to intensify each pose. Students will learn to connect their breath to each movement. Mindful practices will be incorporated in the curriculum.
The Science Department offers students the opportunity to explore the fundamental understandings central to each discipline of science and the opportunity to continue their study to a greater depth. Our curriculum is taught in a manner to challenge the student's thinking and to nurture curiosity about the everyday world through experiential learning situations. We value creativity, innovation, and experimentation and view the student as the participant and the teacher as the facilitator. Our intent is to create an atmosphere where student-initiated questions are more numerous than teacher-initiated questions and where collaborative group learning is valued as much as individual accomplishments. Essential to any science endeavor is the ability to realize problems and then develop solutions based on scientific data. As students enter the Upper School program, they will apply acquired science process skills (observing, classifying, inferring, collecting and analyzing data, forming hypotheses, and drawing conclusions). We recognize that science is taught most effectively when connections are made among the academic disciplines. As such, our work involves the application of math, writing, and communication skills. Historical and social justice perspectives of the issues and topics are also explored in our curriculum. Our science courses present the student with problem-solving investigations that grow from authentic, contemporary problems and issues that have real-world applications.

**GRADUATION REQUIREMENTS**

Each student must complete at least three years of study in science. The Science Department strongly recommends that students enroll in more than the required number of courses. The six required semesters are taught at 2 different levels:

- **Grade 9** - Biology I or Biology I-Advanced (1 year)
- **Grade 10** - Chemistry I or Chemistry I-Advanced (1 year)
- **Grades 11/12** - Physics I or Physics I-Advanced (1 year)

Placement recommendations into either of the 2 levels of classes are reviewed each spring by the student's current and future science team of teachers. Placement at either level is based on the student’s performance and the teacher’s professional judgment and should reflect the best path for the individual student's academic success. While no students exhibit all the following qualities all of the time, placements are based on the following:

- current course grades
- seriousness of purpose
- class contributions
- intellectual engagement in the subject
- effective management of the course requirements
- strong reading, writing, vocabulary and computation skills
- demonstrated capacity for abstract thinking
- social and emotional maturity

Departmental permission is required to override teacher placement recommendations. Please see the Course Override section in Appendix A.

**BIOLOGY I US3214**  
(1 YEAR/1.0 credit) Grade 9
This foundational course is designed to develop scientific literacy and strengthen skills in scientific investigations through the exploration of topics and concepts in biology. In addition, students will be taught study skills such as note taking, vocabulary acquisition, and how to write in science. The curriculum emphasizes the core fundamentals of scientific literacy such as: design, collection, analysis, interpretation, and communication of scientific information. Topics include the exploration of ecology, evolution, cell and molecular biology, and genetics and heredity.

**BIOLOGY I - ADVANCED US3050**
(1 YEAR/1.0 credit) Grade 9
PREREQUISITE: Approval of science department.

This accelerated biology course is designed for students who have demonstrated high achievement and motivation in their previous science studies. Students in this course are expected to be independent learners with accomplished study and organizational skills. Biology I - Advanced will take place at a faster pace and many of our resources are at an advanced reading level. Topics include the exploration of ecology, evolution, cell and molecular biology, and genetics and heredity, and, while the topics are largely the same, Biology I - Advanced covers the Biology I topics with more depth. In addition, Biology I Advanced covers additional advanced topics.

**CHEMISTRY I US3314**
(1 YEAR/1.0 credit) Grade 10
PREREQUISITE: Successful completion of Biology US3212 or Advanced Biology US3000.

Chemistry is a central science that bridges other natural sciences. This course provides students with the opportunity to study the composition, properties, and behavior of matter and connect those concepts to a greater understanding of the world around them. The curriculum is designed to continue the process of strengthening problem-solving, research, and scientific investigation skills through interactive lessons, project-based activities, and lab work. Topics include matter, chemical reactions, stoichiometric calculations, and thermochemistry.

**CHEMISTRY I - ADVANCED US3150**
(1 YEAR/1.0 credit) Grade 10
PREREQUISITE: Successful completion of Biology US3212 or Advanced Biology US3000 and approval of current science teacher.

Chemistry I - Advanced is designed for students who have demonstrated high achievement and motivation in their science studies, as well as a superior proficiency in mathematics. Topics include matter, chemical reactions, stoichiometric calculations, thermochemistry, and chemical equilibrium. Students must be independent learners with accomplished study and organization skills.

**PHYSICS I US3320**
(1 YEAR/1.0 credit) Grades 11-12
PREREQUISITE: Successful completion of Chemistry US3312 or Advanced Chemistry US3100 and successful completion or concurrent enrollment in Applied Algebra II US5440 AND approval of current science teacher.

This course explores descriptive and mathematical models for understanding topics such as uniform and accelerated motion, work, energy, energy conservation, forces, Newton’s Laws, sound, waves, oscillations, and circuits. Students are also taught data analysis techniques and experimental design in the lab component of the class. Students are expected to approach the material by participating in
discussions and group problem solving, working actively in lab groups, working independently at home, and taking a field trip to an amusement park. Students are assessed on the mastery of content and laboratory objectives with multiple chances to demonstrate mastery of each objective. For part of second semester, students demonstrate understanding of concepts in sound, waves, oscillations, and circuits, ending with a capstone project building a functional electric guitar.

**PHYSICS I - ADVANCED US3880**
(1 YEAR/1.0 credit) Grades 11-12
**PREREQUISITE:** Successful completion of Chemistry US3312 or Advanced Chemistry US3100 and Advanced Geometry US5252 or concurrent enrollment in Precalculus US5460 and approval of current science teacher.

This course explores descriptive, mathematical, and computer models for understanding topics such as motion, force, momentum, energy, gravitation, waves, sound, light, electromagnetism, and modern physics. Using an increased level of mathematics, the models developed in this course are more sophisticated in detail and applied to a wider range of phenomena. Students are also taught data analysis techniques and experimental design in the lab component of the class. Students are expected to approach the material by participating in discussions and group problem solving, working actively in lab groups, working independently at home, and taking a field trip to an amusement park. Students will be assessed through lab reports, problem-sets, quizzes, tests, projects, and presentations for the number of times they demonstrate a set of standards throughout the year.

**ELECTIVE COURSES: GRADES 9-12**

**ENGINEERING I: INTRODUCTION TO ENGINEERING US3980**
(Offered first semester)(1 SEMESTER/0.5 credit) Grades 9-12
**COREQUISITE:** Concurrent enrollment during the same period in Engineering I: Introduction to Engineering US0770

The ability to engage in a creative process to solve a problem or to design a novel artifact is essential to engineering as a profession. *Introduction to Engineering* is a hands-on, project-based class that will utilize convergent thinking (including analysis and evaluation), divergent thinking (creative brainstorming) and lateral thinking (reasoning between critical and creative solutions and/or designs). This course is designed to be a ‘maker-lab’ class for students who want to explore creative design and problem solving - while simultaneously developing core Engineering skills. Students will produce artifacts that can be utilized from the arts to robotics. This class is co-taught by teachers in ILIS and Science.

Our goal is to develop student’s Engineering skills through activity, project, and problem-based learning. During the first part of the semester, students program a microcontroller, using the Arduino IDE language, to respond to inputs and to control various devices, such as LEDs, sensors, and servo motors. The second part of the semester students develop skills in technical representation and documentation through 3D computer modeling using Computer Aided Design (CAD) software and produce 3D-printed and laser cut prototypes. Adobe illustrator will be used to create vector images for our Glowforge (Laser Cutter) and OnShape (CAD) for our new Original Prusa i3 MK3S 3D printer (3D Printer).
If time allows, students may have the opportunity to synthesize their skills to create an engineering carnival for lower school students.

Additional engineering sequences are planned for future years.

Schedule: 5 days/week (4 scheduled class periods with a floating 5th to be scheduled by student)

THE SCIENCE OF ART: BEAUTIFUL TRUTH US3735 *subject to enrollment*
(Offered second semester) (1 SEMESTER / 0.5 credit) Grade 9-12
COREQUISITE: Concurrent enrollment during the same period in The Science Of Art: Beautiful Truth US7720

“The most beautiful thing we can experience is the mysterious. It is the source of all true art and science.” -Albert Einstein.

Artists and scientists both seek to understand the world around them and communicate their interpretation of life to others. They use several skill sets that are essential for success in both fields including observation, imagination, creativity, critical thinking, flexibility and social and cross-cultural skills. Students will explore the intersection of art and science through the physics and chemistry of Japanese raku ceramics, the fluid dynamics of paint pours, the influence of illustration on environmental conservation, the “bio art” of microbes and multicultural pigment-making practices. In addition, we will examine the perception of light, color and flow and their biological evolution. Students will examine a variety of perspectives and through the lenses of a diverse group of thinkers and makers. Through this interdisciplinary course students will study, research, and conduct experiments as part of the scientific/artistic discovery process and demonstrate their learning through integrated, hands-on projects. This course will be considered as a single class in a student’s schedule, but it will count towards the art graduation requirement and students will also receive a science credit.

Schedule: Class meets 5 days/week

ELECTIVE COURSES: GRADES 10-12

PHYSICAL COMPUTING US3725
(Offered first semester)(1 SEMESTER/0.5 credit) Grades 10-12
PREREQUISITE: Successful completion of Computer Programming I US0730

In this computer science elective course, students will design, build, and program microcontroller projects to interact with their environment through sensors, lights, sounds, and motors. Students will build upon introductory computer programming skills, and will learn circuitry, engineering, and prototyping methods needed to design and build interactive projects. Using the engineering process, students will complete a capstone project in which they design and create a novel product that has societal impact. This is a hands-on project-based experience, and is strongly recommended for students interested in careers in engineering, robotics, or computer science.

Schedule: Class meets 4 days/week

ELECTIVE COURSES: GRADES 11-12

BIOLOGY II - ADVANCED TOPICS US3855 *subject to enrollment*
(1 YEAR/1.0 credit) Grades 11-12
PREREQUISITE: Successful completion of Chemistry US3312 or Advanced Chemistry US3100 and successful completion of or concurrent enrollment in Physics US3300 or higher and approval of current science teacher.

*Biology II - Advanced Topics* is a second year biology course that takes an in-depth look at biochemistry, cell biology, genetics, evolution, and ecology. The class will use the lens of “content in context” allowing students to see the importance of biology’s application to their lives. These explorations will often be student-driven, allowing students to tap into their own curiosity on the topic and allow for investigation in a variety of directions. For example, a student might study how an understanding of biomolecules applies to food science/nutrition or bioengineering/medicine. The open-endedness allows for students to be creative in how they choose to showcase what they’ve learned. Computer simulations, cooperative learning, discussion, guest speakers, case studies, reading from outside texts, individual research, and lab activities are just a few of the strategies that are employed.

**CHEMISTRY II - ADVANCED TOPICS US3897** *subject to enrollment*

(1 YEAR/1.0 credit) Grades 11-12

PREREQUISITE: Successful completion of Chemistry US3312 or Advanced Chemistry US3100 and successful completion of or concurrent enrollment in Physics US3300 or higher and approval of current science teacher.

*Chemistry II - Advanced Topics* begins with a brief review of the topics covered in the first year of chemistry. Students then study thermodynamics and revisit and expand their understanding of modern atomic theory and periodic properties. Bonding and intermolecular forces are also explored. New topics include kinetics, equilibrium, acids and bases, electrochemistry and biochemistry. The course also includes more advanced topics of inorganic chemistry such as quantum mechanics, molecular architecture of solids and liquids, rates of reactions, and various types of equilibria. The course concludes with an introduction to organic chemistry. Students enrolling in the course are expected to have strong algebraic skills and be proficient using a graphing calculator. Students should be able to demonstrate good problem-solving skills as they analyze data and apply equations to complete problem sets, laboratory reports, and exams. Students are also expected to communicate their understandings in well-written lab reports and short research papers. Concurrent enrollment in Advanced Geometry US5252 is recommended but not required.

**PHYSICS II - ADVANCED TOPICS US3922** *subject to enrollment*

(1 YEAR/1.0 credit) Grade 12


*Physics II - Advanced Topics* is a calculus based physics course that takes an in-depth look at the intricate mathematical descriptions of the physical world. Topics include classical mechanics such as linear, circular and rotational motion, and oscillations, in addition to force, linear and angular momentum, work, kinetic and potential energy, and the conservation laws. The course focuses on the application of fundamental insights of calculus in physics and how these mathematical insights have deepened our understanding of the principles that governs the physical world. Students design a final guided learning project based on individual interest and self-goals. Computer simulations, cooperative learning, discussions, individual research, lab activities, and taking a field trip to an amusement park are just a few of the strategies that are employed. Students will be assessed through formative assessments such as daily check-ins, and lab write-ups; and summative assessments such as exams, lab reports, and a portfolio for the final project.

**ASTRONOMY, MODERN PHYSICS AND PHILOSOPHY US3732** *subject to enrollment*

(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12
PREREQUISITE: Successful completion or concurrent enrollment in Physics US3300 or higher.

This course on quantum mechanics, astronomy, cosmology, metaphysics, and epistemology covers a range of topics from quarks, the smallest sub-structure of matter, to superclusters of galaxies in hopes of illuminating the quest for the Grand Unified Theory of Everything. Historical as well as modern models of the universe will be studied, and the nature of human understanding will be discussed. The following topics will form the framework for the class: sub-atomic and particle physics, the four fundamental forces, quantum mechanics, special and general relativity, locating stars and constellations, stellar evolution (including the sun, stars, supernovae, neutron stars, pulsars, and black holes), galactic and cosmic evolution, and the possibility of life elsewhere in the universe. Students are expected to approach the material by reading texts, participating in discussion and group problem solving, working actively in lab groups, working independently at home, and taking field trips to Fermilab and for astronomy observations. Students will be assessed through lab reports, tests, journals, essays, and independent projects and presentations.

CLIMATE SCIENCE & ENVIRONMENTAL POLITICS US3910 *subject to enrollment*  
(Offered first semester) (1 SEMESTER/ 0.5 Credit) Grades 11-12  
PREREQUISITE: Successful completion of biology, chemistry, and completion/concurrent enrollment in physics. In addition, successful completion of Themes in World History and Modern World History I and II.  
COREQUISITE: Concurrent enrollment during the same period in Climate Science And Environmental Politics US2610

Climate change is the existential crisis of our time and is worsening global inequities. This is an interdisciplinary, project-based course between the science and history department on climate change and environmental politics. The essential questions are: to what extent can climate change be slowed to allow for minimal impact to ecosystems, economies, public health, and natural resources; and, who is driving the change? The science behind climate change will be provided, in addition to the delicate balance between human intervention and political oversight. Scientific topics include the difference between climate vs. weather and positive feedback loops; extreme weather events; the thawing of glacial freshwater and its effect on ocean currents and decreased albedo; the prevalence of big agriculture; and the impact of climate change on infectious disease. Social studies topics include exploring federal oversight through the Departments of Agriculture and Interior, federal vs. state regulations, political platforms, and topics related to social justice and activism. Students will also participate in a long-term data collection project analyzing local/global weather/climate using Parker's weather station.

Schedule: Class meets 5 days/week

MIND AND BRAIN US3897 *subject to enrollment*  
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 11-12  
PREREQUISITE: Successful completion of Biology and Chemistry.

Why do humans behave the way that they do? Psychology is the study of the mind, how it works, and how it affects behavior. This semester elective will touch upon the 6 domains of psychology: Scientific Inquiry, Biopsychology, Development and Learning, the Sociocultural Domain, Cognition, and Individual Variations. The study of cognition will explore how humans process information, how memory works and intelligence. The brain and nervous system will be studied in depth.
Sensation and perception will be examined in order to fully appreciate how humans interact with their environment. Development will be studied from fertilization through childhood. Students will study hidden bias and group behavior in addition to psychological disorders. This course also ties in previous biological concepts like evolution into our understanding of human behavior. In this course students will engage in discussions, complete readings outside of class, write, dissect a sheep brain, hear from guest speakers, engage in demos, listen to podcasts, learn from videos and demonstrate understanding through projects and group work.

**SCIENCE AND FICTION US3975** *(subject to enrollment)*
(Offered first semester) *(1 SEMESTER / 0.5 credit)* Grade 12
COREQUISITE: Concurrent enrollment during the same period in *Science and Fiction US1590*

“Popular science fiction becomes reality through engineering.”
Dr. Farah Fahim
2020–21 Robert A. Pritzker Visiting Scientist • Inventor • Engineer in Residence at Parker

This pairing of science and literature related courses will ask students to explore how the scientific discovery process is often driven by factors outside the realm of science, such as societal context and literature. Fiction, in particular, has often played a role in the scientific discovery process as science fiction writers frequently explore the ramifications of discovery and invention to provide a warning – or at least to encourage further thought – about the impact of breaking new and uncharted ground. In turn, scientific discovery inspires writers and society in general to reimagine social structures, human identity and consciousness, and humans’ place in nature. This project-based course will explore the areas of climate change and artificial intelligence. There will be a strong ethical component, with an emphasis on equity, linked to each area. For example, students will apply their understanding of climate change science in order to come up with solutions that balance the needs of various stakeholders. We will read the work of contemporary science fiction writers who have tackled these issues, writers such as Octavia Butler, Louisa Hall, Adam Flynn, Andrew Dana Hudson, and Nnedi Okorafor, as well as literature reviews and scientific articles. In addition, students will conduct scientific experiments and do research as part of the scientific discovery process, and they will be asked to write a literature review of a contemporary area of research; craft an original science fiction short story; write an analytical essay; and explore, discuss, and write contemporary parables. The aim of this class is to encourage students to consider issues of climate change and artificial intelligence from a variety of perspectives and through the lenses of a diverse group of thinkers and writers. This course will be considered as one class in a student’s schedule, but it will count towards the English graduation requirement and students will also receive a Science credit.

Schedule: Class meets 5 days/week
VISUAL ARTS

The Visual Arts Department offers students abundant opportunities for meaningful artistic creation. Through our program of study students understand the role of art in contemporary culture. Our courses encourage student creativity and authenticity as they find and refine their artistic voice. By teaching our students a wide range of concepts, materials, processes and historic and contemporary artists and movements we promote a lifelong appreciation for making art and understanding its role in our world. Each course will have a culminating event, exhibition or presentation. Students will come away from each course with a portfolio of work.

GRADUATION REQUIREMENTS: A total of 2.0 credits selected from among the performing (drama, dance and/or music) and the visual arts are required.

ELECTIVE COURSES: Grades 9-12

ANIMATION US7360
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

This introductory course explores the ability of 2D animation software to create the illusion of motion from a series of still images. Based on the core concepts of visual storytelling, students investigate the transition from static to dynamic in the context of narrative structure. Walk cycles, lip sync and stop-motion principles are explored. Software used includes After Effects, Adobe Animate, Adobe Character Animator, Motion and FCP X.

ARCHITECTURE I US7521
ARCHITECTURE II US7531
(Offered both semester) (1 SEMESTER/0.5 credit) Grades 9-12

This class introduces skills, techniques and concepts that create a robust foundation for the understanding of architectural principles. Students will create 3D models of existing buildings, generate 3D models based on basic floor plans, and design their own unique structures. Concepts in design, critique, and critical thinking will be utilized. Field trips have included the Chicago River Architectural Tour, the Frank Lloyd Wright home and studio and the IIT campus.

Architecture I US7521 may be elected more than once as Architecture II US7531. Advanced assignments vary depending on experience. PREREQUISITE: Architecture II cannot be taken without completing Architecture I, but it may be taken in a succeeding year.

CERAMICS I US7615
CERAMICS II US7625
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12

Have fun with clay! In this course students will learn the fundamentals of manipulating ceramic clay to create functional and sculptural forms. Historical and contemporary, multicultural ceramic art will serve to inspire students’ design and production choices. Construction skills taught include pinch, coil and slab handbuilding methods as well as throwing on the pottery wheel. Applied surface design, carving, sgraffito, and glazing are explored. Finished artwork is fired in a kiln. Students are encouraged to design their own projects.
Ceramics I US7615 may be elected more than once as Ceramics II US7625. Advanced assignments vary depending on experience. PREREQUISITE: Ceramics II cannot be taken without completing Ceramics I, but it may be taken in a succeeding year.

CONTEMPORARY PRACTICES IN ART US7370  
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

Find your creative muse! This course introduces experimental techniques, materials and conceptual approaches to making art. Students will utilize visual problem solving and critical thinking and work outside the box to create personally unique or collaborative 2D and 3D works of art. Students will have guided freedom in choosing subject matter, working methods and media as they develop their artistic voice. Practices may include creating street art, wearable art, installation art and unconventional drawings, paintings and sculptures.

CREATING HISTORICAL DOCUMENTARIES US7010  
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 10-12

Students have the option of taking this course as a history elective, US2010 or an art elective, US7010

Students will research, write, film, edit and produce a medium length documentary (or at least two shorter documentaries) about an important historical event, moment, crisis, or social justice cause. Students will watch and critique a variety of important historical documentaries, to help identify what makes exceptional films. This interdisciplinary course will provide students opportunities to learn and sharpen key historical skills, including writing, research and storytelling techniques. Students will also gain experience with pre-production, shooting, lighting, interview techniques, editing, graphics and audio. This class uses full HD cameras and Final Cut Pro X to create professional quality videos.

DOCUMENTARY VIDEO PRODUCTION I US7910  
DOCUMENTARY VIDEO PRODUCTION II US7920  
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9-12

Students will learn various styles and techniques of video production through the creation of a series of three minute documentaries. Pre-production will involve planning and preparation. Field production gives students experience with shooting, lighting and interview techniques. Post-production involves editing, graphics and audio. This class uses full HD cameras and Final Cut X, Apple's most advanced digital editing software, to create professional quality videos.

Documentary Video Production I US7910 may be elected more than once as Documentary Video Production II US 7920. Advanced assignments vary depending on experience. PREREQUISITE: Documentary Video Production II cannot be taken without completing Documentary Video Production I, but it may be taken in a succeeding year.

EXPLORING 2D ART US7330  
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12
This course allows students to experience a wide variety of two dimensional art media and methods. Students will learn techniques in pencil, pen, marker, pastel, charcoal, watercolor and acrylic paint, and mixed media. Students may explore digital tools as well as traditional materials. Exposure to a diverse selection of artists will help inspire student work. Students will learn the design thinking process in order to generate their own ideas and create art using personally meaningful themes.

**GRAPHIC DESIGN WITH PHOTOSHOP I** US7352
**GRAPHIC DESIGN WITH PHOTOSHOP II** US7354
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12

In this course students use Adobe Photoshop to stretch the limits of what is possible with digital image generation and modification. From examining typography through designing their own concert posters to colorizing old black and white photos, students will learn to use some of the most powerful graphic design tools available.

*Graphic Design with Photoshop I* may be elected more than once as *Graphic Design with Photoshop II US7351*. Advanced assignments vary depending on experience. **PREREQUISITE:** *Graphic Design II* cannot be taken without completing *Graphic Design I US*, but it may be taken in a succeeding year.

**INTRODUCTION TO 3D ART** US7742
(Offered first semester) (1 SEMESTER/0.5 credit) Grades 9-12

This class will explore many different 3D art forms such as metalsmithing, fiber arts, sculpture, found objects and more. Individual and group experiences will promote problem-solving, creative thinking, and formal expression. Students will be provided space and time for exploring new materials and building artwork around personal interests.

**INTRODUCTION TO DRAWING AND PRINTMAKING** US7360
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

Students will learn the basics of drawing to gain accuracy and stronger visual perception. This class is for anyone at every level who wants to feel more confident drawing. Students will also learn how to turn drawings into prints using traditional printmaking techniques (relief printing, block printing, etching, and silkscreen). Students will leave this class with more confidence in their drawing and printmaking skills.

**PAINTING I** US7111
**PAINTING II** US7122
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9–12

Students will learn how to paint by starting with the basics of color theory, color mixing, blending, and brushwork. Students will work on both abstract and realistic representation in this course. Students will address still-life painting, self-portraits, historical painting styles, and more. Students will gain confidence in understanding composition to create balance in their work. Critiques will be an important part of the class as students learn to discuss artwork and learn from others.
Painting I US7111 may be elected more than once as Painting II US7122. Advanced assignments vary depending on experience. PREREQUISITE: Painting II cannot be taken without completing Painting I, but it may be taken in a succeeding year.

**PHOTOGRAPHY I US7211**  
**PHOTOGRAPHY II US7222**  
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9-12

Students will use photography to capture what they see and tell stories with images. They will examine the fundamentals of editing their images with Adobe Photoshop. Students will observe and practice dynamic composition and expressive exposure techniques that apply to digital and film photography. They will practice traditional darkroom techniques and digital processes in our labs. Coursework is performed with a DSLR camera, a point and shoot camera, a 35 mm film camera or a phone camera. Throughout the semester students will print their work using Epson printers.

Photography I US7211 may be elected more than once as Photography II US7222. Advanced assignments vary depending on experience. PREREQUISITE: Photography II cannot be taken without completing Photography I, but it may be taken in a succeeding year.

**THE SCIENCE OF ART: BEAUTIFUL TRUTH US7720**  
(Offered second semester) (1 SEMESTER / 0.5 credit) Grade 9-12  
COREQUISITE: Concurrent enrollment during the same period in The Science Of Art: Beautiful Truth US3735

> “The most beautiful thing we can experience is the mysterious. It is the source of all true art and science.”  
> -Albert Einstein.

Students will explore the intersection of Art and Science through the physics and chemistry of Japanese raku ceramics, the fluid dynamics of paint pours, the influence of illustration on environmental conservation, the ‘bio art’ of microbes and multicultural pigment-making practices. In addition, we will examine the perception of light, color and flow and their biological evolution. Artists and scientists both seek to understand the world around them and communicate their interpretation of life to others. They use several skill sets that are essential for success in both fields including observation, imagination, creativity, critical thinking, flexibility and social and cross-cultural skills. Students will examine a variety of perspectives and through the lenses of a diverse group of thinkers and makers. Through this interdisciplinary course, students will study, research, and conduct experiments as part of the scientific/artistic discovery process and demonstrate their learning through integrated, hands-on projects. As a laboratory Science course as well as an Art course, this class will meet five times a week. This course will be considered as a single class in a student’s schedule, but it will count towards the Art graduation requirement and students will also receive a Science credit.

**SCULPTURE US7711**  
(Offered second semester) (1 SEMESTER/0.5 credit) Grades 9-12

Imagine, design, build! This course provides hands-on experience with a variety of sculptural design and construction methods. Sculpture media may include clay, paper, cardboard, wood, plaster, wire, fabric, mosaic tile and more. Students will expand their 3D visualization, design and building skills
using contemporary and historical sculptors as inspiration. The creative expression of form is encouraged.

WOODWORKING I US7411
WOODWORKING II US7431
(Offered both semesters) (1 SEMESTER/0.5 credit) Grades 9-12

This is a hands-on course that teaches the fundamentals of woodworking. The lessons learned in a woodshop transcend just learning about how to make projects out of wood, but rather teach students how to visualize/organize ideas and then create them an artistic way. This class is appropriate for all skill levels with assignments based on the comfort and interest of the individual. Students are encouraged to explore the shop’s full resources towards the production of wood crafted projects.

Woodworking I US7111 may be elected more than once as Woodworking II US7431. Advanced assignments vary depending on experience. PREREQUISITE: Woodworking II cannot be taken without completing Woodworking I, but it may be taken in a succeeding year.
FRANCIS W. PARKER SCHOOL UPPER SCHOOL FACULTY

ADMINISTRATION

Daniel B. Frank, Principal
B.A. American Studies, Amherst College; M.A. Psychology, University of Chicago; Ph.D. Psychology, University of Chicago.
Previous experience: Lecturer, Department of Psychiatry, University of Chicago. Executive Director, International Society for the Psychoanalytic Study of Organizations; Publisher of Schools, the journal of FWP. At Francis W. Parker since 1988.

Joe Bruno, Dean of Student Life, Upper School
B.A. Sociology and Communications, Dominican University; M.A. Organizational Leadership + Student Development, Lewis University.
Previous experience: Associate Director of Alumni Engagement, Francis Parker School; Division of Student Affairs - Residential Education + Office of New Student and Family Engagement, Depaul University; Division of Student Affairs, Illinois Institute of Technology. Mr. Bruno loves life, obsesses over all things Oprah Winfrey, is a loyal viewer of RuPaul's Dragrace, is motivated by morning coffee, loves Broadway, and is a loyal Target shopper. At Francis Parker science 2014.

Sven Carlsson, Director of Studies (Grades 6-12)
B.A. East Asian Studies, Harvard University; M.A. Gifted Education, Columbia University.
Mr. Carlsson enjoys martial arts, parametric equations, and reminiscing about his adorable pet bunny, Rampage. At Francis W. Parker since 2008.

Susan Weingartner, Director of College Counseling
B.A. Fine Arts, St. Mary’s College of Maryland; M.A.S., Marketing and Management, Johns Hopkins University. Previous experience: Director of Admissions for St. Mary’s College; Director of Enrollment, City College of New York; Associate Director of Admissions, University of Chicago. Mrs. Weingartner enjoys throwing pots on the pottery wheel during her free time. At Francis W. Parker since 1997.
ATHLETICS

Robert Starks, Athletic Director
B.B.A. Marketing, Western Illinois University; M.B.A. Entrepreneurship and Sports Management, DePaul University.
Previous experience: Assistant Athletic Director for Facilities and Operations, Chicago State University. Park Supervisor of Recreation, Chicago Park District. Regional Operations Manager, After School Matters. At Francis W. Parker since 2015.

Amber Scott, Assistant Athletic Director
B.A. Kinesiology with a concentration in Health & Wellness Promotion, California State University, Stanislaus; Graduate Certificate in Sports Management, Liberty University.
Previous experience: Prior to assuming the Assistant Athletic Director role at Parker, Scott served as an Athletics Coordinator at the Greenhill School in Dallas, TX. In the position, Scott coordinated operations and logistics for Middle and Upper School athletics competitions, signing day ceremonies, team transportation and lodging, and conference tournaments amongst other duties. In addition, Scott played a key role in increasing the department’s presence, interactions, and engagements on social media platforms. Before joining the athletic department at Greenhill, Scott served as a Youth Education Coordinator at The Cooper Institute where she worked with over 100 Dallas-Fort Worth area primary and secondary schools in an effort to implement sustainable health and wellness programming and practices.

ENGLISH

Kate Tabor, Co-Chair of English Department, English Teacher, Adviser to "The Weekly"
M.S.Ed. Secondary English, Northwestern University. Kate is an avid reader and gardener who loves crossword puzzles and growing vegetables. At Francis W. Parker School since 1998.

Alicia Abood, English Teacher
B.A., Hope College, M.F.A. Poetry, Emerson College
Ms. Abood has been teaching at both the high school and college level for the past fifteen years. Prior to Parker, Ms. Abood taught English in the suburbs of Chicago at Vernon Hills High School; additionally, she taught in the suburbs of Denver and has also taught various writing classes at the college-level. She loves to write poetry and non-fiction and loves to give space for students to discover their talent as writers. At Francis W. Parker School since 2019.

Theresa Squires Collins, English Teacher
B.S. Miami University, Oxford Ohio; M.A. Northwestern University; CAEL, Harvard Graduate School of Education
Ms. Collins has taught at Whitehorse High School in Aneth, Utah, Dennis Middle School in Richmond Indiana, Evanston Township High School, and Northwestern University. She is one of the directors of the National Institute of the Progressive Education Network and has led professional learning with and for progressive educators since 2011. At Parker since 2006.

Stacey A. Gibson, English Teacher
B.A., DePaul University; M.A. St. Xavier University.
Ms. Gibson has taught for two decades in both public and independent schools. Her teaching pedagogy is most informed by the ways history, psychology, and group dynamics shape organizational and educational experiences. Gibson's writing on pedagogical choices and best practice has appeared in several journals and anthologies, and she remains committed to naming, framing, and re-imagining individual and collective power. At Francis Parker since 2012.

Matt Laufer, Co-Chair of English Department, English Teacher
B.A. Yale University; Ph.D. English Literature, Columbia University.
Mr. Laufer has taught and coached at The Hopkins School in New Haven, CT; Phillips Academy in Andover, MA; Saint Ann’s in Brooklyn, NY; and The Waynflete School in Portland, ME. He has also taught at Barnard College and Columbia University, where he won the graduate student teaching prize and then continued to
teach as an adjunct professor. He is a co-founder of The Manhattan Choral Ensemble and has published articles on Melville, Woolf, and Nabokov in a handful of literary journals. He has taught literature seminars at the Newberry Library since 2010. At Francis W. Parker since 2009.

**Mike Mahany, English Teacher**
B.A. English and Philosophy, Loyola University; M.A. Literature, Northeastern Illinois University.
Previous experience: English teacher and newspaper moderator at Quigley South High School; middle school teacher at St. Pius School. At Francis W. Parker since 1990.

**Cory Zeller, English Teacher**
B.A. English, University of Pennsylvania; M.A. Curriculum Development, University of Michigan.
Ms. Zeller has taught at the Town School for Boys in San Francisco, CA; the International Academy in Bloomfield Hills, MI; the Latin School of Chicago; and, the University of Michigan. She has worked with the America Reads program as an educational facilitator and has evaluated curriculum with the Office of Educational Innovation and Evaluation. At Francis W. Parker since 2013.

**GENERAL CURRICULUM**

**Binita Donohue** Chair of Counseling Department, Health Teacher
B.A. Biochemistry, Molecular and Cell Biology, Northwestern University; MSW Jane Addams College of Social Work, University of Illinois at Chicago.
Ms. Donohue was born in India and grew up in the suburbs of Cleveland, OH. She had planned to go to medical school but then discovered a passion for people and social justice and went into social work. Prior to coming to Parker she worked at the Chicago Board of Education and the Cooperative Association for Special Education. She also is an adjunct faculty member at the School for Social Service Administration at the University of Chicago. Ms. Donohue loves to travel and, of course, to eat foods on her journeys. At Francis W. Parker since 2013.

**Gary Childrey, Upper School Counselor, Health Teacher**
B.A. Stanford University; Ph.D. Clinical Psychology, Boston University. At Francis W. Parker since 1998.

**HISTORY & SOCIAL STUDIES**

**Andrew Bigelow, Co-Chair of History Department, History Teacher**
B.A. Government, St. Lawrence University; M.A.T. and C.A.G.S., Tufts University.
Mr. Bigelow taught in the suburbs of Boston for eleven years, coached varsity lacrosse, and taught graduate students in education at Tufts University and Merrimack College. He is an adjunct professor of education at DePaul University. Mr. Bigelow enjoys politics, non-fiction, tennis, snowboarding, and spending as much time as possible with his family. At Francis W. Parker since 2007.

**Anthony Shaker, Co-Chair of History Department, 7th Grade History Teacher, M.S. Model UN Sponsor, B.A., University of Notre Dame M.Ed., Stanford University.** Anthony has been teaching since 2002, working at schools in both the Chicago and Boston areas. At Francis W. Parker since 2011.

**Jeanne Polk Barr, History Teacher**
B.A. History, Northwestern University; M.A. History, University of Illinois.
Ms. Barr enjoys fiction, theatre and film, biking, pie, politics, embryonic democracy, and a good book. At Francis W. Parker since 1999.

**Kevin Conlon, History Teacher**
B.A. History, University College Dublin/University of Pennsylvania; M.A. History, University of Iowa; Ph.D. Candidate University of Iowa.
Mr. Conlon grew up in Ireland, and lived in Germany and France. He enjoys being father to his three sons, and likes skiing, mountains, travel and historical drama. At Francis W. Parker since 1997.

**Susan Noelle Elliott, History Teacher**
B.A. History, College of William and Mary in Virginia; M.A. History, Wake Forest University

**Dan Greenstone**, History Teacher
B.A. Political Science, Haverford College; M.Ed. Harvard University
Mr. Greenstone has taught history and social studies for many years at both the high school and college level. He is also a scholar in the fields of history and children’s literature, as well as the author of numerous short stories, essays, and a novel. At Francis W. Parker since 2012.

**Otis Eliot Pope, Jr.**, History Teacher
B.A. Government, Bowdoin College; M.A. History, DePaul University; Ph.D. American History, Loyola University

**INTEGRATED LEARNING AND INFORMATION SCIENCES**

**Annette Lesak**, MS/US Library Information Specialist, Integrated Learning and Information Science (ILIS) Department Chair
B.A., English and Creative Writing, University of Illinois, Urbana-Champaign, M.S. Library and Information Science, University of Illinois, Urbana-Champaign
Ms. Lesak has been in school libraries since 2007. Her areas of interest include intellectual freedom, graphic novels, design thinking and maker-centered education. At Francis W. Parker since 2014.

**Brianna Ifft**, Computer Science Teacher, B.S., Computer Science, University of Illinois, Urbana-Champaign
Post college, Ms. Ifft spent some time in the industry as a software developer, but then found her way to Parker where she can combine her interest and expertise in technology with her passion for teaching and mentoring. She would love to see a more equitable tech field, and enjoys brewing coffee, baking, and taking care of her many plants in her free time. At Francis W. Parker since 2020.

**Seth Bacon**, MS/US Technology and Innovation Teacher, Integrated Learning and Information Science Department
B.A., Interdisciplinary Studies, Computer Science Major, Northeastern Illinois University
Mr. Bacon’s time at Parker has spanned five decades, during which he has learned alongside students in a variety of roles. His interests include modular origami, anything Nintendo-related, and the intersection of technology and humanity.

**LANGUAGES & CULTURAL STUDIES**

**Liz Villagómez**, Co-Chair of Language & Cultural Studies Department, Spanish Teacher
B.A, Secondary Education (concentration in Spanish), University of Illinois at Chicago; & M.A, Educational Leadership, DePaul University.
Ms. Villagómez has taught many levels of the Spanish language for many years at both the high school and middle school level. She taught in the Middle School for a total of twelve years and led abroad trips to Cuba, The Dominican Republic and Puerto Rico. She also held the Position of Team Leader for the seventh grade team for a total of four years. At Francis W. Parker School since 2006.

**Sean Miranda**, Latin Teacher
B.A. Classical Humanities, Wright State University; M.A. Latin, Indiana University; M.A.T. Latin and Ancient Greek, Indiana University.
Mr. Miranda has taught Latin and various courses on the classical world at both the high school and college level since 2012. He sponsors the school’s Latin Club and IJCL (Illinois Junior Classical League) chapter. At Francis W. Parker since 2020.

**Julia Garner**, Spanish Teacher  
B.A. Spanish and French, Bowdoin College; M.A. and Ph.D. Hispanic Studies, Brown University.  
Ms. Garner has taught Spanish and Latin American literature at the college level. In addition to second language pedagogy, Ms. Garner’s areas of specialization are 20th-century Mexican literature and visual culture, contemporary Latin American novels, and Latin American cultural studies. Ms. Garner has a passion for theater; she has performed with a Spanish-language theater company and has led theater workshops in Brazil. At Francis W. Parker since 2014.

**Min-I Lee**, Mandarin Teacher  
M.S. Northern Illinois University.  
Ms. Lee has taught Chinese to heritage Chinese students as well as non-heritage students for more than 10 years. She is always passionate about teaching Chinese and learning other languages herself. At Francis W. Parker since 2008.

**Cindy Marker**, Co-Chair of Languages and Cultural Studies Department, French Teacher  
B.A. French, Northwestern University; Ph.D. French, University of Michigan.  
Ms. Marker has taught all levels of high school and college French. She has lived in France and Switzerland and led student trips to France and Belgium. Extracurricular interests include French Club and theater. At Francis W. Parker since 2008.

**Lorin Pritikin**, French Teacher  
B.S. Education/French and Communication Arts, University of Wisconsin-Madison.  
Ms. Pritikin has interests in a broad range of topics including research in cognition, diversity issues, and French language and cultural education. Her particular study of the interface between first language literacy challenges and second language acquisition led to the design and implementation of Parker’s first alternative foreign language and global studies program for students who struggle with foreign language learning. As a result of this inclusionary program, since 1995, no student has been waived out of foreign language and cultural education. She has lived in France and has led student trips to Belgium and France. She actively promotes people-to-people diplomacy and global citizenry in her role as Parker’s AFS faculty advisor and Sister Cities Casablanca Committee liaison. At Francis W. Parker since 1989.

**Yadiner Sabir**, Spanish Teacher  
B.A. Social Sciences, University of Puerto Rico at Río Piedras; M.A. Communication Studies, New Mexico State University at Las Cruces.  
Mrs. Sabir has taught for 14 years at NC State University in Raleigh, NC; Lynn University in Boca Raton, FL; University of Puerto Rico at Bayamón and more recently at Cary Academy in Cary, NC. She has worked as a World Language Exchange Coordination establishing and running dual exchanges between Cary Academy and Santiago College in Santiago de Chile, Chile as well as Quilmes High School in Quilmes, Argentina. At Francis W. Parker since 2015.

**Learning Resources**

**Bridget Walsh**, Learning Resource Department Chair, Upper School (11th -12th)  
B.A. Sociology, M.A. Multi-Categorical SpEd, St. Xavier University; Learning/Behavior Specialist. Committed to student-centered learning experiences; highlighting student strengths, and facilitating developments in areas of need. At Francis W. Parker since 2013.

**Julie Holman**, Learning Resource Teacher, Upper School (9th-10th)  
B.S. Speech, Northwestern University; M.A. Learning Disabilities, Northwestern University. At Francis W. Parker since 1987.
**MATHEMATICS**

**Wendy Olt**, Co-Chair of Mathematics Department, Mathematics Teacher  
B.S. Mathematics, University of Texas – Austin; M.A. Mathematics Education, University of Texas - Austin. Ms. Olt enjoys watching football, going out to eat and spending time with her two kids. At Francis W. Parker since 2008.

**Kamton Woodard**, Co-Chair of Mathematics Department, Mathematics Teacher  

**Victoria Lee**, Mathematics Teacher  
B.A. Mathematics, North Park University; M.S.T. University of Illinois at Chicago, Mathematics Teaching; MEd, Loyola University, Chicago, Leadership and Supervision. Ms. Lee enjoys spending time with her family, playing golf with friends and planning riveting and engaging lessons for her classes. At Francis W. Parker since 2008.

**Ethan Levine**, Mathematics Teacher  
B.A. Linguistics, University of Pennsylvania; M.S.Ed. Mathematics Education, University of Pennsylvania. Mr. Levine loves trivia, basketball, guessing where people are from based on their accents, crossword puzzles, making obscure Seinfeld references, maps and geography, bothering his wife with his aforementioned passions, and playing with shapes and numbers with his son. At Francis W. Parker School since 2017.

**Christopher Riff**, Mathematics Teacher  
B.S. Mathematics and Physics, Bates College; Ph.D. Physics, Dartmouth College; Previously at Francis W. Parker 1979-1984. Taught at the Knox School (Long Island, NY) for eight years. At Francis W. Parker since 2002.

**Steve Tyler**, Mathematics Teacher  
B.A. Mathematics, Indiana University; M.S. Special Education, Ball State University. Mr. Tyler enjoys traveling, watching all types of sporting events, exploring the performing arts, attending concerts (mostly of 80's bands), and dining out all over Chicago. Mr. Tyler is a varsity basketball official in Indiana and worked the State Finals in 2018. At Francis W. Parker since 2018.

**Robert Wilson**, Mathematics Teacher  
B.S. Electrical Engineering, University of Illinois, Champaign-Urbana, M.S. Mathematics Teaching, DePaul University. Mr. Wilson enjoys traveling, camping, hiking, bike riding, learning languages, logic puzzles, and music of many genres. At Francis W. Parker since 2013.

**Laury Wolf**, Mathematics Teacher  
B.A. Economics with concentration in Mathematics, University of Illinois; M.A. in Mathematics Education, New York University. In her spare time, Ms. Raff enjoys spending time with her dog and doing pilates. At Francis W. Parker since 2016.

**PERFORMANCE ARTS**

**Leslie Holland Pryor**, Chair of Television & Theater Arts Department, Teacher  
Member of AEA, AFT, SAG and AFTRA B.A., Pennsylvania State University; M.F.A., University of Wisconsin-Madison. Ms. Holland Pryor has worked at most equity houses in Chicago including, Victory Gardens, The Goodman Theatre, Marriott Lincolnshire and Steppenwolf Theatre. She won a Chicago Emmy for “A Place of Their Own” and a Black Theatre Award for “Best Director” for Lynn Nottage’s “CRUMBS FROM THE TABLE OF JOY at Steppenwolf. At Francis W. Parker since 1998.
**Kingsley Tang**, Chair of Music Department, Diversity, Equity & Inclusion Co-Chair  
M. M., Music Education, Northwestern University. B.M., Music Composition & Conducting, Northwestern University; Mr. Tang lives in Evanston with his wife, two children, and dog Buffy. He enjoys writing, running, and spending time with his family. At Francis W. Parker School since 2010.

**John Hildreth**, Performing Arts Teacher  
B.A. Chemistry, University of Chicago  
Mr. Hildreth is an alumnus of The Second City, and has been performing, directing and teaching theater arts in Chicago for more than 30 years. At Francis W. Parker School since 2019.

**Emma Castaldi**, Music Teacher  
B.M. Music Education, Northwestern University; M.M. Music Education, Northwestern University; Ms. Castaldi has experience teaching private voice lessons and singing in an a cappella group! Her favorite memory from her a cappella group experience was traveling to Cape Town, South Africa to direct a music workshop… twice! At Francis W. Parker School since 2018.

**Stu Greenspan**, Music Teacher  
B.M., American Conservatory of Music (jazz studies). Mr. Greenspan composes for and performs with a variety of jazz and pop music groups, and he engineers recordings for many theater companies throughout the country. He has served on the music faculty of Columbia College Chicago since 1996. At Francis W. Parker School since 1998.

**Betty Lewis**, Violin Teacher, Orchestra Director  
B.M., Violin Performance, Chicago Music College – Roosevelt University. Violin/Orchestra teacher – People’s Music School (1983-1992); Faculty Member – Birch Creek Music Performance Center in Door County, WI; member of Lake Forest Symphony, Peninsula Music Festival (WI), and extra list for Chicago Symphony Orchestra. At Francis W. Parker since 1992.

**Nick Rupard**, Performing Arts and Visual Arts Teacher  
B.S. Theater, Indiana State University; M.F.A., Scene Design and Technical Theater; Wayne University, Director of Design and Technical Ensemble since 2002. At Francis W. Parker since 2007.

**Alec Synakowski**, Music Teacher  
B.A. Music Education, DePaul University, M.M.Ed. VanderCook College of Music. Mr. Synakowski loves creating and performing music from around the world, especially Irish and American folk music. He plays several instruments including the trumpet, mandolin, guitar, and banjo. His passion for progressive music education is joined by his love of flying private airplanes, and adventuring outdoors! At Francis W. Parker since 2010.

**Florence Walker Harris**, Dance Instructor  
B.S. in Sociology & Black and Latino Studies from the State University College at Oneonta in New York, and a Masters degree in Human Services Administration from National Louis University.  
At Francis W. Parker since 2018.

**PHYSICAL EDUCATION/ATHLETICS**

**Jan Zoufal**, Chair of Physical Education Department, Physical Education Teacher  
B.S. Physical Education, University of Illinois, Chicago; M.S. Exercise Physiology, University of Illinois-Chicago. At Francis W. Parker since 1985.

**Willie J. Banks**, Physical Education Teacher  
B.S. Physical Education, University of Illinois at Chicago. M.A. Concordia University: School of Leadership and Supervision. Mr. Banks enjoys spending time with his family and the game of golf. At Francis W. Parker since 1989.
Terry Davis, Physical Education Teacher  
B.S. Fitness Management, DePaul University; M. Ed. School Guidance Counseling, DePaul University. Mr. Davis enjoys playing sports and working out. At Francis W. Parker since 2000.

Tyler Heidtke, Physical Education Teacher  
B.S. Recreation, Sport, and Tourism, the University of Illinois at Urbana-Champaign. Physical Education Teaching Certificate with Health Endorsement, Northeastern Illinois University. Previous work experience: The Joseph Sears School in Kenilworth, IL. In his spare time, Mr. Heidtke enjoys playing sports and hiking/backpacking. At Francis W. Parker since 2019.

Pat Pagnucco, Physical Education Teacher  
B.S. Physical Education, University of Wyoming; M.Ed. Physical Education, DePaul University. At Francis W. Parker since 1978.

Kara L. Turpin, B.S. Physical Education Teacher  
B.S. Physical Education, DePaul University. Previous work experience: Walt Disney Magnet School. Ms. Turpin is also an ACE certified personal trainer and group fitness instructor. She leads sold out interval training classes at Shred415. Ms. Turpin enjoys challenging herself in new ways by training for adventure obstacle races. At Francis W. Parker since 2016.

**SCIENCE**

George Austin, Co-Chair of Science Department, Science Teacher  
B.S. Engineering Physics, and B.A. Philosophy, University of Illinois; M.S. Education and Social Policy, Northwestern University. Mr. Austin enjoys the energy and elemental rhythms of the universe whether expressed as salsa dancing or cosmology. At Francis W. Parker since 1997.

Angela Miklavcic Brandon, Co-Chair of Science Department, Middle School Science Teacher  
A.B. Social Anthropology Harvard University; M.S. Curriculum Development and Instructional Technology University at Albany; M.Ed. Private School Leadership Columbia University. Prior experience: Emma Willard School (Troy, NY) and The Episcopal Academy (Philadelphia, PA). Ms. Miklavcic is a former high school chemistry teacher and coach (basketball and crew). She loves reading, gardening, traveling, and hanging out with her family. At Francis W. Parker since 2017.

Elizabeth Druger, Science Teacher  

Bridget Lesinski, Science Teacher  
B.A. Biology, Drake University; M.Ed. Education, DePaul University. Previous experience: Barrington High School (Barrington, IL), Lincoln-Way High School (Frankfort, IL) Mrs. Lesinski is interested in the Spanish language, traveling, reading and keeping up with her three boys. At Francis W. Parker in 1999.

Kara Schupp, Science Teacher  
B.A. Biology Concordia College; M.S. Secondary Education University of Nebraska at Omaha. Previous experience: Millard South High School, Milken Community High School, Mayfield Senior School, and Bernard Zell Anshe Emet Day School. Ms. Schupp enjoys spending time outdoors and having adventures with her family. At Francis W. Parker since 2011.

Leslie Webster, Science Teacher  
M.S. and B.S., Biochemistry, University of California-Riverside. Previous experience: Palisades Charter High School (Pacific Palisades, CA), Norte Vista High School (Riverside, CA), Sherman Indian High School
(Riverside, CA). Mrs. Webster enjoys running and running after her daughters. At Francis W. Parker since 2004.

**Ryan Zaremba**, Science Teacher  
B.S. Molecular and Cellular Biology, University of Illinois at Urbana-Champaign and M.Ed. Secondary Education, University of St. Francis. Previous experience: Bolingbrook High School (Bolingbrook, IL), Morton West High School (Berwyn, IL), Johnson College Preparatory High School (Chicago, IL), Elk Grove High School (Elk Grove Village, IL). Mr. Zaremba is interested in health and fitness and an avid CrossFit enthusiast. He also loves to travel, home improvement and enjoys spending time with his family and his dogs. At Francis W. Parker since 2015.

**Xiao Zhang**, Science Teacher  
B.A. Physics, University of Chicago; M.Ed. Education, Loyola University Chicago. Mr. Zhang enjoys hiking and reading classical novels. At Francis W. Parker since 1999.

**Visual Arts**

**Christopher Turner**, Chair of Visual Arts Department, Lower School Woodworking teacher.  
B.F.A. School of the Art Institute of Chicago. At Francis W. Parker since 1988.

**Travis Chandler**, Visual Arts Teacher  
B.A. Digital Cinema, DePaul University. Travis worked in broadcast television, interactive multimedia and finally digital advertising before realizing he’d much rather be teaching. Currently he also teaches classes in the Cinema and Interactive Media department at DePaul University. He also plays music but he doesn’t talk about that much. At Francis W. Parker since 2013.

**Kay Silva**, Visual Arts Teacher  
B.F.A. SUNY Purchase College, M.Ed. National-Louis University, Ed.D. Concordia University Chicago. Prior to her past twenty years as an art educator and muralist, Kay enjoyed a career as a costume designer for theatre and film. At Francis W. Parker since 2019.

**Caroline Gardner**, Visual Arts Teacher  
B.F.A Baylor University in Texas; M.A. Ed North Park University-Chicago  
Previously taught at Rolling Meadows High School. She received her M.A. Ed. with a certificate in teaching art K-12 and regular ed K-9. Caroline loves teaching and making her own artwork in paint, photo, and print mediums. In her free time she can often be found at the park with her three young sons. At Francis W. Parker since 2011.

**Katie Palmer**, Visual Arts Teacher  
B.F.A. The Rhode Island School of Design, M.A.T. Brown University,  
Previously chaired the visual arts department and taught at the Harvard Westlake School in Los Angeles, CA.  
At Francis W. Parker since 2018.

**Nick Rupard**, Visual Arts and Performing Arts Teacher  
B.S. Theater, Indiana State University; M.F.A. Scene Design and Technical Theater; Wayne University, Director of Design and Technical Ensemble since 2002. At Francis W. Parker since 2007.
PLANNING YOUR SCHEDULE OF CLASSES

Since we are frequently asked, below is advice from the college counseling office's perspective.

FIRST, GATHER INFORMATION FROM THE RIGHT PEOPLE:

- For math, science and languages, most students in the first few years of Upper School are provided with a recommendation for placement from the teachers in those disciplines.
- When choosing a language, don’t feel pressured to take or not take a particular language simply because of previous exposure/knowledge. Instead, think ahead about your entire high school career trajectory (and even what you might choose to study beyond.) Ask questions, meet teachers, talk with others.
- Look closely at all of the Performing & Visual Arts options Parker offers each year - before you need to register.
- In later years and/or electives, seek advice from teachers in specific disciplines who know you, your work in that subject, as well as what might be expected in the class. Talk with students in upper grades who have taken the course already.
- In terms of providing advice regarding the number and/or “level” of particular courses to take each semester, you, your teachers, as well as your advisor and your parent(s), will all be in a better position than anyone in college counseling to provide guidance. If specific information is needed, division heads would also be helpful.
- Particularly if there are concerns about stress and/or time management, check with our learning specialists and/or the counseling department for their input.
- If and when possible, each year take a class that you are excited about (either because you love it already or because you want to learn something new – in high school AND in college!)

THINGS TO CONSIDER FROM THE COLLEGE COUNSELING PERSPECTIVE:

- In simple terms, challenge yourself appropriately each and every year. We all learn and grow, but everyone is different. It’s a process, not a race. It is wise to build a strong foundation before moving on. Therefore, whenever possible, choose a pace that is comfortable for you.
- How might you be able to choose courses that will result in a schedule (for all four years) that challenges you and fosters your growth and development without being too demanding for your own comfort level? Consider what areas interest you most. What subjects come more naturally to you? How might that affect when and how many courses you take each year?
- Consider your own learning style. (i.e. Is an independent study good for you or a disaster waiting to happen? Is “more” better for you? Or is less?)
- Personalize if/when you can. Do you love languages? If so, is there a way to learn two? Or would you prefer to take more mathematics courses after our language requirement is complete?
- Think outside of the box; consider creative options. Talk to your teachers, advisors, classmates, and brainstorm with people who know you well to make sure you’ve thought of all of your options.

THEN, THINGS TO CONSIDER FROM THE COLLEGE COUNSELING PERSPECTIVE SPECIFICALLY FOR RISING JUNIORS AND SENIORS:

- Keep your options open by keeping your future in mind. For instance, are you considering a career as
a physician or an engineer? If so, you might want to make sure to take another year of lab science (instead of or in addition to an elective) and/or a math that heads towards calculus, instead of statistics. Or, if the colleges you might consider require a language competency for THEIR graduation requirements, would you continue with the same language you’ve taken here or change in college? If you’d keep the same one, then you might want to take more of the same language in high school. If you would want to change your language, then your decision might differ.

- After all of this, if you’re happy with your academic plan, but you or someone else is concerned that the schedule you’d like to take might be questionable from a college’s perspective (i.e. no math or no science or no language senior year), then check in Naviance or the colleges’ websites to see if they are clear about what they require and/or recommend for admission. And, as you approach senior year (or if you are IN your Senior year), if you know of one or two colleges that you are interested in, you can even email or call them to see how they respond to your options or choices. (Simply ask for the counselor of the day—or the “Chicago area representative” if they have one.)

- If you need this kind of advice and cannot get the information from colleges, OR if the information you get is confusing or contradictory, then stop by and ask one of us in the college counseling office, and we’ll do our best to help. A little word of warning though: Remember that although we usually know more about what the colleges will say, you still know more about what is good for YOU. So, it’s not always a quick response or a clear one; but we are happy to talk with you and/or your advisor if and when that would be helpful.

- Juniors registering for senior year and/or seniors if your schedule changes mid-year senior year, you will need to let the colleges you’ve applied to know. So, PLEASE try to really plan ahead with some knowledge & conviction.

FINALLY . . . AT THE END: WHAT WILL THE COLLEGES THINK:

- Simply put, they want you to challenge yourself.

- Your choices should make sense to them—as long as you’ve been considerate and honest with yourself.

- Think about it: Colleges want to know that you are on the upside of learning. Are you choosing classes because you’re excited about the topic? Interested in learning more? And trying to prepare yourself for college-level work? Or are you on the downside, trying to just finish what is necessary for high school and be done? Are you taking classes that someone else said you should take without thinking about it? If someone asked you the reasons for your choices, how would it sound?

- And, yes, generally colleges and universities do expect you to take more than our graduation requirements—but even that varies from school to school. In the end, the requirements for colleges that you decide to apply to should fit YOUR abilities to meet them. Then, it works out!

QUESTIONS STUDENTS ASK US EVERY YEAR:

Q: Should I take an easier class if I think I can get a better grade?

A: Colleges hope that students have taken the most challenging courses available to them AND been successful in them. That simply doesn’t always happen. So, the CHOICE is yours (after seeking all of the above advice), and this decision will vary greatly from student to student, course to course, and college to college.
Q: Should I take fewer courses my senior year than ever before, since I will have applications and college visits, etc.? Or should I take more to make colleges think I’m ready for a challenge?

A: NEITHER! You should continue to challenge yourself—and learn and grow with the same intensity that you’ve been comfortable with in the past. If you struggled last year because you took too many classes, then see if you are able to take fewer. If it was too easy for you, then find a way to challenge yourself. Balance is essential.

Q: Is this all very cut and dry? Is there a right or wrong decision in terms of what colleges will think about the classes I took or didn’t take on my schedule each year?

A: Absolutely not! Everyone is different—students are individuals with different strengths, challenges, interests, goals, and levels of preparation. And EVERY COLLEGE looks at applications differently! And the PEOPLE involved in the process of giving advice and evaluating your applications all have different ideas and perspectives and come from differing backgrounds themselves. There are so many factors involved in the process, and it really is impossible to please everyone. So . . . in the end:

GET ADVICE. Consider your options. Then make the most of your education while being true to yourself!
## Departmental Requirement Worksheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Graduation Year</th>
<th>Advisor</th>
</tr>
</thead>
</table>

### English (4 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Writing Across Genres</td>
<td>Grade 9 (1 year, 1 credit)</td>
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<td></td>
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</tr>
<tr>
<td>World Literature</td>
<td>Grade 10 (1 year, 1 credit)</td>
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<td></td>
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</tr>
<tr>
<td>American Literature</td>
<td>Grade 11 (1 year, 1 credit)</td>
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</tr>
<tr>
<td>Elective</td>
<td>Grades 10-12 (1 sem or 1 year long credit)</td>
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<td></td>
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<tr>
<td>Elective</td>
<td>Grades 10-12 (1 sem or 1 year long credit)</td>
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**Total Credits Completed in Department**

### General Curriculum (.75 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
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<th>Credits Completed</th>
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</thead>
<tbody>
<tr>
<td>Seminar in Health Education</td>
<td>Grade 9 (1 semester)</td>
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<td></td>
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<tr>
<td>Senior Seminar</td>
<td>Grade 12 (1 semester)</td>
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**Total Credits Completed in Department**

### History & Social Studies (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes in World History</td>
<td>Grade 9 (1 year, 1 credit)</td>
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</tr>
<tr>
<td>Modern World History I</td>
<td>Grade 10 (1 semester, 0.5 credit)</td>
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<tr>
<td>Modern World History II</td>
<td>Grade 10 (1 semester, 0.5 credit)</td>
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<tr>
<td>United States History I</td>
<td>Grade 11 (1 semester, 0.5 credit)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>United States History II</td>
<td>Grade 11 (1 semester, 0.5 credit)</td>
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**Total Credits Completed in Department**

### Integrated Learning & Information Sciences (.5 Credits)

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<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
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<th>Credits Completed</th>
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<tbody>
<tr>
<td>Computer Programming I</td>
<td>Grade 9-12 (1 sem, 5 credit)</td>
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**Total Credits Completed in Department**

### Languages & Cultural Studies (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
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</thead>
<tbody>
<tr>
<td>1-course in two year sequence</td>
<td>Grade 9-11 (1 year, 1 credit)</td>
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</tr>
<tr>
<td>2-course in two year sequence</td>
<td>Grade 9-12 (1 year, 1 credit)</td>
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<tr>
<td>3-year</td>
<td>Grade 9-12 (1 year, 1 credit)</td>
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</table>

**Total Credits Completed in Department**

### Mathematics (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year</td>
<td>Grade 9-10 (1 year, 1 credit)</td>
<td></td>
<td></td>
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<tr>
<td>2-year</td>
<td>Grade 10-11 (1 year, 1 credit)</td>
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<td></td>
</tr>
<tr>
<td>3-year</td>
<td>Grade 11-12 (1 year, 1 credit)</td>
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</table>

**Total Credits Completed in Department**

### Performing and Visual Arts: Dance, Music, Television & Theater, and Visual Arts (2 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Grade 9-12 (varies length and credit)</td>
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<td></td>
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<tr>
<td>Elective</td>
<td>Grade 9-12 (varies length and credit)</td>
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<tr>
<td>Elective</td>
<td>Grade 9-12 (varies length and credit)</td>
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**Total Credits Completed in Department**

### Science (3 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Recommended Grade Level</th>
<th>Sem/Yr Enrolled</th>
<th>Mark</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year</td>
<td>Grade 9 (1 year, 1 credit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-year</td>
<td>Grade 10 (1 year, 1 credit)</td>
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<tr>
<td>3-year</td>
<td>Grade 11 (1 year, 1 credit)</td>
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**Total Credits Completed in Department**

### Physical Education (2 Credits)

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<th>Course</th>
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<th>Sem/Yr Enrolled</th>
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<th>Credits Completed</th>
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<td>Physical Education 1 and 2</td>
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<td>Physical Education 1 and 2</td>
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<td>Physical Education 1 and 2</td>
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<tr>
<td>Physical Education 1 and 2</td>
<td>Grade 12 (1 year, 1 credit)</td>
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</tbody>
</table>

**Total Credits Completed in Department**

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**Reminder:** This chart lists only departmental graduation requirements; the minimum cumulative credits for graduation is 20 credits, not including PE.
APPENDIX A

COURSE OVERRIDE FORM

This form is to be filled out by the student and parent(s)/guardian(s) who wish to override a teacher placement.

The student will be registered for the teacher-determined class until the three steps have been followed, approved, and this completed form has been submitted to the registrar.

- All rising 10-12 grade current Parker students should complete this form by June 11, 2021.
- All new-to-Parker Upper School students should complete the form by August 27, 2021 or one week from receiving their placement.

Step 1: Email from the student written to the department chairs of the subject area class.

- The letters should state:
  - Requested class
  - Rationale for the requested class
  - Why the student believes this requested class would be a successful transition.

Step 2: Meeting or conversation with the student and Parent/Guardian.

- Conversation checklist:
  - The recommendation has been made by a professional team.
  - Overall class experience:
    - Instructors move through content at a pace commensurate with the level of the course.
    - If this is an advanced course request, note that advanced levels require an increased responsibility of work, time, and more accountability on the part of the student.
    - Student and parent(s)/guardian(s) understand that outside help is based on teacher availability.
  - If the student returns to the teacher-determined level, the student is responsible for the work and content missed. The grade received in the override class will follow the student to the teacher-determined class. The grade from the override class will be included in the calculation of the semester grade.
  - Your schedule may drastically change if the override class needs to be changed back to the recommended level. Student initiated changes for year-long classes must occur within the add/drop period.
  - The override class is NOT a trial. We expect the student to be in class the entire year.
  - Tutoring Policy: Outside tutoring is discouraged. However, there are times when a teacher may feel a student requires outside support.
- No parent/guardian or student may engage the services of a tutor outside the school without first talking to the teacher. If a teacher suggests a tutor, the parent still must coordinate efforts with the teacher of record.
- At no time should any student be working with a tutor without informing the teacher. Please read the Tutoring Policy in the handbook for further details.

○ Student & parent(s)/guardian(s) understand that a shift in level will enhance challenge and rigor, and may have a significant impact on a student's overall grade.

**Step 3: Contract**

- A contract signed by the parent and student sign indicates that the above points have been covered and that the points are understood.

<table>
<thead>
<tr>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teacher Placed Course</td>
</tr>
<tr>
<td>● Student Requested Course</td>
</tr>
</tbody>
</table>

“My signature below acknowledges that we have discussed the recommendation with my child’s teacher and our interest in enrolling in a course different than the one recommended. Our signatures indicate that we understand the possible implications mentioned above.”

<table>
<thead>
<tr>
<th></th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
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<tr>
<td>Parent/Guardian</td>
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<tr>
<td>Advisor</td>
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<tr>
<td>Dept. Chair</td>
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</tbody>
</table>
APPENDIX B

Parker Mathematics Course Offerings Class of 2021 and Beyond

Subject to Revision
Appendix C: Music Elective Courses

Vocal:
- 9th Grade
  - Treble Choir
  - Baritone Choir
- 10-12th Grade
  - *Grape Jam
  - Concert Choir

Instrumental:
- 9-12th Grade
  - *Advanced Wind Ensemble
  - Concert Band
  - Jazz Band

Strings:
- 9-12th Grade
  - String Orchestra

Non-Performance:
- Vocal Studio Class
- Fundamentals of Music
- Guitar Studio
- Songwriting and Music Production

* Auditioned Ensemble