

**HONORS ENGLISH**

Global Urban Literature

**Course description:**

Lab Atlanta's Honors English samples literary sources from around the globe, emphasizing place-based literature and the literature of cities (featuring Atlanta), in particular. Core themes of the Global Urban Literature curriculum include: the development of human identity; how "senses of place" inform the cultures that emerge from them; and how people understand and interact with "others" across various lines of human difference.

As with all Lab Atlanta curricula, this course is designed for students to take increasing responsibility for and ownership of their learning. Using the principles and pedagogy of the Loose Canon network, learners will be responsible in the latter parts of the semester for selecting their own readings (in consultation with and pending faculty approval) from selected reading options across various genres and contexts.

Global Urban Literature will explore how cultures of origin and one's sense of place affect and inform one's identity and world view. It will also provide learners ample opportunities to practice and improve their reading, writing, dialogue and observational skills. Given how often the Hero's Journey archetype influences narrative structures and content, this course will also examine how this common archetype functions across widely diverse texts.

**Course objectives:**

Students will:

- Explore how literary sources respond to and influence the places--especially cities--in which they were written
- Consider how literature can help readers build empathy by seeing through the eyes of other perspectives or cultures
- Learn how--and why--stories are so effective in moving people and inspiring action
- Investigate the multiple--even sometimes conflicting--elements of human identity
- Reflect on how their own identity influences their perspective and world view
- Examine how their sense of "home" (or culture of origin) shapes who they are
- Explicate which aspects inform their own voice and sense of self, and how they can deploy that identity most effectively in their reading and writing

**Learning experiences (Key Themes and Units of Study):**

- "Acute Observation" exercise: Reflecting on both internal & external experiences
- Daily class discussion of readings, writing, and other shared experiences with their Lab Atlanta classmates
- Autobiographical/Narrative story-telling: both improvisational (oral) and recursive (written)
- Author interviews about composing a memoir and/or their writing process
- Reflection on prior Autobiography/Story of Self drafts from the perspective of "an Other"
- Empathy interviews & empathy-building with relevant groups (e.g. Fugees Academy collaboration)
- Close reading and explication of poetry, prose, and other texts
- Multimedia presentation synthesizing some of the transdisciplinary connections emerging from a free choice reading selection
- A capstone "demonstration of mastery" (as a summative assessment) on the transdisciplinary connections between another free choice reading selection and other Lab Atlanta curricula

**Writing assignments** (Each of these writing assignments will entail producing multiple drafts, with revisions, comprising a variety of writing styles: from expository to creative.):

- Autobiographical narrative (or essay)
- Responsive journal (ongoing): to foster personal reflection and enhance students' self-awareness of their own interpretive lenses
- Creative-writing assignments (e.g. "I Am/I Am From..." poem--or "Song of Myself," short story, etc.)

**Writing assignments (con't)**

- Literary interpretive essays (thesis-based essays using literary analysis, with textual support)
- Poetry analysis essay

Collaborative class discussions and other small-group assignments will complement these more individual reading and writing tasks.

**Instructional Resources:**

Literary Sources will include complete works and selected excerpts from texts such as:

Poetry by Walt Whitman, Langston Hughes, etc.

Charles Dickens's *Hard Times*

Alfred Uhry's *Driving Miss Daisy* (1988: Pulitzer Prize winner)

Faiza Guene's *Kiffe Kiffe Tomorrow*

Dave Egger's *What is the What*

Teju Cole's *Open City*

John Stilgoe's *Outside Lies Magic*

Free Choice Selection I: an Atlanta-centric novel

Sandra Cisneros's *A House of My Own*

Free Choice Selection II: a non Atlanta-centric novel

Ryan Gravel's *Where We Want to Live* Free Choice Selection III: a collection of poetry, verse, song lyrics, etc.

Mark Beaver's *Suburban Gospel*

James Joyce's *Dubliners*

**Collateral sources, including:**

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

[https://www.ted.com/talks/taiye\\_selasi\\_don\\_t\\_ask\\_where\\_i\\_m\\_from\\_ask\\_where\\_i\\_m\\_a\\_local/](https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local/)

**Assessment:**

The depth and quality of students' engagement with course material and their progress as learners will be among the most important assessment criteria in this class. Student engagement and language arts skill development will be demonstrated by:

- Generative, productive participation in class discussions of course material;
- Empathetic listening and understanding multiple perspectives through dialogue;
- Sophisticated, close reading of a range of complex texts;
- Creative thinking in synthesizing concepts;
- Critical thinking in conceiving and articulating incisive analyses;
- Clear expression in speaking and writing;
- Progress in self-assessment and metacognitive awareness (reflecting on group and individual processes, e.g.).

Some of the assignments in Honors English will be assessed individually; others will entail collaborative assessments for coursework produced in small groups.

**Curricular alignment:**

This course corresponds to Georgia Department of Education (DOE) course numbers 23.06207 (Tenth Grade Literature and Composition) or 23.06307 (World Literature and Composition).

## HONORS WORLD HISTORY

### The Rise and Fall of Cities

#### Course description:

This course examines World History through a thematic approach, from the dawn of civilization to the current era, with a focus on urban civilizations. Attention will be paid to the social, political, cultural and economic interactions between humans, and how these work as unifying themes across eras. Secondly, this course will focus on the rise and fall of world cities, exploring how cities emerge as sites of tension, optimism, innovation, creativity and progress. Ultimately, this course introduces students to the role that globalization plays in shaping cities in the 21st century.

#### Course Themes:

Part One: *The Emergence of Civilizations and the Rise of Urban Centers*  
A Period of Transition: Shifting Balances in Asia, Africa and Europe; Transforming the West:  
Technological Innovations and Cultural Revolutions

Part Two: *The Paths of Conquest: Colonization, Imperialism and Western Expansion*  
Africa and the Atlantic Slave Trade; Political and Social Changes in Latin America,  
1810-1920; Industrialization in the East: Japan and Russia

Part Three: *Paradigm Shifts: From Villages to Cities*  
Paris, France; Tokyo, Japan; London, England, New York City; Lagos, Nigeria; Atlanta, Georgia

#### Course objectives:

Students will:

- Understand the key debates and historical texts on cities and urban territories
- Understand the history of social inequality in the city, and hypothesize how to create just and inclusive cities
- Analyze the economic role of cities as centers of production and commerce
- Develop skills in techniques of urban ethnography
- Develop as analytical thinkers through engagement with historical content, maps, and primary and secondary sources
- Enhance their multicultural understanding of diverse viewpoints
- Create a deeper understanding of civic engagement and global citizenship in the 21st century city

#### Learning experiences:

Reflection Papers

During the semester, students will write eight two-page persuasive papers. These short reflection papers will help students unpack ideas and concepts developed in this course, and provide a measurement of their grasp of the subject matter.

World Cities Reflections (Group Projects)

After consulting with the instructor, students will work in small groups to create a project that explores a theme connected to world cities. Students will identify how they will articulate this assignment.

Multimedia Analysis

Through depictions in media, people often gain perspective on others. This is especially true when one considers how cities, people, and city landscapes are represented. The purpose of this analysis is not to summarize a film, documentary, or musical content; it is to critically examine themes, concepts and ideas raised in the course. Afterwards, students will create a documentary film that integrates concepts and ideas, and contextualizes how they define the city.

#### Instructional resources:

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 5th edition. AP Version. New York: Pearson Education, Inc., 2007. In addition to this text, students will read excerpts from books, news blogs, and academic articles.

#### Assessment:

This course is comprised of three assessments: Reflection Papers, Group Projects and Multimedia Analysis. Through these learning experiences, students will demonstrate their mastery of course material, appreciation of multiple perspectives, understanding of historical context and how to articulate their analyses. Students will also be assessed in World History using the universal Lab Atlanta assessment rubric.

#### Curricular alignment:

This course corresponds to Georgia Department of Education (DOE) course number 45.08307 (Honors World History).

## **VISUAL ARTS**

### Digital Photography

#### **Course description:**

Lab Atlanta's Visual Arts course explores the range of creative expression through the lenses of digital photography and storytelling, in particular. The Digital Photography and Storytelling course introduces students to a variety of non-verbal means of communication and expression. Students will experience and understand the different parts of the creative process, in which art works constitute focused, non-verbal responses to a question or topic they investigate in Atlanta. Students learn design and composition skills in order to create photographic narratives to reflect their understanding of the city.

#### **Course objectives:**

Students will:

- Learn to use basic tools, techniques, and processes of digital photography
- Develop their art-making fluency to communicate visually
- Cultivate their facility with artistic elements and the principles of design
- Demonstrate an understanding of the creative process: finding and solving problems, pursuing open-ended questions, constructing a narrative with meaningful images, reflecting and sharing
- Design and create narrative art to express personal ideas, conceptual understandings, and to document their process
- Develop and demonstrate maturing creative and problem-solving skills in making art
- Reflect on the characteristics of their own and others' artwork (via self-, peer- and artist-led critiques)
- Discuss and critically assess works of art
- Connect artistic expression to other disciplines and life experiences

#### **Learning experiences:**

The Digital Photography and Storytelling course includes both art appreciation and art making. Students will have ample opportunities to create and self-reflect through art critiques on their own work and pieces made by peers and working contemporary artists. Students will grow familiar with the concepts, issues, practical applications, and knowledge of art and the artistic process through interactions with practicing artists. Through the questioning, uncovering, art making, and feedback processes, students will better comprehend how works of art reflect their understanding of Atlanta and themselves.

#### **Instructional resources:**

This course will achieve its objectives by blending an analytical and practical approach to making art, in collaboration with Atlanta-based art institutions and visiting professional artists. Lab Atlanta will provide digital cameras to students who need them. Lab Atlanta computers will be equipped with the necessary digital editing and composition software to support students' work.

#### **Assessment:**

The Visual Arts are performance-based: students will maintain a portfolio to document their creative process and reflections. The portfolio will also reflect each student's evolution and growth in art-making, art critiques, and understanding contemporary artists' works. They will assemble a cumulative digital photography portfolio and produce a narrative digital summation of their creative performance in this course. Students' digital portfolios, narratives, and final art piece will be assessed by collaborating professional artists, as well as by Lab Atlanta faculty.

#### **Curricular alignment:**

This course corresponds to Georgia Department of Education (DOE) course number 50.07117 (Visual Arts/Photography I).

## MATHEMATICS

### Course description:

The Mathematics course has two components:

- The personalized online component provides the differentiated mathematics content required for each student, at any level.
- The applications component ensures that students collect, apply, and interpret real-world data in a meaningful way.

The mathematics applications component of the course is organized around quantifying the world through collecting data, mathematical modeling, and interpreting the results of mathematical models. Learners will then apply these concepts to understand better, to communicate better, and to better predict significant trends within the city of Atlanta.

### Course objectives:

Students will:

- Observe, measure, and synthesize real-world data
- Mathematically model real-world data
- Predict trends using mathematical models
- Apply concepts in context, to promote quicker recall and longer retention of topics
- Apply, organize, and present conjectures based upon quantifiable data that students have measured and observed

### Learning experiences:

The applications course component will enhance the online learning experience. Students will quantify patterns and behaviors from Lab Atlanta site visits in the field. For instance, learners might study the flow of people entering and exiting a MARTA train at a particular time of day. Learners might also study the cost-benefit of growing vegetables using traditional methods versus using aquaponics. This immersive component is designed to complement students' understanding of the standards and benchmarks for each learner's specific target mathematics course (online).

### Instructional resources:

Online component: The curricular resources originate from our online math provider, The Virtual High School.

Application component: We will also use Desmos as a free online mathematical modeling software, Google Documents as a data analysis software package, and Google Sketchup.

### Assessment:

Supplementing the online course's assessments, larger school-wide projects will provide opportunities for learners to exhibit mastery in applying topics relating to or extending from their target math course. Formative assessments measuring mastery of skills and standards will be reflected in specific rubrics for each project. In addition to the project rubrics, learners will write reflections to articulate their understanding of the application and a mathematical modeling exercise. The (Virtual High School) online course will provide a summative assessment of each learner's understanding of core content.

### Curricular alignment:

The Georgia Department of Education (DOE) course number for this course will correspond to the personalized mathematics selection and level for each individual Lab Atlanta student.

Students enrolled for the Spring 2017 Semester, for instance, will be taking Math courses including:

- GSE Algebra II 27.09927
- GSE Honors Geometry 27.09917
- GSE Accelerated Geometry B/Algebra II 27.09957
- Accelerated GSE Analytic Geometry B/Advanced Algebra 27.09767
- Accelerated GPS Pre-Calculus 27.09607
- Calculus 27.07800

## WORLD LANGUAGE AND CULTURES

### Course description:

The World Language and Cultures course has three components:

- Students will complete an online module in the target language in order to master the appropriate skills as defined by the sending school or school system.
- Students will be immersed in contexts where the target language is used by native speakers in order to strengthen their understanding of the target culture.
- Students will engage in the study of global themes that are not language-specific in order to gain an understanding of Atlanta as a global city.

The overarching theme of the course is organized around the exploration of cultural identity and its components: the origins, qualities, beliefs, and means of expressions of a group. Through connections with international communities in Atlanta, students will find opportunities for immersion and engagement in the target language in order to explore the concept of cultural identity. Students can take this course for any language, at any level of proficiency.

### Course objectives:

Students will:

- Develop their linguistic proficiency in the target language with the online module
- Grow in their understanding of cultural perspectives, practices, and products in the target languages through the immersion component
- Uncover connections and comparisons between international communities in Atlanta and their own culture through the global component

### Learning experiences:

Through field work (empathy interviews, observations of behaviors), reading and listening resources, discussion and reflection, students will explore the following themes of study:

- Challenges: immigration, transportation, housing, food
- Education and profession
- Cultural life and expressions
- Beliefs and values
- Communication and technologies

### Instructional resources:

Mángo Languages K-12

Online resources in the target language

### Assessments:

- Listening and reading comprehension quizzes
- Journals
- Class discussion and debates
- Preparing and conducting interviews with native speakers
- Summative assessment

### Curricular alignment:

The Georgia Department of Education (DOE) course number for this course will correspond to the personalized language selection and level for each individual Lab Atlanta student.

Students enrolled for the Spring 2017 Semester, for instance, will be taking Language courses including:

- French I 60.01107, French II 60.01207, French III H 60.01307, and French IV (AP) 60.01407
- Spanish I 60.07107, Spanish II 60.07207, and Spanish III H 60.07307
- Latin II 61.04207

## **SOCIOLOGY (ELECTIVE)**

### **Course description:**

As an introduction to sociology, this elective course examines how societies function as systems, how institutions are organized, and how our personal choices are influenced by both. Students will have multiple opportunities in this course to hypothesize and problem-solve using a sociological lens. Through their research and fieldwork, students will interpret issues from the past in order to inform their prospects for building for a vibrant, sustainable future for themselves and the city of Atlanta. The immersive learning experience of this elective will also assist students in developing systems thinking.

### **Course Themes:**

Unit One	Classical Sociological Theory
Unit Two	Socialization, Groupthink and Society
Unit Three	Urban Ecology: People, Processes and Institutions
Unit Four	Social Stratification and Social Inequality
Unit Five:	Cities and Suburbs: Case Study, Atlanta, GA

### **Course objectives:**

Students will:

- Practice using sociological concepts and theories
- Develop a deeper understanding of how institutions and people influence urban processes
- Develop skills and knowledge needed to become engaged citizens, well informed about their local environment and society at large
- Develop an intermediate understanding of urban ethnographic research methods
- Understand the history of social inequality in Atlanta, and hypothesize how to create just and inclusive cities
- Develop a critical thinking framework that allows them to hypothesize and solve problems
- Enhance their multicultural understanding of diverse viewpoints

### **Learning Experiences:**

Public discourse

To participate optimally in the Lab Atlanta experience, all students should play an active role in the course. Students should come to class prepared to articulate through verbal or nonverbal communication that they have a deep understanding of the material. These public discourse performances could take the form of small group conversations, written reflections, or oral exams.

Field notes

Students will keep a field notebook to record their daily observations in the field. This notebook will help students build their observation skills and create a deeper foundation in ethnographic practices. These field notes will include initial field observations and information gained while visiting various sites throughout the city. Some of the sites that we will visit include:

1. The Metropolitan Atlanta Rapid Transportation Authority (MARTA) Network
2. The Atlanta History Center and The Swan House
3. The High Museum of Art
4. The Fugees Academy
5. Buford Highway Corridor

Ethnographic research

Students will develop a critical understanding of ethnographic research methods in this course. Through hands-on experiences, students will produce a series of brief ethnographic reports based on research conducted in Atlanta. These assignments will help students hone their ethnographic skills and provide opportunities for formative assessments.

### **Instructional resources:**

Reading sources will include complete works and excerpts from books, news blogs, and academic articles such as:

1. Learning to Labor: How Working Class Kids Get Working Class Jobs, Paul Willis and Stanley Aronowitz
2. White Flight: Atlanta and the Making of Modern Conservatism, Kevin Kruse
3. Leaving Atlanta, Tayari Jones
4. Atlanta: Race, Class And Urban Expansion, Larry Keating
5. Nickel and Dimed: On (Not) Getting By in America, Barbara Ehrenreich
6. The Temple Bombing, Melissa Fay Greene



**Assessment:**

Performance in this course will be assessed through a combination of written reflections, conversations, oral exams and presentations, in order to determine how well students understand the material and can articulate their understanding.

**Summative Sociology assessment:**

Elements of the final transdisciplinary design challenge will serve as the summative assessment for the sociology course, featuring the skills and knowledge students learn during the semester. The sociological aspects of the transdisciplinary challenge thus serve as a summative assessment for students taking this elective. Since each transdisciplinary design challenge project will be student-initiated, we cannot know in advance what projects the students will undertake.

**Curricular alignment:**

This course corresponds to Georgia Department of Education (DOE) course number 45.03107 (Sociology).



## ENGINEERING APPLICATIONS (ELECTIVE)

### Course description:

As an introduction to engineering applications, this elective course will immerse students in salient issues concerning themselves and the city of Atlanta. From this immersion, learners will begin to articulate needs of selected users and design multiple prototypes to serve these identified needs. Students will be introduced to principles of engineering; explore various engineering fields; and apply these practical concepts within a specific field of engineering. Students will bring a human-centered lens to their work as they apply the design thinking process alongside the engineering design process. They will learn to better define problems; explore and evaluate possible solutions; and, promote and advocate for change.

### Course objectives:

Students will:

- Develop empathy for users of potential engineered solutions
- Learn to see the connections between science, technology, fine arts, engineering, and math and how their principles apply to public design
- Exhibit mastery of Georgia Department of Education standards: STEM-EA-1 thru STEM-EA-12
- Identify and explore various engineering fields and their applications
- Apply skills learned to re-designing existing systems

### Learning experiences:

The course is scaffolded so that learners develop the ability to identify and address a need in an area of their particular engineering interest. In units one and two, students will develop their sense of self and be introduced to the basic principles of engineering, building key skills like 3D-CAD modeling, engineering graphics, and different drawing perspectives. In addition to those skills, developing empathy towards the user will be emphasized to facilitate effective, innovative, and creative design.

After completing the introduction to engineering module, students will be given choices to investigate issues in four topics relating to the city of Atlanta: food, transportation, smart cities technology, and city planning. In conjunction with key partners, learners will be paired with mentors and specialists in these fields to articulate a salient issue and develop a prototype to test. This final prototype will be evaluated by faculty, mentors, and community members.

### Instructional resources:

Instructional Textbook: Irwin's Engineering the Future: Science, Technology, and the Design Process, (Key Curriculum Press, 2008)

Physical and Consulting Resources: Lovett Makerspace and Tech Theater Workshop, Georgia Institute of Technology Public Design Workshop, GA Tech School of Applied Physiology, and Project Lead the Way.

### Assessment:

Each student's final grade will be determined using a combination of digital portfolios (blog posts, reflections, 2D/3D and CAD models), and individual/group presentations. To the extent that they apply in the context of the course, the GA DOE standards will be mapped to these elements in order to assess student mastery of relevant standards and skills for Engineering Applications (ENGR - EA).

### Summative Engineering Applications Assessment:

Elements of the final transdisciplinary design challenge will serve as the summative assessment for the engineering applications course, featuring the skills and knowledge students learn during the semester. Since each transdisciplinary design challenge project will be student-initiated, we cannot know in advance what projects the students will undertake.

### Curricular alignment:

This course corresponds to Georgia Department of Education (DOE) course number 21.47207 (Engineering Applications (ENGR - EA)).