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# Program of Studies

*Curriculum Information and Planning Guide for Students, Parents, and Teachers*

**NEW  
TRIER**  
TOWNSHIP HIGH SCHOOL  
DISTRICT 203

# Contact Information 2023-2024

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# NEW TRIER HIGH SCHOOL

January 2024

Dear Students:

The New Trier High School Program of Studies has been prepared to help you plan your four-year educational program. A study of the content will reveal the academic strength of the curriculum and the diversity of curricular offerings. The many options will allow you to individualize your course of study and to meet your objectives, needs, and interests.

In addition to describing classes, the Program of Studies provides information about graduation requirements, credits, grades, course levels, weighted grades, career guidance, Advanced Placement courses, and special programs. Course codes are listed at the end of each department section for you to use when registering for classes for next year. Please use this handbook with your parents and adviser to make informed decisions about your future.

New Trier staff members are prepared to help you make the most of your opportunities. Our personal best wishes are extended to you for a positive, involved, and successful school year.

Sincerely,



Paul J. Sally, Superintendent



Denise A. Dubravec, Winnetka Campus Principal/  
Assistant Superintendent



Paul M. Waechtler, Northfield Campus Principal



Peter W. Tragos, Assistant Superintendent  
for Curriculum and Instruction

*"To commit minds to inquiry, hearts to compassion, and lives to the service of humanity."*

# Academic Program

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## Four-Year Planning Process

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### Introduction

The four-year plan is a road map created to chart a student's course of study through high school. It begins with the selection of freshman courses and is revised and refined annually in collaboration with the student's adviser to ensure that this individualized program is meeting the needs, interests, and goals of the student.

### Objectives

- The four-year plan should include all graduation requirements.
- It should be a well-rounded, appropriately challenging program that balances core academic courses with elective courses while incorporating post-high school aspirations and interests.
- It should be a balanced, manageable program that allows the student to pursue extracurricular and co-curricular interests as well.

### Resources

The worksheet on page 5 can be used to create a four-year plan. The student's adviser and post-high school counselor are key resources in mapping out the student's program and helping the student make adjustments along the way. Prior to freshman year, the Program of Studies and the freshman transition team are valuable resources available to students and parents. Keep in mind that a student's four-year plan will change over time as needs and interests evolve throughout high school.

## Graduation Requirements

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### MINIMUM REQUIREMENTS

To graduate, New Trier students must have a minimum of 23 credits from courses taken during their high school years. Within these 23 credits, the following subject areas are required:

- English - 4 credits (4 years)
- Mathematics - 3 credits (3 years)
- U.S. History - 1 credit (1 year)
- World History - 1 credit (1 year)
- Biology - 1 credit (1 year)
- Physical Science - 1 credit (1 year)
- Kinetic Wellness/Health - 4 credits (4 years)
- Fine and/or Practical Arts - 1 credit (2 semesters)
- Consumer Education - .5 credit (1 semester)
- Civics - .5 credit (1 semester)

### SPECIFIC REQUIREMENTS

#### English

Successful completion of each of the four years of the English sequence is required for graduation (4 credits). In the junior and senior years, students choose from a number of course options.

#### Mathematics

Students must complete three full years of mathematics, Algebra 1 or higher (3 credits).

### Social Studies

Two years of social studies are required: one year of world history (1 credit) and one year of United States history (1 credit).

### Science

One full year of biology (1 credit) and one full year of a physical science (1 credit) are required. All science courses are laboratory courses.

### Kinetic Wellness/Health

Students are required to take a Kinetic Wellness course for each semester they attend New Trier. The four-year Kinetic Wellness program includes state-mandated health units. Students who transfer into the district with no prior health education will be required to enroll in a one-semester health course.

### Fine and/or Practical Arts

To satisfy this requirement, a student may take *two semesters* of fine arts (Art, Music & Theatre, or Speech & Debate), *two semesters* of practical arts (Applied Arts or Business Education), or *one semester of each*. Courses taken to fulfill any other graduation requirement (such as Dance for Kinetic Wellness) may not be used to fulfill this requirement. A freshman Dance course taken in addition to a Kinetic Wellness course may also be used as a fine arts credit.

### Consumer Education

The following courses fulfill the consumer education requirement:

- AP Economics (full year required)
- Business Leadership (full year required)
- Consumer Seminar
- Economics
- Financial Management
- Introduction to Business (full year required)
- Special Education: Vocational Education (full year required)
- Work Study (full year required)
- Consumer Mathematics and Culinary Arts (full year required)

### Civics

Students are required by the Illinois State Board of Education to take one semester of civics education. The following courses fulfill this requirement.

Open to sophomores, juniors, and seniors:

- Civics
- Civics and Social Justice
- Urban Design and Civic Engagement
- Public Forum Debate 1, 2, & 3
- Global Studies (EL students only)

Open to seniors only:

- AP Government and Politics
- Current Issues
- IGSS Senior Social Studies
- Law and Justice
- Sociology in Action

### Computer Literacy

For students entering the 9th grade in the 2022-2023 school year and each school year thereafter, one year of a course that includes intensive instruction in computer literacy, which may be in a course that counts toward the fulfillment of other graduation requirements. The following combination of courses fulfill this requirement.

- Algebra
- Biology
- English 1-4
- Geometry
- U.S. History
- World History



## Recommended Courses for College Admission

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Colleges are looking for diversity and rigor in the high school academic record. Below is a suggested college prep course load:

- English (4 years)
- Mathematics (3-4 years): Algebra, Geometry, Algebra 2, Precalculus
- Social studies (3-4 years)
- Lab science (3-4 years)
- Modern and classical languages (2-4 years of same language)

No single pattern of preparation will meet the admission requirements of all colleges. However, a four-year comprehensive and balanced program in the traditional academic subjects is strongly advised and will meet most college requirements and/or recommendations.

Preparing for specific personal, vocational, or college interests requires careful planning of the student's course of study. Students interested in highly selective colleges should pursue a four-year sequence in English, foreign language, mathematics, science, and social studies. Most colleges require more than the minimum graduation requirements for admission. In addition, students are encouraged to take advantage of the courses offered in the areas of applied arts, art, business education, dance, music, media, speech, and theatre. Advisers and post-high school counselors are ready to help students with their four-year high school plan.

## Four-Year Planning Information

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**If you plan to attend an Illinois state-supported, four-year university** or a public community college with the intent to transfer, your course of study should include:

- English – four years, emphasizing written and oral communication and literature
- Mathematics – three years, including introductory algebra, advanced algebra, geometry, and trigonometry
- Science – three years, such as biology, chemistry, and physics or environmental science
- Social Studies – three years, including world history, U.S. history, and a social studies elective
- Electives – two years, such as applied arts, art, business, dance, foreign language, or music

**NCAA eligibility standards for Division 1 athletes require** students to complete 16 core academic courses by graduation, at least 10 of which must be completed by the beginning of senior year:

- Four years of English
- Three years of mathematics
- Two years of natural or physical science (one year of lab if offered by high school)
- Two years of social studies
- One additional year of English, mathematics, or natural or physical science

- Four additional courses from any area above, foreign language, or non-doctrinal religion or philosophy

Computer science courses may not be used to fulfill the core requirements.

**The University of California system requires** one year of the same course in visual or performing arts, chosen from dance, music, theater, or visual arts.

**Several midwest flagship public universities, such as Indiana University, require seven or more semesters of mathematics.**

**With over 3000 colleges in the United States, there are always exceptions to the above. New Trier students should strive for a schedule that provides the optimal, appropriate academic challenge while still allowing time for activities they choose to enrich their lives.**

## Department Overview

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- **Core Academic Departments (5):** English, Mathematics, Modern & Classical Languages, Science, and Social Studies
- **Elective Departments (6):** Applied Arts, Art, Business Education, English-Media & Journalism, Music & Theatre, Social Studies-Speech & Debate
- **Other Departments (5):** Kinetic Wellness, Library, Post-High School Counseling, Social Work, and Special Education
- **Specialty Areas (3):** Dance courses are in the Kinetic Wellness Department; English Learner (EL) courses are in the English Department; and the Integrated Global Studies School (IGSS) courses are listed in the English, Art, and Social Studies Departments.

## Weighted and Unweighted Credit

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### WEIGHTED-CREDIT COURSES (LEVELS 2, 3, 4, 9)

- Courses taken for weighted credit are included in a student's weighted GPA.
- Significant study and work outside of class time is required.
- All core academic department courses are taken for weighted credit (except Publications: NT News and Publications: Trevia).
- Some elective department courses must be taken for weighted credit: Accounting, Business Leadership, Dance Lab, History of Art, Music Theory, and Theatre 4: Advanced Acting and Directing. Other elective department courses may also be taken for weighted credit in grades 10-12 on the Winnetka campus only. See the individual department course descriptions.
- Freshmen may only take 5 courses for weighted credit.

## Four-Year Plan Worksheet\*

	Graduation Requirement (years)	Recommended for College Admission** (years)	Freshman	summer	Sophomore	summer	Junior	summer	Senior
<b>English</b>	4	4							
<b>Math</b>	3	3-4							
<b>Science</b>	1 Biology 1 Physical Science	3-4							
<b>Social Studies</b>	1 World History 1 US History	3-4							
<b>MCL</b>	0	2-4							
<b>KW</b>	4								
<b>Elective</b>	2 Semesters	1-4							
<b>Elective</b>									
<b>Civics</b>	1 Semester								
<b>Consumer Seminar</b>	1 Semester								

\*Four-year plans are individualized. However, common academic programs include 4 or 5 core academic courses + 1 or 2 elective courses + lunch + 1 free period. Students should keep in mind the time they will spend on extracurricular activities and other after-school commitments.

\*\*Consult college websites and/or the Post-High School Counseling department for more information on individual admission requirements.

## UNWEIGHTED-CREDIT COURSES (LEVEL 8)

- Some preparation outside of class may be required, and the amount varies by course.
- All elective department courses are taken for unweighted credit (except those listed above).
- All Kinetic Wellness courses are taken for unweighted credit (except Dance Lab).
- Courses taken for unweighted credit are not included in a student's weighted GPA.
- Elective courses offered at the Northfield campus may not be taken for weighted credit.
- Freshmen may not take electives for weighted credit.
- Students who want to take a course offered at the Winnetka campus for weighted credit may complete the required form during the first two weeks of the semester.

## Course Level System

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### ASSIGNMENT TO LEVELS

New Trier offers a comprehensive, rigorous curriculum for students of all ability levels. Courses are offered at five different levels, and Advanced Placement courses are an option in the junior and senior years. The purpose of the level system is to provide optimal learning experiences for all New Trier students. The level system differentiates courses according to conceptual emphasis, scope, instructional approach, communication skills, class activities, and assignments. An appropriate level placement matches the student's academic ability, maturity, motivation, and interests with the course that provides the greatest opportunity to achieve academic success. Students do not have to take all their courses at the same level; in fact, most students take courses at two or three different levels.

Before requesting a change of level in a course, students and parents should seriously consider the impact of a level change on the student's overall homework load and extracurricular commitments. The Course Level Descriptions chart on the following page explains the differing expectations of each level. Considering these differences, movement to a higher level, especially when not recommended by a teacher, often results in a significant increase in the amount of time required outside of class in order for a student to be successful in the higher level. For that reason, students and parents should discuss this with the student's teacher, adviser, and post-high school counselor. **If the decision is made to request a level change, the student or a parent must contact the adviser in order to register for the higher or lower level.**

Requests for movement to a higher or lower level than that recommended by school personnel should be made only at the time of course registration or at the beginning of a semester. **Requests made after the course registration period or prior to the beginning of a semester will be granted only if space is available.**

## COURSE CLASSIFICATIONS

Each course has a six-digit number. The fifth digit, "3" identifies the semester(s) the course is offered; full-year courses are assigned a "3" to represent both semesters. The sixth digit indicates the level. Below are the descriptions of New Trier levels:

- 4 - Courses offered at level 4 are advanced courses (including AP Courses). Subjects are studied in greater depth and at a faster pace than in other levels.
- 3 - Courses offered at level 3 are designed for students who are expected to perform at an above-average pace and level of difficulty.
- 2 - Courses offered at level 2 are designed for students who can learn best at an average pace and level of difficulty.
- 9 - Courses offered at level 9 may be taken by all students. Students who have experienced difficulty in academic work should consult the department chair before enrolling. The courses with level-9 designations are computed as level -3 courses in the weighted grade point average.
- 8 - Courses offered at level 8 are elective-credit courses.

### ADVANCED PLACEMENT COURSES

Advanced Placement is a program of rigorous college-level courses and examinations. Each course culminates with an examination developed by the College Board. Many colleges and universities allow freshmen to receive credit for one to three semesters of college work if they have earned an acceptable grade on an Advanced Placement examination. These courses are only open to juniors and seniors.



## NEW TRIER HIGH SCHOOL COURSE LEVEL DESCRIPTIONS

	College Prep Level 2	Honors Level 3	High Honors Level 4
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Abstraction from concrete examples</li> </ul>	<ul style="list-style-type: none"> <li>Analysis, inference, and abstraction</li> </ul>	<ul style="list-style-type: none"> <li>Analysis, inference, abstraction, and synthesis leading to complex concept development</li> </ul>
<b>Pace</b>	<ul style="list-style-type: none"> <li>Moderate</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated</li> </ul>	<ul style="list-style-type: none"> <li>Rapid</li> </ul>
<b>Scope</b>	<ul style="list-style-type: none"> <li>Focused</li> </ul>	<ul style="list-style-type: none"> <li>Expanded</li> </ul>	<ul style="list-style-type: none"> <li>In-depth</li> </ul>
<b>Instructional Approach</b>	<ul style="list-style-type: none"> <li>Sequential and guided</li> <li>Concrete, linear emphasized</li> <li>Emphasis on building and reinforcing skills leading to independent learning</li> <li>Resourcefulness and creative thinking encouraged</li> <li>Extensive development of fundamental skills in reading, writing, listening, speaking, and organization.</li> <li>Classes are smaller; some are co-taught.</li> </ul>	<ul style="list-style-type: none"> <li>Combination of guided instruction and independent inquiry</li> <li>Connection established between concrete, literal, and abstract, theoretical</li> <li>Emphasis on building skills leading to independent learning</li> <li>Resourcefulness and creative thinking encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Less guided instruction and more independent inquiry</li> <li>Abstract, theoretical emphasized</li> <li>Emphasis on independent learning</li> <li>Resourcefulness and creative thinking encouraged</li> </ul>
<b>Communication Skills</b> (e.g., writing, speaking, listening)	<ul style="list-style-type: none"> <li>Basic conventions of correct spoken and written expression</li> </ul>	<ul style="list-style-type: none"> <li>Correctness of standard conventions plus introduction to rhetorical techniques</li> </ul>	<ul style="list-style-type: none"> <li>Strong degree of proficiency in standard conventions and deliberate rhetorical techniques</li> </ul>
<b>Class Activities</b> (e.g., discussion, problem solving, group work)	<ul style="list-style-type: none"> <li>Explicitly structured and ordered</li> <li>Teacher-directed, some open-ended activities</li> <li>Frequent content and skill review</li> </ul>	<ul style="list-style-type: none"> <li>Moderately structured and ordered</li> <li>Some student initiative expected</li> <li>Some content and skill review</li> </ul>	<ul style="list-style-type: none"> <li>Minimally structured and open-ended activities</li> <li>Student initiative expected</li> <li>Infrequent skill review; content review done independently</li> </ul>
<b>Assignments</b> (e.g., homework, projects, papers, research)	<ul style="list-style-type: none"> <li>Explicitly structured and directed</li> <li>Some amount of reading and writing required</li> <li>Independent work reinforces new material introduced in class</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly structured and moderately directed</li> <li>Moderate amount of reading and writing required</li> <li>Independent work requires some new material to be learned outside of class</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly structured and open-ended</li> <li>Extensive amount of reading and writing required</li> <li>Independent work requires significant amount of new material to be learned outside of class</li> </ul>
<b>ADDITIONAL LEVEL</b>			
<b>Level 9</b>	<ul style="list-style-type: none"> <li>In core academic departments, level-9 courses accommodate the needs of students at all academic levels and are taught with expectations for learning that are most appropriately weighted at level 3. Students who choose to take an elective class as a level-9 major credit class are required to do significant work outside of class to deepen the learning experience.</li> </ul>		

\*AP courses are calculated at level-4 credit.

## Homework

### PHILOSOPHY

Homework is integral to engagement and success in New Trier's rigorous curriculum. With homework comes a shared responsibility among students, families, faculty, and administration to manage the effect of homework on students' ability to maintain a healthy and balanced life.

Because New Trier teachers are trusted to use their professional judgment in assigning homework that complements the learning objectives of the various courses, it is to be expected that there will be variation in the type, frequency, and amount of homework for any given course. Yet, it is also expected that New Trier teachers will be cognizant of and responsive to the fact that their respective courses are but one part of a student's overall high school experience.

New Trier provides a wide variety of options with respect to the types and levels of courses as well as extracurricular activities. Students are expected to consider the impact decisions, such as the number of major-credit courses and course levels, will have on the students' homework loads while developing and adjusting individualized courses of study geared toward achieving personal objectives.

Finally, New Trier's administration accepts its responsibility to continuously evaluate and improve the process by which information regarding homework expectations are developed and communicated to students and families. The goal is to create sufficient information regarding the nature and kind of homework so that informed decisions can be made when developing individual programs of study.

### ADDRESSING HOMEWORK ISSUES DURING THE SCHOOL YEAR

If the time spent on homework becomes an issue during the school year, the following steps can be helpful for a family.

1. The student's family should have a frank discussion about homework strategies and habits to determine if the student is utilizing homework time as effectively as possible. This discussion should also include determining the impact of level changes and outside activities on the student's ability to utilize homework time effectively.
2. The student should discuss homework challenges with all relevant teachers to determine if the student has a clear understanding of homework expectations and/or if there are more effective homework strategies for a specific class.
3. Most situations will be successfully addressed through the actions mentioned above. For those few situations that are still unresolved, the parents should contact the teacher, with the goal of working together to determine the best course of action for the student.

## Grades

Although grades and credits are necessary elements of academic performance, the aims of education are accomplished by the pursuit of knowledge and understanding. Faithful, patient study brings achievement and rewards not measured by grade averages and credit counts.

Students receive letter grades in all major-credit courses and in most elective-credit courses. New Trier uses a five-letter grading system with pluses and minuses. "A," "B," "C," and "D" are passing grades; "F" and "WF" are failing grades for which no credit is given. A student who receives an "F" in a required subject must repeat and pass the subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course that is part of a sequence must repeat and pass the course before continuing in a sequence. In many cases, a student who receives a "D" is encouraged to review the course before continuing in the sequence. (See "Review Courses.") Audit grades are assigned only under special conditions to students in Summer School or to students coming from a foreign country after the start of a semester.

### MODIFIED CURRICULUM GRADES

Due to a prolonged and documented medical absence that interrupts a portion of a semester of study (roughly 25%-40% of a semester or 15-24 days of an individual class), a student may be assigned a Modified Curriculum (MC) grade. Issuing an MC grade is a recognition that an illness or other unanticipated circumstance interrupted the normal attendance pattern for a student, but is offered to provide a mechanism for students to receive course credit and/or remain prepared to join the next course in a sequence of courses with the requisite skills to proceed. Students who do not have a prolonged documented condition or circumstance are not eligible for an MC grade.

The MC designation in the course title indicates that the curriculum was modified to maintain core skill elements necessary for course completion and/or readiness for the next course in a sequence, but removed elements either not possible to complete (e.g. class discussion) or able to be tested through alternate means (e.g. a final skills assessment in lieu of smaller formative or summative assessments). The MC grade will appear and be noted on a student's transcript but will not be included in computing the grade point average. MC grades may be granted for absences in excess of the limits defined above, but may also result in withdrawing from a class, transferring classes, or the need for other interventions outlined in this section.

Students whose absences are related to pursuing educational, athletic, or extracurricular pursuits outside of New Trier are not eligible to receive an MC grade. Students who fail to meet minimum standards for the course will not receive an MC grade.

For all students who qualify for MC grades, in classes which count toward graduation credit OR are prerequisites for another course in a sequence, a final benchmark assessment may be administered in a proctored or monitored format to certify that the student has met the minimum standards and skill requirements of the course.

Any students who violate the Academic Integrity Policy, as set out in the Student Guidebook, may face disciplinary action as outlined, which could possibly result in failure of the course.

### INCOMPLETES

A student whose work is incomplete due to authorized absences may receive an “I” on the report card. The student must complete the course work within 30 school days after the first day of the next semester. A student whose work is incomplete for unauthorized reasons will not be given the opportunity to complete work at the end of the grading period.

### PASS/NO CREDIT OPTION

Some departments offer a limited number of courses for major credit on a “pass/no credit” basis, in which a “P” (pass) or an “N” (no credit) is recorded on a student’s report card. The grade will not be included in computing the grade point average. Students may exercise the “pass/no credit” option if the course selected is a fifth major-credit course not required for graduation. If a student drops from five to four major-credit courses, the major-credit course originally approved for pass/no credit is automatically graded. No course that fulfills a graduation requirement may be taken as pass/no credit. AP courses cannot be taken as pass/no credit.

Approval forms, along with a list of courses offered for the pass/no credit option, may be obtained from the Associate Principal. The pass/no credit option must be renewed each semester. Freshmen are not eligible for the pass/no credit option.

### INDEPENDENT STUDY

Independent Study is an individual curricular enrichment study in which a student works independently under the direction of a consulting teacher on a subject of interest that is not covered in the regular curriculum. Formal course requirements cannot be met through an independent study. An independent study may not be used to satisfy a graduation requirement. A student must take four major-credit courses in addition to the independent study. An independent study must meet departmental prerequisites; departmental approval is required.

Independent Study courses may earn up to .5 credit per semester, with the actual number to be decided by the consulting teacher in agreement with the department chair. Independent Study is graded “pass” or “no credit.” Therefore, an independent study will not be included in the student’s GPA. The Independent Study is assigned level-3 credit on the transcript.

Applications for Independent Study may be obtained from the Associate Principal for Academics & Administrative Services and must be renewed each semester. The completed application must be on file in the Associate principal’s office no later than the last school day in September to receive credit in the first semester and no later than the last school day in February to receive credit in the second semester. Credit is issued when the contracted work is completed to the satisfaction of the consulting teacher.

### REVIEW COURSES

Generally, a student who retakes a course is attempting to improve the grade and increase understanding of the material. A review course in Mathematics or Modern and Classical Languages may not be taken out of sequence. Both grades are used in computing the student’s grade point average (GPA). Both grades are reported on the student’s transcript. A review course may not be counted toward graduation or athletic eligibility.

### REPEAT COURSES

A repeat course is one that a student retakes after having previously failed. A student who passes a repeat course will have both the original “F” and the passing grade computed in the GPA. Both grades are reported on the student’s transcript. Repeat courses count toward athletic eligibility because the student is receiving credit.

## Weighted & Unweighted Grade Point Averages

New Trier offers both weighted and unweighted grade point averages, but does not calculate or provide class rank. The weighted GPA uses the following grid and includes only major-credit courses taken at New Trier. The unweighted GPA includes all major-credit and elective-credit courses taken at New Trier. The unweighted system counts all courses at level-2 values. Both weighted and unweighted GPAs are computed and reported to two decimal places. The following general rules are used in computing GPAs under both systems:

- If a course is repeated or reviewed, both grades will appear on the transcript and will be included in the GPA calculation.
- Only grades earned at New Trier are included in the GPA.
- Level 8 courses are not calculated in weighted GPA.

GRADE WEIGHTS			
	2* (College Preparatory)	3 & 9 (Honors)	4 (High Honors/AP)
A	4.00	4.67	5.33
A–	3.67	4.33	5.00
B+	3.33	4.00	4.67
B	3.00	3.67	4.33
B–	2.67	3.33	4.00
C+	2.33	3.00	3.67
C	2.00	2.67	3.33
C–	1.67	2.33	3.00
D+	1.33	2.00	2.33
D	1.00	1.33	1.67
D–	.33	.67	1.00
F	0	0	0
* This column is used for computing unweighted averages. Grades for all major-credit and elective-credit courses are included.			

### HONOR ROLL

Students who earn an unweighted grade point average (determined by level-2 values in preceding table) of 3.2 or higher in major- credit courses receive Honor Roll recognition, which is posted at the end of each quarter. Students who achieve a cumulative unweighted GPA of 3.2 or higher for seven semesters are recognized in the Commencement Program as members of the New Trier Honor Society.

### HONORABLE MENTION

Students who earn an unweighted grade point average (determined by level-2 values in preceding table) of 3.0 or higher in major-credit courses receive Honorable Mention recognition, which is posted at the end of each quarter.

## Post-High School Counseling

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Counseling professionals at New Trier provide a comprehensive program that culminates in plans for college or other post-secondary school experiences. The process evolves throughout the high school years with a different emphasis and focus each year.

The Post-High School Counseling Department offers an individualized planning experience for each student. Post-high school counselors serve as an integral part of the Graduating Class Team. The team's mission is to provide group and personal guidance through self-analysis, career exploration, and educational goal setting activities. This is achieved through:

- Individual assessments to identify student's strengths, interests, abilities, and post-secondary options, including college and careers
- Interpretation of assessment results
- Assistance with resume writing and interviewing skills
- Job Fairs, Gap Year Fair, and assistance in exploring enrichment program opportunities

Students and parents must begin early to consider the general requirements for college admission. Freshmen and sophomores will be informed of college guidance procedures and general expectations through the daily advisery.

### FRESHMAN YEAR

During the freshman year, emphasis is placed on the importance of the high school curriculum as well as on extracurricular and co-curricular experiences in planning the remainder of the individual four-year program. Through preliminary work with their adviser, students explore the connections between the high school program and career selection, focusing on their unique interests and abilities and emphasizing the development of learning skills.

### SOPHOMORE YEAR

The sophomore year focuses on strengthening and developing the individual program, career exploration, and building self-esteem. Post-high school counselors visit adviser rooms to discuss course registration considerations. In early second semester, all students and parents/guardians are invited to attend an evening presentation which previews the New Trier post-high school counseling timeline, programs and services, as well as information on standardized testing.

### JUNIOR YEAR

In November, an evening presentation is offered for all students and parents/guardians to learn more specifics about the post-high school counseling program at New Trier and how we will work together to support students in pursuing their future goals. Counselors visit adviser rooms during second, third, and fourth quarters to provide additional information to students. Individual meetings begin second semester. After the initial family appointment, counselors continue to meet individually with students through the remainder of the year and summer months.

### SENIOR YEAR

Individual meetings continue with seniors. Counselors visit their adviser groups throughout the school year to provide ongoing support. Students apply to colleges during the first semester of senior year. In the fall, a webinar is provided, detailing the process for applying for financial aid. In the second semester, counselors are available to help with decision making and investigating further options.

### COLLEGE ADMISSION TESTS

College admission tests are given by two testing agencies. The College Board administers the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), SAT, and Advanced Placement Tests. The American College Testing Program administers the ACT. Beginning in the sophomore year, students are informed about the tests as part of the post-high school counseling program,

Sophomores take the PSAT 10 in April of their sophomore year. Juniors have the option to take the PSAT/NMSQT in October and will take the SAT in April of their junior year.

New Trier encourages students to retake the ACT or SAT a second time, typically in the late spring of junior year through fall of senior year. Post-high school counselors can provide guidance on determining an appropriate testing timeline individualized to the student, and serve as a resource to navigating current college admission test requirements.

### HIGH SCHOOL COURSES TAKEN IN JUNIOR HIGH SCHOOL

Traditional high school mathematics courses (e.g., Algebra I and plane geometry) and modern and classical language courses taken while enrolled in junior high school are NOT shown on the high school transcript, and high school credit is not assigned to those classes. Colleges count these courses when analyzing an applicant's preparation, recognizing that students have completed prerequisites in junior high school if they enrolled in the next course in the sequence at the beginning of high school.

# Senior Project

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**Senior Project** is a program open to all seniors that allows students to design and complete their own experiential learning project, similar to an internship, during the last four weeks of the year. Since Senior Projects take place outside of school, students must complete their course work before beginning their Project; semester grades are determined on the day before Senior Projects begin. Participants work with the career services coordinators, a faculty or staff mentor, and a community sponsor, who help them develop their Senior Project proposal and oversee their Project. After a student commits to completing a Senior Project, it becomes a graduation requirement. During the time that students are working on their Project, they must keep a daily log and submit weekly written reflections. Upon completion of their Senior Project, students take part in a culminating presentation piece.



# Courses Available to Freshmen by Department

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## Applied Arts

Creative Cuisine.....	22
Fashion Construction.....	22
Introduction to Engineering Design (PLTW) .....	23
Introduction to Architecture .....	24
Introduction to Design Technology/Introduction to Computer Coding.....	25
Geometry, Design, and Construction-Team .....	25

## Art

Art Essentials .....	29
Art Exploration .....	29
Drawing and Painting 1.....	30
Introduction to Photography.....	30

## Business Education

Introduction to Business .....	36
Web and Multimedia Development 1 .....	38

## English

English 1 (Co-Taught), level 2.....	44
English 1, levels 2, 3, & 4.....	44
English 1-Team, levels 9 & 4 .....	45

## English-Media & Journalism

New Media Arts.....	52
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## Kinetic Wellness

Kinetic Wellness 1 .....	58
KW 1/Dance .....	58
KW 2/Freshman Dance 2.....	62

## Math

Algebra 1, level 2.....	67
Algebra 1, levels 2 & 3 .....	67
Plane Geometry, levels 2, 3, & 4.....	67
Geometry, Design, and Construction-Team .....	67
Algebra 2/College Algebra & Trigonometry, level 4.....	68

## Modern and Classical Languages

Chinese 1, levels 9 & 4 .....	74
Chinese 2, levels 9 & 4 .....	75
French 1, levels 9 & 4.....	76
French 2, levels 9 & 4.....	77
German 1, levels 9 & 4 .....	78
German 2, levels 9 & 4 .....	78
Hebrew 1, levels 9 & 4.....	79
Japanese 1, levels 9 & 4.....	80
Latin 1, levels 2, 9, & 4 .....	81
Latin 2, levels 2, 9, & 4 .....	81-82
Spanish 1, levels 2, 3, & 4.....	83
Spanish 2, levels 2, 3, & 4.....	84
Spanish 3, levels 3 & 4.....	84

## Music & Theatre

Northfield Chorus.....	92
Beginning and Returning Instrumental Music.....	93
Freshman Concert Band .....	93
Varsity Wind Ensemble.....	93
Freshman Jazz Ensemble .....	94
Freshman Orchestra .....	94
Symphony Orchestra.....	95
Instrumental Music Improvisation .....	95
Technical Theatre and Design.....	96
Theatre 1: Freshman Theatre Workshop.....	97

## Science

Biology (Co-Taught), level 2.....	101
Biology, levels 2, 3 & 4 .....	101
Environmental Geoscience (Co-Taught), level 2.....	103
Environmental Geoscience, levels 9 & 4 .....	103
Physics PCB, levels 3 & 4 .....	104

## Social Studies

World History, levels 2 (Co-Taught), 2, 3, & 4 .....	111
World History-T: World Studies, levels 9 & 4.....	111-112
<b>Social Studies-Speech and Debate</b>	
Freshman Speech and Debate .....	118



# New and Single-Semester Courses by Department

## NEW COURSES 2024-2025

### Social Studies

Urban Design and Civic Engagement.....	115
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## COURSE TITLE CHANGES

### English

Freshman Media Production to New Media Arts.....	52
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## SINGLE-SEMESTER COURSES (Winnetka)

### Applied Arts

Introduction to Design Technology/Introduction to Computer Coding.....	25
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### Art

Art Exploration .....	29
Digital Photography.....	30-31

### Business Education

Consumer Seminar .....	36
Consumer Seminar Online .....	36
Marketing: Sports and Entertainment.....	37
Marketing and Merchandising in Fashion .....	37
Financial Management .....	37
Business Law .....	37

### Kinetic Wellness

Driver Education .....	63
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### Science

Applied Human Anatomy.....	105
Zoology.....	106

### Social Studies

Civics .....	112
Chicago History .....	114
Psychology.....	114
Economics .....	114
Law and Justice.....	114
Civil Rights and Social Protest in Modern America.....	115

### Social Studies-Speech and Debate

Public Speaking and Strategic Communication .....	118
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### Special Education

Transition Seminar .....	122
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### PLEASE NOTE:

*Two single-semester courses may not necessarily be scheduled for the same period for 1st and 2nd semesters due to course availability or other scheduling factors.*

# Computer Programming Courses by Department

New Trier offers a variety of computer programming courses, ranging from Introduction to Computer Coding to AP Computer Science, in order to provide students with multiple options for exploring computer programming and learning the discipline of computer science.

## WINNETKA CAMPUS

<b>Applied Arts</b>	
Digital Electronics .....	23
<b>Business Education</b>	
Web and Multimedia Development 1 & 2 .....	38
iOS App Development.....	38
<b>Mathematics</b>	
Computer Science, levels 9 & 4.....	70
AP Computer Science .....	70

## NORTHFIELD CAMPUS

<b>Applied Arts</b>	
Introduction to Design Technology/Introduction to Computer Coding.....	24
<b>Business Education</b>	
Web and Multimedia Development 1 .....	38

# The Integrated Global Studies School (IGSS)

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The Integrated Global Studies School provides a small-school setting for students who are passionate about learning and who wish to help direct the path of their own education. IGSS is a challenging opportunity for students and staff to examine connections within and across disciplines and to develop creative and experiential courses of study. IGSS is driven by individuals whose open-mindedness inspires the spirit of inquiry, whose personal involvement is fueled by compassion, and whose convictions lead them to be responsibly active, both locally and globally, in the world outside the walls of New Trier. Juniors and seniors may apply to be in IGSS. Juniors receive credit for English, United States history and art. Seniors receive credit for English, social studies, civics, and art. To enroll in IGSS, students must have completed New Trier graduation requirements appropriate to their year group and must submit an online application. IGSS staff select students based on teacher recommendations, the student's application, and a personal interview.

## IGSS Junior Integrated English levels 9 & 4

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OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

Students in IGSS Junior English develop their skills in reading, writing, and thinking by focusing on texts from the American tradition. This work develops connections between all IGSS disciplines (social studies, English, and art). The goals outlined for junior English guide the IGSS curriculum, and a strong focus is placed on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. In particular, juniors work on an extended research paper that utilizes evidence from multiple sources. IGSS Junior English students come to understand not only the power and use of ideas as they helped shape our national identity but also that the health of our entire planet depends on the open-minded, critical, and imaginative uses of these ideas.

## IGSS Senior Integrated English levels 9 & 4

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OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3 OR IGSS JUNIOR ENGLISH

Students in IGSS Senior English develop skills in reading, writing, and thinking by working with relevant examples of both fiction and non-fiction. The sources used may include some American authors, but the emphasis is on various global perspectives. Through class-based and independent projects, seniors develop connections between all IGSS disciplines (social studies, English, and art). The goals outlined for senior English students guide the IGSS curriculum, and a strong focus is placed on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. IGSS Senior English students come to understand not only the power and use of ideas as they connect global communities (for better and worse) but also that the health of our planet depends on the open-minded, critical, and imaginative uses of these ideas.

## IGSS United States History: The United States and Its Place in the World levels 9 & 4

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OPEN TO JUNIORS  
PREREQUISITE: WORLD HISTORY

Students in IGSS United States History develop the skills and knowledge required of the historian and examine the ways in which the United States connects and has connected to the world. IGSS United States History fulfills New Trier's United States History graduation requirement. Students examine essential events and trends in United States History, including required units on the US and Illinois Constitution, and integrate their historical studies with their work in English and art. IGSS United States History emphasizes student inquiry, a variety of traditional and non-traditional assessment and evaluation techniques, and experiential learning opportunities.

## IGSS Senior Social Studies: Global Concerns levels 9 & 4

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OPEN TO SENIORS  
PREREQUISITE: WORLD HISTORY AND UNITED STATES HISTORY

Students in IGSS Senior Social Studies develop the skills and knowledge of the various social sciences that are most relevant to an examination of current events and issues. By examining IGSS themes through the lenses of history, geography, economics, and a wide variety of other disciplines, students develop an understanding of the relationships between people, places, and environments over time. Students encounter material and viewpoints from diverse time periods and ideologies and integrate this learning with their work in IGSS English and art, applying this broad experience and knowledge to current global trends and problems. The IGSS social studies curriculum emphasizes student inquiry, a variety of traditional and non-traditional assessment and evaluation techniques, and experiential learning opportunities. *This course fulfills the graduation requirement for civics.*

## IGSS Art: History Theory, and Practice 1 and 2 levels 9 & 4

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OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This course provides opportunities for students to develop an appreciation for the diverse culture of the visual arts. Students examine historical and contemporary models as a means to recognize and understand unique perspectives on both art and life. Students learn observational, analytical, and interpretative skills through the use of group and individual critique. The studio component includes the exploration of materials and techniques, with an emphasis on problem-solving skills and the creation of original thought-provoking artwork. Each assignment is directly linked to the IGSS curriculum in English and social studies. These interdisciplinary projects are an integral part of a class dedicated to expanding one's knowledge of art in an increasingly global society.

## Summer School

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The seven-week summer school program offers students the opportunity to take additional courses, repeat failed courses, or review courses to improve a grade and build skills. The types of experiences the summer school program offers to students include academic, enrichment, sports, and travel.

Many classes are approximately one hour and forty-five minutes in length. Courses that earn a year's credit require an entire morning's attendance. Science classes meet until 1 p.m. Registration for academic courses opens February 5, 2024 and ends on March 21, 2024 (for academic courses only). Course offerings vary each year and are dependent upon the number of enrollment requests. Students should not let their four-year program depend upon any specific summer school offering.

**Summer school courses taken by incoming freshmen do not fulfill graduation requirements.**

## Library

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The two libraries house collections that contribute to effective teaching and learning and serve to heighten each student's awareness and use of a variety of resources. The collections include close to 30,000 volumes, current print periodicals, and an extensive collection of multimedia materials. Resources also include 24/7 electronic access to historical and current national and international newspapers, magazines, journals, e-books, audio books, and other materials via online subscription databases. The collections are evaluated for appropriateness to the curriculum and are enriched regularly through the acquisition of new materials. Library materials are chosen to provide a variety of viewpoints and the support necessary for all ability and grade levels. Through membership in local, state, and national resource-sharing networks, the New Trier libraries provide access for students and staff to materials not available through the school itself.

New Trier's librarians are all certified teachers with advanced degrees in library and information sciences. They work with other teachers to provide opportunities for students to develop competencies in information literacy skills, including critical thinking, analyzing information, utilizing research strategies, documenting sources, and demonstrating a respect for intellectual property and information ethics. The primary purpose of the library is to ensure that students are fluent users of literature, information, media, and their applications within the 21st century learning environment. By fostering these skills, the library and its staff support New Trier's mission of "minds to inquiry."

The library is also home to the New Trier Archives, a non-circulating repository of the school's rare and important primary source documents and artifacts, which seeks to tell the story of what it was like to be a student, teacher, staff member, or administrator at New Trier in the past. The Archives works to acquire, preserve, and provide access to the collection, which includes scrapbooks, yearbooks, Programs of Studies, student and staff directories, musical scores, performing arts recordings, newspapers, and thousands of other documents and artifacts. The Archives is open by appointment and welcomes students, staff, alumni, and community members who are interested in using archival materials.

# Academic Departments

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The following is a listing of all approved New Trier High School courses.  
Not all courses will be offered for registration each year.  
All offerings are dependent upon adequate enrollment.





# Applied Arts

## **Family and Consumer Sciences**

Creative Cuisine  
Gourmet  
Real-World Cooking for Seniors  
Culinary Arts and Hospitality  
Human Growth and Child Development 1 & 2  
Fashion Construction  
Advanced Fashion Construction and Design  
Consumer Mathematics and Culinary Arts

## **Engineering: Project Lead The Way (PLTW)**

Introduction to Engineering Design  
Principles of Engineering  
Biotechnical Engineering  
Digital Electronics  
Maker Space: Industrial Design

## **Architecture, Design, and Interior Design**

Interior Design  
Introduction to Architecture  
Urban Design and Civic Engagement  
Architectural Models  
Architectural Studio  
Maker Space: Industrial Design

## **Technology Education**

Introduction to Design Technology/Introduction to  
Computer Coding

Automotives 1 & 2

Geometry, Design, and Construction  
Wood & Metal Design  
Furniture Making and Design

Skilled Trades and Emerging Careers 1 & 2

## APPLIED ARTS PHILOSOPHY

Applied Arts is a department that engages students in hands-on, real-world experiences in architecture, engineering, design technology, automotives, culinary, and child development. Students develop essential problem-solving and leadership skills by creating innovative solutions to real-life challenges. It is a core value that our studios, labs, and spaces foster inclusion and belonging for all students. We like to think we are a "scaled-down version of the real thing" and are adaptive to in-demand trends and the future of work and education. **Together, students and instructors create, make, solve, build, analyze, and grow.**

All courses in the Applied Arts Department can be used to fulfill the graduation requirement for fine and/or practical arts.

## PROJECT LEAD THE WAY (PRE-ENGINEERING) COLLEGE CREDIT

Project Lead the Way (PLTW) is a sequential engineering program that can potentially lead to college credit transferable to universities such as Purdue, Bradley, Milwaukee School of Engineering, and the University of Illinois. Students may take one or all of the proposed courses during their high school career.

## APPLIED ARTS ON THE WEB

Visit our website: <http://www.newtrier.k12.il.us/appliedarts>

## DUAL COLLEGE CREDIT (NEW TRIER AND OAKTON COMMUNITY COLLEGE) \*

Students who take the below courses may elect to receive college credit from Oakton Community College in addition to credit towards graduation from New Trier. College credit is transferable to many universities. This option will be presented to students during the first week of school.

### Dual College Credit Course options:

Architectural Models (4 college credits)  
 Architectural Studio (4 college credits)  
 Automotives 1 (4 college credits)  
 Urban Design and Civic Engagement (4 college credits)  
 Digital Electronics (3 college credits)  
 Interior Design (4 college credits)  
 Introduction to Architecture (3 college credits)  
 Introduction to Engineering Design (4 college credits)  
 Principles of Engineering (4 college credits)  
 Wood and Metal Design (3 college credits)  
 Skilled Trades and Emerging Careers (3 college credits)  
 Introduction to Design Technology (3 college credits)

4-Year Sequence in Applied Arts			
Freshman	Sophomore	Junior	Senior
Introduction to Design Technology/ Introduction to Computer Coding			
	Interior Design*	Interior Design*	Interior Design*
Fashion Construction*	Fashion Construction* Advanced Fashion Construction and Design	Fashion Construction* Advanced Fashion Construction and Design	Fashion Construction* Advanced Fashion Construction and Design
Introduction to Architecture*	Introduction to Architecture* Urban Design and Civic Engagement Architectural Models Architectural Studio Interior Design*	Introduction to Architecture* Urban Design and Civic Engagement Architectural Models Architectural Studio Interior Design*	Introduction to Architecture* Urban Design and Civic Engagement Architectural Models Architectural Studio Interior Design*
Introduction to Engineering Design (PLTW)**	Introduction To Engineering Design (PLTW)** Principles of Engineering (PLTW)** Biotechnical Engineering Digital Electronics (PLTW)** Maker Space: Industrial Design	Introduction To Engineering Design (PLTW)** Principles of Engineering (PLTW)** Digital Electronics (PLTW)** Biotechnical Engineering (PLTW) Maker Space: Industrial Design	Introduction To Engineering Design (PLTW)** Principles of Engineering (PLTW)** Digital Electronics (PLTW) ** Biotechnical Engineering Maker Space: Industrial Design
	Automotives 1*	Automotives 1*, 2	Automotives 1*, 2
Creative Cuisine	Gourmet	Gourmet Culinary Arts and Hospitality Consumer Mathematics and Culinary Arts	Real-World Cooking for Seniors Culinary Arts and Hospitality Consumer Mathematics and Culinary Arts
	Human Growth & Child Development 1*	Human Growth & Child Development 1*, 2	Human Growth & Child Development 1*, 2
Geometry, Design, and Construction	Geometry, Design, and Construction Wood & Metal Design Skilled Trades and Emerging Careers* Maker Space: Industrial Design	Geometry, Design, and Construction Wood & Metal Design Furniture Making and Design Skilled Trades and Emerging Careers* Skilled Trades and Emerging Careers 2 Maker Space: Industrial Design	Geometry, Design, and Construction Wood & Metal Design Furniture Making and Design Skilled Trades and Emerging Careers* Skilled Trades and Emerging Careers 2 Maker Space: Industrial Design
* Course is a Prerequisite Highlighted areas = Sequential courses			

Applied Arts Department Courses and College, Career, and Exploratory Paths		
Areas of Interest	Courses Offered at Northfield	Courses Offered at Winnetka
<b>Architecture</b>	Introduction to Architecture	<ul style="list-style-type: none"> <li>• Introduction to Architecture</li> <li>• Urban Design and Civic Engagement               <ul style="list-style-type: none"> <li>• Architectural Studio</li> <li>• Architectural Models</li> <li>• Interior Design</li> <li>• Maker Space: Industrial Design</li> <li>• Furniture Making and Design</li> </ul> </li> </ul>
<b>Interior Design</b>	Introduction to Architecture	<ul style="list-style-type: none"> <li>• Interior Design               <ul style="list-style-type: none"> <li>• Architectural Studio</li> <li>• Architectural Models</li> <li>• Wood &amp; Metal Design</li> <li>• Furniture Making and Design</li> <li>• Urban Design and Civic Engagement</li> <li>• Maker Space: Industrial Design</li> </ul> </li> </ul>
<b>Engineering</b>	Introduction to Engineering Design (PLTW)	<ul style="list-style-type: none"> <li>• Introduction to Engineering Design (PLTW)               <ul style="list-style-type: none"> <li>• Principles of Engineering (PLTW)</li> <li>• Biotechnical Engineering</li> <li>• Digital Electronics (PLTW)</li> <li>• Maker Space: Industrial Design</li> </ul> </li> </ul>
<b>Automotives</b>		<ul style="list-style-type: none"> <li>• Automotives 1               <ul style="list-style-type: none"> <li>• Automotives 2</li> </ul> </li> </ul>
<b>Applied Design and Technology</b>	Introduction to Design Technology/ Introduction to Computer Coding  Geometry, Design, and Construction	<ul style="list-style-type: none"> <li>• Geometry, Design, and Construction</li> <li>• Wood &amp; Metal Design               <ul style="list-style-type: none"> <li>• Furniture Making and Design</li> </ul> </li> <li>• Skilled Trades and Emerging Careers               <ul style="list-style-type: none"> <li>• Skilled Trades and Emerging Careers 2</li> </ul> </li> <li>• Maker Space: Industrial Design</li> </ul>
<b>Fashion and Sewing</b>	Fashion Construction	<ul style="list-style-type: none"> <li>• Fashion Construction               <ul style="list-style-type: none"> <li>• Advanced Fashion Construction and Design</li> </ul> </li> </ul>
<b>Human Growth</b>		<ul style="list-style-type: none"> <li>• Human Growth &amp; Child Development 1               <ul style="list-style-type: none"> <li>• Human Growth &amp; Child Development 2</li> </ul> </li> </ul>
<b>Culinary and Hospitality</b>	Creative Cuisine	<ul style="list-style-type: none"> <li>• Gourmet (Sophomores, Juniors)               <ul style="list-style-type: none"> <li>• Culinary Arts and Hospitality (Juniors, Seniors)</li> </ul> </li> <li>• Real-World Cooking for Seniors</li> <li>• Consumer Mathematics and Culinary Arts</li> </ul>
<b>Highlighted areas = Sequential courses</b>  <b>Project Lead the Way (PLTW) is a national organization that has developed, in conjunction with professional engineers, an innovative pre-engineering curriculum for high school students. Similar to Advanced Placement courses, PLTW has an end-of-course exam. If students successfully complete the course and pass requirements on the exam, they can be eligible for university credit and/or scholarship opportunities. Please see our website for more information.</b>		

# Family and Consumer Sciences Courses

## Creative Cuisine

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course teaches the basic techniques used in the preparation of food. Students work together in the culinary lab to plan, prepare, and cook food every day. Students learn to prepare breads, appetizers, soups, sauces, pies, eggs, poultry, and meat. Course favorites include crepes, pizza, stir-fry, homemade pasta, and cinnamon rolls. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Gourmet

OPEN TO SOPHOMORES AND JUNIORS  
PREREQUISITE: NONE

In this cooking class, students with or without experience explore the hows and whys of preparing delicious foods. Students work together in the culinary lab to plan, prepare, and serve food every day. Student input is an invaluable component of this course, and students propose recipes of their own to add to the curriculum. Course favorites include homemade pasta, brownie parfaits, steak tacos, dumplings, and pumpkin spice lattes. In addition, current food trends, cooking methods, and nutrition are discussed. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Real-World Cooking for Seniors

OPEN TO SENIORS  
PREREQUISITE: NONE

This course is designed to prepare seniors for living independently post-high school; whether it be in a college dorm or first apartment. The focus of this course is to prepare healthy, nutritious meals on a budget within a limited amount of time. Cooking labs will consist of preparing dishes in the microwave, grill, oven and stovetop. Students will prepare and eat a variety of meals or snacks almost every day of the week. Course favorites include: Breakfast sandwiches, Chocolate Mug Cakes, Barbecue Chicken Nachos, Grilled Shrimp Alfredo, Tacos and Sushi. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Culinary Arts and Hospitality

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: CREATIVE CUISINE OR GOURMET

In this course, students learn about the multiple facets of the culinary industry, including the preparation of food, knife skills, creative presentation, daily restaurant operations, and customer relations. At the end of the year, students display their knowledge and skills by designing and operating a one-day, pop-up restaurant. In addition, students have the opportunity to earn a ServSafe Certificate, an important industry credential. Please visit our website for more information. **This course fulfills the graduation requirement for fine and/or practical arts.**

## Human Growth and Child Development 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course explores the social, emotional, physical, and intellectual development of young children. The first semester concentrates on families, the decision to parent and parenting readiness, conception, and prenatal development through birth; the second semester concentrates on a child's development through age 5. Guest speakers present on a variety of topics (e.g. adoption, birthing decisions) and child-centered careers (labor and delivery nurse, genetic counselor, speech therapist). Students study human development through the use of technology, including programmable baby simulators and an empathy belly. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Human Growth and Child Development 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: HUMAN GROWTH AND CHILD DEVELOPMENT 1

This course explores the social, emotional, physical, and intellectual development of children from ages 5 to 13. The first semester concentrates on child development from ages 5 to 10; second semester concentrates on development from ages 10 to 13. Classes meet for *one period three days a week* and for a *double period two days a week*. During the double-period classes, students have the opportunity to work at the New Trier Child Care Center. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Fashion Construction

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this studio environment, we will explore and discover many aspects of fashion, including the history of fashion trends, design, sketching, career pathways, industry environmental issues, and construction methods and techniques. Students will be engaged in hands-on clothing design and construction studio. Projects include but are not limited to: zippered pouch, multi-purpose bag, lounge pants, beanies or ear warmers, collared shirt, and a vintage redesign. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Advanced Fashion Construction and Design

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FASHION CONSTRUCTION

This studio environment will build off of prior discovery and add advanced creative projects and fashion design study. Students engage in topics such as: how culture influences fashion, the textile industry, the ethical and environmental impacts of the fashion industry, and various types of fashion careers. Project themes will include: working with the elements and principles of design, pattern drafting, creating original garments with influence from current trends and designers, working with a variety of materials, developing a personal clothing label, and choice projects. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Consumer Mathematics and Culinary Arts

OPEN TO: SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This interdisciplinary course, taught out of the Culinary Court, provides students an opportunity to apply consumer skills to real life scenarios through opportunities such as budgeting, meal planning, and grocery shopping. Additionally, students will have the opportunity to practice practical math skills through preparation of basic meals. **This course will also meet the Consumer Graduation requirement.**

## Engineering Courses

### Introduction to Engineering Design (PLTW)

OPEN TO: FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

An engaging, fun, real-world hands-on studio, students from all backgrounds use a design-thinking approach to think, discover, and design like an engineer. Together, we will dig deep into the engineering design process and be prompted with hands-on projects like designing a new toy or improving an existing product. The ability to problem-solve and think differently will be an asset for ANY future endeavor or study. Our approach will be to learn by doing and thinking through building and prototyping everything! Engineering CAD software, prototyping tools, laser cutters, and 3D printers will be used to create real, authentic engineered products. In addition to innovating products and projects with working parts, we will develop a mindset that enhances engineering through teamwork, creativity, and communication. **Students who earn qualifying grades may be eligible to receive engineering dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

### Principles of Engineering (PLTW) levels 9 & 4

OPEN TO: SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN OR DEPARTMENTAL APPROVAL

Through real-world problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, programming and automation. Students develop skills in problem-solving, research, and design while discovering strategies for the design process, collaboration, and presentation. This hands-on inclusive environment allows students to discover how "things" work and how to make "things," in a variety of engineering fields. Themes and concepts expose students to what they will encounter in a postsecondary engineering course of study. The course gives students the opportunity to work on projects in a variety of engineering fields. **Students who earn qualifying grades may be eligible to receive engineering dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Biotechnical Engineering levels 9 & 4

OPEN TO: SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN AND BIOLOGY (MAY BE TAKEN CONCURRENTLY)

Biological and biomedical engineering careers are emerging and making the world a better place. Together we examine numerous engineering fields connected to biotechnology through hands-on projects including food engineering, genetic engineering, biomedical engineering, biological engineering, and environmental engineering. You will learn about the interconnectedness of these fields by investigating and creating biomedical devices, bioremediation, biofuels, improving human health, and discussing bioethics. For example, you will design and produce a novel food product, medical devices, environmental systems, learn from industry experts, and develop engineering solutions for your community. The biotechnical engineering course is designed to challenge students by critically thinking about current problems and designing solutions in a project-based environment. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Digital Electronics (PLTW) levels 9 & 4

OPEN TO: SOPHOMORES, JUNIORS AND SENIORS  
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN OR ANY COMPUTER SCIENCE COURSE OR DEPARTMENTAL APPROVAL

Digital Electronics is a pre-engineering course for students interested in computer engineering, electrical engineering, and/or computer science. In this course, students learn the systematic approach used by engineers to design and create the electronics we use every day. They also become familiar with the engineering design and troubleshooting techniques used in the electronics field through designing circuitry and building with fundamental components, such as transistors, gates, and flip-flops. Later in the course, students design, code, and build machines controlled by programmable logic devices, such as Arduino and Raspberry Pi microcomputers. In all of these projects, students develop an understanding of how machines "think." **Students who earn qualifying grades may be eligible to receive engineering dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*



## Maker Space: Industrial Design

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: ANY APPLIED ARTS COURSE

In today's world, the ability to imagine something and make it rapidly is becoming a core skill set. This class will devote a semester to learn the fundamentals of industrial design through the use of design tools and digital fabrication processes. You will discover through hands-on project-based learning how to go from sketch to product. Throughout the year, students will be engaged in a Makerspace using all types of high-tech technology and power tools. The second semester will focus on student choice research and design and developmental projects. This class will bring together diverse creative interests and backgrounds to learn how you can make anything through technology, research, and design. Students will maintain a portfolio that tracks their progress and will develop a final project presentation that will be shared with a professional panel. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Architecture, Design, and Interior Design Courses

### Interior Design

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course introduces students to the field of **interior design** and the type of thinking, planning, and development of interior environments. Interior design students are engaged in studio work and authentic design challenges where decisions are made based on human needs, aesthetics, space conditions, and potential design opportunities. Students will be challenged, just like on HGTV, to create innovative design solutions for kitchens, bathrooms, bedrooms, great rooms, vacation homes, coffee shops and more. In addition to space design, students will also design and build palette signs, chairs and custom tables. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

### Introduction to Architecture

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Design your own house plans like an architect! In a scaled down version of an architectural firm and studio, students will develop design skills as they imagine, discover and create 3D and 2D drawings and physical models. Students will also explore the latest industry software like Revit, Google Sketchup, Illustrator and AutoCAD to use as a tool to communicate their designs. Throughout the year, students will build their design portfolios with outside-the-box work and will eventually design their own energy efficient sustainable home. Other projects include design-thinking creative solutions for healthy environments, community gathering spaces, new experiences, and Chicago Architecture Foundation projects. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Urban Design and Civic Engagement levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

In this studio-based course, students will design cities and land development plans paying special attention to the roles that government institutions and policy play in the location, design, and development of cities. Students will explore the ways in which policy, sustainability, economics, technology, and society shape urban spaces. Hands-on activities will be used to illustrate how cities have changed over time and how urban areas are being revitalized and reimagined. Real-world case studies of current and controversial topics in urban design and development will be addressed. Using GIS and CAD programs, students will design and propose new urban plans, and students will have opportunities to take informed action to advocate for public policies related to the design of urban spaces. Students will have opportunities to engage in the democratic process in varied ways, including attending zoning or land use meetings, presenting design proposals to local town officials, and through problem-based case studies. **This course qualifies for dual college credit.** *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions. Students must complete the full year to earn civics credit.*

### Architectural Models

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ARCHITECTURE OR INTERIOR DESIGN

This course focuses on the creation of studio models through the process of developing architectural designs and responding to challenges presented by the instructor. Students learn architectural processes and develop design skills using different materials, software, technologies, and building techniques. Students are challenged to create spaces based on positive and negative space, form and function, and design principles. All methods, concepts, and technologies taught are currently utilized by architecture firms and universities. Architectural models is a course for students interested in a future that includes architecture and interior design. All work created in this course can be used for a personal portfolio. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

### Architectural Studio

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ARCHITECTURE OR, FOR SENIORS, DEPARTMENTAL APPROVAL

This course provides students with a full range of skills to be successful in the art of architecture at the collegiate level. Students will learn about current architectural trends, different techniques in both drawing, model building, analyses of precedents, and the exploration of progressive design concepts. Students are challenged to create structures based on design principles like positive and negative space, rhythm, repetition, form and function. Discussions about architecture's role in culture, nature, and technology help students develop an architectural vocabulary and a better understanding of design in society. All work created in this course can be used for a personal portfolio. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*



# Technology Education Courses

## Introduction to Design Technology/ Introduction to Computer Coding

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This exploratory hands-on course uses an integrated approach to computer coding, technology, and design. As a freshman computer coding opportunity, students code drones, raspberry pies, and robotics to learn fundamental computer science concepts and languages such as python. In addition to coding, students will learn different design tools and techniques that use Laser Cutters, 3D Printers, and prototyping power tools. Students who earn qualifying grades may be eligible to receive college credit. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Skilled Trades and Emerging Careers 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Have you ever wondered how to build, create or repair something in your home yourself? Everyone needs to learn about home repair! Our lab environment is inclusive to all students, and we use a hands-on approach to discover how to create residential carpentry, wiring, plumbing, manufacturing, and green technology projects. We have a goal to expose students to the DIY and career aspect of the mentioned careers. Students will also have the potential to earn an industry certification prior to leaving high school. **Open to all students, no experience required. This course qualifies for dual college credit in Residential Wiring.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Skilled Trades and Emerging Careers 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: SKILLED TRADES AND EMERGING CAREERS 1

Skilled Trades and Emerging Careers 2 will be an opportunity for year two students to dive deeper into projects and become team leaders and project managers. Furthermore, students will be exposed to advanced techniques and the commercial side of carpentry, electrical wiring, manufacturing, printing, and green technology. An emphasis will also be placed on emerging career opportunities and trends. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Geometry, Design, and Construction-Team Level 9, 4

OPEN TO FRESHMEN AND SOPHOMORES  
PREREQUISITE: ALGEBRA 1  
MATH DEPARTMENTAL APPROVAL REQUIRED

This is a team-taught, double-period course that fulfills both math and elective graduation credit. In our studios, students learn plane geometry concepts and apply them to designing and building projects in an integrated hands-on approach connecting math to real-world application. Together we will create and make take-home furniture, a variety of useful products, art using wood/metal/concrete, and large-scaled builds such as gazebos, exhibits, and kiosks. In addition to using

powel tools, 3D printers, laser cutters, and CNC machines, students also develop important skills in teamwork, problem solving, and project management. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 course in the following year. Prior experience in woodworking is not required. *This course fulfills the graduation requirement for mathematics and fine and/or practical arts.*

## Wood and Metal Design

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

**Make** projects from wood and/or metal through hands-on experiences in this class. Students develop skills in working with both materials, such as **wood working**, turning and tinkering, through the use of tools that enable them to design and build a wide variety of DIY projects ranging from charcuterie boards to decorative boxes to furniture. The skills acquired in this course can be applied to hobbies, home improvement projects, and careers in design, architecture, and engineering. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Furniture Making and Design

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WOOD & METAL DESIGN OR A CAD COURSE

Learn how to design and create your own furniture! Students will develop ideas and concepts and make them using the woodshop and our CNC lab. The furniture you make can be used in your future residence. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Automotives 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Ever wonder how an electric or gas vehicle works? Do you have a curious interest in just getting to know about a car from a consumer standpoint? Do you have an interest in discovering how to repair, fix, and work on vehicles that are both electric and gas? Students from all backgrounds will work on hands-on projects that involve building an electric go-kart, working on automotive components, common repairs, routine maintenance, rebuilds, small engines and even welding. This collaborative and inclusive environment allows all students regardless of experience or knowledge to explore, play, and discover. **This course qualifies for dual college credit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Automotives 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: AUTOMOTIVES 1

This course is a continuation of Automotives 1. Additional theory is provided along with a strong emphasis on hands-on lab activities. Students refine their diagnostic and repair skills in a lab setting and have the opportunity to spend additional time working on personal or extended projects. In the classroom a variety of technical topics are covered, including high performance systems, alternate fuels and energies, and fabrication. Automotive careers within the automotive field are explored and discussed. Careers examined range from technician, engineering and design, to sales and marketing. *This course fulfills the graduation requirement for fine and/or practical arts.*

# APPLIED ARTS

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level. Students who want to take a course offered at the Winnetka campus for major credit may complete the Contract for Applied Arts Major form during the first two weeks of the semester.

### Northfield Campus

Fashion Construction .....	N121138
Creative Cuisine.....	N121238
Intro Design Tech/Coding.....	N140138
Intro to Architecture.....	N141138
Intro Engineer Design (PLTW) .....	N143338
Design/Construct: Geom/Design/Const-T .....	N140238

### Winnetka Campus

Fashion Construction .....	W121138
Advanced Fashion Construction & Design.....	W121338
Human Growth/Child Dev 1.....	W122338
Human Growth/Child Dev 2 .....	W122438
Gourmet.....	W123338
Real-World Cooking for Seniors .....	W123438
Culinary Arts and Hospitality .....	W124338
Intro to Architecture.....	W141138
Architect Studio.....	W142238
Architect Models .....	W142338
Intro Engineer Design (PLTW) .....	W143338
Principles Engineer (PLTW).....	W143439
Principles Engineer (PLTW).....	W143434
Biotech Engineer.....	W143639
Biotech Engineer.....	W143634
Digital Electronics (PLTW) .....	W143739
Digital Electronics (PLTW) .....	W143734
Design/Construct-T: Geom/Design/Construct.....	W140239
Wood/Metal Design .....	W145238
Furniture Making/Design.....	W145338
Interior Design .....	W146238
Automotives 1.....	W148338
Automotives 2.....	W148438
Skilled Trades and Emerging Careers 1 .....	W147138
Skilled Trades and Emerging Careers 2.....	W147238
Maker Space: Industrial Design.....	W147538
Geometry, Design, and Construction-Team.....	W140239
Consumer Mathematics and Culinary Arts.....	W146438
Consumer Mathematics and Culinary Arts.....	W146439
Urban Design and Civic Engagement.....	W141439
Urban Design and Civic Engagement.....	W141434

# Art

Advanced Placement Studio Art  
Art Essentials 1, 2, 3, 4  
Leadership in Art Essentials  
Art Exploration  
Art History  
Ceramics 1, 2, & 3  
Graphics and Design 1, 2 & 3

Drawing and Painting 1, 2, 3, & 4  
Glass Art 1, 2, & 3  
IGSS Art: History, Theory and Practice 1 & 2  
Introduction to Photography  
Digital Photography: Storytelling  
Digital Photography: Art and Technology  
Digital Photography: Explorations  
Digital Photography: Studio, Fashion, and Product  
Photography: Darkroom Explorations  
Sculpture 1, 2, & 3  
Comic Art and Animation 1, 2, & 3  
Video Art 1, 2, & 3

## PHILOSOPHY

The New Trier Art Department believes that art is an important part of a well-rounded humanities education. New Trier art classes provide individualized learning experiences for students through hands-on projects that promote the understanding of techniques and materials. Art curriculum provides an understanding and appreciation of past and contemporary visual culture and promotes reflection and dialog in visual art.

Visit the Art Department webpage at <http://newtrier.k12.il.us/art/> to learn more about the department and see examples of student work.

## ART AT A GLANCE

- Prior art experience is not necessary in order to take an art class. Each class is differentiated to meet the needs of individual learners.
- All art courses are *year-long* offerings that fulfill the graduation requirement for fine and/or practical arts except the *one-semester* digital photography courses. However, two semesters of digital photography may be combined to fulfill the graduation requirement.
- Many elective studio art courses require some preparation outside of class. This may include shooting film or video, creating digital files for class work, and completing work begun in class.
- Art is an integral component of the junior- and senior-year experience in the Integrated Global Studies School.

## ART COURSES FOR MAJOR CREDIT (LEVEL 9)

- All students select studio art courses as level-8 electives, and most students remain at the elective status.
- Students who are considering taking an art course offered on the Winnetka campus for major credit (level 9) must first confer with their art teacher to create a contract indicating the student's willingness to do the work required as an art major. The contract must be approved by the student, teacher, parent, adviser, and when appropriate, the adviser chair and/or post-high school counselor. The Elective for Major Credit form is available in the office of the Assistant Principal for Administrative Services, room 213.
- Students who elect to take an art course for major credit understand that outside homework and independent investigation complement the learning in the classroom. On average, major-credit courses require approximately three hours of homework per week. In an art course taken for major credit, homework is 50% of the student's grade.
- Taking an art course for major credit is not an indication of talent or commitment to the class, nor does it have any bearing on placement in future art classes, including AP Studio Art.

## SUMMER SCHOOL

- Summer school art courses (Studio Art, etc.) do NOT satisfy the graduation requirement for fine and/or practical arts. **They are enrichment classes only.**

Art Course Offerings by Year			
Freshman (Northfield)	Sophomore	Junior	Senior
Art Essentials 1	Art Essentials 1-4 <i>and</i> Leadership in Art Essentials		
Art Exploration	Art Exploration (semester or year-long option)		
Drawing and Painting 1	Drawing and Painting 1-4		
Intro to Photography	Intro to Photography (year-long)		
	Digital Photography: Storytelling (semester or year-long option)		
	Digital Photography: Art and Technology (semester or year-long option)		
	Digital Photography: Explorations (semester or year-long option)		
	Digital Photography: Studio, Fashion, and Product (semester or year-long option)		
	Photography: Darkroom Explorations (semester or year-long option)		
	Graphics and Design 1-3		
	Video Art 1-3		
	Sculpture 1-3		
	Glass Art 1-3		
	Comic Art & Animation 1-3		
	Ceramics 1-3		
	Art History (Art Credit)	Art History (Art or Social Studies Credit)	
		AP Studio Art	

# Art Department Courses

For examples of student artwork created in the following courses, please see: [www.newtrier.k12.il.us/academics/art/dept\\_info/](http://www.newtrier.k12.il.us/academics/art/dept_info/) and select the “Courses” button.

## Art Essentials 1, 2, 3, 4

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this course, students work together in a fully inclusive community. Students with and without disabilities work collaboratively, exploring art techniques and materials while learning to express themselves individually as an artist. Units of study may include ceramics, collage, design, drawing, glass, painting, photography, and sculpture. The Art Essentials course meets daily and culminates in an end-of-year art show. Field trips and community-outreach programs will be explored. **Students are required to purchase an art kit.** *This course fulfills the graduation requirement for fine and/or practical arts.* This course can be repeated.

## Leadership in Art Essentials

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: ART ESSENTIALS 1 AND APPLICATION DUE PRIOR TO COURSE REGISTRATION

This one-year course is open to students who have completed Art Essentials 1 and want to continue in a leadership role. Students will have the opportunity to work beside their peers modeling techniques and routines that help support collaborative partner work. Meeting during the scheduled Art Essentials class period, students will collaborate with teachers and help create modifications for individual students and projects, helping implement these during the class period. Significant time outside of the class period will be devoted to researching, planning and preparing for each art unit. Students will need to complete an application found on the Art Department website and be accepted to enroll in this course.

## Art Exploration (Northfield)

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Art Exploration at the Northfield Campus is only offered as a year-long course. In this course students explore the many unique art classes New Trier’s Art Department has to offer during this survey course. Students are introduced to various art materials and techniques while creating original art and engaging in creative expression. Units of study may include animation, ceramics, design, drawing, glass, painting, photography, and sculpture. If you are unsure of which art class to choose, or if you would like to try several of them, this is the class for you. Offered in both fall and spring. **Students are required to purchase an art kit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Art Exploration 1A & 1B (Winnetka)

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Art Exploration 1A and 1B at the Winnetka Campus are each one-semester classes that can be taken individually or combined for a year-long option. Art Exploration 1A is the first class in the sequence and can be taken first or second semester. If taken first semester it may be combined with 1B (second semester) for a year-long option. 1B is the second class in the sequence and can be taken first or second semester after taking 1A. In this course students explore the many unique art classes New Trier’s Art Department has to offer during this survey course. Students are introduced to various art materials and techniques while creating original art and engaging in creative expression. Units of study may include animation, ceramics, design, drawing, glass, painting, photography, and sculpture. If you are unsure of which art class to choose, or if you would like to try several of them, this is the class for you. Offered in both fall and spring. **Students are required to purchase an art kit.** *Each course fulfills one semester of the graduation requirement for fine and/or practical arts.*

## Ceramics 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE FOR CERAMICS 1

In this course, students learn to make functional and sculptural artwork using clay. Students are introduced to the use of the potter’s wheel and hand-building methods such as pinch, coil, patch and slab building will be explored. A variety of decorative, glazing, and firing techniques are introduced. Class projects incorporate concepts and ideas related to historic and contemporary ceramics and will foster individual skills and expression. Skills are refined at the intermediate and advanced levels through special individualized instruction. **Students are required to purchase a ceramics kit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Comic Art and Animation 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE FOR COMIC ART AND ANIMATION 1

Comic Art and Animation is a year-long introduction to visual storytelling. Students experiment with multi-panel comics, hand-drawn animation, stop-motion animation, and 3-dimensional character design. Techniques vary and may include a variety of traditional and digital approaches. Drawing skills are an advantage, but not a necessity. **Students are required to purchase an art kit.** *This course fulfills the graduation requirement for fine and/or practical arts.*



## Graphics and Design 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE FOR GRAPHICS AND DESIGN 1

This introductory course provides an overview of the design world. Students use a variety of materials, on and off the computer, to produce artwork that communicates an idea to a specific audience. Example projects may include poster design, logo design, and package design or illustration. This course gives students confidence in organizing ideas, creating meaning, and the ability to work ideas into new and useful creations. By the end of the year, students gain a basic understanding of Adobe Photoshop and Illustrator. Students in Graphics and Design 2 and 3 are challenged appropriately through individualized instruction. **Students may be required to purchase an art kit and related materials as needed.** *This course fulfills the graduation requirement for fine and/or practical arts.*

### Drawing and Painting 1

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Drawing and Painting 1 welcomes both beginning and experienced artists who are interested in refining techniques and building art skills. Contemporary and traditional uses of charcoal, ink, pencil, pastel, watercolor, acrylic, oil, mixed-media, and other materials are explored in this exciting course. Students are offered a variety of creative art-making experiences that incorporate concepts and ideas related to the history of art. Students learn to create two- and three-dimensional images through individualized guidance and instruction. **Students are required to purchase an art kit or provide some drawing and painting supplies.** *This course fulfills the graduation requirement for fine and/or practical arts.*

### Drawing and Painting 2, 3, & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: DRAWING AND PAINTING 1

In Drawing and Painting 2, 3, & 4, skills and techniques are refined and stretched through special, individualized instruction. Through reference to contemporary and traditional artists, students work toward the development of their own personal style while building critique skills to supplement their art making. **Students are required to purchase an art kit or provide some drawing and painting supplies.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Introduction to Photography

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this *year-long* introductory photo class, students will learn how to take control of the photographic process. Through project-based learning and experimentation, students will experience both old-school, analog film photography and the innovation of digital photography. Students can expect to take full control of their image-making by working in the darkroom, with Adobe software on computers, and with industry-standard tools that bridge the gap between film and digital photography. Students will have time to use film and digital cameras during the class period to create individually or collaboratively with their peers. Having your own digital or film SLR camera is encouraged, but not required. **Students are required to purchase a photo kit.** *This course fulfills the graduation requirement for fine and/or practical arts and qualifies for dual college credit.*

### Digital Photography: Storytelling

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Photographic storytelling can evoke emotion, effect change, be thought-provoking, or simply create a visual record of a moment in time. In this *one-semester* digital photography course, students will explore the nuances of different photographic styles including: photographic essays, documentary photography, street photography, and photojournalism. Students will engage in project-based investigations to chronicle events connecting them to their everyday lives and current environment. Students will be introduced to and hold discussions about historical and contemporary visual culture and how it relates to photographic storytelling in the media and the world of fine art photography. Individual and collaborative projects will be encouraged. **Students may be required to purchase a photo kit.** This course may be repeated to create a year-long experience or paired with another semester class. *This course fulfills one semester of the graduation requirement for fine and/or practical arts.*



## Digital Photography: Art and Technology

OPEN TO SOPHOMORES, JUNIORS AND SENIORS  
PREREQUISITE: NONE

How does technology amplify conceptual ideas in how an image is made? What, if any, limitations exist when creating a photo? In this *one-semester* course, students will explore the potential of how technology and photography can work together. Students will have at their disposal the darkroom, projectors, lighting equipment, still and video cameras, laser printing, and emerging image-making technologies to seek answers to these questions. Students will engage in project-based collaboration and discussions centered around contemporary and historical art figures that push the boundaries of photography and technology. **Students may be required to purchase a photo kit.** This course may be repeated to create a year-long experience or paired with another semester class. *This course fulfills one semester of the graduation requirement for fine and/or practical arts.*

## Digital Photography: Explorations

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Have you ever wondered what all the buttons on a digital camera do? Or how you can take your photography to the next level? In this *one-semester* digital photography course, students will get to know the digital camera (DSLR) while investigating conceptual ideas and photographic techniques used in the professional photography industry. Students will learn how to control and sculpt with natural and artificial light to create moody imagery, freeze action, photograph your friends and family or up your selfie game. Students will also learn how to take what they have learned in the class and apply it to their cell-phonography. Students will edit in Adobe Lightroom and Photoshop and learn to print and present their finished works of art professionally and thoughtfully. Individual and collaborative projects will be encouraged. **Students may be required to purchase a photo kit.** This course may be repeated to create a year-long experience or paired with another semester class. *This course fulfills one semester of the graduation requirement for fine and/or practical arts.*

## Digital Photography: Studio, Fashion, and Product

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this *one-semester* course, students will create their own photographic portfolio with a focus on fashion photography and studio lighting portraiture. Students will be introduced to and engage in discussions about contemporary and historical figures in fashion and commercial portrait photography, and their uses in the commercial industry and the world of fine art. Students will learn to work within a collaborative studio environment

with professional, industry-standard lighting equipment, cameras, and Adobe editing software. Project-based learning will take place in the lighting studio and in environmental locations with off-camera lighting. Students will take away life-long skills and professional practices to pursue a career in photography. **Students may be required to purchase a photo kit.** This course may be repeated to create a year-long experience or paired with another semester class. *This course fulfills one semester of the graduation requirement for fine and/or practical arts.*

## Photography: Darkroom Explorations

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This *one-semester* course is perfect for the photographer that just can't get enough of the darkroom. In this class, students will create using darkroom and digital-based alternative processes such as lith printing, selenium toning, UV printing, and liquid emulsion. These processes celebrate contemporary and traditional photography. We will explore and engage in conversations about the history of alternative processes and how innovations in digital photography have allowed us to continue using these techniques. Students will work with a variety of medium and large format cameras, like the Holga and 4x5 view camera, shoot both black & white and color film. Students will use these methods of image-making to investigate topics of their choosing. Individual and collaborative projects will be encouraged. **Students may be required to purchase a photo kit.** It is strongly recommended that student has prior darkroom and film experience. This course may be repeated to create a year-long experience or paired with another semester class. *This course fulfills one semester of the graduation requirement for fine and/or practical arts.*

## Glass Art 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this course, students work with the varied and complex properties of glass as a creative medium of self-expression. Students examine glass as a material to manipulate and form into an object of personal expression. Whether that expression is functional, such as in bowls, plates, jewelry, or sculpture, or purely conceptual, in which the idea behind the work becomes the function, the product is an object created out of a process that is a personal reflection of each student. The course is designed to introduce students to the multiple ways in which it possible to manipulate glass, and students sample different techniques and processes. Students create works in mosaics, kiln-formed fusing, cast sculptural forms, and flame-worked beads and sculptures. Classes consist of lectures, demonstrations, observations, discussions, research, brainstorming, drawing, listening, and critiques. Field trips are taken to art studios, galleries, and museums to experience works produced by professional artists. **Students are required to purchase a glass kit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## Glass Art 2 & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: GLASS ART 1

In Glass Art 2 & 3, students explore the processes introduced in Glass Art 1 in greater depth and breadth. Additional techniques and equipment are introduced, which expand the students' range of techniques in order to help them realize an artistic vision. More emphasis is placed on the development of a personal vision and a body of work that reflects their artistic growth. Students have the opportunity to work in the "hot shop," which enables them to blow glass in the time-honored tradition of glassmaking. Creating an object in the hot shop is collaborative. Envisioning and drawing the idea, communicating the steps in advance with the team, concentrating, following directions, and assisting the team are all parts of the process. As in Glass Art 1, classes consist of lectures, demonstrations, observations, discussions, research, brainstorming, drawing, listening, and critiques. Field trips are taken to art studios, galleries, and museums to experience works produced by professional artists. **Students are required to purchase a glass kit.** *This course fulfills the graduation requirement for fine and/or practical arts.*

## IGSS Art 1 & 2: History, Theory, and Practice

OPEN TO JUNIORS AND SENIORS ENROLLED IN THE INTEGRATED GLOBAL STUDIES SCHOOL

This course provides opportunities for students to develop an appreciation of the diverse culture of the visual arts. Students examine historical and contemporary models as a means to recognize and understand unique perspectives on both art and life. Students learn observational, analytical, and interpretative skills through the use of group and individual critique. The studio component includes the exploration of materials and techniques, with an emphasis on developing problem-solving skills and creating original, thought-provoking artwork. Each assignment is directly linked to the senior IGSS English and social studies curriculum. Interdisciplinary projects are an integral part of a course dedicated to expanding students' knowledge of art in an increasingly global society. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Sculpture 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE FOR SCULPTURE 1

This course uses the creation of three-dimensional art as a means to develop and enhance a student's understanding and knowledge of art. Students explore a wide variety of materials, including clay, wood, plaster, paper, metal, and found objects. The class uses both historical and contemporary models as a catalyst for projects and discussions. Assignments focus on creativity, expression of ideas, and comprehension of tools and techniques. In Sculpture 2 and 3, skills are refined through special individualized instruction. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Video Art 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE FOR VIDEO ART 1

This course introduces students to video as a medium for artistic expression, using the language of moving images and sound. Students can expect to work individually and collaboratively on projects that will expand their visual literacy and time-arts technical skills by using video cameras and editing software to conceptualize, edit, and create short films. Experimental and traditional filmmaking methods are explored. Assignments are refined at the intermediate and advanced levels through individualized instruction. Students are encouraged to enter their videos in national and regional film festivals. Assignments require collecting footage outside of class. This course builds a strong foundation for students interested in creating original short films, which could be viewed on the web, in a gallery setting, or experienced as a site-specific installation. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Art History

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Art History is a yearlong survey course covering art and culture from global prehistoric through global contemporary times. This course is designed to acquaint students with our rich and varied heritage in the visual arts. As visible and tangible evidence of past human events and artistic achievement, students learn to appreciate art history as a continuum that exists into the present. Students examine the motivations that brought people together to create. They identify patterns and make connections that enrich their understanding and appreciation of our world today. Architecture, painting, sculpture, and other art forms are introduced through slides, films, the Internet, and books. Discussions, lectures, group and creative projects, and field trips to galleries and museums are all integral components of the course. Although this is not an AP course, the content draws from the AP College Board curriculum, and provides access to the resources needed to prepare for the AP Art History Exam. Students taking this course have the option of taking the Advanced Placement History of Art Examination. *Students may elect to take this course for either Art Department credit (sophomore-senior year) or Social Studies Department credit (junior or senior year). If taken for Art Department credit, the course may be used to meet the fine and/or practical arts graduation requirement.*

***Art History at levels 9 and 4 requires regular reading, analytical and expository writing, and occasional research projects. A student in this course can expect 3-4 hours of homework per week.***

## AP Studio Art

OPEN TO SENIORS  
PREREQUISITE: AT LEAST ONE YEAR OF VISUAL ART AT NEW TRIER OR DEPARTMENTAL APPROVAL

AP Studio Art is a college-level art-making, portfolio-development experience for serious senior art students. In this class, students discuss and evaluate their work, explore and formulate new ideas to strengthen the content of their work, and study the work of experienced artists through slides, the internet, field trips, and selected readings. Demonstrations of new techniques are presented on an individual basis to further a student's art making.

Early in the year students will identify a topic to pursue. Through independent inquiry-guided investigation, skillful synthesis of materials, diverse processes, research, and idea formulation students will develop their art portfolio. Students will prepare one of the following portfolios for submission to the College Board in the spring: Drawing, 2-Dimensional Design (may include photography, computer-generated imagery, painting, etc.), or 3-Dimensional Design. The intent of creating the portfolio is to help students develop works that foster diverse

approaches to thinking and making, aligning with college, university, and contemporary disciplinary practices.

Self-directed and highly motivated AP students engage in an ongoing dialogue within the classes' "community of artists" to examine their art making process and progress. The portfolio development requires skill-building in digital documentation, scanning, mat cutting, and creating a formal presentation. Students participate in the Senior Scholarship Exhibit in March and the AP Art Festival in May.

A summer art experience is required before taking AP Studio Art. Five artworks must be produced during the summer and submitted on the first day of class. Additional instructions will be given by the instructor during a mandatory meeting in the spring after PowerSchool registration.

***Students in AP Studio Art should expect to work on artwork and projects outside of class. This requires a commitment of 3-4 hours per week.***

# ART

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level. Students who want to take a course offered at the Winnetka campus for major credit may complete the Contract for Art Major form during the first two weeks of the semester.

### Northfield Campus

Art Essentials 1 .....	N112238
Art Exploration .....	N100138
Intro to Photography .....	N103038
Drawing/Paint 1 .....	N105238

### Winnetka Campus

Art Essentials 1 .....	W112238
Art Essentials 2 .....	W112338
Art Essentials 3 .....	W112438
Art Essentials 4 .....	W112538
Leadership in Art Essentials .....	W112639
Art Exploration 1A .....	W100108
Art Exploration 1B .....	W100208
IGSS Art 1: Hist./Theory/Practice .....	W100534
IGSS Art 1: Hist./Theory/Practice .....	W100539
IGSS Art 2: Hist./Theory/Practice .....	W100634
IGSS Art 2: Hist./Theory/Practice .....	W100639
Intro to Photography .....	W103038
Digital Photo: Storytelling (FY) .....	W103538
Digital Photo: Storytelling (1 Sem) .....	W103508
Digital Photo: Art and Tech (FY) .....	W103238
Digital Photo: Art and Tech (1 Sem) .....	W103208
Digital Photo: Explorations (FY) .....	W103438
Digital Photo: Explorations (1 Sem) .....	W103408
Digital Photo: Studio/Fash/ Prod (FY) .....	W103338
Digital Photo: Studio/Fash/Prod (1 Sem) .....	W103308
Photography: Darkroom Explorations (FY) .....	W103138
Photography: Darkroom Explorations (1 Sem) .....	W103108
Ceramics 1 .....	W102238
Ceramics 2 .....	W102338
Ceramics 3 .....	W102438
Drawing/Paint 1 .....	W105238
Drawing/Paint 2 .....	W105338
Drawing/Paint 3 .....	W105438
Drawing/Paint 4 .....	W105538
Graphics/Design 1 .....	W104238
Graphics/Design 2 .....	W104338
Graphics/Design 3 .....	W104438
Sculpture 1 .....	W106238
Sculpture 2 .....	W106338
Sculpture 3 .....	W106438
Video Art 1 .....	W107238
Video Art 2 .....	W107338
Video Art 3 .....	W107438
Glass Art 1 .....	W108138
Glass Art 2 .....	W108238
Glass Art 3 .....	W108338

Comic Art & Animation 1 .....	W109538
Comic Art & Animation 2 .....	W109638
Comic Art & Animation 3 .....	W109738
Art History .....	W110334
Art History .....	W110339
AP Studio Art .....	W111434

# Business Education

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Accounting  
Business Law  
Business Leadership  
Consumer Seminar  
Consumer Seminar Online  
Entrepreneurship: Startup U

Financial Management  
Introduction to Business  
iOS App Development  
Marketing: Sports and Entertainment  
Marketing and Merchandising in Fashion  
Web and Multimedia Development 1 & 2



## PHILOSOPHY

The New Trier Business Education Department believes our mission lies within preparing our students not just for a job or career, but equipping them with the tools to succeed in a competitive global economy. Business is a multidisciplinary field that provides a variety of opportunities for individuals to flourish. A strong business education not only enhances college and career prospects, but also cultivates responsible, informed, productive citizens. Our goal is to help students identify, develop, and refine their problem-solving, communication, collaboration, leadership and other human skills.

Our classes empower students with practical knowledge that can provide value, often immediately transcending the classroom. We have found that students from varied educational backgrounds often thrive in this inclusive and dynamic setting. We acknowledge that every student brings a unique set of strengths, talents and interests to our classroom. We foster a learning environment where engagement, individual effort, and grit are highly valued. Our program is designed to enable students to unlock and apply knowledge from their core academic subjects. We believe this is best achieved through hands-on learning, and projects derived from current, real-world issues.

*All courses in the Business Education Department with the exception of Consumer Seminar can be used to fulfill the graduation requirement for fine and/or practical arts.*

# Business Education Courses

## Introduction to Business

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This *year-long* course helps students develop an understanding of the business economy in which we live and work. Several areas of business are studied, including entrepreneurship, finance, marketing, management, economics, ethics, and international business. Other topics relevant to the student as a consumer are explored, such as investing, insurance, and taxes. This course provides students with the opportunity to hone their entrepreneurial skills through competitive events similar to those seen on *The Apprentice*® and *Shark Tank*®. Students will also have the opportunity to create, run, and operate their own business with a service learning opportunity included. *This course fulfills the graduation requirement for fine and/or practical arts or the state consumer education requirement but not both.*

## Accounting

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Accounting is the language of business. Students interested in expanding their knowledge of business would benefit from this *year-long* course. Students will learn how a business records financial information and how professionals both within and outside the company use that information to make decisions. Sample topics include recording daily transactions, completing the accounting cycle, preparing financial statements, time value of money, inventory accounting, making large purchases, and debt vs. equity financing. This course is recommended for those students planning to pursue a career or college degree in business. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

## Consumer Seminar

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

In this *one-semester* course, students acquire knowledge and skills that promote good personal finance habits and create an awareness of how to secure their financial future. Careers, budgeting, money management, taxes, credit, student loans, investments, housing and mortgages, transportation, insurance, and economics are just a few of the topics that students study in this course. *This course fulfills the state consumer education requirement.*

## Consumer Seminar Online

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

In this *one-semester* course, students acquire knowledge and skills that promote good personal finance habits and create an awareness of how to secure their financial future. Careers, budgeting, money management, taxes, credit, student loans, investments, housing and mortgages, transportation, insurance, and economics are just a few of the topics that students study in this course. This web-based, one-semester course offers students an alternative method of instruction. All assignments and quizzes are delivered via Canvas. The class meets one day per week during the early-bird time slot to introduce new concepts and answer any questions related to the previous activities. This course demands more self-sufficiency than the traditional classroom. A maximum of **two absences** is allowed for the course. Missing additional classes will result in no credit for the course. *This course fulfills the state consumer education requirement.*



## Entrepreneurship: Startup U

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Do you want to start the next Gucci, Nike, Netflix, or Peleton company? Everyone has great ideas - but you may not know how to turn it into a business. Entrepreneurship: Startup U will teach you how to take your passion (dancing, cooking, sports, fashion) and turn it into a business. In this year-long course, students will leverage their skills - creativity, leadership, communication, problem solving - and work with a team to ideate, develop, and iterate a product or service startup. Entrepreneurship: Startup U functions as New Trier's own business incubator where real entrepreneurs and business experts serve as volunteer coaches and mentors, guiding student teams as they turn their ideas into a business. The course culminates with an opportunity to present your business idea at a pitch event. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

## Marketing: Sports and Entertainment

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This *one-semester* course is designed for students with an interest in the sports and entertainment industry. Marketing strategies along with topics in branding, market research, pricing, sponsorships, endorsements, event management, promotions, and social media will be part of this course. Students will develop critical thinking and decision-making skills through the application of marketing principles to a variety of hands on projects with local and community businesses. In addition, students use an online simulation that allow them to own and operate a sports franchise. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

## Marketing and Merchandising in Fashion

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This *one-semester* course is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing and Merchandising will gain a working knowledge of fashion movement, the retail segment, visual merchandising, branding, promotion, special events global fashion and career opportunities. This course includes hands-on projects and collaborations with various local businesses. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

## Financial Management

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This *one-semester* course offers an introduction to investing and financial planning strategies. Students learn about stocks, bonds, real estate, mutual funds, retirement planning, college savings, asset allocation, taxes, mortgages, and other large purchases. All of these topics are taught with an emphasis on sound, fundamental analysis, long-term thinking, and appropriate risk management. Students participate in a semester-long stock market simulation on the web, where they buy and sell stocks and analyze their results. This class is ideal for any student who wants to learn about investment planning and the stock market or who wishes to pursue a career in business or finance. *This course fulfills the graduation requirement for fine and/or practical arts or the state consumer education requirement but not both.*

## Business Law

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This introductory *one-semester* course features many aspects of business law. Topics covered include the state and federal court system, contracts, intellectual property, class action, mediation and arbitration, product liability, purchase and sale of goods, and negotiable instruments. In this class, students will read and debate actual court cases related to these topics. Guest speakers and current news will add to the classroom experience. This class is recommended for students interested in studying business or law in college. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

## Business Leadership

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This *year-long* course helps students develop an understanding of and appreciation for the mindset of a business management consultant. Students acquire and improve their skills in the areas of oral, written, and electronic communication and presentation. In addition, students develop skills in problem solving, group dynamics and decision making. Students in this course research and explore the business practices of companies like Google, Apple, Enron, and others. Key concepts in this course include: communication, leadership, employee motivation, human resources, international business, ethics and social responsibilities, and economical decision making as it applies to the functions of management. This is a vital course for any student planning a career in business or pursuing a college degree in any area of business. *This course fulfills the graduation requirement for fine and/or practical arts or the state consumer education requirement but not both.*

## Web and Multimedia Development 1

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Web and Multimedia Development students master the production techniques and software programs used to create commercial websites. Students receive hands-on training in page creation, site architecture, file transfer techniques, visual design principles, graphic production skills, and site automation strategies. Students become familiar with HTML code, Cascading Style Sheets, FTP, and an introduction to the Java Script and PHP scripting languages. Software used includes Adobe Photoshop and Adobe Dreamweaver. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Web and Multimedia Development 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WEB AND MULTIMEDIA 1 OR DEPARTMENTAL APPROVAL

Using the knowledge gained in Web and Multimedia Development 1, students in this *year-long* course create websites of their own design with added features. Students who have a passion for a particular medium, such as print, web, screen, animation, or sound, benefit from in-depth content exploration. Students learn the interactivity and functionality of PHP and MySQL, which give them an opportunity to communicate through their site. The Web and Multimedia Development 2 classroom is a fast-paced production environment that extends students' visual design, coding, and server-side programming (PHP) to manage complexity. Technical training includes hands-on work to master professional-level design tools, including Adobe Photoshop, Adobe Dreamweaver, and CSS Animations. Additionally, students develop programming (PHP), database, and system administration skills necessary to implement websites like weblogs, discussion boards, and wikis for their clients. Students also develop an online portfolio suitable for the interview process. *This course fulfills the graduation requirement for fine and/or practical arts.*

## iOS App Development

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

If you have ever dreamed of creating your own app for the iPhone or iPad, this *year-long* course will teach you how to create apps for iOS devices, including iPhones and iPads. Students will code using professional-level software in Apple's coding language, Swift. This class is designed to be friendly to beginners while also still challenging to students with previous coding experience. Throughout the year, students make ten or more fully functional iOS apps that can be loaded onto their own Apple devices for personal use, including the opportunity to build their own app ideas from scratch. *This course **does not** fulfill the state consumer education requirement but **does** fulfill the graduation requirement for fine and/or practical arts.*

# BUSINESS EDUCATION

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level. Students who want to take a course offered at the Winnetka campus for major credit may complete the Contract for Business Education Major form during the first two weeks of the semester.

### Northfield Campus

Intro to Business.....	N170138
Web/Multimedia Development 1.....	N163138

### Winnetka Campus

Intro to Business (So.).....	W170138
Intro to Business (Jr. and Sr.) .....	W170338
Financial Management .....	W171108
Accounting.....	W172233
Consumer Seminar (So.).....	W173208
Consumer Seminar (Jr. and Sr.) .....	W173308
Consumer Seminar Online.....	W17E308
Business Leadership.....	W174333
Mktg: Sports and Entertainment.....	W175308
Mktg/Merch in Fashion.....	W176308
Business Law .....	W177308
Entrepreneurship: Startup U .....	W177239
Web/Multimedia Development 1.....	W163138
Web/Multimedia Development 2.....	W163238
iOS App Development.....	W167239

The following courses fulfill the state consumer education requirement.

Intro to Business (So.).....	W170138
Intro to Business (Jr. and Sr.).....	W170338
Consumer Seminar (So.).....	W173208
Consumer Seminar (Jr. and Sr.).....	W173308
Consumer Seminar Online.....	W17E308
Financial Management.....	W171108
Business Leadership.....	W174333



# English

English 1

English 1-Team: World Studies

EL Writing/Reading 1, 2, 3, & 4

EL English Resource

English 2

English 3

AP Language and Composition: English 3

English 3-Team: American Studies

IGSS Junior English

## **Reading and Writing Support Program**

Reading and Writing Strategies

Reading and Writing Support

## **Media and Journalism Courses**

New Media Arts 1 & 2

Advanced Journalism

Yearbook Journalism

Broadcast Journalism 1

Broadcast Journalism 2

TV & Film 1

TV & Film 2

TV & Film 3

Radio Production 1, 2, & 3

Publications: New Trier News

Publications: Trevia

## **Senior Electives**

AP Literature and Composition: Great Books

AP Literature and Composition: World Literature

Creative Writing

Cultural Crossroads in Literature

Great Books

IGSS Senior English

Literature and Film

Literature and Psychology

Post-Colonial Literature

Senior Writers' Seminar

Social Change in Literature: English 4-E

The English program is a four-year sequence that encourages students to become actively-engaged, thinking persons in a complex, dynamic world. The curriculum offers an opportunity for students to develop their language potential in courses that are challenging but commensurate with their abilities.

All English courses emphasize the acquisition and development of the skills of disciplined reading, discussion, and oral presentation as well as mastery of the various forms, modes, and strategies of written composition. From the richness of ideas explored in the study of literature, the student can recognize and empathize with the variety of human experiences and gain an understanding of the enduring power of the human mind and spirit.

In the English program, students acquire the habits of scholarship, growth in written and spoken self-expression, and a developing responsiveness to important works of literature, giving them an effective pattern for examining ideas and a solid basis for successful pursuit of higher education and careers.

Success in English is the product of class instruction, thoughtful discussion, student-teacher conferences, and preparation outside of the classroom. This preparation generally consists of reading assignments, writing experiences, and multi-genre projects, which are developmentally appropriate, given the year and level of the course. Teachers provide guidance in promoting the effective use of time in meeting deadlines for the different assignments in the course. The time necessary to prepare effectively for class will depend on the level of difficulty the class poses to the student as well as the student's reading rate and writing skill.

Four years of the English sequence (4 credits) are required for graduation. Credit will not be granted for English 3 without successful completion of both semesters, including a junior research paper. **In all English courses, students must complete all major writing assignments, both process and product, in order to receive credit.**

## ENGLISH COURSE SEQUENCE

- Freshman English 1, Team: World Studies, or 1 (Co-Taught)
- Sophomore English 2 or 2 (Co-Taught)
- Junior English 3, 3 (Co-Taught), Team: American Studies, or IGSS Junior English. English 3, level 4 (Language and Composition) is an Advanced Placement course. Any student may sit for the Advanced Placement examination in English.
- Senior Elective or IGSS Senior English. Any student may sit for the Advanced Placement examination in English.

## ENGLISH GRADUATION REQUIREMENTS

### Freshman English

English 1 .....	levels 4, 3, 2
English 1 (Co-Taught) .....	level 2
English 1-Team: World Studies .....	levels 4, 9

### Sophomore English

English 2 .....	levels 4, 3, 2
English 2 (Co-Taught) .....	level 2

### Junior English

AP Language and Composition: English 3 .....	level 4 (AP)
English 3-Team: American Studies .....	levels 4, 9
English 3 .....	level 3, 2
English 3 (Co-Taught) .....	level 2
IGSS Junior Integrated English .....	levels 4, 9

### Senior English

AP Literature and Composition: World Lit .....	level 4 (AP)
AP Literature and Composition: Great Books .....	level 4 (AP)
Creative Writing .....	level 9
Cultural Crossroads in Literature .....	level 9
Great Books .....	level 9
IGSS Senior Integrated English .....	levels 4, 9
Literature and Film .....	level 9
Literature and Psychology .....	level 9
Post-Colonial Literature .....	level 4
Senior Writers' Seminar .....	levels 4, 9
Social Change in Literature: English 4 (Co-Taught) .....	level 2

All senior elective offerings are dependent upon adequate enrollment.

Students in English 1-Team, level 9 must select a sophomore course that conforms to their freshman placement.

## GRADUATION NOTES

- Although Media courses enrich students' experiences in the English program, they do **NOT** satisfy graduation requirements for English. Students who elect these courses must take them **in addition** to the regular sequence of courses.
- Creative Writing meets the English graduation requirement if taken for a grade. It also may be taken as an enrichment course concurrently with another senior English course.
- Students who plan to graduate in fewer than eight semesters **MUST** consult with the English Department Chair regarding fulfillment of the four-year English requirement.
- Double English is available as an option in senior year **ONLY**. Double English is possible only for early graduation or to fulfill an English requirement. **Students MUST receive permission from the English Department Chair during junior year.**



## THE ACADEMIC ASSISTANCE CENTER

The center provides students with assistance in writing and reading skill development during school hours on Blue and Green Days. Peer tutors and AAC staff help students with their academic reading and writing assignments. The center, in conjunction with the department, also offers reading and writing support services to students during their non-science lab or free periods (See course description in the Reading and Writing Support Strategies Program section on p. 51).

## EL English Courses

### EL English 1/Writing

### EL English 1/Reading

#### level 9

OPEN TO ALL STUDENTS

PREREQUISITE: RECOMMENDED PLACEMENT

This course focuses on expanding social English and introducing general academic language skills for the beginning group of English learners, using an integrated approach to building English literacy. The writing course integrates oral language skills with writing and grammar instruction to develop basic English literacy and communication skills. The reading course provides reading strategies to improve comprehension and reading rate, expand basic English vocabulary, and introduce general academic vocabulary.

### EL English 2/Writing

### EL English 2/Reading

#### level 9

OPEN TO ALL STUDENTS

PREREQUISITE: RECOMMENDED PLACEMENT

This course focuses on building general academic language skills for the developing group of English learners, using an integrated approach to reading and writing instruction. The writing course incorporates grammar study with a writing workshop approach that emphasizes a multi-stage process writing. Students focus intensively on the development of effective, well-developed short writing on a range of topics. The reading course focuses on the introduction of academic reading skills in a variety of contexts, including literary fiction and textbook reading as well as developing a more specific academic English vocabulary.

### EL English 3/Writing

### EL English 3/Reading

#### level 9

OPEN TO ALL STUDENTS

PREREQUISITE: RECOMMENDED PLACEMENT

This course focuses on building advanced academic language skills for the expanding group of English Language learners, using an integrated approach to reading and writing instruction. The writing component incorporates grammar study with a writing workshop approach that emphasizes a multistage, process writing. Students focus on academic essay writing in literary analysis and other writing modes to prepare them for future English classes. The reading component focuses on the development of academic reading skills by covering literature in all genres and making connections to content through literary analysis. Students read some of the core literary works of the English department including *The Odyssey* and *Romeo and Juliet*, while drawing connections to themes and stories from their home cultures. Placement is based on students' reading and writing skills and with approval of the EL Coordinator.

### EL English 4/Writing

### EL English 4/Reading

#### level 9

OPEN TO ALL STUDENTS

PREREQUISITE: RECOMMENDED PLACEMENT

This course focuses on the development of advanced academic language skills for the bridging group of English Learners, using an integrated approach to reading and writing instruction. The writing class emphasizes grammar and usage work to develop academic writing and proofreading skills. A workshop approach emphasizes a multi-stage process, where students apply the elements of brainstorming, planning, drafting, and revision. The writing curriculum mirrors the writing tasks most commonly found in mainstream English classes, only with more support and scaffolding for English learners. The reading class integrates with the writing class, building advanced academic English skills, including note-taking, annotation, vocabulary building and advanced reading strategies. Reading comes from a variety of time periods and literary modes, including drama, mythology, poetry, journalism, fiction and non-fiction, including classics of English and American literature to mirror the reading demands of mainstream English courses at New Trier.

## EL English Resource level 8

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT

This course serves advanced English Learners as they transition into mainstream English and social studies classes. The course helps students develop skills in reading strategies, find and use relevant background information, make careful choices about managing the writing process, develop strong habits in proof-reading and editing, increase college-level vocabulary, and strengthen study skills. The primary focus is on helping students incorporate these strategies into their daily habits so that they can become independent learners. The teacher will be in contact with English and social studies teachers, but students are expected to develop their own self-advocacy skills. This course is taken in addition to a mainstream English class. Enrollment is based on placement by the EL Coordinator.

## Freshman Courses

Freshman English introduces students to the foundational texts and skills needed for success in the domains of reading, writing, speaking, listening, and research, while concurrently exploring the themes of Identity and Self-Awareness. This is the first course in the required four-year English sequence. Students read texts from a variety of genres and time periods, including the *Odyssey*, various Shakespearean plays, non-fiction, fiction, and independent reading. The foundation students gain in their Freshman English classes serves them well for the exploration and study that occurs in subsequent courses. Composition exercises, which assume narrative, persuasive, analytical, and reflective forms, reflect individual responses to the themes and literature studied in each course.

### English 1 (Co-Taught) level 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course is co-taught by an English teacher and a special education teacher. Expectations and assessments of students are tied to their individual strengths and weaknesses. This college preparatory course stresses basic skills in reading, writing, speaking, and listening. A team-taught environment also allows for intensive instruction in study habits, organization, grammar and mechanics, and time management. Students develop skills in written and oral expression and in critical reading and analysis. Coursework includes study of various literary genres (non-fiction, poetry, fiction, and drama), analytic responses, and narrative and expository writing.

## English 1 level 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE

A primary focus of the course is to develop and reinforce effective reading and writing skills. The curriculum will progressively challenge students to develop literal and inferential comprehension skills. Students will initially generate a literal understanding of a text and then progress, with teacher guidance, to recognize patterns and confusion, and to make evaluations and predictions. Students also compose multi-paragraph narrative, persuasive and expository essays with both a clear thesis and a cohesive argument (emphasis on textual evidence, sentence structure, and appropriate usage of mechanics). In addition, students build vocabulary knowledge, engage in both formal and informal speaking presentations, and participate actively in discussions by practicing fundamental listening and speaking skills complemented by daily note taking and annotating.

### English 1 level 3

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course explores thematic, universal questions connected to personal ideas of identity, conflict, relationships, and transformations. Expository writing and literary analysis are stressed by placing emphasis on the construction of clear thesis statements and a detailed, logical argument that supports an arguable point. In addition to literary analysis, written work also includes reflective pieces such as journal writing and creative pieces such as personal narratives and poetry. Oral expression takes the form of classroom discussion, informative presentation, dramatic interpretation, and group interaction.

### English 1 level 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course explores thematic, universal questions central to works of literature, with an emphasis on how the use of language shapes meaning and the human experience. The pace, complexities, and demands of this curriculum require that students have a demonstrated capacity for abstract thought as well as a natural curiosity about language, literature, and the writing process. Through a study of poetry, short stories, novels, essays, myth, and philosophy, students debate and answer essential questions addressing common themes of creation, heroism, happiness, honor, justice, and love. Composition exercises reflect individual responses to the themes and literature studied and a mastery of many traditional rhetorical skills. Students are challenged to develop unique approaches to composition that balance mechanics with a consideration of audience, purpose, and form. Oral expression takes the form of classroom discussion, formal speech, informative presentation, dramatic interpretation, and group interaction.

## English 1-Team: World Studies levels 9 & 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE

The English and World History Team course offers freshmen an opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This team-taught course examines the history, literature and culture of China, the Middle East, early Europe, and Africa, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentations in individual and group settings. Two sections meet together daily for 85 minutes. Students selecting this option must be comfortable sharing ideas in a large, combined class setting. Students selecting this option must be comfortable sharing ideas in a large, combined class setting.

### Level 9

Students are called upon to demonstrate a literal understanding of concepts and a synthesis of concepts in order to discover meaning. Students should be able to focus in the combined class setting, participate in smaller class discussions, and conduct research as part of individual assessment. The curriculum guides students from more teacher-led instruction to independent inquiry.

### Level 4

Students write creatively, analytically, and persuasively about English and history as a combined discipline. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness. The curriculum relies less on explicit teacher modeling and instruction, and instead calls on students to learn and apply concepts independently and with peers.

## Sophomore Courses

Sophomore English builds on the foundation set freshman year, repeating and deepening students' skills in reading, writing, speaking, listening, and research. This is the second course in the required four-year English sequence. Students read texts from a variety of genres and time periods, including works from the 19th century, meant to explore the concept of how individuals find themselves in conflict with their own cultures, and how those conflicts resolve for the individual. Courses will expect students to study texts together as a whole group, as well as complete independent reading. Composition exercises will assume narrative, argumentative, analytical, and reflective forms connected to personal experience, texts studied, and research conducted by students. Sophomore courses deepen the foundational writing instruction from freshman year, and students will complete a writing portfolio of selected student work to complete the course.

### English 2 (Co-Taught) level 2

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

This co-taught course provides extensive writing practice in order to hone skills for formal papers and responses; students will write and submit several pieces per quarter, allowing for constant teacher feedback. This practice helps to develop strong writing discipline and skills, while helping students to find their writing voice. Practice in narrative, expository, and persuasive writing offers a comprehensive range of genre. Students will also develop skills in research and information processing, learning to find and evaluate credible sources. Close reading and annotating are also a focus; analysis and discussion of literature will be through the lens of self-reflection and one's place in society.

### English 2 level 2

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

Literature and composition are integrated to reinforce thinking skills and a student's ability to develop and express ideas accurately, precisely and convincingly. In literature, students will critically consider authors' ideas, explore character motivation, and discover literary patterns. There is a particular emphasis on teaching reading strategies. In writing, students will work through various modes, ranging from analytical to research to narrative. There is a particular emphasis on crafting an argument and developing it coherently.

## English 2 level 3

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

This course focuses on characteristics of the literary genres by American, British, and world authors, developing reading strategies suitable to each type on the literal, interpretive and evaluative levels. Themes include the individual's search for self-definition and the contending forces within human nature. Expository writing and literary analysis are stressed by placing emphasis on the construction of a clear yet more nuanced thesis and a detailed, logical argument that supports an arguable point. Personal narrative and self-reflective writing are also included. The study of grammar and usage is in the context of accurate, precise, and convincing expression.

## English 2 level 4

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

This course includes an intensive study of challenging literature in a variety of genres and periods by British, American, and world authors. It emphasizes an analysis of universal themes and archetypes: the emergence from innocence to experience through the struggle for self-knowledge; the individual as alienated from society; critical examination of the art and craft of the writing; and relationships among the works across time and periods. Composition modes include comparison and contrast, cause and effect, narrative, argument, and other discourses. Students study grammar and usage in the context of language for development of rhetorical style, and compose both timed and process essays.

# Junior Courses

Junior English builds on the foundation set in freshman and sophomore years, repeating and deepening students' skills in reading, writing, speaking, listening, and research. This is the third course in the required four-year English sequence. Students read texts from a variety of genres and time periods meant to explore the American identity, and the development of American literature as a genre. Courses will expect students to study texts together as a whole group, as well as complete substantial independent reading and research often connected to the completion of a junior research paper of considerable depth and breadth. Composition exercises will assume narrative, argumentative, analytical, and reflective forms connected to personal experience, texts studied, and research conducted by students. A successful completion of a junior research project, **both process steps and paper**, are required for credit in junior English.

## English 3 English 3 (Co-Taught) level 2

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

This course focuses on the diversity of American voices, exploring elements of the constantly evolving American identity. Texts will include classic and contemporary novels, poetry, essays and film. In addition to a study of literature, we will continue to build on critical thinking, reading, writing, and research skills as we prepare throughout the year for the Junior Theme project. Oral communication skills will be addressed through individual and group presentations.

## English 3 level 3

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

This course considers the complexities of American literature as represented through a diversity of American voices. Through an exploration of multiple textual genres and time periods, students are encouraged to grapple with the cultural, philosophical, and political underpinnings of our country. Course activities ask students to analyze the evolution of an American identity, the expansion of pluralism, and the language used to explore challenging texts. Coursework builds on the skills of critical thinking, discussion, synthesis, and analytical writing, culminating in a junior research paper.

## AP Language and Composition: English 3 level 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

The AP English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Because students live in a highly visual world, they also study the rhetoric of visual media. In concert with the College Board's *AP English Course Description*, the course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)." Students work within the framework of American literature to develop critical reading skills, which determine the sequence of reading instruction in this course. The yearlong Junior Theme research project requires independent reading and thus affords students the opportunity to read a range of source material thereby enhancing the American non-fiction experience. *This course prepares students for the AP® English Language and Composition exam.*



## English 3-Team: American Studies levels 9 & 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

American Studies encourages students to appreciate the richness and diversity of the United States by exploring its culture from an interdisciplinary perspective. Through an inquiry-based study of American narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), American Studies integrates the disciplines of English and social studies. Key questions about the American experience help unify the course by erasing disciplinary distinctions between social studies and English; attempting to answer these key questions, students – and instructors – pursue a larger understanding of what it means to be an American. Learning activities include reading, research, composition, reflection, and oral presentation, in both individual and collaborative modes.

American Studies is a *team-taught* course and meets for one block period daily. As instructors seek to create an integrated experience for students, the majority of assessments will be common between the two disciplines. This course fulfills the New Trier graduation requirements in both junior English and U.S. History, and students receive grades in both courses. As in all junior English courses, American Studies students are required to complete a junior theme experience.

## IGSS Junior Integrated English levels 9 & 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

Students in IGSS (Integrated Global Studies School) Junior Integrated English develop their skills in reading, writing, and thinking by focusing on texts primarily from the American tradition. This work develops the connections between all IGSS disciplines (English, social studies, and art). The goals outlined for junior English students guides the IGSS curriculum, and a strong focus is placed on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. In particular, the juniors work on an extended research paper that utilizes evidence from multiple sources.

IGSS Junior English students come to understand not only the power and use of ideas as they helped shape our national identity but also that the health of our entire planet depends on the open-minded, critical, and imaginative uses of these ideas.

## Senior Courses

Our senior elective program is designed to give students choice in how they want to pursue their last year of English instruction. Different courses will present different ways to read and think about literature, non-fiction, or film, but all senior courses will expect writing, reading, and discussion, including instruction in advanced language skills appropriate to each level. There will be differences in the types of writing and reading expected, so students need to read each course description carefully, as they have been written to provide the core topics, methodologies, texts, and expectations for students. All courses listed here fulfill the New Trier English requirement for graduation. To offer a program of this variety, we ask students to **select two courses of equal interest** at registration; students will be placed in one of those two classes. Specific courses are offered if staff availability and registration permit.

## AP Literature and Composition: Great Books level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This course uses major texts from mostly the Western tradition in order to examine the question: What is the meaning of life? Each quarter focuses on a different perspective: first quarter considers answers from philosophy; second from political philosophy; and third from religious and atheistic thinkers. During the fourth quarter, students engage in the topic of love and present an exhibition of their own meaning of life.

This course is built upon both the Great Books Methodology, and Mortimer Adler's method for reading books critically. The Great Books method teaches students to construct thoughtful and engaging discussion questions for assigned texts and asks them to lead their peers in discussion concerning the author's ideas and their relevance to our modern world. Most of class time is structured around **student-led discussions** and all instruction is centered around the core skills of writing questions, effectively leading peers, developing critical reading skills, and participating in the day's conversations and practicing civil discourse. Note: Class participation accounts for 25% of a student's grade in this class.

Core texts: *The Sense of an Ending* (Barnes), *How to Read a Book* (Adler), *The Handbook* (Epictetus), *Civilization and Its Discontents* (Freud), *Man's Search for Meaning* (Frankl), *The Genealogy of Morals* (Nietzsche), *The Symposium* (Plato), *Remains of the Day* (Ishiguro).

Students can expect to annotate and write using Adler's method, as well as produce critical, reflective, expository, and narrative pieces in order to deepen their understanding of what they read and what they personally believe. *This course prepares students for the AP English Literature and Composition exam.*

## AP Literature and Composition: World Literature level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

The AP Literature and Composition curriculum encourages students to critically examine and explore sophisticated and diverse literary texts, movements and traditions, while exploring common themes of alienation, power, and social control across a range of cultures from Latin American authors, English poets, Russian novelists, and Japanese dramatists. Students will read and discuss across a rich spectrum of genres from contemporary and canonical works of fiction: poetry, novels, drama, and film.

Students who register for the course will engage with literary works through a critical examination of an author's language, purpose and structure, drawing conclusions through the classroom discussions that are both teacher and student-led. In addition, students will compose essays that will explore individual and careful reading of literary texts as single artistic units, and in comparison to other artistic texts. Students will also be prepared for the AP Exam through practice experiences in reading and writing modeled after the test.

Core texts and films: *Pedro Paramo* (Rulfo), *The Metamorphosis* (Kafka), *Waiting for the Barbarians* (Coetzee), *The Thief and the Dogs* (Mahfouz), "The Death of Ivan Ilyich" (Tolstoy), *Hamlet* (Shakespeare).

Students will be expected to produce a variety of writing including personal, academic, creative, and research-based essays. There will be experiences with both timed writing and longer process pieces that will require students to conference with their teachers outside of class time. Students are expected to be active participants in teacher-led discussions and will be expected to lead at least one discussion each semester with a partner. An ability and interest in reading and discussing challenging literary works is central to success in this class. *This course prepares students for the AP English Literature and Composition exam.*

## Creative Writing level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Creative Writing looks at storytelling in various modes and varied global traditions to inspire students to create original work of their own. Students will examine critically acclaimed and popular works by authors from around the world, and these works will serve as model texts and inspiration for students in the class. Students will prioritize creative efforts, reading texts "as a writer" rather than for pure literary study.

Students who register for this course will experiment and practice different artistic modes, including personal essays, college essays, short stories, poems, plays, and screenplays. The class runs in a workshop model where all students are part of a community of writers, who read, write, and share their work in a safe space

that provides constructive criticism for all. Students will understand how writing is structured to create particular effects, and they will see connections between their own writing, their classmates' writing, and the writing of canonical and contemporary authors.

Core authors: Stephen King, Jhumpa Lahiri, Maya Angelou, Pablo Neruda, Billy Collins, Sarah Ruhl, and Josefina Lopez. Film selections include *Pan's Labyrinth*, *Run Lola Run*, *Coda*, and *The Farewell*.

Creative Writing meets the English graduation requirement if taken for a grade. It may also be taken as an enrichment course (for grade or P/NC) if taken concurrently with another senior English course.

## Cultural Crossroads in Literature Level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This course requires students to use art and literature to examine their perspective and role in society. Students will explore how conflicts (of race, community, religion, and identity) bring us to redefine self and role in society. Core questions include: How can art broaden our world view? What role does literature play in helping us understand who we are and our position in society? What conflicts endure, and how does one more actively engage our world? Students will analyze written and visual work from diverse cultures and genres to better grasp who we are, how we understand society, and how we might shape a better world.

Students will react, write, and present original critiques of all that they study so that they may appreciate the role the arts play in their lives. Students will study multiple genres including poetry, short stories, dramas, and novels, focusing on the analysis of characters, core themes and the close reading of language.

Core texts: *The Submission* (Waldman), *The Consolations of Philosophy* (de Botton), *Art as Therapy* (de Botton), "The Thing Around Your Neck" (Adichie), "Now is the Time for Running" (Williams), *Ramayana* (Valmiki).

Students will be expected to read and write creatively and analytically. In class, emphasis is placed on daily participation and on leading discussions. Students will produce a variety of written work, including writing in a timed environment and traditional process pieces, where they will conference with the teacher, as well as peer edit. Daily observation and discussion of paintings, sculpture, photographs, music, and literature will be the norm.



## Great Books level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Great Books delves into three core topics via multiple types of texts from Ancient Greece to the modern day: gender, societal norms, and religion. Through deep analysis and synthesis of each text, students grapple with essential questions regarding gender roles, race and immigration, and philosophies of religion. A final unit is devoted to an individual student topic of research and reading based on choice.

This course is built upon both the Great Books Methodology, and Adler's method for reading books critically. The Great Books method teaches students to construct thoughtful and engaging discussion questions for assigned texts, and asks them to lead their peers in discussion concerning the author's ideas and their relevance to our modern world. Most of class time is structured around student-led discussions and all instruction is centered around the core skills of writing questions, effectively leading peers, developing critical reading skills, and participating in the day's conversations. Readings are largely non-fiction, and introduce students to philosophical and ideological theories and practices.

Core texts and films: *We Have Always Lived in the Castle* (Jackson), *Civilization and Its Discontents* (Freud), *Paradise Lost* (Milton), *Man's Search for Meaning* (Frankl), *How to Read a Book* (Adler).

Students are expected to participate daily, citing textual references and inferences, as well as posing questions, and actively listening. Nightly reading homework is assessed through discussion. Students will be evaluated on the ability to write and lead discussion questions on assigned texts, with the expectation of teacher meetings outside of class time to thoroughly work through the process. A desire to learn from authors, an interest in being an active member of a community of thinkers, and a willingness to listen and disagree are all characteristics of a successful Great Books student.

## IGSS Senior Integrated English levels 9 & 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Students in IGSS (Integrated Global Studies School) Senior Integrated English develop skills in reading, writing, and thinking by working with relevant examples of both fiction and non-fiction. The sources used may include some American authors, but the emphasis is on various global perspectives. Through class-based and independent projects, the students develop connections between all IGSS disciplines (English, social studies, and art). The goals outlined for senior English students guide the IGSS curriculum, and a strong focus is placed

on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. IGSS Senior English students come to understand not only the power and use of ideas as they connect global communities (for better and worse) but also that the health of our planet depends on the open-minded, critical, and imaginative uses of these ideas.

## Literature and Film level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Literature and Film offers the opportunity for students to apply the critical thinking, reading, and analytic training from their English classes to the visual medium of cinema. By connecting the literature and films that we study on a thematic basis, the course will help students explore several expansive questions such as, "Do we shape the future or does the future shape us?" and "How do decisions shape identity?" Units of study will be organized around different themes and genres; Film Noir: Post WWII and the Existential Crisis, Dystopia: Things Fall Apart, Coming of Age: Rebirth & New Discoveries, Comedy: Pain + Timing, Psychological Thriller: How We Confront Fear, and Documentary: The Subjectivity of Truth.

In addition to continuing skill development with varying compositions and texts from across a range of literary genres, students will be introduced to the basics of film analysis, formal cinematic elements, genre exploration, and the development of complex narrative structure in a screenplay. Students who register for this course will engage with both film and literary texts with a critical eye, examining the choices of both writers and filmmakers and how those choices impact meaning.

Core texts and films:

*Wildlife* (Ford), *Antigone or Oedipus* (Sophocles), *Do Androids Dream of Electric Sheep* (Dick), *Doubt* (Shanley), *Double Indemnity*, *Get Out*, *Silence of the Lambs*, and *Lady Bird*.

Students will participate in teacher-led discussions of texts and films, demonstrating understanding through formal writing, such as essays, and informal writing, such as blog posts. In addition, students will participate in student-led discussions, group projects, and after hours film viewings as an essential part of this class; students must be available outside of class time to collaborate. A variety of writing will be assigned, including narrative, analytical, op-ed, creative, and college essays.

## Literature and Psychology level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Our relationships with one another and with the world are more mysterious than we care to admit. This elective is designed for students who are interested in better understanding the mysteries of the human psyche by approaching literature from a psychological perspective. Topics include the complexity of the human mind, anxiety and defense mechanisms, mental illness and society, and our personal and collective search for meaning.

Students who register for this course will study characters in literature as “case examples” in which the psychological dimensions of their conflicts are examined. Class time is structured around activities and discussions that emphasize critical thinking through a psychological lens.

**The literature of this course will address some mature and sensitive issues such as grief, suicide, abuse, racism, and mental illness.**

Core texts and films: *The Talented Mr. Ripley* (Highsmith), *Basic Freud* (Kahn), *The Strange Case of Dr. Jekyll and Mr. Hyde* (Stevenson), *Class Trip* (Carrere), and *Man's Search for Meaning* (Frankl).

Students will be expected to produce a variety of kinds of writing including personal, academic, and research based essays. In addition, students will be expected to be active participants in small groups and whole class discussions using both personal reflections and reactions to readings.

## Post-Colonial Literature level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Post-Colonial Literature is the study of contemporary non-western literature from Africa, Asia, Europe, Latin America, and the Caribbean. Course themes and essential questions explore post-colonial trauma, political instability, the rise of authoritarian governments, suppression and resistance, war and occupation, displacement and migration, and the impacts of industrialism on the land and environment.

The first two, foundational texts below will introduce students to concepts and terminology that establish their understanding of the structure of colonialism and the relationship between the colonizer and the colonized. Other texts and films will examine how non-western writers contend with the effects of colonialism in their works; how they negotiate between cultural tradition, colonizing forces, and the impact of westernization; and how they create a literary tradition that reclaims their voice and identity.

Core texts: *The Colonizer and the Colonized* (Memmi), *Heart of Darkness* (Conrad), *The Mountains Sing* (Que Mai), *Death and the King's Horseman* (Soyinka), *Annie John* (Kincaid), *The God of Small Things* (Roy), *Balzac and the Little Chinese Seamstress* (Sijie), *Floaters* (Espada), *The Devil's Highway* (Urrea), and *How Beautiful We Were* (Mbue).

Through reading journals, shared inquiry, discussion, writing, creative expression, film study, and collaborative projects, students will develop their cultural literacy and awareness, and reflect on how patterns of colonialism and post-colonialism apply to our positionality as Americans.

## Senior Writers' Seminar level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Senior Writers' Seminar is a writing intensive course in which students develop writing skills by engaging with all steps in the writing process. The first semester writing projects will include personal/college essay, memoir, narration and/or description. Second semester writing projects focus on various approaches to argumentation, including visual essay, compare/contrast, and op-ed; students also begin to experiment with combining patterns of writing to produce more complex works.

Students in this course engage in critical reading in order to analyze readings and imitate writing styles of both professional and student writers. They select topics that are both interesting and relevant; draft and revise based on feedback; learn peer review techniques; edit and polish work to completion. This approach requires careful consideration of a writing task's audience and purpose in order to compose pieces that speak meaningfully to the various writing tasks posed by the course.

Core texts: Readings in this course include a summer reading, *The Girl Who Smiled Beads* (Wamariya & Weil) and essays featured in the course anthology, *Patterns for College Writing*. Though the focus in this course is primarily on shorter essays, students should expect to meet a significant amount of reading and may be required to engage in independent reading of greater length each semester.

Students in this course should expect to read and write regularly. Students keep a writer's notebook in which they explore topics in free-writing and early essays. They should also expect to conference with their teacher repeatedly during each writing cycle. This course is intended for students who wish to engage fully with their work as writers preparing for college writing experiences. In this course, students will share their work in small and larger groups in order to solicit feedback on various attempts with new techniques. They will collect material over each semester to present in a semester portfolio, which will also include metacognitive and reflection exercises through which students explain their thinking and their writing process and choices. Students will approach readings in this course not just as readers considering a topic, but as writers who seek to learn skills from the examples presented in each work.

**Those students who have taken AP Language and Composition as juniors should not enroll in this course, since it repeats writing modes already sufficiently covered.**

## Senior Writers' Seminar level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Senior Writers' Seminar is year-long writing course designed for students who wish to further develop their writing skills by experimenting with the literary techniques of creative nonfiction. Through informal writing exercises, students will develop a daily habit of writing in a writer's notebook. For formal process writing, students can expect to work with a variety of non-fiction forms including the personal essay, memoir, place-based writing, opinion editorials, speeches, and talks.

Instead of approaching literature strictly as readers, students will approach literature primarily as writers learning craft. Students will read a wide range of fiction and non-fiction texts to discover and analyze writers' choices and techniques that they can incorporate into their own writing. Students should expect to share their writing with their peers and participate in writers' workshops where students will develop the ability to evaluate their own and others' writing based on the writer's purpose and intended audience. To ensure the safety of the writing community, it is expected that students will respect the confidentiality of their peers' writing.

Core texts: *This Boy's Life* (Wolff), *Black Boy* (Wright), selections from *Bird by Bird* (Lamott), *Inventing the Truth* (Zissner), *Tell It Slant* (Miller and Paola), *Short Takes* (Penfield), and *Modern American Memoirs* (Dillard and Conley)

The course emphasizes a close examination of the writing process through prewriting, drafting, peer feedback, revision, and reflection. Students are expected to strive for greater depth in the revision of their writing and will get to know themselves as writers. This philosophy is applied to each composition with first semester encompassing writing about personal spheres and second semester writing about public spheres.

## Social Change in Literature: English 4 (Co-Taught) level 2

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This is a literature and composition course in which students examine social change through the integrated study of classical and contemporary literature, graphic novels, art, and cinema. Topics of social change are presented within the context of social media, school culture, justice, race, and the environment.

The class affords two teachers the opportunity to adapt assignments to meet individual learning needs. Writing assignments are broken down to ensure proficiency. Concepts are reinforced through audio, visual, and kinesthetic learning.

Core texts: *Dear Evan Hansen* (Levinson), *Trashed* (Backderf), *There, There* (Orange), *MacBeth* (Shakespeare).

Students will be expected to write in a range of modes including personal and expository essays, which emphasize critical analysis and creative expression. Projects allow students alternative ways to express what they have learned.

## Reading and Writing Support Program

Students and teachers may use the services of reading and writing center staff and tutors to aid in the development of effective reading strategies. The following support programs are available on each campus to help students with reading and writing needs.

### Reading and Writing Support level 8

OPEN TO FRESHMEN  
PREREQUISITE: NONE

The Reading and Writing Support program at the Northfield campus meets during a half-block period on blue or green days during the student's study hall or free period. Students receive assistance with reading and writing assignments in all subject areas and work with a reading and writing aide to build their understanding of reading strategies and writing skills. Enrollment in the program does not in any way affect the student's enrollment in other courses. The program offers a dedicated time in which students can receive support from an assistant who has been trained in reading and writing assistance.

### Reading and Writing Strategies level 8

OPEN TO SOPHOMORES  
PREREQUISITE: NONE

The Reading and Writing Strategies program at the Winnetka Campus provides assistance to students who can benefit from extra support in developing their literacy skills. Students work with Reading and Writing Center peer tutors and assistants to build their understanding of vocabulary strategies, reading comprehension strategies, literary analysis strategies, and writing skills. Students are enrolled during a half-block period on blue or green day.

# English: Media and Journalism

Media and Journalism classes provide students with the opportunity to engage in different formats of storytelling, and to learn the technical processes and demands of different forms of media. All courses are offered at level 8, and may be taken for level 9 credit with the exception of our Publications courses, which are capstone, leadership experiences. All classes are electives, and none satisfy the required eight (8) semesters of English.

## New Media Arts 1 & 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
MINOR CREDIT

This course does NOT substitute for required English. This full-year course can readily shift to two semester-long courses, each of which could introduce students to broadcast media. Its content will maintain a special focus on 21st century journalistic storytelling including online, radio and visual content. This class will be run as a studio course where students will create individual and collaborative projects that address both their own specific interests and the broader learning goals of the course. They will create content using print, audio, social media, and visual media. Students will learn how the changing digital landscape affects media production and consumption. In addition to exploring how they interact with traditional as well as new and evolving forms of citizen journalism, students will make use of digital production and publication tools to create and distribute their own multimedia projects for an online audience. This course will give students the skills necessary to become critical consumers and producers of digital media, preparing them for advanced work at the Winnetka campus: Advanced Journalism, The New Trier News, WNTH Radio, TV & Film, and Yearbook. *This course fulfills the graduation requirement for practical arts.*

## Advanced Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course does NOT substitute for required English. This full-year course offers a sophisticated exploration of journalism starting with the basics of reporting and editing then moving into advanced reporting concepts including multiple source articles, research techniques, writing editorials and commentaries, and creating multimedia stories. Specific issues in journalism are an important part of the course, including student press rights, court decisions, ethical decision making, and using social media to promote articles. Techniques in newspaper and web design, and creating audio, video and infographics to produce both the print and online versions of the paper will be explored. Students enrolled in the course are required to write articles weekly for the New Trier News and quarterly for the Examiner. This course is required for students to write for the New Trier News and to apply for an editor position on the publication in their junior or senior year. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Yearbook Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This is a full-year course designed to introduce students to the production of New Trier's annual yearbook, *Trevia*. Students learn and put into practice the principles of journalism, including reporting, interviewing, writing and editing, as well as of photojournalism, learning the basics of digital photography including camera operation and shooting various types of subject matter including sporting events, performing arts, and candid portraits. Other topics covered in the course include graphic design and the basics of creating and maintaining a visual theme through yearbook design. Staff members who choose to continue in subsequent years may apply to become editors in the subsequent Publications: *Trevia* course. Class members should also expect to spend several hours a week after school working on the yearbook either in the office or on assignment around the community. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Broadcast Journalism 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course introduces students to the fundamentals of broadcasting for radio, television, and other digital video and audio media. Students work in different collaborative roles to write, record, edit, and produce a number of specialized projects including talk radio shows, podcasts, television and radio news, remote television broadcasts and documentary-style short films. Units also feature journalistic ethics, the art of the interview, and writing for viewers and listeners. Tools of the class include cameras, lighting and sound equipment, and digital editing software. Assignments require collecting footage and covering events outside of class. Student work will be shared on school media outlets such as WNTH Radio and a new TV show broadcast out of the Winnetka campus. Students are also encouraged in this course to enter their work in national and regional broadcasting contests and festivals. *This course fulfills the graduation requirement for fine and/or practical arts.*



## Broadcast Journalism 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: BROADCAST JOURNALISM 1 OR NEW MEDIA ARTS 1 & 2

This course further advances student skills and experiences in television and storytelling. Students will work in different collaborative and leadership roles to write, film and edit a number of specialized projects that will be part of a weekly news show produced at the Winnetka campus. Students will also create news-style documentary short films throughout the school year on and off campus and submit these to regional contests and festivals. Tools of the class include cameras, lighting and sound equipment, editing software and access to our sound stage for TV and documentary production. Work will be displayed on school media outlets. *This course fulfills the graduation requirement for fine and/or practical arts.*

### TV & Film 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course introduces students to storytelling in television and film while promoting digital literacy and critical thinking. Students will work in different collaborative roles to write, shoot, edit, and produce narrative and documentary films as well as develop scripts for TV throughout the year while learning classic Hollywood techniques of storytelling. Tools of the class include cameras, lighting and sound equipment, and digital editing software. Assignments require collecting footage outside of class. Student work will be shared on school media outlets and students are also encouraged in this course to enter their projects in national and regional film festivals. This course builds a strong foundation for students interested in creating and producing original and commercial film, screenwriting, and broadcast journalism. *This course fulfills the graduation requirement for fine and/or practical arts.*

### TV & Film 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FILM PRODUCTION 1 OR NEW MEDIA ARTS 1 & 2

This course focuses on screenwriting and directing. Students analyze TV and film screenplays and develop their own original work. Particular attention is paid to developing distinct and equitable writing voices through ongoing analyses of dialogue and story structure. In addition, they will master combining story creation with communicating effectively with actors and crew in the role of a director. Assignments require collecting footage outside of class. Student work will be shared on school media outlets and students are also encouraged in this course to enter their projects in national and regional film festivals. Students will also begin development on their film school college submission screenplays in the spring and then be provided the tools to produce these in the first semester of Film 3. *This course fulfills the graduation requirement for fine and/or practical arts.*

## TV & Film 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FILM PRODUCTION 2

This course synthesizes skills, knowledge and experience gained in TV & Film 1 and 2 in the art and craft of screenwriting, directing, cinematography, and editing. In this individualized course, students will write an original TV series bible as well as direct narrative and documentary film projects. Students will take leadership and ownership of their creative vision and oversee the prep, production and post-production of their work, much of which is completed outside of class, under the supervision of the instructor. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Radio Production 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE:  
RADIO 1: NONE  
RADIO 2: NEW MEDIA ARTS 1 & 2  
RADIO 3: RADIO PRODUCTION 2

This course is designed to provide theory and practical experience for students interested in advanced work in radio production. Students refine technical skills such as mixing sound elements, communicating with music production companies, sports broadcasting, producing and directing feature-length programs in the areas of news, public affairs, music, and drama, and studio engineering. Course work also includes cooperative evaluation of WNTH programming to help maintain the quality of New Trier radio. The radio control room and studio is the lab for all production work. *This course fulfills the graduation requirement for fine and/or practical arts.*

## **Publications: NT News**

### **level 8**

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OPEN TO JUNIORS AND SENIORS

PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL

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This course does NOT substitute for required English. This is a full-year course designed for editors of the New Trier News allowing them to work on these publications with the support of the journalism teacher. The editors conduct meetings to make story assignments, design the newspaper, report, write, and edit stories. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course. Editors should expect to spend several hours a week after school working on these publications.

## **Publications: Trevia**

### **level 8**

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OPEN TO JUNIORS, AND SENIORS

PREREQUISITE: APPLICATION AND SPONSOR APPROVAL

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This is a full-year course designed to lead production of New Trier's annual yearbook, *Trevia*. Students put into practice the principles of journalism, including reporting, interviewing, writing and editing, as well as of photojournalism learned the year before in Yearbook Journalism. Leadership skills become a large component of the curriculum as editors learn how to conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct sales and recruitment campaigns, and collaborate with other student lead organizations. Editors should expect to spend several hours a week after school working on the yearbook either in the office or on assignment around the community.



# ENGLISH

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### English

#### **Northfield Campus**

Eng 1-T: World Studies .....	N202134
Eng 1-T: World Studies .....	N202139
English 1 .....	N200132
English 1 .....	N200133
English 1 .....	N200134
English 1 (Co-Taught) .....	N201132

#### **Winnetka Campus**

EL English Resource .....	W200138
EL English 1 Writing .....	W200139
EL English 1 Reading .....	W292139
EL English 2 Writing .....	W200239
EL English 2 Reading .....	W292239
EL English 3 Writing .....	W200339
EL English 3 Reading .....	W292339
EL English 4 Writing .....	W200439
EL English 4 Reading .....	W292439
English 2 .....	W210232
English 2 .....	W210233
English 2 .....	W210234
English 2 (Co-Taught) .....	W211232
Eng 3-T: American Studies .....	W222334
Eng 3-T: American Studies .....	W222339
English 3 .....	W220332
English 3 .....	W220333
AP Lang & Comp: English 3 .....	W220334
IGSS Jr English .....	W270334
IGSS Jr English .....	W270339
English 3 (Co-Taught) .....	W221332
Literature and Film .....	W232439
Social Change in Lit: Eng 4 (Co-Taught) .....	W231532
Creative Writing .....	W233439
AP Lit & Comp: Great Books .....	W234434
Great Books .....	W234439
Sr Writers' Seminar .....	W235434
Sr Writers' Seminar .....	W235439
Literature and Psychology .....	W237439
Cultural Crossroads in Literature .....	W240539
AP Lit & Comp: World Literature .....	W230534
Post-Colonial Literature .....	W239534
IGSS Sr English .....	W270434
IGSS Sr English .....	W270439

### Media and Journalism

#### **Northfield Campus**

New Media Arts 1 .....	N157138
New Media Arts 2 .....	N157138

#### **Winnetka Campus**

TV & Film 1 .....	W158438
TV & Film 2 .....	W158538
TV & Film 3 .....	W158638
Radio Production 1 .....	W159738
Radio Production 2 .....	W159838
Radio Production 3 .....	W159938
Broadcast Journalism 1 .....	W157538
Broadcast Journalism 2 .....	W157738
Adv Journalism .....	W224238
Publications: NT News .....	W224038
Publications: Trevia .....	W224338
Yearbook Journalism .....	W224438



# Kinetic Wellness

Kinetic Wellness 1  
Health / Kinetic Wellness 2  
Health / Dance  
Adapted Kinetic Wellness  
Advanced Health and Wellness  
Core and More/Yoga (Early Bird)  
Group Wellness  
Individual Wellness  
Individual Wellness (Early Bird)  
KW Leaders 1 & 2  
KW Team Block  
KW Team Block (Early Bird)  
Lifeguard Training / KW Team Block  
Lifetime Activities  
Lifetime Activities (Early Bird)  
Outdoor Education  
Strength and Conditioning  
Strength and Conditioning (Early Bird)  
Yoga and the Art of Self-Defense 1 & 2

## **The Dance Division:**

KW 1 / Dance  
KW 1/ Freshman Dance 2  
Dance at Dawn (Early Bird)  
Dance 2 Beginning/Intermediate  
Dance 3 Intermediate / Advanced  
Dance 4 Advanced  
Menz Dance  
Dance Lab 1 & 2

## **Driver Education**

Driver Education

The Kinetic Wellness Department is anchored in the integrated teaching of physical, mental/emotional, and social wellness. We believe in lifelong fitness activity, decision-making/problem solving, interpersonal relationships, and expression and creativity. Our curriculum is grounded by the Centers for Disease Control - Six Adolescent Risk Behaviors: fitness, nutrition, mental/emotional health, substance education, sexuality education, and safety (prevention of intentional and unintentional injury).

As a result of their Kinetic Wellness experiences, students will:

- Gain knowledge and demonstrate competency of basic movement and fitness concepts during early high school;
- Apply basic principles of movement and fitness to develop knowledge and skill proficiency through self-selected activities and experiences;
- Understand how group dynamics and cooperation enhance activities;
- Participate in a variety of individual, dual, and group activities to encourage a lifelong habit of movement and wellness;
- Understand the relationship between and influence of culture, media, and technology on wellness;
- Access and evaluate wellness-related resources for self and others;
- Use technology to self-assess levels of fitness;
- Create, implement, and evaluate a personal fitness plan;
- Develop decision-making skills to aid self and others;
- Display a sense of responsibility through personal choices that reflect concern for others; and
- Have had opportunities for self-reflection and assessment of their personal development.

The health education requirement for graduation is met when students pass health segments integrated throughout the freshman year and during the health semester of the sophomore year. All courses in this department except Dance Lab receive elective credit (.25 semester credit).

## SURVEY OF KINETIC WELLNESS COURSES

### Freshman:

- KW 1 (required)
- KW 1/Dance (required)
- KW 1/Freshman Dance 2 (required)

### Sophomore:

- Health (semester required)
- KW 2 Activities or Dance (2, 3, 4, & Menz Dance)

### Junior/Senior: (Releasable for Athletics)

- Dance 2, 3, 4, Menz Dance
- Dance at Dawn
- Group Wellness
- Individual Wellness
- Lifetime Activities
- Strength and Conditioning
- Team Block
- Yoga and the Art of Self-Defense 1
- Yoga and the Art of Self-Defense 2

### Junior/Senior: (Non-releasable for Athletics)

- Advanced Health and Wellness
- Core and More/Yoga (Early Bird)

- Dance Lab 1 & 2
- KW Leaders 1
- KW Leaders 2
- Lifeguard Training
- Outdoor Education

Students requesting exemption from Kinetic Wellness class for out-of-school sport/activity participation should contact the Kinetic Wellness Department Chair for detailed information regarding exemptions. Requirements include competition at the national level and a shortened academic schedule.

## Kinetic Wellness Courses

### Kinetic Wellness 1

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Kinetic Wellness integrates health and skill-related fitness and health education concepts into a variety of activities and classroom experiences. The overall goal is to educate students to be well rounded, life-long learners who understand the relationship between a healthy mind and body. Curriculum in the freshman year includes: flag football, tennis, lacrosse, badminton, swimming, weight training, soccer/ultimate Frisbee, fitness and nutrition, mental and emotional health, first aid/CPR/AED, substance education, RAD Self-Defense, SAMS stress management and health literacy skills. It is within these units that we recognize the impact of exercise on the brain, which helps to reduce stress and increase focus and attention for learning. *Exemptions are not allowed for freshman Kinetic Wellness.*

### KW 1/Dance (Beginning/Intermediate)

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Kinetic Wellness 1/Dance is a yearlong course that combines Kinetic Wellness and Dance concepts. The Kinetic Wellness portion of the course integrates health and skill-related fitness and health education concepts into a variety of activities and classroom experiences. The curriculum includes fitness, RAD, weight training, swimming, nutrition, mental and emotional health, first aid/CPR/AED, substance education, health literacy skills, and prevention of bullying and harassment. The Dance portion of the course focuses on modern dance fundamentals that encompass technique, composition, and improvisation, including elements of ballet, jazz, hip hop, musical theater, and a variety of world dance forms. Students are introduced to artistic criticism and given various opportunities to practice performance skills. Yoga and Pilates fundamentals enhance training. Students alternate between Dance and Kinetic Wellness each day and are taught by both a Kinetic Wellness and a Dance teacher. Students are encouraged to participate in Northfield Dance Ensemble. *Exemptions are not allowed for freshman Kinetic Wellness or Dance.*

## KW 1/Freshman Dance 2 (Intermediate/Advanced)

OPEN TO FRESHMEN  
PREREQUISITE: LEVEL PLACEMENT CLASS

KW 1/Freshman Dance 2 is a *yearlong* course that integrates Dance and Kinetic Wellness concepts for our most serious-minded freshmen dance students. In the Dance portion of the class, students are guided and challenged to develop greater proficiency in modern dance technique, improvisation, and composition. Ballet, jazz, hip hop, and world dance forms will be integrated into the curriculum. Technical training will be enhanced with Pilates and yoga fundamentals. Students will be introduced to artistic criticism and will be given various opportunities to practice performance skills including in class, Dance Day, the Northfield Dance Ensemble Showcase, and the Dance Theater New Trier Spring Dance Concert. Some dancers may be invited to audition for Kinesis. The Kinetic Wellness portion of the class combines health education concepts into a variety of activities. The curriculum includes fitness, wellness, nutrition, mental and emotional health, first aid/CPR/AED, substance education, swimming, RAD, and the prevention of bullying and harassment. *Exemptions are not allowed for freshmen in Kinetic Wellness or Dance.*

## Health/Kinetic Wellness 2 or Health/Dance

OPEN TO SOPHOMORES  
PREREQUISITE: NONE

Sophomore Kinetic Wellness requires a semester of Health and a semester of Kinetic Wellness 2 or Dance. Sophomore Health is a one-semester course designed to improve students' wellness by focusing on the functional knowledge and skills needed to lead a life of health literacy. Students will learn and practice health skills such as analyzing influences on health, accessing valid health information, engaging in health-enhancing behaviors, demonstrating communication, decision-making, goal-setting, and health advocacy. Being a Healthy Trevian is a theme throughout the course as students learn about their own dimensions of wellness and how they interconnect. In the first quarter, students understand and self-assess their own dimensions of wellness, while learning about topics such as sleep hygiene, stress and positive coping strategies, nutrition, exercise, body confidence, mindfulness, and identifying and managing emotions. In the second quarter, health topics include identifying values, reproductive health, gender and sexual identity, healthy and unhealthy relationships, communication, consent, and addressing online behaviors. The purpose of the course is to develop students' self-efficacy, which is a belief in one's ability to attain results, meet the challenges ahead of them, and influence events that affect their own lives to be the healthiest version of themselves. *This semester of Health has a book fee and is required for graduation.*

In the other semester, students may choose between Kinetic Wellness 2 (KW 2), Lifeguard Training, and Dance. KW 2 is designed to improve and develop student knowledge and appreciation of lifelong healthy living. Activities include a variety of team and individual sports, such as softball, tennis, basketball, volleyball, track and field, water sports, and floor hockey. Dance includes modern technique, jazz, ballet, musical theater, a variety of world dance forms, improvisation, composition, and lessons

connected to social emotional learning. *Exemptions are not allowed for Health/Kinetic Wellness 2 or Health/Dance. Sophomores who would like to take a full year of dance may register for summer school Health.*

## Adapted Kinetic Wellness: Physical Education Special Opportunities (PESO)

The Adapted Kinetic Wellness program has the same objectives as regular Kinetic Wellness with adjustments made to meet the needs and abilities of exceptional students. Adaptations ensure safe, successful, and beneficial participation for all students. Many students in Adapted Kinetic Wellness also participate in Special Olympics.

## Advanced Health and Wellness

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: FRESHMAN AND SOPHOMORE HEALTH

This *yearlong* course is designed for students who would like to pursue health education further for personal and/or professional goals. The curriculum both challenges and strengthens students' awareness of their own personal health and fitness. With a focus on life beyond high school, they learn strategies for both maintaining good health and preventing illness and disease. Guest speakers, current events, mock trials, and community outreach opportunities will be included in the curriculum. In a research-based environment, students will cover topics such as sexuality, substance abuse and addictions, health careers, fitness, mental health, CPR, and nutrition. *Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.* This course can not be repeated.

## Core and More/Yoga (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This *yearlong* course, consisting of two closely-linked semester courses, is built around the concept of total wellness and is designed to address the physical, social, and emotional well-being of all participants. One semester will focus on core strength, flexibility, body alignment, coordination, and concentration through the practice of Pilates-based exercise. The other semester will focus on the Yoga practices of B.K.S. Iyengar and K. Pattabhi Jois. This course meets Blue and Green Days for 50 minutes each day. *Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.*

## Group Wellness

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This course will present junior and senior students with a wide-range of group fitness activities such as cardio kickboxing, step aerobics, and drum fit, and self-defense. Additionally, in order to develop a healthy lifestyle, this course will include classroom discussions focused on incorporating the dimensions of wellness. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## Individual Wellness

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This is a *yearlong* course for those students who desire a self-directed personal fitness program that includes a combination of cardio, strength training, and flexibility. Workout options include running, stationary bicycle, elliptical trainer, stair master, physioballs, medicine balls, and free weight training. Various classroom topics center on benefits of fitness, stress management, sleep habits, and nutrition. The framework of this class will establish a personal overall wellness program. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## Individual Wellness (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This course meets Blue and Green Days for 50 minutes each day.

## KW Leaders 1

OPEN TO JUNIORS  
PREREQUISITE: APPLICATION PROCESS  
DEPARTMENTAL APPROVAL REQUIRED

This *yearlong* course will provide leadership opportunities within Kinetic Wellness. Junior leaders prepare for their roles as senior leaders by developing communication skills, leadership techniques, and peer teaching skills within activity and classroom units. Students also will learn how to lead warm-ups, teach skill activities, help in Adapted KW, officiate, and organize tournaments. In classroom units, students learn how to teach wellness concepts, facilitate discussions, and teach brain compatible lessons. *Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team.*

## KW Leaders 2

OPEN TO SENIORS  
PREREQUISITE: KW LEADERS 1 AND DEPARTMENTAL APPROVAL

After successful completion of KW Leaders 1, seniors lead and teach alongside KW staff members in a variety of courses: regular or adapted high school, middle school, or elementary school KW classes. Leaders are required to attend four quarterly meetings. *Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team.*

## KW Team Block

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This *yearlong* course is perfect for the student who wishes to engage in competitive team activities and games. Skills, strategies, rules and sportsmanship are taught within each unit. Activities offered in the first semester may include fitness testing, flag football, speedball, Olympics, basketball, volleyball, and floor hockey. Activities offered during the second semester may include badminton, pickleball, retro sports, soccer, ultimate frisbee and softball. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## KW Team Block (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This course meets Blue and Green Days for 50 minutes each day.

## Lifeguard Training

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTERMEDIATE OR ABOVE SWIMMING ABILITY

In order to receive certification, students must be at least 15 years of age. This semester course offers certification by the American Red Cross in Lifeguarding, CPR for the Professional Rescuer, and Community First Aid. These are the certifications that employers require when hiring lifeguards. Activities include lifeguarding, CPR and first-aid instruction, fitness, and water sports. Students may earn a passing grade without receiving certification. Sophomores may take Lifeguard Training in place of KW 2. *Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team.*

## Lifetime Activities

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This yearlong course offers a variety of fitness based training as well as individual, dual, and team sports and games. Students will learn various activities that focus on improving cardiovascular and muscular fitness and alternative exercise knowledge. In addition, students will participate in a variety of sports and games including football, soccer, basketball, badminton, volleyball, lawn games, and nontraditional games. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## Lifetime Activities (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE  
MAY BE REPEATED FOR CREDIT

This course meets Blue and Green Days for 50 minutes each day.



## Outdoor Education

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

The first semester of this course includes activities such as kayaking, rock climbing, rappelling, camping skills, back country cooking, team initiative games, high ropes, and environmental responsibilities. In the fall, students have the option to participate in a one-day excursion to an off-campus indoor rock climbing facility. Second-semester activities include: lead climbing, advanced rock craft, vertical rescue, advanced kayaking and playboating, mountaineering skills, skateboarding, and slacklining. Other practical skills will include back country teaching techniques, high and low ropes course facilitation, group processes and communication, and leadership. In the spring, students also have the option to participate in a three-day, off-campus camping and rock climbing experience. *Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team. This course may not be repeated.*

## Outdoor Education Teaching Assistant

OPEN TO SENIORS  
PREREQUISITE: OUTDOOR EDUCATION, APPLICATION PROCESS

After successful completion of Outdoor Education, students may apply to be a teaching assistant to lead and teach alongside KW staff in Outdoor Education classes. Acceptance into this program requires departmental approval. *Students enrolled in this class may **not** be released for seasonal participation on a New Trier Athletic Team.*

## Strength and Conditioning

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This course is a strength and conditioning class designed for students to build upon specific lifts developed by the Kinetic Wellness instructors. Fundamental techniques will be taught, reinforced, and stressed for each lift. A formal program will be followed by each student and progress will be documented. Strength training techniques, nutrition, video analysis, and testing will be used for optimal training outcomes. Speed and agility will also be addressed. Pre/Post-test assessments and charts documenting individual progress will be used to evaluate student's performance in the course. Strength programming is aligned with the New Trier Athletic Strength Program. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## Strength and Conditioning (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This course meets Blue and Green Days for 50 minutes each day.

## Yoga and the Art of Self-Defense 1

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: NONE

This is a *yearlong* course that includes Iyengar and Ashtanga yoga, meditation, relaxation, martial arts, kickboxing, ground fighting, and self-defense skills. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

## Yoga and the Art of Self-Defense 2

OPEN TO SENIORS  
PREREQUISITE: YOGA AND THE ART OF SELF-DEFENSE 1

This *yearlong* course builds upon the foundation laid in Yoga 1 and offers the opportunity for students to help lead both a Yoga and a self-defense class. Yoga 2 is the next step in the continuum of yoga wellness. The activities include but are not limited to: ashtanga yoga, meditation, relaxation, breathing, martial arts, kickboxing, ground fighting, and self-defense skills. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team.*

# The Dance Division

All courses in the Dance Division satisfy the Kinetic Wellness graduation requirement. Sophomores may elect to take dance for one semester in place of Kinetic Wellness 2, but they must fulfill one semester of Health education. If a sophomore would like to take dance for a full year (required for Dance 4), the Health requirement may be fulfilled in summer school or during the school year.

The Dance Division offers a modern dance-based curriculum integrated with ballet, jazz, hip hop, musical theater, and a variety of world dance forms. Lessons connected to diversity and social emotional learning are woven into the curriculum. Through grants from the New Trier Fine Arts Association, guest artists are brought in to further enhance course work. Multiple levels of dance are offered to accommodate the developmental needs of all students.

All courses, with the exception of KW 1/Dance (Northfield), Dance 2 (Winnetka), and Menz Dance (Winnetka), require a placement audition or teacher recommendation. All courses encompass technical training, improvisation, composition, performance, and critical analysis. Courses in dance also share the essential understandings of the Kinetic Wellness Department and contribute to personal wellness. *Students enrolled in Dance at Dawn, Dance 2, 3, 4, and Menz Dance may be released for seasonal participation on a New Trier athletic team. Students in Dance Lab 1 & 2, however, may not be released.*

Students have a variety of opportunities to participate in co-curricular and extracurricular performances and dance events throughout the year.

**Northfield Campus:** Any New Trier student may join the Northfield Dance Ensemble, which offers a culminating performance. All freshmen can audition original works for Dance Day

Northfield, and students in KW 1/Freshman Dance 2 are eligible to perform in Dance Theater New Trier Spring Concert; some may also be invited to audition for Kinesis.

**Winnetka Campus:** Kinesis Dance Company is the Dance Division's highest level dance company and presents a winter concert. Interested sophomores, juniors, and seniors may audition their original choreography for Dance Day Winnetka and Northfield Dance Ensemble. The Dance Theater New Trier Spring Dance Concert is offered to students in Dance 3, 4, Menz Dance, Dance at Dawn, and Dance Lab 1 and 2. The Dance Lab 2 Showcase is a culminating performance of our capstone Dance Lab course in which students present sophisticated choreographic studies and projects at New Trier and potentially a professional dance venue in Chicago.

### KW 1/Dance (Beginning/Intermediate)

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Kinetic Wellness 1/Dance is a yearlong course that combines Kinetic Wellness and Dance concepts. The Kinetic Wellness portion of the course integrates health and skill-related fitness and health education concepts into a variety of activities and classroom experiences. The curriculum includes fitness, RAD, weight training, swimming, nutrition, mental and emotional health, first aid/CPR/AED, substance education, health literacy skills, and prevention of bullying and harassment. The Dance portion of the course focuses on modern dance fundamentals that encompass technique, composition, and improvisation, including elements of ballet, jazz, hip hop, musical theater, and a variety of world dance forms. Students are introduced to artistic criticism and given various opportunities to practice performance skills. Yoga and Pilates fundamentals enhance training. Students alternate between Dance and Kinetic Wellness each day and are taught by both a Kinetic Wellness and a Dance teacher. Students are encouraged to participate in Northfield Dance Ensemble. *Exemptions are not allowed for freshman Kinetic Wellness or Dance.*

### KW 1/Freshman Dance 2 (Intermediate/Advanced)

OPEN TO FRESHMEN  
PREREQUISITE: LEVEL PLACEMENT CLASS

KW 1/Freshman Dance 2 is a *yearlong* course that integrates Dance and Kinetic Wellness concepts for our most serious-minded freshmen dance students. In the Dance portion of the class, students are guided and challenged to develop greater proficiency in modern dance technique, improvisation, and composition. Ballet, jazz, hip hop, and world dance forms will be integrated into the curriculum. Technical training will be enhanced with Pilates and yoga fundamentals. Students will be

introduced to artistic criticism and will be given various opportunities to practice performance skills including in class, Dance Day, the Northfield Dance Ensemble Showcase, and the Dance Theater New Trier Spring Dance Concert. Some dancers may be invited to audition for Kinesis. The Kinetic Wellness portion of the class combines health education concepts into a variety of activities. The curriculum includes fitness, wellness, nutrition, mental and emotional health, first aid/CPR/AED, substance education, swimming, RAD, and the prevention of bullying and harassment. *Exemptions are not allowed for freshmen in Kinetic Wellness or Dance.*

### Dance at Dawn (Early Bird)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PLACEMENT CLASS OR RECOMMENDATION OF THE DANCE FACULTY

Dance at Dawn is a yearlong, Early Bird course in the art, craft and science of modern dance for intermediate and advanced level students. The class meets Blue and Green Days for 50 minutes, and integrates ballet, jazz, musical theater, hip hop, a variety of world dance forms, and elements of yoga and Pilates. Stretching, relaxation techniques, breathing, and guided meditation will be explored, as well. Students will be introduced to artistic criticism and will be given various opportunities to practice performance skills both in class and on Dance Day. Dancers are eligible to audition for the Dance Theater New Trier Spring Dance Concert and are encouraged to participate in Northfield Dance Ensemble. *Students enrolled in this course may be released for seasonal participation on a New Trier athletic team. This course may be repeated for credit.*

### Dance 2 (Beginning/Intermediate)

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Dance 2 is a semester-long course for sophomores and a year-long course for juniors and seniors that builds on the basic skills and concepts presented in KW 1/Dance. Students study modern technique, improvisation, and composition, as well as elements of ballet, jazz, musical theater, hip hop, and a variety of world dance forms. Emphasis is placed on building a strong foundation in dance. Through a variety of activities, students will strengthen their social and emotional learning skills. Students will be introduced to artistic criticism and given various opportunities to practice performance skills in class. Technical training will be enhanced with Pilates and yoga fundamentals. Students are encouraged to participate in Northfield Dance Ensemble. *Sophomores may take Dance 2 for one semester in combination with Health. This course may be repeated for credit.*

### Dance 3 (Intermediate/Advanced)

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: PLACEMENT CLASS OR RECOMMENDATION OF THE DANCE FACULTY

Dance 3 is a yearlong course in which students are guided and challenged to develop greater proficiency in technique, improvisation, composition, and performance skills. Increased emphasis is placed on movement articulation, musicality, creative process, self-expression, dance production, and artistic criticism. Through a variety of activities, students will strengthen their social and

emotional learning skills. Technical training will be enhanced with Pilates and yoga fundamentals. Students will create dances for Dance Day and have an opportunity to audition and perform in the Dance Theater New Trier Spring Dance Concert. Students are also encouraged to participate in Northfield Dance Ensemble. *Sophomores may take Dance 3 for one semester in combination with Health. This course may be repeated for credit.*

## Dance 4 (Advanced)

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: PLACEMENT CLASS OR RECOMMENDATION OF THE DANCE FACULTY

This yearlong course is a highly challenging culmination of all facets of the art form: technique, improvisation, composition, performance, and artistic criticism. Preparing students for college level work is one goal of the course. Students require a high level of commitment and are encouraged to perform in a wide variety of dance venues, including creating and performing original works for Dance Day. Students will have an opportunity to audition and perform with Dance Theater New Trier Spring Dance Concert and are encouraged to join Northfield Dance Ensemble. Technical training will be enhanced with Pilates, Bartinieff, and yoga fundamentals. *This course may be repeated for credit. Sophomores enrolled in Dance 4 must complete the entire year.*

## Menz Dance

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: NONE

This is a yearlong course in beginning and intermediate modern technique, improvisation, composition, and performance that includes elements of ballet, jazz, musical theater, and world and social dance forms. Designed especially to meet the needs of students who identify as male, this course emphasizes increasing flexibility and strength, concentration, coordination, musicality, and community-building. Athletes and actors are encouraged to enroll. Technical training will be enhanced with Pilates and yoga fundamentals, as well as basic tumbling fundamentals. Many performing opportunities are made available, including Dance Day, the Dance Theater New Trier Spring Dance Concert, the Northfield Dance Ensemble Showcase, and the Menz Showcase. *Sophomores may take Menz Dance for one semester in combination with Health. This course may be repeated for credit.*

## Dance Lab 1

OPEN TO JUNIORS AND SENIORS FOR KINETIC WELLNESS CREDIT

PREREQUISITE: MUST RECEIVE RECOMMENDATION OF THE DANCE FACULTY

This is a yearlong, college-level course in the art, craft, and science of modern dance for serious-minded, advanced-intermediate, and advanced-level students. Students must have a keen interest in dance composition and performance. Ballet, jazz, and world dance forms will be integrated into the curriculum to create versatile, well-rounded performers. Technical training will be enhanced with Pilates, Bartinieff and yoga fundamentals. Content also includes solo and group choreography assignments, dance technology, research projects, video portfolios, journal keeping, artistic criticism, and review writing. Students are encouraged to choreograph and perform in a wide variety of

dance venues, including the Dance Theater New Trier Spring Dance Concert. Dance Lab students collaborate with AP Art to create original works that are presented on Dance Day. Dance Lab 2 is the continuing course. *Kinesis Dance Company members are required to take Dance Lab concurrently. Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team. Seniors who wish to participate in a Senior Project must choose an Abbreviated Project in order to attend class.*

## Dance Lab 2

OPEN TO SENIORS FOR KINETIC WELLNESS CREDIT

PREREQUISITE: DANCE LAB 1 OR RECOMMENDATION OF THE DANCE FACULTY

This is a yearlong, college level course in the art, craft, and science of modern dance for serious-minded, advanced-level students. The purpose of this course is to mentally and physically challenge students to deepen their understanding of the creative process, build a strong foundation in the craft of composition, and continue to strengthen their expressive instrument. Students experience the art of dance through technically challenging movement combinations and phrases, improvisation, solo and group composition, and studio and stage performances. Experimentation with dance technology as a creative art form will also be incorporated into the course. Students collaborate with AP Art to create original works that are presented on Dance Day. Dance Lab 2 produces a studio-theater showcase of original works, and dancers are potentially given the opportunity to present a culminating performance at a professional venue in Chicago. All students are strongly encouraged to further develop their technical and performance skills in the Dance Theater New Trier Spring Dance Concert. *Kinesis Dance Company members are required to take Dance Lab concurrently. Students enrolled in this course may **not** be released for seasonal participation on a New Trier athletic team. Seniors who wish to participate in a Senior Project must choose an Abbreviated Project in order to attend class.*

# Driver Education

## Driver Education

The Driver Education program consists of two phases of instruction: theory (classroom) and behind-the-wheel. Students learn about traffic laws and enforcement, driving skills, and the responsibilities of vehicle ownership. The behind-the-wheel portion develops students' basic driving skills, techniques, and decision-making abilities while driving.

Advisers of students who register for only the theory (classroom) portion of Driver Education must notify the department chair. Theory only must be taken as a pass/no-credit option.

Please see our website for an FAQ and more information about our Cooperative Driver Testing Program.

**All students must be at least 15 years old to be enrolled in Driver Education.**

### Cutoff Dates:

Semester 1 (birthday before 8/15/2009)

Semester 2 (birthday before 1/5/2010)

# KINETIC WELLNESS

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level. All Kinetic Wellness courses receive elective credit with the exception of Dance Lab 1 & 2, which receive major credit.

### Northfield Campus

Kinetic Wellness 1 .....	N300138
KW 1/Dance .....	N320138
KW 1/Dance 2 .....	N320338
Adapted KW (PESO) .....	N340038

### Winnetka Campus

Driver Education.....	W130218
<i>Cutoff Birthday 8/15/2009</i>	
Driver Education.....	W130228
<i>Cutoff Birthday 1/5/2010</i>	
Health.....	W301008
KW 2 .....	W302208
Advanced Health and Wellness.....	W311438
KW Leaders 1 .....	W303338
KW Leaders 2 .....	W303438
KW Team Block.....	W304338
Lifeguard Training (So.).....	W308228
Lifeguard Training (Jr. and Sr.) .....	W308328
Lifetime Activities .....	W305338
Outdoor Education .....	W307638
Outdoor Education Teaching Assistant.....	W307538
Group Wellness .....	W309438
Individual Wellness.....	W306438
Yoga & Self-Defense 1 .....	W310338
Yoga & Self-Defense 2 .....	W310438
Strength & Conditioning .....	W315338
Dance 2 (1 Semester Only - Soph) .....	W322008
Dance 2 (Full Year - Jr. and Sr.) .....	W322038
Dance 3 (1 Semester Only) .....	W323008
Dance 3 (Full Year).....	W323038
Dance 4 (Full Year).....	W324038
Menz Dance (1 Semester Only) .....	W326008
Menz Dance (Full Year) .....	W326038
Dance Lab 1 .....	W328334
Dance Lab 2 .....	W328434

### Early Bird Courses (Winnetka Campus Only)

KW Team Block (EB).....	W30E338
Lifetime Activities (EB) .....	W31E338
Core & More/Yoga (EB) .....	W32E338
Dance At Dawn (EB).....	W32B338
Strength & Conditioning (EB) .....	W31B338
Individual Wellness (EB).....	W30E438

# Mathematics

Algebra 1  
Plane Geometry  
Geometry, Design, and Construction  
Algebra 2 Essentials  
Algebra 2  
Algebra 2 and College Algebra with Trigonometry  
College Algebra and Statistics  
Precalculus and Trigonometry  
Analytic Geometry, Precalculus, and Discrete Mathematics  
Introduction to Calculus & Statistics

Introduction to Finite Mathematics & Statistics  
Analytic Geometry, Precalculus, and Discrete Mathematics  
AP Calculus AB  
AP Calculus BC  
Multivariable Calculus and Linear Algebra  
AP Statistics  
Computer Science  
AP Computer Science  
EL Math Resource



Mathematics as a discipline is an important and beautiful human endeavor, with applications in many areas. All students should have the opportunity to take part in the broader aspects of mathematics as a way of thinking, as a cultural heritage, and as an experience in problem solving, modeling, finding patterns, seeing connections and communicating their reasoning to others.

### MATHEMATICS FLOW CHART

7th	8th	Freshman	Sophomore	Junior	Senior
LEVEL 2					
		Algebra 1	Plane Geometry or Geometry, Design and Construction (level 9)	Algebra 2 Essentials	College Algebra & Statistics
		Algebra 1	Plane Geometry or Geometry, Design, and Construction (level 9)	Algebra 2	Placement based on teacher recommendation for one of: Precalculus & Trig or College Algebra & Statistics
	Algebra 1	Plane Geometry or Geometry, Design and Construction (level 9)	Algebra 2	Precalculus & Trigonometry	Intro to Finite Math & Statistics
LEVEL 3					
		Algebra 1	Plane Geometry or Geometry, Design and Construction (level 9)	Algebra 2	PreCalculus & Trigonometry
	Algebra 1	Plane Geometry or Geometry, Design and Construction (level 9)	Algebra 2	PreCalculus & Trigonometry	Placement based on teacher recommendation for one of: Analytic Geometry, PreCalculus & Discrete Math, Intro to Calc & Stats AP Calculus AB AP Statistics AP Computer Science
LEVEL 4					
	Algebra 1	Plane Geometry or Geometry, Design and Construction	Algebra 2, College Algebra & Trig	Analytic Geometry, PreCalculus & Discrete Math	AP Calculus BC, AP Statistics or AP Computer Science
<i>Township Math:</i> Enriched Algebra 1	<i>Township Math:</i> Enriched Geometry	Algebra 2, College Algebra & Trig	Analytic Geometry, PreCalculus & Discrete Math	AP Calculus BC	MV Calculus & Linear Algebra, AP Statistics or AP Computer Science
<b>NOTES:</b> <ul style="list-style-type: none"> <li>• Computer Science (level 9 or 4) is a full-year enrichment course that does not fulfill the graduation requirement in Mathematics.</li> <li>• Sophomores are not eligible to take AP Statistics or AP Computer Science.</li> </ul>					



The goals for students reflect those stated in the Principles and Standards for School Mathematics published by the National Council of Teachers of Mathematics:

- to value mathematics;
- to become confident in one's ability to do mathematics;
- to become a mathematical problem solver;
- to communicate mathematically;
- to reason mathematically; and
- to use technology appropriately.

### ALL COURSES IN THIS DEPARTMENT RECEIVE MAJOR CREDIT. (1.0 CREDIT)

Credit for the first semester is required for enrollment in the second semester of all courses. Mathematics courses taken in junior high school do not receive credit toward graduation from New Trier. *For a visual representation of mathematics courses, please see the departmental flow chart on page 58.*

### HOMEWORK STATEMENT

The primary purpose of homework in mathematics is to enhance classroom learning. Both the student and the teacher use homework to evaluate the learning process. Homework also includes opportunities for students to:

- Refine their skills through practice;
- Check for understanding;
- Develop independent learning skills, including the use of resources such as the textbook and class notes;
- Apply and investigate learned concepts in new contexts; and
- Preview new content.

**Please keep in mind that homework goes beyond the solving of assigned problems. For homework to be an effective part of the learning process, it consists not only of written work but also of reflection by the student on his or her level of understanding.**

While each classroom provides a unique learning experience, the following homework standards exist for all mathematics courses:

- Homework is routinely assigned. In many courses, it is assigned on a daily basis.
- Students should typically expect to invest 30-60 focused minutes per assignment. The required time will vary by student and course.
- The quality of work should provide sufficient detail to convey the problem-solving process to other students and to the teacher.
- Students are expected to check for accuracy.
- Students are expected to follow up on homework difficulties with available resources, including the textbook, class notes, the teacher, math resource centers, and classmates.

Specific homework policies will vary among courses and teachers. Additional information can be found in teachers' Course Expectations documents distributed at the beginning of the school year.

## Mathematics Courses

### Algebra 1 (Double Period) level 2 & level 2 (Co-Taught)

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course is a complete course in elementary algebra. Because students in this course may not have a solid foundation in the arithmetic and prealgebra skills necessary for success in beginning algebra, this class meets every day. This course provides extra support to build a solid foundation for future mathematics courses.

### Algebra 1 levels 2 & 3

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Elementary algebra focuses on the structure of the real number system. The solution of equations, inequalities, and systems of equations and inequalities is presented. Graphing, both as a means of displaying data and analyzing data in one and two dimensions, is an integral part of these courses. A sound foundation in arithmetic and prealgebra skills is essential for success in these courses.

### Plane Geometry levels 2, level 2 (Co-Taught), 3, & 4

OPEN TO FRESHMEN AND SOPHOMORES  
PREREQUISITE: ALGEBRA 1

The basic content of this course is plane geometry with integration of transformations and coordinate geometry. This course develops geometric concepts, including the study of formal proofs (including coordinate and indirect methods) and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, and graphing.

### Geometry, Design, and Construction-Team levels 9 & 4

OPEN TO FRESHMEN (LEVEL 9 AND 4) AND SOPHOMORES (LEVEL 9 ONLY)  
PREREQUISITE: ALGEBRA 1  
MATH DEPARTMENTAL APPROVAL REQUIRED

In this *team-taught, double-block* course, students learn plane geometry concepts by applying real-world construction concepts through Computer Aided Design as they create and build small projects, such as playhouses and gazebos. Throughout the course, students develop skills in teamwork, problem solving, and project management. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 course in the following year. Prior experience in woodworking is not required. *This course fulfills the graduation requirement for mathematics and fine and/or practical arts.*

## Algebra 2 Essentials level 2

OPEN TO JUNIORS  
PREREQUISITE: PLANE GEOMETRY, LEVEL 2  
DEPARTMENTAL APPROVAL REQUIRED

This intermediate algebra course is a continuation of Algebra 1. An emphasis is placed upon understanding relations and functions, including quadratic functions, exponential functions, logarithmic functions, and rational functions. Rotational Trigonometry and Trigonometric Graphs are explored and the complex number system is introduced. An additional emphasis is placed on the development of skills necessary to be successful in mathematics. This course covers the majority of content in the Algebra 2, level 2 course, including that content necessary for standardized testing and state standards. Students who complete this course and want to take a fourth year of mathematics must enroll in College Algebra/Probability & Statistics in the following year.

## Algebra 2 level 2, level 2 (Co-Taught), & level 3

OPEN TO SOPHOMORES AND JUNIORS  
PREREQUISITE: PLANE GEOMETRY OR GEOMETRY, DESIGN AND CONSTRUCTION

This intermediate algebra course is a continuation of Algebra 1, including the solutions of equations, inequalities, and systems. A major focus of the course is understanding relations and functions, including quadratic functions, exponential functions, logarithmic functions, rational functions, and polynomial functions, with an emphasis on transformations. Students undertake an extended study of rotational trigonometry and graphs of trigonometric functions. Combinatorics and probability, sequences and series, and the complex number system are introduced.

## Algebra 2 and College Algebra with Trigonometry level 4

OPEN TO FRESHMEN AND SOPHOMORES  
PREREQUISITE: PLANE GEOMETRY, LEVEL 4 OR GEOMETRY, DESIGN AND CONSTRUCTION, LEVEL 4

This highly accelerated course includes topics from intermediate algebra, college algebra, and trigonometry. First semester includes a rigorous study of functions and transformations, including quadratic functions, polynomial functions, rational functions, exponential functions, and logarithmic functions. Second semester includes an in-depth study of trigonometry and an introduction to matrices, sequences and series. This course includes the equivalent of one semester of trigonometry.

## College Algebra and Statistics level 2

OPEN TO SENIORS  
PREREQUISITE: ALGEBRA 2 OR ALGEBRA 2 ESSENTIALS  
DEPARTMENTAL APPROVAL REQUIRED

This course provides a fourth year of mathematics for students who have completed Algebra 2 Essentials or Algebra 2 and want an alternative to the more traditional Pre-Calculus course. It will build on the foundation from Algebra 2 Essentials and Algebra 2 to extend fluency and reasoning in mathematics. The content of this course includes creating, interpreting functions and their graphs, introductory statistics, and some topics in trigonometry. Additional topics may include sequences, series, and probability. *This course meets the state's requirements for Transitional Math. Successful completion of this course will guarantee students placement in a credit-bearing college math course at Oakton College which, pending satisfactory performance, may be transferable to some programs at four-year colleges/universities.*

## Precalculus and Trigonometry level 2 & level 2 (Co-Taught)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ALGEBRA 2  
DEPARTMENTAL APPROVAL REQUIRED

This course builds on the topics studied in Algebra 2 and includes the equivalent of one semester of trigonometry. The curriculum includes the study of exponential, logarithmic, trigonometric, polynomial, and rational functions. An in-depth study of additional topics in trigonometry, inequalities, analysis of graphs of functions, conic sections and vectors is also included. Transformations of functions are highlighted throughout the course. Emphasis is placed on problem-solving techniques with an aim to build upon and extend skills gained in previous math courses. Students who register for this course should have earned at least a "C" in 2-level Algebra 2 and received a recommendation from their Algebra 2 teacher to take this course.

## Precalculus and Trigonometry level 3

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ALGEBRA 2

This course builds on the topics studied in Algebra 2 and includes the equivalent of one semester of trigonometry. The curriculum includes a rigorous study of exponential, logarithmic, trigonometric, polynomial, and rational functions. The course also includes an in-depth study of analytic trigonometry, analytic geometry, analysis of graphs of functions, and conic sections. Students are introduced to the mathematics of limits. The course requires students to synthesize key concepts from all prerequisite math courses, with a focus on application of the material in a variety of contexts.

## Analytic Geometry, Precalculus, and Discrete Mathematics level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: ALGEBRA 2 AND COLLEGE ALGEBRA WITH TRIGONOMETRY

This course builds upon the topics studied in Algebra 2, College Algebra/Trigonometry. The content includes two and three dimensional vectors, conics, transformations (including matrix definitions), and topics of discrete mathematics (including algorithms, graphs and trees, combinatorics, probability, and statistics). Introductory calculus topics are discussed.

## Introduction to Finite Mathematics and Statistics level 2

OPEN TO SENIORS  
PREREQUISITE: PRECALCULUS AND TRIGONOMETRY, LEVEL 2  
DEPARTMENTAL APPROVAL REQUIRED

This course builds a foundation for the study of topics in finite mathematics and statistics that may be included in an introductory college mathematics course. Finite math topics include cryptography, voting methods, congressional redistricting, and graph theory. Probability and statistics, including hypothesis testing, are a major focus.

## Introduction to Calculus & Statistics level 3

OPEN TO SENIORS  
PREREQUISITE: PRECALCULUS AND TRIGONOMETRY, LEVEL 3  
DEPARTMENTAL APPROVAL REQUIRED

In the first semester of this course, there is an emphasis on applied topics in calculus, including a basic study of derivatives and their applications in physical science, business, and optimization. In the second semester, statistics topics extend students' prior learning beyond describing data to include investigation and projects involving experimental design, sampling distributions, confidence intervals, and some hypothesis testing. In addition, topics in mathematical modeling include, but are not limited to, fractals, probability, graph theory, and cryptography.

## Analytic Geometry, Precalculus, and Discrete Mathematics level 3

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ALGEBRA 2 AND COLLEGE ALGEBRA WITH TRIGONOMETRY, LEVEL 4 OR PRECALCULUS AND TRIGONOMETRY, LEVEL 3  
DEPARTMENTAL APPROVAL REQUIRED

This course is a precalculus course with an emphasis on proofs. It serves as a precalculus course for students who have completed 4-level Algebra 2/College Algebra & Trigonometry and is an option for students who have completed 3-level precalculus but do not take calculus or statistics. Topics of study include the logic of proofs and problem solving, conic sections, analyzing functions, polar and parametric equations, two and three-dimensional vectors, recursion and mathematical induction, and an introduction to limits.

## AP Calculus AB level 4

OPEN TO SENIORS  
PREREQUISITE: PRECALCULUS AND TRIGONOMETRY, LEVEL 3 OR ANALYTIC GEOMETRY, PRECALCULUS, AND DISCRETE MATHEMATICS  
DEPARTMENTAL APPROVAL REQUIRED

This course provides the equivalent of one semester of college calculus. Topics studied include limits, continuity, derivatives and their applications, slope fields, and integrals and their applications. Students enrolled in this course are required to take the Advanced Placement examination in AB Calculus. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive.

## AP Calculus BC level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ANALYTIC GEOMETRY, PRECALCULUS AND DISCRETE MATHEMATICS  
DEPARTMENTAL APPROVAL REQUIRED

This course is the equivalent of a full-year of college calculus. All the topics in AP calculus AB are studied in this course. Other topics include motion in the plane, Euler's method, parametric and polar functions, improper integrals, and sequences and series. Students enrolled in this course are required to take the Advanced Placement examination in BC Calculus. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive.

## AP Statistics level 4

OPEN TO SENIORS  
PREREQUISITE: PRECALCULUS AND TRIGONOMETRY, LEVEL 3 OR ANALYTIC GEOMETRY, PRECALCULUS, AND DISCRETE MATHEMATICS  
DEPARTMENTAL APPROVAL REQUIRED

This course provides college-level work in statistics, data analysis, and probability. The course is built around four broad conceptual themes: 1) Exploring Data: observing patterns, and departures from patterns; 2) Planning a Study: deciding what and how to measure; 3) Anticipating Patterns in Advance: introducing probability and simulation; and 4) Statistical Inference: confirming models. Students enrolled in this course are required to take the Advanced Placement examination in Statistics. On the basis of the student's performance on this examination, the student's college will determine how much advanced placement and/or credit in college statistics the student will receive. This course is not open to sophomores.

## Multivariable Calculus and Linear Algebra level 4

OPEN TO SENIORS  
PREREQUISITE: AP CALCULUS BC

This is a two-semester course that builds on AP Calculus BC as well as topics in 4 level Analytic Geometry. The first semester covers the calculus of several variables, with a review of vectors in two and three dimensions and solid analytic geometry. New topics include partial derivatives, directional derivatives, optimization techniques, double and triple integrals, change of variables, Green's theorem, Stokes' theorem, and the divergence theorem. The second semester of the course is linear algebra. Students undertake a rigorous study of matrices, general vector spaces in n-dimensional Euclidean space, eigenvalues and eigenvectors, linear transformations, and selected applications. Students registering for this course should have earned a grade of B- or above in AP Calculus BC.

## Computer Science levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: PLANE GEOMETRY

This enrichment course is an introduction to computer science with an emphasis on computer programming. As a project-based course, the majority of class time is spent writing code to create programs. Students study programming concepts such as loops, decisions, lists and arrays, and event-driven coding. Students then apply these concepts to solve problems using different algorithms, data representation, and computational thinking in multiple programming languages.

In level 4, more varied applications and complex algorithms are explored. In addition, there is a higher expectation of independent learning both in and outside of class. This course can be taken at either level as a stand-alone experience or as a precursor to AP Computer Science.

## AP Computer Science level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PRECALCULUS AND TRIGONOMETRY, LEVEL 3, ANALYTIC GEOMETRY, PRECALCULUS, AND DISCRETE MATHEMATICS, LEVEL 3, OR ANALYTIC GEOMETRY, PRECALCULUS, AND DISCRETE MATHEMATICS, LEVEL 4  
DEPARTMENTAL APPROVAL REQUIRED

This course provides the equivalent of one semester of college computer science. The major emphases of the course are programming methodology, algorithms, and real world applications. Students will learn the programming language required in the Advanced Placement course description in Computer Science A. Students enrolled in this course are required to take the Advanced Placement examination in Computer Science A. On the basis of the student's performance on this examination, the student's college will determine how much advanced placement and/or credit in computer science the student will receive. This course is not open to sophomores.

## EL Math Resource level 8

This course serves English Learners as they transition into mainstream math classes. The course primarily helps students identify new vocabulary in advance of each chapter and provides strategies for learning and properly applying the terms. Additionally, there is support for understanding math concepts as they relate to the difficulties faced by an English Learner. The teacher will be in contact with the classroom math teacher, but students will be expected to develop their own self-advocacy skills. This course is taken in addition to a mainstream math class. Enrollment is based on placement by the EL Coordinator.

# MATHEMATICS

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### Northfield Campus

Algebra 1 (Double Period) .....	N405132
Algebra 1 .....	N400132
Algebra 1 .....	N400133
Plane Geometry.....	N400134
Plane Geometry.....	N400232
Plane Geometry.....	N400233
Geometry-T: Geometry/Design/Construct .....	N400239
Geometry-T: Geometry/Design/Construct .....	N400634
Alg2 and College Alg with Trig.....	N400234

### Winnetka Campus

EL Math Resource .....	W400138
Plane Geometry.....	W400232
Plane Geometry.....	W400233
Plane Geometry (Co-Taught).....	W402232
Geometry-T: Geometry/Design/Construct .....	W400239
Alg2 and College Alg with Trig.....	W400234
Algebra 2 Essen .....	W402332
Algebra 2.....	W400332
Algebra 2.....	W400333
Algebra 2 (Co-Taught).....	W401332
Analytic Geom, Precalc & Discrete Math.....	W400533
Analytic Geom, Precalc & Discrete Math.....	W400334
Precalculus and Trigonometry .....	W400432
Precalculus and Trigonometry .....	W400433
Precalculus and Trigonometry (Co-Taught) .....	W401432
AP Calculus AB.....	W400434
AP Calculus BC.....	W401434
Intro Finite Math & Stats .....	W400532
MV Calc and Linear Algebra.....	W400534
Intro Calc and Statistics.....	W401433
Computer Science.....	W405339
Computer Science.....	W405334
College Algebra and Statistics.....	W405432
AP Statistics .....	W405434
AP Comp Sci.....	W406434





# Modern and Classical Languages

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Chinese 1, 2, 3, 4, & 5  
French 1, 2, 3, 4, & 5  
German 1, 2, 3, 4, & 5  
Hebrew 1, 2, 3, & 4  
Japanese 1, 2, 3, & 4  
Latin 1, 2, 3, 4, & 5  
Spanish 1, 2, 3, 4, 5, & 6

AP Chinese 4  
AP French 5  
AP German 5  
AP Japanese 4  
AP Latin 4  
AP Spanish 5  
AP Spanish 6

## THE DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES BELIEVES THAT:

- At the heart of language learning is the ability to communicate, whether it be person to person, in writing, or through the reading of literature. Communication promotes understanding, acceptance, and respect for others.
- The process of learning to comprehend, speak, read, and write another language develops insight into the nature of language as well as connections to other disciplines.
- Learning another language prepares students to be citizens of the global community by developing an awareness and appreciation of other cultures.
- As students become immersed in learning other languages and their cultures, they begin to understand how others view the world. Language learning encourages students “to commit minds to inquiry, hearts to compassion, and lives to the service of humanity.”

## ALL COURSES IN THIS DEPARTMENT RECEIVE ONE MAJOR CREDIT.

- Credit for the first semester is required for enrollment in the second semester of a course.
- First-year or second-year language courses taken in junior high school do not receive credit toward graduation from New Trier.

## COMBINED-LEVEL COURSES

The Modern and Classical Languages Department offers several courses in which students in the same class period earn either 4-level credit or 3/ 9-level credit as appropriate for the individual student. All languages offer combined-level, first-year courses. Instructional delivery in a combined-level class depends on the concepts and material presented as well as on the composition and dynamics of each group of students. The methodology, pace, and structure correspond to the rigor of a 3-level course. Differentiation between levels occurs most often through classroom activities, assignments, and assessments.

## PLEASE NOTE THE FOLLOWING:

- First-year or second-year language courses are NOT open to students who have successfully completed the equivalent of a first-year or second-year course of study in junior high school.
- First-year courses will be offered on the Winnetka campus ONLY if there is sufficient enrollment. If there is no first-year class in a particular language on the Winnetka campus, students may commute to the Northfield campus.
- Second-year language courses are open to freshmen who have completed the equivalent of a first-year course of study in junior high school. Only programs meeting five days per week for at least two years constitute the equivalent of a first-year language course.
- Third-year Spanish courses are open to freshmen who have completed the equivalent of a second-year course of study in junior high school and who are recommended for the third-year program.
- Study of a foreign language is NOT a requirement for graduation from New Trier High School.
- Most colleges require two years of a foreign language for admission. Many strongly recommend three or four years of a single foreign language. Some colleges do not require a language for admission but do acknowledge the advantage of language study.

- A student entering New Trier High School with experience in a foreign language other than course work in another school, such as living in and/or attending school in a country in which the foreign language is spoken or living in a household in which the foreign language is the primary spoken language, must contact the department chair or coordinator to arrange a placement interview with a teacher of that language. At the placement interview, the student will be asked to listen to, speak, read, and write the language. Based on this placement process, the teacher will make a recommendation for placement in a course (year 1, 2, etc. and level 2, 3/9, or 4) if appropriate.
- Students should expect to spend time daily on homework assignments and review.

## SEAL OF BILITERACY

This honor is granted by the Illinois State Board of Education and awarded by New Trier High School in recognition and celebration of students who demonstrate a high level of proficiency in English and one or more other languages by the end of their senior year. Students demonstrate their proficiency in English by their ACT or SAT English score. For other language(s), students demonstrate their proficiency by an AP score of 4 or 5 or by taking a language test approved by the State of Illinois. Students who earn the Illinois State Seal of Biliteracy will have their achievement acknowledged on both their diploma and transcript. The Seal of Biliteracy is awarded to those whose proficiency level is rated at Intermediate High in a second language on the scale set by the American Council on the Teaching of Foreign Languages.

# Chinese Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

## Chinese 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

In this combined-level course, students work toward proficiency in Chinese through reading and comprehensible input. Throughout the year, students gain proficiency through consistent use of the target language in the classroom. Students explore topics such as self, family, friends, school, everyday life, and food. In addition, students examine the uniqueness of Chinese culture, using their own experiences to understand the Chinese-speaking world. By the end of the course, students will be able to communicate in Mandarin (the spoken language) and Hanzi (the written language) in a basic way. Assessments include oral and written quizzes, tests, projects, and presentations.

## Chinese 2 level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: CHINESE 1

This course provides continued development and practice in the three modes of communication and the four skills of language learning. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics are introduced, along with grammar concepts. Listening comprehension and speaking are enhanced through consistent daily use of Chinese in the classroom. Cultural topics focus on clothing, weather, sports, and travel. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, and reading a novella in Chinese during the second quarter. The use of Canvas and Internet resources link students to China and Chinese-speaking communities in Asia. Classroom instruction and interactions are in Chinese as much as possible. Performance-based assessments are integrated into the course throughout the year.

## Chinese 2 level 4

OPEN TO ALL STUDENTS  
PREREQUISITE: CHINESE 1

This course provides continued development and practice in the three modes of communication and four skills of language learning. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics are introduced, along with grammar concepts. Listening comprehension and speaking are enhanced through consistent daily use of Chinese in the classroom. Cultural topics focus on clothing and shopping, travel and leisure, health and medicine, and festivals and celebrations. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, and reading authentic materials in Chinese. The use of Canvas and Internet resources link students to China and Chinese-speaking communities in Asia. The pace of this course requires students to learn new material quickly and independently. Classroom instruction and interactions are in Chinese as much as possible. Performance-based assessments are integrated into the course throughout the year.

## Chinese 3 level 9

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: CHINESE 2

This course provides more extensive development and practice in the three modes of communication and the four skills of language learning as well as an increased awareness of Chinese culture. New thematic units, such as Me: Then and Now, My Neighborhood, Chinese food culture, Chinese Festivals, Music and Paintings, and Traveling in China are introduced. Cultural topics focus on taboos and celebrations, food and etiquette, traditional folk arts, and pop culture. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, and interpreting authentic materials. The use of Canvas, online readers, and internet resources link students to China and Chinese-speaking communities in Asia. The pace of the course is adjusted to incorporate explicit scaffolding and support as students learn new material. Classroom instruction and interactions are almost entirely in Chinese, and accuracy in speaking and writing is emphasized. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## Chinese 3 level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: CHINESE 2

This course provides more extensive development and practice in the three modes of communication and the four skills of language learning as well as an increased awareness of Chinese culture. New thematic units, such as Me: Then and Now, My Neighborhood, Chinese food culture, Chinese Festivals, Music and Paintings, and Traveling in China are introduced. Cultural topics focus on taboos and celebrations, food and etiquette, traditional folk arts, and pop culture. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, and interpreting authentic materials. The use of Canvas, online readers, and internet resources link students to China and Chinese-speaking communities in Asia. The pace of the course requires students to learn new material quickly and independently. Classroom instruction and interactions are entirely in Chinese, and accuracy in speaking and writing is emphasized. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## Chinese 4 level 9

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: CHINESE 3

This course provides deeper development, refinement, and understanding of Chinese language and culture. New vocabulary and grammatical structures are taught through thematic units including urbanization, banking, Chinese cinema, pop culture, geography, wellbeing, and the environment. Students enhance their language proficiency and cultural awareness by viewing feature films and discussing stories, articles, and a novel in Chinese. The use of Canvas and Internet resources link students to China and Chinese-speaking communities in Asia. Classroom instruction and interactions are entirely in Chinese. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## AP Chinese 4 level 4

OPEN TO JUNIORS AND SENIORS WITH DEPARTMENTAL APPROVAL  
PREREQUISITE: CHINESE 3

This course provides a more advanced understanding of the Chinese language and inspires deeper appreciation of Chinese culture. It follows the College Board AP Chinese Language and Culture curriculum and prepares students to take the AP Chinese exam in May. It is structured around the following core themes: contemporary life, family and communities, science and technology, beauty and aesthetics, personal and public identities, and global challenges. Students are expected to express themselves with reasonable fluency and accuracy in both written and spoken Chinese. Previously acquired language structures are refined. Students enhance their language proficiency and cultural awareness by viewing and discussing feature-length films and excerpts from articles. Activities include classroom discussions and conversations, debates, presentations, and film critiques, in response to a variety of authentic readings and audio-visual resources. The use of Canvas and Internet resources link students to China and Chinese-speaking communities in Asia. Classroom instruction and interactions are entirely in Chinese. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## Chinese 5 levels 9 & 4

OPEN TO SENIORS  
PREREQUISITE: CHINESE 4

This course provides a more advanced understanding of the Chinese language and inspires deeper appreciation of Chinese-speaking cultures. The course develops cultural competence through thematic topics such as education and career, impactful Chinese women, Chinese innovations, rise of pet ownership in China, Chinese paintings, and educational inequality. Additionally, students read a novella in the third quarter. Through review of vocabulary and structures, students broaden their linguistic skills and command of the Chinese language. Activities include classroom discussions and conversations, debates, presentations, and film critiques, in response to a variety of short and extended readings. The use of Canvas and Internet resources link students to China and Chinese-speaking communities in Asia. Classroom instruction and interactions are entirely in Chinese. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## French Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

## French 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

In this combined-level course, students work toward proficiency in French through reading and comprehensible input. The course is designed to teach vocabulary and grammatical structures through frequent repetition, reading short narratives, and questioning. This is an interactive course in which students acquire vocabulary through connections to physical movements and gestures. Throughout the year, students gain proficiency through consistent use of the target language in the classroom. Students explore topics such as travel, community, school, and food. Students also read a novella in French. Assessments include oral and written quizzes, tests, projects, and presentations.



## French 2 level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: FRENCH 1

This course provides continued development and practice in listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New vocabulary and grammatical concepts are introduced within the context of culturally rich and relevant thematic topics, such as quality time, friendship, extracurriculars and dining practices. Communication is enhanced and reinforced through movement, authentic resources, readings, and through consistent daily use of French in the classroom. Additionally, students read a novella in French and view a French-language film. Assessments include quizzes, recordings, conversations, short compositions, projects, and presentations.

## French 2 level 4

OPEN TO ALL STUDENTS  
PREREQUISITE: FRENCH 1

This course provides continued development and practice in listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. Listening comprehension and speaking are enhanced through consistent daily use of French in the classroom. Vocabulary and grammatical concepts are introduced within the context of culturally rich and relevant thematic topics, such as quality of time, friendship, dining practices and extracurriculars. Additionally, students read a novella and view a French language film. The pace of this course requires students to learn new material quickly and independently. Classroom instruction and interactions are entirely in French, and accuracy in speaking and writing is emphasized. Assessments include quizzes, recordings, conversations, short compositions, projects, and presentations.

## French 3 level 9

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FRENCH 2

This course provides more extensive development and practice in listening, speaking, reading, and writing, as well as increased awareness of Francophone cultures. New vocabulary and grammatical structures are taught through thematic units including lunchtime at school, childhood memories, and pop culture. Students enhance their cultural awareness of Québec, Haïti, and France. Students increase their language proficiency by discussing songs, video clips, articles, and art work. Additionally, students read a novella and view a French language film. Classroom instruction and interactions are almost entirely in French. Assessments include quizzes, recordings, conversations, short compositions, projects, and presentations.

## French 3 level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FRENCH 2

This course provides more extensive development and practice in listening, speaking, reading, and writing, as well as increased awareness of Francophone cultures. New vocabulary and grammatical structures are taught through thematic units including lunchtime at school, childhood memories, and pop culture. Students enhance their cultural awareness of Québec, French-speaking West Africa, and French in America. Students increase their language proficiency by discussing a feature length film, African short stories, video clips, articles, and a novella. The pace of this course requires students to learn new material quickly and independently. Classroom instruction and interactions are almost entirely in French, and accuracy in speaking and writing is emphasized. Assessments include recordings, conversations, short compositions, projects, and presentations.

## French 4 level 9

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: FRENCH 3

This course provides deeper development, refinement, and understanding of the French language and Francophone cultures. New vocabulary and grammatical structures are taught through thematic units including traditions, cities, fine arts, and education. Students enhance their cultural awareness of French-speaking Europe and Africa. Students increase their proficiency by viewing and discussing a French language film and by reading an adaptation of *Le Petit Prince*. Articles, songs and artwork allow students to consider issues from different perspectives. Classroom instruction and interactions are almost entirely in French. Assessments include quizzes, recordings, conversations, short compositions, projects, and presentations.

## French 4 level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: FRENCH 3

This course provides deeper development, refinement, and understanding of the French language and Francophone cultures. New thematic topics are introduced, along with advanced grammatical concepts. Cultural topics focus on Francophone cities, education, resistance, and fine arts. Students increase their language proficiency, cultural awareness, and knowledge of current events and history by viewing a French language film and by reading *Le Petit Prince*. Articles, songs, and artwork allow students to consider issues from different perspectives. The pace of the course requires students to learn new material quickly and independently. Classroom instruction and interactions are entirely in French, and accuracy in speaking and writing is emphasized. Quizzes and performance-based assessments, including recordings, conversations, short compositions, projects, and presentations, are integrated into the course.

## French 5 level 9

OPEN TO SENIORS  
PREREQUISITE: FRENCH 4

This course provides a more advanced understanding of the French language and inspires deeper appreciation of Francophone cultures. The course develops cultural competence through thematic topics, such as contemporary life, justice and the environment. In this course, film and literature provide the means for strengthening and improving language proficiency in a variety of contexts including classroom discussions, debates, and presentations. Students become familiar with the works of some well-known French-speaking directors and authors. By analyzing and discussing various works and researching pertinent cultural topics, students broaden their vocabulary and sharpen their critical thinking skills. Grammar topics are reviewed as needed. Students routinely engage in written and oral discussions. Classroom instruction and interactions are entirely in French. Assessments include recordings, conversations, short compositions, projects, and presentations.

## AP French 5 level 4

OPEN TO SENIORS  
PREREQUISITE: FRENCH 4

This course provides a more advanced understanding of the French language and inspires deeper appreciation of Francophone cultures. It follows the College Board AP French Language curriculum and prepares students to take the AP French exam in May. The course is structured around core themes such as global challenges, contemporary life, and personal identity. Students are expected to express themselves with reasonable fluency and accuracy in both written and spoken French. Previously acquired language structures are refined. Students enhance their language proficiency and cultural awareness by reading *Oscar et la Dame Rose* and by viewing and discussing feature-length films. Emphasis is placed on responding to authentic print and audio sources. Classroom instruction and interactions are entirely in French. Assessments include recordings, conversations, short compositions, projects, and presentations.

## German Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

## German 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

In this combined-level course, students are exposed to new vocabulary and grammatical structures through comprehensible input, provided by frequent repetition, questioning, and the reading of short narratives. Especially in the first semester, students acquire vocabulary through connections to physical movements, gestures, and sketching. Throughout the year students gain proficiency through consistent use of the target language in the classroom. Students talk about themselves, important people, and activities in their lives. They study cultural topics, such as school, travel, and food throughout German-speaking cultures. Students read a German novella and watch a German feature film. Assessments include recordings, conversations, short compositions, projects, and presentations.

## German 2 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: GERMAN 1

This combined-level course provides continued development and practice in listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New vocabulary and grammatical concepts are introduced within the context of culturally rich and relevant topics, such as sports, wellbeing, friendships, identity and consumerism. Communication is enhanced and reinforced through consistent daily use of German in the classroom. Students increase their language proficiency and cultural awareness by viewing feature films, reading a German novella, and a variety of texts in German. Assessments include recordings, conversations, short compositions, projects, and presentations.

## German 3 levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: GERMAN 2

This combined-level course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of German-speaking cultures. New thematic topics are introduced, along with new grammar concepts. Cultural topics focus on relationships, fairytales, architecture through the ages, and Berlin in the 20th century. Students increase their language proficiency and cultural awareness by viewing a feature film and by reading and discussing stories, articles, and a novel in German. Classroom instruction and interactions are almost entirely in German. Assessments include recordings, conversations, short compositions, projects, and presentations.

## German 4 levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: GERMAN 3

This combined-level course provides deeper development, refinement, and understanding of the German language and German-speaking cultures. New thematic topics are introduced, along with new grammar concepts. Cultural topics focus on German cities, Austria, East and West Germany, the fall of the Berlin Wall, the Holocaust, and multi-culturalism in Germany. Students increase their language proficiency and cultural awareness by viewing and discussing *The Lives of Others* and *Sophie Scholl*, both of which illustrate civil courage. Readings include authentic texts, poems, and a novel, *Damals war es Friedrich*. Classroom instruction and interactions are entirely in German. Assessments include recordings, conversations, short compositions, projects, and presentations.

## German 5 levels 9 & 4 (AP)

OPEN TO SENIORS  
PREREQUISITE: GERMAN 4

This course provides more advanced understanding of the German language and inspires deeper appreciation of German-speaking cultures. New thematic topics, such as scientific and technological innovations, global challenges, and multi-culturalism, are introduced. Cultural topics focus on Switzerland, Liechtenstein, and other German regions. Students enhance their language proficiency and cultural awareness by viewing and discussing feature-length films. Previously acquired language structures are reviewed and refined, and new grammar topics are introduced through excerpts of German literature and newspaper articles. Activities include classroom discussions and conversations, debates, presentations, film critiques, and a variety of authentic readings of various lengths. Classroom instruction and interactions are entirely in German. Assessments include recordings, conversations, short compositions, projects, and presentations.

**Students taking this course at level 4** prepare to take the AP German exam in May. This course follows the College Board AP German Language and Culture curriculum. Students are expected to understand spoken German in a variety of contexts and to express themselves with reasonable fluency and accuracy in both written and spoken German. They should expect longer and more challenging homework assignments and readings as well as more rigorous assessments.

# Hebrew Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

## Hebrew 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

This combined-level course introduces students to the Hebrew language and modern Israeli culture through the basic language skills of listening, speaking, reading, and writing. Students learn to read and write the Hebrew alphabet in order to begin their study of language structures and vocabulary. Listening comprehension and speaking are developed through consistent daily use of Hebrew in the classroom. The study of Israeli culture reinforces the existence of Modern Hebrew as a living language. Students will talk about themselves, their surroundings, important people, and activities in their lives. They will also study topics such as geography and daily life in Israel. Students increase their language proficiency and cultural awareness by viewing video and film clips and by reading text selections, short essays, and stories. Assessments include frequent quizzes and recordings, tests, and projects assigned throughout the year.

## Hebrew 2 levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: HEBREW 1

This combined-level course provides continued development and practice in listening, speaking, reading and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics are introduced, and students begin to learn the binyan system of Hebrew grammar. Listening comprehension and speaking are enhanced through the consistent daily use of Hebrew in the classroom. This course develops cultural competence through focus on thematic units, such as daily life in Israel, the Kibbutz and immigration, with extended focus on Russian and Ethiopian experiences. Assessments include frequent quizzes, oral evaluations, tests, and projects assigned throughout the year.

## Hebrew 3 levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: HEBREW 2

This combined-level course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of Israeli history and culture. New thematic topics such as the pre-statehood and early statehood of Israel, environmental issues in Israel, and trends in Israeli society are introduced. Students will read a variety of short authentic texts, highlighting important Israeli figures. Classroom instruction and interactions are almost entirely in Hebrew. Assessments include frequent quizzes, tests, projects, and oral evaluations assigned throughout the year.

## Hebrew 4 levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: HEBREW 3

This course provides deeper development, refinement, and understanding of the Hebrew language and Israeli culture. Students consider the questions, “What makes a hero?” “What is civil courage?” and “How does immigration impact society?” Cultural topics focus on World War II and the Warsaw ghetto uprising, the birth, development, and struggles of modern Israel, as well as contemporary Israeli politics and current events. Students increase their language proficiency and cultural awareness by viewing *Sallah* and *Late Summer Blues* in conjunction with learning about the Ma’abara and Israeli military service. They read *Children of the Underground* and authentic newspaper articles, short stories, and essays. Classroom instruction and interactions are almost entirely in Hebrew. Assessments include frequent quizzes, tests, projects, and oral evaluations assigned throughout the year.

## Japanese Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

### Japanese 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

This combined-level course introduces students to the Japanese language and culture through the basic language skills of listening, speaking, reading, and writing. Students learn to read and write Japanese *hiragana* and *katakana* phonetic alphabets and a few Kanji characters in order to begin their study of language structures and vocabulary. Listening comprehension and speaking are developed through consistent daily use of Japanese in the classroom and the language lab. Students explore themselves, important people, and activities in their lives. Cultural topics focus on daily life, school, food, and family traditions. Assessments include oral and written quizzes, tests, projects, and presentations assigned throughout the year.

## Japanese 2 levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: JAPANESE 1

This combined-level course provides continued development and practice in the four basic language skills of listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics are introduced, along with new *kanji* characters and grammar concepts. Listening comprehension and speaking are enhanced through consistent daily use of Japanese in the classroom and the language lab. Cultural topics focus on school environment, geography, fashion, shopping, and holidays. Students increase their language proficiency and cultural awareness by viewing films and film clips and by reading short stories. Classroom instruction and interactions are in Japanese as much as possible. Assessments include frequent quizzes and oral evaluations, tests, and projects assigned throughout the year.

### Japanese 3 levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: JAPANESE 2

This combined-level course provides more extensive development and practice in listening, speaking, reading, and writing as well as an increased awareness of Japanese culture. New *kanji* and thematic topics are introduced along with grammar concepts, including comparisons, subordinate clauses, transitive and intransitive verbs, and the progressive change patterns of *tsu-mori*. Cultural topics focus on Japanese food, manners and etiquette, hospitality, and folk tales. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, reading textbook selections and short stories, and writing their own Japanese folk tales. The use of Canvas and Internet resources links students to Japan. Classroom instruction and interactions are almost entirely in Japanese. Assessments include frequent quizzes and oral evaluations, tests, and projects assigned throughout the year.



## Japanese 4 levels 9 & 4 (AP)

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: JAPANESE 3

This combined-level course provides deeper development, refinement, and understanding of the Japanese language and culture. New thematic topics, aligned with the 6 AP language themes, such as travel and tourism, housing, science and technology, art, music, and entertainment, education, and careers, and gender and equality are introduced, along with grammar concepts, including honorifics, the past perfect and imperfect tenses, and expressions of possibility and probability. Students increase their language proficiency and cultural awareness by viewing video and film clips, listening to audio clips, and reading authentic materials. In addition, the use of Canvas and Internet resources links students to Japan. Classroom instruction and interactions are almost entirely in Japanese. Assessments include quizzes, presentational writing, interpersonal speaking, and projects assigned throughout the year.

**Students taking this course at level 4** prepare to take the AP Japanese exam in May. Students are expected to understand spoken and written Japanese in a variety of contexts and to express themselves with reasonable fluency and accuracy in both written and spoken Japanese. They should expect longer and more challenging homework assignments and readings as well as more rigorous assessments.

## Latin Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

### Latin 1 level 2

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

This course introduces students to the Latin language and Roman civilization by reading and learning about everyday life in ancient Rome. Through textbook reading selections about a family living in Rome in 80 AD, students learn grammatical terminology, basic Latin and English sentence structure, and the fundamentals of Latin grammar. Cultural topics focus on the Roman family, slavery, mythology, travel, architecture, history, civic life, and other topics. Students strengthen their understanding of English grammar and expand their vocabulary by learning English derivatives of Latin words. Students enhance their appreciation and understanding of Roman civilization by viewing films and film clips throughout the year. In addition, emphasis is placed on developing organizational and study skills. Students will spend considerable time learning to use various reading and writing strategies to decode the language. Assessments include quizzes, unit tests, and performance-based projects, including a year-long mythology project.

## Latin 1 levels 9 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

This combined-level course introduces students to the Latin language and Roman civilization by reading and learning about everyday life in ancient Rome. Through thematic textbook reading selections about a family living in Rome in 80 AD, students will aim to think like a Roman by learning novice level syntax and language functions and learning about the behaviors and perspectives of those who lived in Rome. In addition, students also will be able to visualize the busy and varied lives of Romans through cultural topics such as the Roman family, slavery, mythology, travel, architecture, history, civic life, and other topics. Students will draw comparisons between ancient Roman language and culture with modern languages and cultures. Because emphasis will be placed on the active use of Latin, students will spend a significant amount of class time in direct contact with the original language—reading, writing, speaking, and listening. Students will broaden their English vocabulary through the etymological investigation of modern derivations from Latin roots. Assessments include quizzes, unit tests, and performance-based projects, including a yearlong mythology project.

### Latin 2 level 2

OPEN TO ALL STUDENTS  
PREREQUISITE: LATIN 1

This course continues students' study of everyday life in ancient Rome while expanding their knowledge of Latin grammar and appreciation of Latin literary style. Through sequential, thematic textbook readings about a family living in Rome in 80 AD, students become familiar with more complex aspects of the Latin language. While continually increasing their Latin vocabulary, students expand their English vocabulary by learning derivatives of Latin roots. Cultural topics include architecture, the Roman forum, dining, and entertainment. Students enhance their appreciation and understanding of Roman culture by completing a variety of collaborative group projects. In addition, emphasis is placed on developing organizational and study skills. Assessments include frequent quizzes, unit tests, and quarterly projects.



## Latin 2 level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: LATIN 1

This course continues students' study of everyday life in ancient Rome while expanding their knowledge of Latin grammar and appreciation of Latin literary style. Through sequential, thematic textbook readings about a family living in Rome in 80 AD, students become familiar with more complex aspects of the Latin language. While continually increasing their Latin vocabulary, students expand their English vocabulary by learning derivatives of Latin roots. Cultural topics include the Roman Forum, dining, education, gladiatorial games, and mythology. Students enhance their appreciation and understanding of Roman culture through a variety of performance tasks related to these cultural topics and the Latin language. Assessments include frequent quizzes, unit tests, and projects assigned throughout the year.

## Latin 2 level 4

OPEN TO ALL STUDENTS  
PREREQUISITE: LATIN 1

This course continues students' study of everyday life in ancient Rome while expanding their knowledge of Latin grammar and appreciation of Latin literary style. Through sequential, thematic textbook readings about a family living in Rome in 80 AD, students become familiar with more complex aspects of the Latin language. While continually increasing their Latin vocabulary, students expand their English vocabulary by learning derivatives of Latin roots. Cultural topics include the Roman Forum, dining, education, gladiatorial games, and mythology. Students enhance their appreciation and understanding of Roman culture through a variety of performance tasks related to these cultural topics and the Latin language. In addition, students are expected to interpret and read Latin literature in greater detail. Students will also write in Latin with higher levels of accuracy. Assessments include frequent quizzes, unit tests, and projects assigned throughout the year.

## Latin 3 level 9

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: LATIN 2

This course provides more extensive development and practice in reading and translating Latin. Having mastered advanced grammatical concepts, students are prepared to read authentic Latin. Through reading excerpts from Eutropius, Caesar, Augustus, and others, students learn about the people and events of the fall of the Roman Republic, the rise of the Roman Empire, and the flowering of Roman culture during the first century AD. Cultural topics include weddings, funerals, the political system, and the military. Students enhance their appreciation and understanding of Roman civilization by viewing historical documentaries, film clips, and series. Assessments include frequent quizzes, unit tests, and projects assigned throughout the year.

## Latin 3 level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: LATIN 2

This course provides more extensive development and practice in reading and translating Latin. Having mastered advanced grammatical concepts, students are prepared to read authentic Latin. Through reading excerpts from Eutropius, Caesar, Augustus, and others, students learn about the people and events of the fall of the Roman Republic, the rise of the Roman Empire, and the flowering of Roman culture during the first century AD. In the second semester, students are introduced to Roman poetry, specifically the poetry of Ovid. Students enhance their appreciation and understanding of Roman civilization by viewing historical documentaries, film clips, and series. In addition, students are expected to interpret and read Latin prose and poetry in greater detail. Students will also write in Latin with higher levels of accuracy. Assessments include frequent quizzes, unit tests, and projects assigned throughout the year.

## Latin 4 level 9 and Latin 5 levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: LATIN 3

**For the 2024-2025 school year,** this course will focus on what we can discover about Roman values by reading traditional primary sources. Students will read varied authors, both in Latin and English, to glean information about the private and public personae of Romans. Each thematic unit will include reading authentic Latin texts and discussions of cultural implications, comparison of ancient and modern cultures, and summative student-led projects. These units will provide students an opportunity to discuss important topics that relate to their lives: family values, societal pressures, friendship, satire in society, and mythology. Previously acquired language structures are reviewed and new topics are introduced as they are encountered in the Latin readings. Assessments include quizzes, tests, discussions and presentations, and projects assigned throughout each unit. Because this is a combined-year and level course, an alternate curriculum will be presented in 2025-2026 year so that students can continue their study of Latin.

## Latin 4 level 9 and Latin 5 levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: LATIN 3

For the 2025-2026 school year, this course will focus on what we can discover about Roman values by reading non-traditional primary sources. Students read varied authors and authentic primary sources, both in Latin and English, to glean information about the lives and habits of ordinary Romans. Each thematic unit includes reading of authentic Latin texts and discussion of cultural implications, comparison of ancient and modern cultures, and summative student-led projects. These units include reading inscriptions, tombstones, and graffiti; food, cooking, and ancient dining customs; theater in ancient Rome and plays by Plautus; women and their identity and roles in ancient society; and the inspirational and enduring poetry of Catullus and Horace. Previously acquired language structures are reviewed and refined, and new topics are introduced as they are encountered in the Latin readings. Assessments include quizzes, tests, discussions and presentations, and projects assigned throughout each unit. Because this is a combined-year and level course, an alternate curriculum will be presented in 2026-2027 year so that students can continue their study of Latin.

## AP Latin 4 level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: LATIN 3

This course, comparable in content and difficulty to a third-year college course, is for highly motivated, independent students. The course follows the College Board AP Latin curriculum and prepares students to take the AP Latin exam. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Students are expected to translate Latin passages from Vergil's *Aeneid* and Caesar's *De Bello Gallico* with a high degree of accuracy, interpret them with insight and understanding, and compose thoughtful, cohesive essays in which they provide support from the texts to substantiate their analyses. Focusing on the core periods of the late Republic and early Principate, students will also examine themes of leadership, ethnicity, war and peace, Roman values, and historiography. Specific attention is given to grammatical and syntactic terms, literary and rhetorical devices, and the metrics of Latin poetry. Assessments include frequent quizzes and unit tests and essays.

## Spanish Courses

Students taking any language course at level 4 should expect longer and/or additional homework assignments and readings. Quizzes, tests, and oral evaluations are more challenging and accuracy in speaking and writing is emphasized.

### Spanish 1 level 2 & level 2 (Co-Taught)

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

In this introductory course, students work toward proficiency in Spanish through reading and comprehensible input. The course incorporates many of the ways in which a child learns his or her native language, including frequent repetition, gesturing, questioning, and reading short narratives. This is an interactive course in which students acquire vocabulary through connections to physical movements and gestures. Students also read, create, act out, and retell situations and stories in class. Students use specially developed reading materials that prepare them to describe everyday events and encounters in Spanish. Cultural topics focus on music, artwork, and stories from the Spanish-speaking world. As culminating activities, students read a novella in Spanish and view a Spanish language film. Assessments include frequent oral and written quizzes.

### Spanish 1 levels 3 & 4

OPEN TO ALL STUDENTS  
PREREQUISITE: NONE

In this combined-level course, students work toward proficiency in Spanish through reading and comprehensible input. The course is designed to teach vocabulary and grammatical structures through frequent repetition, reading, short narratives, and questioning. This is an interactive course in which students acquire vocabulary through connections to physical movements and gestures. Throughout the year, students gain proficiency through consistent use of the target language in the classroom. Students explore cultural topics, such as travel and food throughout the Spanish-speaking world. All students read one Spanish novella together; level-4 students read an additional novella independently. In addition, all students read specially developed reading materials that prepare them to describe everyday events and encounters in Spanish. Assessments include oral and written quizzes, tests, projects, and presentations.

## Spanish 2 level 2 & level 2 (Co-Taught)

OPEN TO ALL STUDENTS  
PREREQUISITE: SPANISH 1

This course provides continued development and practice in listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New vocabulary and grammatical concepts are introduced within the context of culturally rich and relevant thematic topics, such as community, travel, shopping, pastimes, and identity. Communication is enhanced and reinforced through the use of authentic resources, including readings, music, film, and a novella, as well as consistent daily use of Spanish in the classroom. Students will also increase their cultural awareness of Spain and the Americas. Assessments include oral and written quizzes, tests, and projects assigned throughout the year.

## Spanish 2 level 3

OPEN TO ALL STUDENTS  
PREREQUISITE: SPANISH 1

This course provides continued development and practice in listening, speaking, reading, and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics and grammar structures are introduced within the context of culturally rich and relevant topics, such as health and wellbeing, community, shopping, and dining practices. Students increase their language proficiency and cultural awareness by viewing video clips, reading stories, and exploring artwork from the Spanish-speaking world. Students will be exposed to a variety of authentic resources, including a novella in Spanish. Classroom instruction and interactions are almost entirely in Spanish. Assessments include frequent quizzes, tests, and projects and oral evaluations assigned throughout the year.

## Spanish 2 level 4

OPEN TO ALL STUDENTS  
PREREQUISITE: SPANISH 1

This course provides continued development and practice in listening, speaking, reading and writing. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New grammatical concepts, such as the past tense, are introduced within the context of culturally rich and relevant thematic topics. Listening comprehension and speaking are enhanced through consistent daily use of Spanish in the classroom. In addition to reading and discussing authentic articles and two or three Spanish novellas, students watch two video series as well as online clips and a feature film. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all of which are designed to address specific thematic and communicative objectives. The pace of the course requires students to learn new material quickly and sometimes independently. Classroom instruction and interactions are entirely in Spanish.

## Spanish 3 level 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SPANISH 2

This course provides continued development and practice in listening, speaking, reading, and writing as well as increased awareness of Spanish-speaking cultures. Language structures and vocabulary learned in the first two years are reviewed and expanded. New grammatical concepts are introduced within the context of building and understanding local and global communities. In addition to reading and discussing short stories, authentic articles, and a novella, students are exposed to a variety of resources that may include video clips, films, documentaries, and artwork. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all designed to address specific thematic and communicative objectives.

## Spanish 3 level 3

OPEN TO FRESHMEN THROUGH DEPARTMENTAL PLACEMENT, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SPANISH 2

This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of Spanish-speaking cultures. Throughout the year, students gain proficiency through consistent instruction and interaction in Spanish. New grammatical concepts are introduced within the context of culturally rich and relevant thematic topics such as animals, education, gastronomy, childhood experiences, and story-telling. In addition to reading and discussing short stories, authentic articles, and a Spanish novella, students view video clips, a feature film, and artwork. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all designed to address specific thematic and communicative objectives.

## Spanish 3 level 4

OPEN TO FRESHMEN THROUGH DEPARTMENTAL PLACEMENT, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SPANISH 2

This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of Spanish-speaking cultures. Throughout the year, students gain proficiency through consistent instruction and interaction in Spanish. New grammatical concepts are introduced within the context of culturally rich and relevant thematic units, such as education, friendships, and childhood experiences. In addition to reading and discussing short stories, plays, music, and authentic articles, students view video clips, movie shorts, feature films, and documentaries. Assessments include student-led presentations and discussions as well as listening, reading, writing, and oral evaluations designed to address specific thematic and communicative objectives. Students are asked to explain and defend their opinions and ideas using accurate and descriptive discourse.

## Spanish 4 level 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: SPANISH 3

This course provides continued development and understanding of the Spanish language and Spanish-speaking cultures. Language structures and previously acquired vocabulary are reviewed and expanded. New thematic topics are introduced, such as art, entertainment, travel, and careers. Students improve their language skills and increase their cultural awareness through daily conversations, reading short stories, viewing Spanish language films, and analyzing artwork. In addition, students read and discuss a novella in Spanish and complete unique projects related to the thematic units. Assessments include frequent quizzes, unit tests, oral exams, and projects assigned throughout the year.

## Spanish 4 level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SPANISH 3

This course provides deeper development, refinement, and understanding of the Spanish language and Spanish-speaking cultures. New thematic topics are introduced, such as travel, careers, and the environment, along with a review of advanced grammar concepts. Students increase their language proficiency and cultural awareness through discussion of authentic readings, short stories, Spanish language short films, and artwork. Classroom instruction and interactions are almost entirely in Spanish. Assessments include frequent quizzes, tests, oral evaluations, and projects.

## Spanish 4 level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SPANISH 3

This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of Spanish-speaking cultures. Throughout the year, students gain proficiency through consistent instruction and interaction in Spanish. New grammatical concepts are introduced within the context of culturally rich and relevant thematic units, such as personal relationships, travel, health and wellbeing, and art. In addition to reading and discussing short stories, poetry, music, and authentic articles, students view online video clips, movie shorts, feature films, and documentaries. Formative assessments include vocab and grammar checks and end-of-unit assessments that measure each mode of language communication.

## Spanish 5 level 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: SPANISH 4

This course provides continued practice and refinement in listening and speaking through an in-depth study of various Spanish-speaking countries and their cultures. Through exploration of the Spanish-speaking world, students gain a deeper appreciation and understanding of the history, traditions, politics, and pop culture of those countries. Students strengthen and improve their speaking proficiency in a variety of contexts including classroom discussions and recordings. They also broaden their vocabulary and sharpen their critical thinking skills by viewing and discussing films and documentaries about the Spanish-speaking world. Classroom instruction and interactions are entirely in Spanish. Assessments include quizzes and tests, recordings, and projects assigned throughout the year.

## Spanish 5 level 3

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: SPANISH 4

This course provides a more sophisticated understanding and use of the Spanish language and a deeper appreciation of Spanish-speaking cultures. It develops thematic topics such as ideal cities and communities, generational differences, human rights, and technology in society. Students further develop their language proficiency through a broadening of vocabulary and structures. Activities include classroom discussions and conversations, debates, presentations, and film critiques, in response to a variety of authentic readings of various lengths. Classroom instruction and interactions are entirely in Spanish. Assessments include frequent quizzes, oral evaluations, monthly tests, and projects assigned throughout the year.

## AP Spanish 5: Language and Culture level 4

OPEN TO JUNIORS AND SENIORS WITH DEPARTMENTAL APPROVAL  
PREREQUISITE: SPANISH 4

This course provides more advanced understanding of the Spanish language and its peoples and cultures by inviting students to compare and contrast elements of Spanish-speaking culture with that of their own. It follows the College Board AP Spanish Language curriculum by exploring core themes, such as the influence of language and culture on identity, families in different societies, and influences of beauty and art. This course also prepares students to take the AP Spanish exam in May. Students are expected to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Previously acquired language structures are refined, and new more sophisticated vocabulary is introduced through the reading of authentic articles and excerpts from Hispanic literature. Emphasis is placed on listening to and responding to authentic print and audio sources. Classroom instruction and interactions are entirely in Spanish. Assessments include quizzes, recordings, tests, and essays.

## Spanish 6 level 3

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OPEN TO SENIORS  
PREREQUISITE: SPANISH 5

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This course provides a means of acquiring a higher level of proficiency in Spanish while developing a more sophisticated understanding and appreciation of Spanish-speaking cultures. The course develops thematic topics such as revolutions, activism, fear, reality or dreams, poverty and crime, and border and immigration. Through vocabulary and structural review, students broaden their linguistic skills and command of the Spanish language. Activities include classroom discussions and conversations, debates, presentations, and critiques, in response to a variety of short and extended readings, films, artwork, social movements, and music selections. Classroom instruction and interactions are entirely in Spanish. Assessments include frequent quizzes, oral evaluations, written tests, essays, and projects assigned throughout the year.

## AP Spanish 6: Literature and Culture level 4

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OPEN TO SENIORS  
PREREQUISITE: AP SPANISH 5

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This course follows the College Board AP Spanish Literature and Culture curriculum and prepares students to take the AP Spanish Literature and Culture exam in May. Structured around six core themes, the course offers a survey of Hispanic literature from the Middle Ages through modern times, including selections from Spain, Latin America, and the Caribbean. An emphasis is placed on the social and cultural context of the literature and is supported through analysis of selected readings, discussions, writings, and works of art. Students should be able to express themselves with reasonable fluency and accuracy in both written and spoken Spanish and are expected to participate in and lead discussions. Assessments include informal and formal learning checks, presentations, and formal tests modeled on the AP Spanish Literature and Culture exam.



# MODERN AND CLASSICAL LANGUAGES

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### Northfield Campus

Latin 1 .....	N500132
Latin 1 .....	N500134
Latin 1 .....	N500139
Latin 2 .....	N500234
Latin 2 .....	N500239
Chinese 1 .....	N520134
Chinese 1 .....	N520139
Chinese 2 .....	N520234
Chinese 2 .....	N520239
French 1 .....	N530134
French 1 .....	N530139
French 2 .....	N530234
French 2 .....	N530239
German 1 .....	N540134
German 1 .....	N540139
German 2 .....	N540234
German 2 .....	N540239
Hebrew 1 .....	N550134
Hebrew 1 .....	N550139
Japanese 1 .....	N560134
Japanese 1 .....	N560139
Spanish 1 .....	N570132
Spanish 1 (Co-Taught) .....	N572132
Spanish 1 .....	N570133
Spanish 1 .....	N570134
Spanish 2 .....	N570232
Spanish 2 .....	N570233
Spanish 2 .....	N570234
Spanish 3 .....	N570333
Spanish 3 .....	N570334

### Winnetka Campus

Latin 2 .....	W500232
Latin 2 .....	W500234
Latin 2 .....	W500239
Latin 3 .....	W500334
Latin 3 .....	W500339
Latin 4 .....	W500439
AP Latin 4 .....	W500434
Latin 5 .....	W500534
Latin 5 .....	W500539
Chinese 2 .....	W520234
Chinese 2 .....	W520239
Chinese 3 .....	W520334
Chinese 3 .....	W520339
AP Chinese 4 .....	W520434
Chinese 4 .....	W520439

Chinese 5 .....	W520539
Chinese 5 .....	W520534
French 2 .....	W530234
French 2 .....	W530239
French 3 .....	W530334
French 3 .....	W530339
French 4 .....	W530434
French 4 .....	W530439
French 5 .....	W530539
AP French 5 .....	W530534
German 2 .....	W540234
German 2 .....	W540239
German 3 .....	W540334
German 3 .....	W540339
German 4 .....	W540434
German 4 .....	W540439
AP German 5 .....	W540534
German 5 .....	W540539
Hebrew 2 .....	W550234
Hebrew 2 .....	W550239
Hebrew 3 .....	W550334
Hebrew 3 .....	W550339
Hebrew 4 .....	W550434
Hebrew 4 .....	W550439
Japanese 2 .....	W560234
Japanese 2 .....	W560239
Japanese 3 .....	W560334
Japanese 3 .....	W560339
AP Japanese 4 .....	W560434
Japanese 4 .....	W560439
Spanish 1 .....	W570132
Spanish 1 .....	W570133
Spanish 1 .....	W570134
Spanish 2 .....	W570232
Spanish 2 (Co-Taught) .....	W572232
Spanish 2 .....	W570233
Spanish 2 .....	W570234
Spanish 3 .....	W570332
Spanish 3 .....	W570333
Spanish 3 .....	W570334
Spanish 4 .....	W570432
Spanish 4 .....	W570433
Spanish 4 .....	W570434
Spanish 5 .....	W570532
Spanish 5 .....	W570533
AP Spanish 5: Language and Culture .....	W570534
Spanish 6 .....	W570633
AP Spanish 6: Literature and Culture .....	W570634





# Music & Theatre

Northfield Chorus  
Trevian Glee Club  
Choraliers  
High Five Choir  
Concert Choir  
Choir Opera  
Swing Choir  
Vocal Jazz Ensemble  
Beginning and Returning Instrumental Music  
Freshman Concert Band  
Varsity Wind Ensemble  
Concert Wind Ensemble  
Symphonic Wind Ensemble  
Freshman Jazz Ensemble  
Concert Jazz Ensemble  
Lab Jazz Ensemble  
Jazz Ensemble 1

Freshman Orchestra  
Concert Orchestra  
Symphony Orchestra  
Chamber Orchestra  
Introduction to Music Theory and Composition  
Music Production and Technology  
AP Music Theory  
Guitar 1 and 2  
Instrumental Music Improvisation

Introduction to Acting  
Technical Theatre and Design  
Advanced Technical Theatre and Design  
Theatre 1: Freshman Theatre Workshop  
Theatre 2: Acting Workshop  
Theatre 3: Advanced Acting Techniques  
Theatre 4: Advanced Acting and Directing  
Theatre 4: Advanced Acting Ensemble

Music education is the education of human feeling through the development of a responsiveness to the aesthetic qualities of sound. Performance classes provide intimate contact with these expressive qualities. In this context, performance is not an end in itself but a means to an end, which includes the following:

- The knowledge and understanding of the structural elements of music and of music as a creative art form;
- The cultivation of habits, attitudes, and appreciations; and
- The development of each student's aesthetic potential, sensitivity, and responsiveness to what is beautiful in music.

Students who have participated in the music program should demonstrate a knowledge of music as a creative art form in a historical and cultural context, an understanding of the structural elements of music, and the relevant eye, ear, and hand-oriented musical skills.

It is the intent of the music program to help students develop their aesthetic potential, to give them an understanding of their own culture and the cultures of others, and to provide a unique vehicle for achieving excellence either alone or in collaboration with others. While some students will discover talents leading to careers in music, many will find that music has the potential to enrich their lives through performance, study, and/or appreciation. Any exceptions to the course prerequisites, selection process, ensemble membership, and/or auditions must be approved by the Music & Theatre Department Chair.

Over the course of a student's four-year music experience, there is the possibility that an ensemble may participate in domestic or foreign travel. We strive to let parents know at least one year in advance so they can budget for the experience.

### COURSE SELECTION PROCESS

Students may participate in as many performance ensemble courses as they are eligible to take. Students may only enroll at level 8 during the course selection process. At the start of each semester, individuals may be permitted to receive Level 4 or Level 9 credit in up to two ensembles. Students must submit a contract to effect the change from elective credit to Level 4 or Level 9 credit status.

### MUSIC FOR LEVEL 4 OR LEVEL 9 CREDIT

All "capstone" performance ensemble courses in the music program may be taken for 8-level elective credit, 4-level credit, or

9-level credit. To obtain Level 4 or Level 9 credit, students must complete additional work outside of class. Capstone performance ensembles:

- Symphony Orchestra
- Chamber Orchestra
- Symphonic Wind Ensemble
- Choir Opera
- Concert Choir
- Swing Choir
- Jazz Ensemble I

**No student will be permitted to receive Level 4 or Level 9 credit in more than one ensemble. Any student who elects to take two ensembles for Level 4 or Level 9 credit must take one at level 4 (if in a capstone ensemble) and one at level 9 (capstone or non-capstone). Freshmen are not permitted to take music courses for Level 4 or Level 9 credit.**

All other performance ensemble courses in the Music & Theatre Department at the Winnetka Campus may be taken for either elective credit at level 8 or major credit at level 9. No performance ensemble at the Northfield Campus may be taken for major credit. Non-capstone performance ensembles are:

- Concert Orchestra
- Concert Wind Ensemble
- Varsity Wind Ensemble
- Trevian Glee Club
- Choraliers
- Concert Jazz Ensemble
- Lab Jazz Ensemble

### DRESS REHEARSALS AND PERFORMANCES FOR MUSIC ENSEMBLES

New Trier music ensembles perform concerts outside of the regular school day several times each semester. Schedules are communicated well in advance. Attendance at these performances and any associated dress rehearsals are considered course requirements.

### HOMEWORK

Placement in performance ensembles is skill based. Class preparation is commensurate with concert repertoire and course content. Those students enrolled in music ensembles for Level 4 or Level 9 credit will complete an additional project(s) outside of the classroom.

Choral Music Course Options			
Freshmen	Sophomores	Juniors	Seniors
Northfield Chorus	Choraliers	Choraliers	Choraliers
	Trevian Glee Club	Trevian Glee Club	Trevian Glee Club
	Concert Choir *	Concert Choir *	Concert Choir *
	High Five Choir	High Five Choir	High Five Choir
	Vocal Jazz Ensemble*	Swing Choir *	Swing Choir *
		Choir Opera *	Choir Opera *
		Vocal Jazz Ensemble *	Vocal Jazz Ensemble *

*\*Prerequisite, audition, or department approval required.*

*These course offerings are subject to change. Please contact any Music & Theatre Department member with questions you may have.*

General Music Course Options			
Freshmen	Sophomores	Juniors	Seniors
Beginning and Returning Instrumental Music	Music Production and Technology	Music Production and Technology	Music Production and Technology
	Introduction to Music Theory and Composition	Introduction to Music Theory and Composition	Introduction to Music Theory and Composition
	Guitar 1 & 2	Guitar 1 & 2	Guitar 1 & 2
		AP Music Theory *	AP Music Theory *
	<i>* Prerequisite, audition, or department approval required</i>	<i>* Prerequisite, audition, or department approval required</i>	<i>* Prerequisite, audition, or department approval required</i>

Instrumental Music Course Options			
Freshmen	Sophomores	Juniors	Seniors
Beginning and Returning Instrumental Music	Concert Orchestra *	Concert Orchestra*	Concert Orchestra*
Freshman Orchestra *	Symphony Orchestra *	Symphony Orchestra*	Symphony Orchestra*
Symphony Orchestra *	Chamber Orchestra*	Chamber Orchestra*	Chamber Orchestra*
Freshman Concert Band*	Varsity Wind Ensemble*	Varsity Wind Ensemble*	Varsity Wind Ensemble*
Freshman Jazz Ensemble*	Concert Wind Ensemble*	Concert Wind Ensemble*	Concert Wind Ensemble*
	Symphonic Wind Ensemble*	Symphonic Wind Ensemble*	Symphonic Wind Ensemble*
	Concert Jazz Ensemble*	Concert Jazz Ensemble*	Concert Jazz Ensemble*
	Lab Jazz Ensemble*	Lab Jazz Ensemble*	Lab Jazz Ensemble*
	Jazz Ensemble 1*	Jazz Ensemble 1*	Jazz Ensemble 1*
<i>Course offerings are subject to change. Please contact any Music &amp; Theatre Department member with questions.</i>	<i>* Prerequisite, audition, or department approval required</i>	<i>* Prerequisite, audition, or department approval required</i>	<i>* Prerequisite, audition, or department approval required</i>

## SPECIAL ENROLLMENT NOTE

Participation in the Jazz Ensemble Program (for wind, percussion, and bass players) and the Orchestra Program (for wind and percussion players) requires concurrent enrollment in a second performance ensemble course. Wind and percussion players must also enroll in a wind ensemble; bass players must also enroll in an orchestra. Participation in Swing Choir requires concurrent enrollment in either Concert Choir or Choir Opera.

Placement in instrumental and choral ensembles is determined by audition during the second semester. Prior to the audition, however, a student should select the course in which they would most likely be placed. Consult the following pages for specific information about these courses. Students who have not taken music courses previously are encouraged to enroll; they should contact the Music & Theatre Department Chair for details and guidance. The Music & Theatre Department is open to all New Trier High School students, regardless of prior experience.

## Additional Notes About Course Selection

Vocal Jazz Ensemble is also available for enrollment, but registration prior to the first semester is not required. This class generally meets after school.

Introduction to Music Theory and Composition and Music Production and Technology are courses open to sophomores,

juniors, and seniors, which may be taken at either level 4 or 9. AP Music Theory is available as detailed in the following pages.

In extenuating circumstances, a student may take some courses as a Half-Block option with Department approval, when opposite a Science lab or Resource period.

## PRIVATE LESSONS

Qualified private music teachers are available for individual instrumental and vocal instruction during the school day and after school hours. Students may take private lessons during their unscheduled time, or with their teacher's permission, they may be excused from a performance ensemble for a portion of one period a week to take a private lesson.

## MUSIC FEES

The following items are covered by the student academic fee assessed at the beginning of the school year:

- Specific department-issued (whether rented or purchased) concert wear required for each ensemble of which the student is a member; and
- School-owned musical instruments for all string players, select wind players, percussionists, pianists, and guitar players.

# Music Courses

Note: Members of performance ensembles are required to attend all public performances of their ensembles and to participate in the Internet, television, and radio broadcasts of these events. Public performances and students involved in them may have photos and videos used on social media and other local media outlets.

## Northfield Chorus

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Singing in Northfield Chorus is the first step toward participation in the exciting Choral Music program at New Trier. It prepares vocal singers for advanced work in choirs and ensembles including anyone who wants to perform in musicals on the New Trier stage. No previous singing experience is required! Music reading is taught through the performance of both popular and traditional choral music and introduces the fundamentals of music and vocal techniques. The chorus also sings popular music with choreography. Northfield Chorus appears in school concerts, music festivals, and events within the community. Students who encounter a scheduling conflict with a science lab or resource period may enroll in a modified half-block version of this course. *If taken as a full block, this course fulfills the graduation requirement for fine and/or practical arts.*

## Trevian Glee Club

OPEN TO ALL SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Trevian Glee Club is a year-long choir designed to build strong and confident tenor, baritone and bass singers. Students concentrate on learning about their own voice, developing skills to sing in harmony, and reading melody and rhythm, while singing a variety of styles (classical, ethnic, folk, pop, musical theatre) and languages. No previous singing experience is required. The group presents programs in the community during the year and participates in school concerts and music festivals. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Choraliers

OPEN TO ALL SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This intermediate-level ensemble is designed to build strong and confident soprano, mezzo-soprano and alto singers. Choraliers students continue the study of vocal and choral techniques and receive a broad exposure in traditional, Broadway, and vocal jazz music. No previous singing experience is required. Students will perform at school concerts, music festivals, and in the community. In addition, Choraliers will give a one-night-only music tribute in February. This course helps prepare students for more advanced choral ensembles. *This course fulfills the graduation requirement in fine and/or practical arts.*

## High Five Choir

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND DEPARTMENTAL APPROVAL

High Five Choir is a standard choir for students of all abilities that come together through singing, building long-standing friendships, raising ability awareness, and serving as agents of change for our school and community. The High Five Choir members commit themselves to enhancing their music experience through singing, playing various instruments, and movement as well as developing the skills necessary to pursue participation in community-based choirs as an adult. High Five Choir rehearses during the school day and will perform a minimum of four times throughout the school year. Additional presentations, performances, and community outreach programs are always possible. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Concert Choir

OPEN TO SOPHOMORES (BY AUDITION ONLY), JUNIORS, AND SENIORS  
PREREQUISITE: PREVIOUS CHOIR EXPERIENCE AND/OR PLACEMENT AUDITION

Concert Choir is the most advanced mixed choral ensemble that sings a variety of traditional choral repertoire and comprises a carefully selected group of singers. Emphasis is on vocal development, music reading skills, and fundamentals of ensemble performance. Concert Choir performs at school concerts, occasionally with the orchestra and wind ensembles, and at various events in the community. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Choir-Opera

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PLACEMENT AUDITION

Choir-Opera is a choral ensemble that provides experiences in the specific areas of singing, acting, and dancing. In addition to aptitude in solo singing, students are expected to display skills specific to choral singing such as sight reading, scales singing, knowledge of musical notation, and the fundamentals of balance and blend within a vocal ensemble. Students enrolled in freshman and/or sophomore choral ensembles will develop these skills prior to the audition for Choir-Opera. Students are also expected to display skill in either acting or dancing in a callback audition. All students enrolled in Choir-Opera perform in the annual junior-senior musical which requires a commitment to daily after school rehearsals until 6:00 p.m. and rehearsals on Saturdays from 9:00 a.m.-4:00 p.m. for the months of January, February, and March. Choir-Opera also presents major fall and spring revues. In the revues, students study and perform musical theatre literature from the late 1800s to the present day. Choir-Opera also performs traditional choral literature in the Winter Music Festival. *This course fulfills the graduation requirement for fine and/or practical arts.*



## Swing Choir

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN CONCERT CHOIR OR CHOIR OPERA 5 DAYS/WEEK

Swing Choir is a highly selective group in which students are provided an opportunity to participate in a small mixed-vocal ensemble. Technical skills, musicianship, and the ability to understand different jazz styles are developed. The group performs at school concerts, music festivals, and various events throughout the Chicago area. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Vocal Jazz Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: DEPARTMENTAL APPROVAL

Vocal Jazz Ensemble (also called Varsity Voices) is open to all students at the Winnetka campus and is designed to develop confidence in independent singing. Students in the ensemble will learn stylistic fundamentals of jazz singing through the study of standard jazz repertoire in an ensemble setting. VJE will also develop skills involved in improvisation, or scat singing, through the study of scales and chords as well as vocal pedagogy. VJE meets one day a week after school and performs for various concerts and events throughout the year.

## Beginning and Returning Instrumental Music

OPEN TO FRESHMEN

PREREQUISITE: NONE

Beginning and Returning Instrumental Music provides interested students the opportunity to begin a band or orchestra instrument, or to reconnect with an instrument after a pause of more than one year, with the specific goal of preparing students for continued participation in New Trier's instrumental music programs (Concert Bands, Jazz Ensembles, and Orchestras). Instruction will focus on beginning and continuing instrumental techniques, music literacy, and creative music making. Students will learn in large and small group settings and will also receive individual instruction. As a student's skills develop, they will have opportunities to join our established freshman instrumental ensembles in rehearsal and performance. Depending on instrument selection and availability, students may be required to rent an instrument for use in this course. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Freshman Concert Band

OPEN TO FRESHMEN

PREREQUISITE: PREVIOUS BAND EXPERIENCE

This course provides students with basic experiences designed to develop technical skills and musical understanding in a progressive way. Primary emphasis is placed upon the development of characteristic instrumental tone, music reading skills, and ensemble performance through the study of a wide variety of musical literature. The Freshman Concert Band performs periodically at concerts, music festivals, and community events. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Varsity Wind Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: PREVIOUS BAND EXPERIENCE AND/OR AUDITION

This course provides students with intermediate experiences designed to develop basic technical skills and musical understanding in a progressive way. Primary emphasis is placed upon the development of characteristic instrumental tone, music reading skills, and ensemble performance through the study of a wide variety of musical literature. Students will have the opportunity to prepare and conduct a piece with their peers during the final quarter. The Varsity Wind Ensemble performs periodically at concerts, festivals, and community events. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Concert Wind Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: AUDITION

Comprising a carefully selected group of advanced woodwind, brass, and percussion instrumentalists, the course provides each student with an opportunity to study and perform a wide variety of wind ensemble literature representative of diverse styles, forms, cultures, and historical periods including various contemporary compositions. This course allows students to develop musical and technical skills further in a progressive and individualized way. The Concert Wind Ensemble periodically performs at concerts, festivals, and community events. In the second semester, selected members may be asked to perform with Concert Orchestra in their spring concert. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Symphonic Wind Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: AUDITION

The Symphonic Wind Ensemble is the most advanced wind ensemble and comprises a carefully selected group of woodwind, brass, and percussion instrumentalists. The course provides each student with an opportunity to study and perform a wide variety of wind ensemble literature representative of diverse styles, forms, cultures, and historical periods including various contemporary compositions. The course allows students to develop musical and technical skills further in a progressive and individualized way. The Symphonic Wind Ensemble periodically performs at concerts, festivals, and community events. Interested Symphonic Wind Ensemble members are eligible to audition for Symphony and Chamber Orchestra and for a jazz ensemble. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Freshman Jazz Ensemble

OPEN TO FRESHMEN

PREREQUISITE: PREVIOUS BAND EXPERIENCE FOR WIND AND PERCUSSION PLAYERS; CONCURRENT ENROLLMENT IN FRESHMAN CONCERT BAND (FOR WIND AND PERCUSSION PLAYERS) OR FRESHMAN ORCHESTRA (FOR BASS PLAYERS); GUITAR AND PIANO STUDENTS WITH SOME EXPERIENCE ARE ENCOURAGED TO ENROLL. AUDITIONS MAY BE NECESSARY FOR SPECIFIC INSTRUMENTS ONLY IF ENROLLMENT NUMBERS EXCEED CAPACITY LIMITS. AUDITION INFORMATION WILL BE SHARED WITH ENROLLED STUDENTS IF NECESSARY.

Freshman Jazz Ensemble is our introductory jazz course and welcomes all students interested in learning about and performing jazz music. Typical jazz instruments include saxophone, trumpet, trombone, guitar, piano, bass, drums, and vibraphone, though other interested instrumentalists are encouraged to enroll in consultation with the director. Students in this course will begin building a foundation of jazz knowledge through skill building, listening, and performance. The ultimate goal of this ensemble is to develop a love and appreciation for jazz. Students will perform in four curricular concerts throughout the year. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Concert Jazz Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: FRESHMAN JAZZ ENSEMBLE, OR BY AUDITION. CONCURRENT ENROLLMENT IN A WIND ENSEMBLE (FOR WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (FOR BASS PLAYERS).

This intermediate jazz ensemble is for students looking to develop their jazz skills beyond the basic level. Emphasis is on ensemble skills, style development, and improvisation. The ultimate goal of this course is to broaden a student's appreciation for jazz while building ensemble and individual confidence. Students will perform in four curricular concerts throughout the year. This ensemble may participate in activities outside the township. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Lab Jazz Ensemble

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN A WIND ENSEMBLE (FOR WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (FOR BASS PLAYERS). AUDITIONS TAKE PLACE IN LATE WINTER OF THE PREVIOUS SCHOOL YEAR.

Lab Jazz Ensemble continues the study and performance of jazz for the more advanced student, with a focus on ensemble sophistication, improvisation skills, music theory and jazz history, and small group performance. Students will perform in four curricular concerts throughout the year. This ensemble may participate in activities outside the township. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Jazz Ensemble 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN A WIND ENSEMBLE (FOR WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (FOR BASS PLAYERS). AUDITIONS TAKE PLACE IN LATE WINTER OF THE PREVIOUS SCHOOL YEAR.

Jazz Ensemble 1 is for the most advanced jazz students. This ensemble studies historically significant jazz literature along with contemporary works, and performs in both large ensemble and small group formats. Saxophonists will be expected to also play flute and/or clarinet. Students will perform in four curricular concerts throughout the year, as well as activities outside the township. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Freshman Orchestra

OPEN TO FRESHMAN STRING PLAYERS

PREREQUISITE: PREVIOUS ORCHESTRA EXPERIENCE AND/OR AUDITION

Please note, those wishing to be considered for Freshman Chamber Players (a subset of Freshman Orchestra that performs more advanced repertoire), must submit an Audition. Freshman Orchestra provides experience designed to develop technical and musical skills for string players at the basic and intermediate levels. Primary emphasis is on tone development, sight reading, and ensemble performance. This course provides each student with an opportunity to study a wide variety of repertoire representative of diverse styles, forms, cultures, and historical periods. Freshman Orchestra participates in concerts, both on and off campus, festivals, and community events. Advanced freshmen string students may be offered placement in an advanced orchestra at the Winnetka Campus. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Concert Orchestra

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: PREVIOUS ORCHESTRA EXPERIENCE AND/OR AUDITION

Concert Orchestra provides experience designed to develop technical and musical skills for string players at the intermediate level. Emphasis is on tone development, sight reading, and ensemble performance. This course provides each student with an opportunity to study a wide variety of repertoire representative of diverse styles, forms, cultures, and historical periods. This course provides preparation for each student for entry into Symphony Orchestra. Concert Orchestra participates in concerts, both on and off campus, festivals, and community events. During the second semester, members will have a full orchestra experience with the addition of winds and percussion. If Concert Orchestra has the requisite number of wind and percussion players, selected members of Concert Wind Ensemble do not participate in Concert Orchestra. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Symphony Orchestra

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN WIND ENSEMBLE (WIND AND PERCUSSION PLAYERS)

Symphony Orchestra provides experience designed to develop technical and musical skills for string, wind, and percussion players at the advanced level. Emphasis is on tone development, sight reading, and ensemble performance. This course provides each student with an opportunity to study a wide variety of the standard orchestral repertoire representative of diverse styles, forms, cultures, and historical periods. Woodwind, brass, and percussion players are selected from the advanced students of the wind ensemble program. Symphony Orchestra participates in concerts, both on and off campus, musical productions, festivals, and community events. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Chamber Orchestra

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN SYMPHONY ORCHESTRA

Chamber Orchestra provides experience designed to develop technical and musical skills for string players at the advanced level. Emphasis is on tone development, sight reading, and ensemble performance. This course provides each student with an opportunity to study a wide variety of the standard orchestral repertoire designed specifically for the chamber orchestra, which is representative of diverse styles, forms, cultures, and historical periods. Chamber Orchestra participates in concerts both on and off campus, musical productions, festivals, and community events. Class meets during Early Bird before advisery. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Introduction to Music Theory and Composition

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course is designed to develop a broad understanding of music through an integrated program of music theory fundamentals, analysis, aural training, and composition. No prior musical knowledge or experience is necessary. Students will become familiar with the system of music notation and apply course concepts to create composition projects using *Sibelius*, a music notation application. There are no public performances for this class.

## Music Production and Technology

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course is for the student with little or no previous formal musical training who wishes to learn how to compose, record, remix, and produce electronic music. The majority of the class is driven by student-centered learning on the computer and individual projects. Students will learn to use the music notation software *Sibelius* and the digital audio workstation (DAW) *Ableton Live* to compose, manipulate, record, and remix music. Other DAWs may be explored based on student interest and need. Basic elements of music theory are also covered.

## AP Music Theory

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: INTRODUCTION TO MUSIC THEORY AND COMPOSITION OR TEACHER PERMISSION

AP Music Theory continues the concepts taught in Introduction to Music Theory and Composition, with an emphasis on developing students' skills as composers, creators, and consumers of music. The course follows the College Board AP Music Theory curriculum focusing on melodic and harmonic analysis, fundamentals of counterpoint and voice leading, analysis of form and structure, ear training, sight singing, and composition and arrangement. Although students in the class are not required to take the AP Music Theory Exam, the curriculum prepares students for the test. *This course fulfills the graduation requirement in fine and/or practical arts.*

## Guitar 1 and Guitar 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course is designed as an introductory experience in guitar performance. No previous guitar experience is necessary. Students will perform many genres of contemporary guitar from folk to rock, and learn to read traditional and tablature notation while performing simple melodies and chord progressions. This laboratory setting will include daily technical exercises and teaching demonstrations, followed by individual and group practice. The primary means of assessment will be performance-based with skills testing every few weeks, leading to a final recording project at the end of each semester. Beginning students may take this course for a full year or for one semester. Students with intermediate experience may elect to take Guitar 2 with instructor approval. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Instrumental Music Improvisation

OPEN TO FRESHMEN ONLY  
PREREQUISITE: DEPARTMENTAL APPROVAL

The course is designed to develop confidence in independent playing and the art of spontaneous composition in a jazz style. Considerable study of scales, chords, and combo playing will occur. Students are placed in groups according to their ability. Music Improvisation meets one day a week after school and is taught by a professional jazz musician.

Theatre classes are designed for both students who are just beginning to explore theatre as well as those with significant previous experience in these fields. All classes are structured to demonstrate individual progression in skill, ability and knowledge. While some students will discover talents leading to careers in the discipline, many will find that our classes have the potential to enrich their lives through performance, study, and/or appreciation.

- Students in Theatre will:
- Collaborate and create as a community and team;
  - Develop and practice a process-oriented approach for improvement and growth;
  - Express and articulate nuanced opinions confidently and clearly;
  - Process and analyze audience feedback in a positive and productive manner;
  - Lead and support peers as coaches and directors;
  - Apply and demonstrate skills in public presentations, performances, and productions.

Theatre Course Options			
Freshmen	Sophomores	Juniors	Seniors
Theatre 1: Freshman Theatre Workshop	Introduction to Acting	Introduction to Acting	Introduction to Acting
Technical Theatre & Design	Theatre 2: Acting Workshop *	Theatre 2: Acting Workshop *	Theatre 2: Acting Workshop *
	Technical Theatre & Design	Theatre 3: Advanced Acting Technologies *	Theatre 3: Advanced Acting Technologies *
	Advanced Technical Theatre & Design*	Technical Theatre & Design	Theatre 4: Advanced Acting Ensemble *
		Advanced Technical Theatre & Design *	Technical Theatre & Design
			Advanced Technical Theatre & Design

\* Prerequisite, audition, or department approval required.  
These course offerings are subject to change. Please contact any Music & Theatre Department member with questions you may have.

# Theatre Courses

## Introduction to Acting

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

Designed for sophomores, juniors, and seniors with little or no previous stage experience at the high school level, this course is ideal for students who are interested in exploring the basics of acting and improvisation for the stage and on camera. This class incorporates individual and group exercises in ensemble building, improvisation, audition techniques, and scene study. This course may be taken for one or two semesters.

## Technical Theatre and Design

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course is designed for students who are interested in the technical aspects of theatre. Students will learn about and develop skills in stagecraft and in scenic, sound, and lighting design. The course will focus on specialized design and construction in

collaboration with school productions. The course will involve both practical, hands-on projects and design work, and is structured to accommodate students with varying degrees of production experience. If students cannot schedule this course for a full block, they may be eligible to take this course in a half block version opposite another scheduled half block option, or with departmental approval. *This course fulfills the graduation requirement for fine and/or practical arts if taken as a full block.*

## Advanced Technical Theatre and Design

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: TECHNICAL THEATRE AND DESIGN

This course is designed for students who are interested in continuing their studies and critical thinking as a theatrical technician and designer. Design units include lighting, scenic, costumes, makeup, projections, and properties. The course will focus on advanced design and construction in class and in the specific laboratory time available as part of the school productions. Advanced Technical Theatre and Design focuses on how theatre designers use scenery, lights, sound, and costumes to create theatrical environments on stage. If students cannot schedule this course for a full block, they may be eligible to take this course in a half block version opposite another scheduled



half-block option, or with departmental approval. Students may repeat this course for credit and will complete more advanced projects. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Theatre 1: Freshman Theatre Workshop

OPEN TO FRESHMEN  
PREREQUISITE: NONE

Theatre Workshop is the ideal course for students who would like to study, experience, and create live performances and theatrical stories for the stage. Students will explore many different character types through role playing, monologues, and scene work from scripts. Students will also become stronger team players through improvisational and theatre games as well as learn how to audition effectively for plays and musicals. In addition, students may choose to perform as an ensemble member in the Freshman Play. Anyone who wants to act in plays or musicals on New Trier stages should take this course to develop confidence and performance skills. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Theatre 2: Acting Workshop

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: THEATRE 1: FRESHMAN THEATRE WORKSHOP  
HALF-BLOCK ENROLLMENT REQUIRES DEPARTMENT APPROVAL

This course is the entry point for Winnetka Campus students interested in theatre and performance. Students will learn techniques for creating a character from a play, using sense memory, emotion memory, script analysis, and scene study. In the second semester, students will research, prepare, and perform scenes from plays representing the major periods in theatre history. That work culminates in Dionysus Day, an all-day festival of theatre. Students who encounter a scheduling conflict with a science lab or special education services may be eligible to enroll in a modified version of this course for partial credit. Contact the Music & Theatre Department Chair for half-block enrollment approval. *This course fulfills the graduation requirement for fine and/or practical arts if taken as a full block.*

### Theatre 3: Advanced Acting Techniques

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: THEATRE 2: ACTING WORKSHOP

This yearlong course provides students with an opportunity to develop their acting skills further through an exploration of advanced acting methods and theories. Particular attention is given to the methods of Sanford Meisner, Konstantin Stanislavsky, and Robert Cohen as well as to dissecting and analyzing a script. Students use improvisational techniques to confront and solve acting problems, deepen interaction between characters, and rehearse scripted scenes from realistic plays. Students are expected to attend and critique two New Trier productions each semester. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Theatre 4: Advanced Acting and Directing

OPEN TO SENIORS  
PREREQUISITE: THEATRE 3: ADVANCED ACTING TECHNIQUES OR WITH DEPARTMENTAL APPROVAL  
SENIORS MAY TAKE THEATRE 4: ADVANCED ACTING AND DIRECTING CONCURRENTLY WITH THEATRE 3: ACTING

Building on the skills introduced in Theatre 1, 2, and 3, the basic work of Theatre 4 is scene study and performance as well as stage directing technique. Students will practice and apply new concepts as they prepare and perform scenes from realistic plays in the first semester. In the second semester, students will learn directing techniques and theory and direct a short play of their choice for classroom presentation. Additional units include Shakespeare in Performance and Monologue Performance. This course is designed for students who enjoy reading and writing about the art form as well as performing. It requires significant preparation and writing outside of class. Texts include *A Challenge for the Actor* by Uta Hagen and *Backwards and Forwards* by David Ball. Students are expected to attend and critique two New Trier productions each semester. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Theatre 4: Advanced Acting Ensemble

OPEN TO SENIORS  
PREREQUISITE: THEATRE 3: ADVANCED ACTING TECHNIQUES OR WITH DEPARTMENTAL APPROVAL  
SENIORS MAY TAKE THEATRE 4: ADVANCED ACTING AND DIRECTING CONCURRENTLY WITH THEATRE 3: ACTING

Building on the skills introduced in Theatre 1, 2, and 3, the basic work of Theatre 4: Advanced Acting Ensemble is performance. Students will practice and apply new concepts as they prepare and perform scenes from realistic plays in the first semester. Students will direct an original or published script for classroom and public presentation in second semester. Additional units include *Devised Theatre* and *Monologue Performance*. Significant class time is used for preparation and practicing skills. Students will read selections from *A Challenge for the Actor* by Uta Hagan and *Backwards and Forwards* by David Ball. Students are expected to attend and critique one New Trier production each semester. *This course fulfills the graduation requirement for fine and/or practical arts.*



# MUSIC & THEATRE

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level. Students who want to take a course offered at the Winnetka campus for level 4 or level 9 credit may complete the Elective Course Level Change Request form during the first two weeks of each semester.

### Northfield Campus

Northfield Chorus .....	N600238
Northfield Chorus (Half-Block)* .....	N600338
Fr Concert Band .....	N610038
Fr Jazz Ensemble.....	N620138
Fr Orchestra .....	N630038
Thtr 1: Freshman Theatre Workshop .....	N151138
Beginning & Returning Instrumental Music.....	N641138

### Winnetka Campus

Trevian Glee Club .....	W602238
Choraliers .....	W604038
Choir Opera .....	W605038
Concert Choir .....	W606038
Swing Choir .....	W607038
High Five Choir.....	W608038
Varsity Wind Ens .....	W611038
Concert Wind Ens .....	W612038
Symphony Wind Ens .....	W613038
Concert Jazz Ens .....	W621038
Lab Jazz Ens.....	W622038
Jazz Ensemble 1 .....	W623038
Inst Music Improv.....	W624038
Vocal Jazz Ensemble .....	W625138
Concert Orchestra.....	W631038
Symphony Orchestra .....	W632038
Intro to Music Theory & Composition .....	W640334
Intro to Music Theory & Composition .....	W640339
Music Production & Technology.....	W640438
AP Music Theory .....	W641034
Guitar 1 .....	W651118
Guitar 2 .....	W651128
Introduction to Acting .....	W151338
Technical Theatre/Design .....	W151038
Technical Theatre/Design (Half-Block)* .....	W152038
Adv Technical Theatre/Design .....	W151238
Thtr 2: Act Wkshp (Half-Block)* .....	W152138
Thtr 2: Act Wkshp .....	W152238
Thtr 3: Adv Acting Techniques.....	W153338
Thtr 4: Adv Acting/Direct.....	W154434
Thtr 4: Adv Acting Ensemble.....	W154038

### Early Bird Course (Winnetka Campus Only)

Chamber Orchestra.....	W63E038
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*\*Half-Block courses may be taken opposite a Science Lab, Resource Period, or with Departmental Approval.*

# Science

Biology (Co-Taught)  
Biology  
Biology PCB  
AP Biology  
Chemistry (Co-Taught)  
Chemistry  
Chemistry PCB  
AP Chemistry  
Environmental Geoscience (Co-Taught)  
Environmental Geoscience  
AP Environmental Geoscience  
Physics  
Physics PCB  
AP Physics 1  
AP Physics 1 & 2  
AP Physics C

Anatomy and Physiology  
Advanced Anatomy and Clinical Health Science  
Applied Human Anatomy  
Astronomy  
Biomechanics and Sports Medicine  
Forensic Science  
Marine Biology  
Zoology  
Chemistry (EL)  
Biology (EL)  
Survey of Science and Society (Co-Taught)  
Survey of Biology (Co-Taught)  
Survey of Physical Sciences (Co-Taught)

The science curriculum is designed to develop the scientific, investigative process in students. Through a variety of learning experiences, students engage in scientific inquiry and explore principles of science through careful observation. Students learn the historical contributions of scientists and develop a sense of excitement regarding the discovery process.

## GOALS OF THE SCIENCE DEPARTMENT

Upon completion of any course of study within the science department, students will:

- Understand how science is incorporated into the human experiences of history, society, culture, politics, and technology;
- Use scientific models and theories to explain the concepts and principles of the world;
- Use the inquiry process of science that includes recognition of natural phenomena, collection of data, and testing of hypotheses using experiments; and
- Connect science disciplines to one another and to students' lives.

## GRADUATION REQUIREMENTS

**New Trier requires students to take two years of science:** Biology and a physical science course (Environmental Geoscience, Chemistry, or Physics).

Most New Trier students take at least **three** years of science because many colleges require three years of laboratory science courses for admission, with two of the three years in biology, chemistry, or physics. New Trier considers Environmental Geoscience to be a core science course, equivalent in importance and rigor to the other three areas of science.

Students with a strong interest in and orientation toward science should consider taking **four** years of laboratory science.

## SCIENCE PATHWAYS

There are multiple pathways through the science curriculum at New Trier, which have been designed so that students have options to explore their interests and utilize their talents. The Science Pathways charts on the department website exemplify the most common science pathways at New Trier. ([www.newtrier.k12.il.us/sciencepathways](http://www.newtrier.k12.il.us/sciencepathways))

In addition, there are many interesting elective courses and AP courses available. Please refer to the following course descriptions for specific prerequisites and additional offerings.

## SUCCESS IN SCIENCE COURSES

Success in science can be achieved through effective study skills and appropriate level placement. Such success is driven primarily by the student's independence as a learner, engagement in class, completion of the requisite work outside of class, and related abilities demonstrated in English and/or math courses.

## FRESHMAN COURSES

The Science Department offers three laboratory courses for freshmen: Biology, Environmental Geoscience, and Physics PCB. Students are encouraged to choose the course that best matches their interests and draws on their academic strengths. Each course appeals to students for different reasons, but all

three courses provide students with an opportunity to experience science in a laboratory setting. Each course has a double-period lab that meets twice a week, and all three courses require students to work independently and collaboratively. Placement in levels is linked to English placement for Biology and Environmental Geoscience, and to math placement for Physics PCB. For some students, it may be appropriate to delay taking a science course until sophomore year.

## ELECTIVE COURSES

The following science elective courses provide students with the unique opportunity to pursue specific science interests.

- Survey of Science and Society (Co-Taught)
- Anatomy & Physiology
- Astronomy
- Biomechanics and Sports Medicine
- Forensic Science
- Marine Biology
- Zoology
- Applied Human Anatomy
- Advanced Anatomy and Clinical Health Science

These courses do NOT fulfill the New Trier graduation requirement in science.

## AP COURSES

AP science courses are equivalent to college courses, both in content and expectations. In order to be successful in AP courses, students must be highly motivated, independent learners. **Before enrolling in an AP course, students should consider the rigor and demands of an AP course in relation to expectations for other courses as well as their total course load, extracurricular activities, activities outside school, and performance in previous science classes.**

AP science courses are open to **juniors and seniors** who meet the individual course prerequisites. All AP science courses require a student or parent to contact the department chair to request a level change if the student has taken one or more 2-level or Co-taught science courses **or** if the student's current science teacher determines that a request for a level change is necessary.

## EARLY BIRD SCIENCE CLASSES (WINNETKA ONLY)

Early bird science classes are offered based on student demand as well as teacher and lab room availability. Since there are usually more requests for early bird classes than can be accommodated, students who request early bird science classes are entered in a lottery that determines enrollment status. Given the tentative nature of early bird course registration, students should have an alternate plan. **Early bird science classes meet blue and green days from 7:00 a.m. to 8:10 a.m.**

## SUMMER SCHOOL

Selected science courses are offered in summer school; please refer to the Summer School Brochure. AP courses are not offered during summer school.

# Biology Courses

## Survey of Biology (Co-Taught) level 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
PLACEMENT BASED ON ENGLISH AND MATHEMATICS LEVELS

Survey of Biology is a year-long, activity-oriented laboratory course. Topics include the scientific method, cellular biology, genetics, ecology, and human anatomy and physiology (including dissection of a fetal pig). Health and disease are also explored. Each unit includes reading of textbook material along with a variety of supporting activities, laboratory exercises, and demonstrations. This course is co-taught by science and special education teachers. *Students are also required to take Survey of Physical Sciences (Co-taught) to fulfill the two-year laboratory science graduation requirement. This course is offered every other year.*

## Biology (Co-Taught) level 2

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
FRESHMAN PLACEMENT BASED ON ENGLISH LEVEL

This activity-based laboratory course focuses on five major themes: ecology, cellular biology and genetics, evolution, taxonomy, and human anatomy and physiology (including dissection of a fetal pig). Health and disease are also explored. Each area is explored in detail through laboratory exercises, library and online research, group projects and presentations, and classroom simulations. This course is co-taught by science and special education teachers. *This course fulfills the graduation requirement for biology.*

## Biology levels 2, 3, & 4

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
FRESHMAN PLACEMENT BASED ON ENGLISH LEVEL

This laboratory course in life science explains life from the microscopic level of cells to the interactions of populations with their environment. This survey course in Biology challenges students to explore a broad range of topics and major themes, including cellular structure, function and processes, macromolecules, genetics, evolution, taxonomy, ecology, and human anatomy and physiology (including dissection of a fetal pig). Health and disease are also explored. Lab experiences are designed to develop skills in making observations, gathering data, and thinking critically to assess results. Emphasis is placed on building conceptual understandings while applying scientific knowledge to the real world. *This course fulfills the graduation requirement for biology.*

## Biology PCB levels 3 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: PHYSICS PCB AND CHEMISTRY PCB  
PLACEMENT BASED ON CHEMISTRY PCB LEVEL

This laboratory course is designed to be taken after completing one year of Physics PCB and one year of Chemistry PCB. This course functions as a Biology survey while also building upon the student's prior learning within the interconnected PCB sequence. In this capstone course, cellular and molecular components of life are emphasized, along with genetics, ecology, and evolution. Anatomy and physiology (including dissection of a fetal pig) are covered, incorporating a deeper understanding of the chemical and physical aspects of these topics. Health and disease are also explored. Laboratory investigations follow the sequence of concepts covered, several of which involve quantitative analysis and interpretation of data. *This course fulfills the graduation requirement for biology.*

## AP Biology level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND CHEMISTRY) **OR** MINIMUM OF **TWO 4-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING CHEMISTRY)

The AP Biology course is designed to meet the requirements specified by the College Board's Advanced Placement Biology curriculum. Both laboratory exercises and classroom work are emphasized, and the topics covered are the equivalent of those in a traditional college course, including cellular biology, organismic biology, genetics and development, health and disease, evolution, anatomy and physiology, biochemistry, behavior, and ecology. Formal lab reports are required as well as dissection of representative animals. Assessments in the form of assignments, laboratory practicals, quizzes, and tests are given on a regular basis. *This course fulfills the graduation requirement for biology.*

# Chemistry Courses

## Chemistry (Co-Taught) level 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: BIOLOGY AND ALGEBRA 1  
PLACEMENT BASED ON MATHEMATICS LEVEL

This laboratory course is an alternative to the traditional introductory chemistry course and is not intended for students planning on taking AP Chemistry in the future. A majority of the concepts covered in a typical chemistry course are presented but with less emphasis on related mathematical calculations. Cooperative group activities engage students in addressing issues involving science, technology, and society. A central goal is for students to develop a lifelong awareness of the potential and limitations of science. This course is co-taught by science and special education teachers. *This course fulfills the graduation requirement for physical science.*

## Chemistry level 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: BIOLOGY OR ENVIRONMENTAL GEOSCIENCE AND ALGEBRA 1  
PLACEMENT BASED ON MATHEMATICS LEVEL

This course has a significant laboratory component. Although the topics of study are explored primarily in a qualitative fashion, there are some quantitative elements that require students to possess and apply basic math and algebra skills. The following chemical principles and concepts will be covered: states and properties of matter, basic atomic theory, periodic laws, chemical formulas and equations, basic chemical reactions, mole concepts, basic stoichiometry, thermochemistry, chemical bonding, and acids and bases. *This course fulfills the graduation requirement for physical science.*

## Chemistry level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: 3-LEVEL ALGEBRA 1 AND GEOMETRY OR CONCURRENT ENROLLMENT IN 3-LEVEL GEOMETRY  
PLACEMENT BASED ON MATHEMATICS LEVEL

This course has a significant laboratory component. Experimental work is designed to explore the topics of study qualitatively and quantitatively, and students study these concepts in some depth and at an accelerated pace. Topics include: states and properties of matter, atomic theory, periodic laws, chemical formulas and equations, chemical reactions, mole concepts, stoichiometry, matter and its changes, thermochemistry, chemical bonding, acids and bases, equilibrium, oxidation reduction, and descriptive chemistry. *This course fulfills the graduation requirement for physical science.*

## Chemistry level 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: 4-LEVEL ALGEBRA 1 AND GEOMETRY OR CONCURRENT ENROLLMENT IN 4-LEVEL GEOMETRY  
PLACEMENT BASED ON MATHEMATICS LEVEL

This course has a significant laboratory component. Topics of study will be explored qualitatively, with a strong emphasis on quantitative analysis; therefore, students must possess strong math and algebra skills. Students study concepts in depth at an accelerated pace and are expected to work independently. The following chemical principles and concepts will be covered: states and properties of matter, atomic theory, periodic laws, chemical formulas and equations, chemical reactions, mole concepts, stoichiometry, matter and its changes, thermochemistry, chemical bonding, acids and bases, reaction kinetics, equilibrium, and oxidation reduction. *This course fulfills the graduation requirement for physical science.*

## Chemistry PCB levels 3 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: PHYSICS PCB  
PLACEMENT BASED ON PHYSICS PCB LEVEL

This is the second course in the interconnected sequence of Physics-Chemistry-Biology. This laboratory course makes connections to the previous physics course and develops concepts to be used in biology. Students study concepts in depth at an accelerated pace. Experimental work is designed to explore the topics of study qualitatively and quantitatively. Topics include matter and its changes, chemical formulas and equations, stoichiometry, chemical equilibrium, oxidation reduction, thermochemistry, acid-base reactions, atomic theory, concepts of chemical bonding, introductory organic chemistry, the mole concepts, properties of all states of matter, periodic laws, biochemistry, and descriptive chemistry. *This course fulfills the graduation requirement for physical science.*

## AP Chemistry level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND CHEMISTRY) OR MINIMUM OF **TWO 4-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING CHEMISTRY)

The AP Chemistry course is designed to meet the requirements specified by the College Board's Advanced Placement Chemistry curriculum. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics include nomenclature, stoichiometry, gases, thermodynamics, atomic structure, molecular geometry, periodicity, bonding, condensed states, solutions, kinetics, acid-base equilibrium, solubility product equilibrium, electrochemistry, and descriptive chemistry. This college-level course in chemistry differs qualitatively from the usual first high school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by the students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and variety of experiments done in the laboratory.



# Environmental Geoscience Courses

## Survey of Physical Sciences (Co-Taught) level 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
PLACEMENT BASED ON ENGLISH AND MATHEMATICS LEVELS

Survey of Physical Sciences is a year-long, activity-oriented laboratory course. Topics include the scientific method, chemistry, physics, earth science, weather, and astronomy. Each unit includes reading of textbook material along with a variety of supporting activities, laboratory exercises, and demonstrations. *Students are also required to take Survey of Biology (Co-taught) to fulfill the two-year laboratory science graduation requirement. This course is offered every other year.*

## Environmental Geoscience (Co-Taught) level 2

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
FRESHMAN PLACEMENT BASED ON ENGLISH LEVEL

This laboratory course focuses on basic earth science topics and environmental issues. Course content includes the exploration of the processes of nature, which create valuable natural resources but also present humankind with natural hazards that affect the quality of our lives. Natural phenomena covered in the class include earthquakes, floods, storms, landslides, coastal erosion, and solar energy. In addition, the course explores how pollution and resource management affect society. Course work includes library research, writing, and classroom presentations. Laboratory work includes small-scale investigations (e.g., water testing and volcano modeling) and long-term projects (e.g., rocket design and earthquake engineering). This course is co-taught by science and special education teachers. *This course fulfills the graduation requirement for physical science.*

## Environmental Geoscience levels 9 & 4 on Northfield Campus levels 2, 3, & 4 on Winnetka Campus

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
FRESHMAN PLACEMENT BASED ON ENGLISH LEVEL

This laboratory course covers all of the Earth and space sciences: astronomy, geology, meteorology, and oceanography. The curriculum explores some of the most profound questions in science such as the origin and evolution of planet Earth, our place in the universe, and whether life exists elsewhere in the universe. Special focus is given to each of our planet's subsystems – water, air, land, and ice – and to the dynamic processes by which they interact. This course investigates the processes of nature that create valuable resources and produce natural disasters such as earthquakes, volcanic eruptions, tsunamis, hurricanes, and tornadoes. This course also explores some of the most pressing issues in science today such as the impact of anthropogenic activities on our planet, particularly in our atmosphere and oceans, and what steps can be taken to remedy the problems that have been created. Research projects, hands-on activities, and laboratory work are strongly emphasized. The integration of scientific principles with technology and engineering concepts occurs throughout the course in the form of design challenges (e.g., earthquake-resistant buildings, air-pressurized rockets, and submarines). Through the study of environmental geoscience, students will learn and apply basic chemistry, physics, and biology concepts to explain and understand natural phenomena. *This course fulfills the graduation requirement for physical science.*

## AP Environmental Science level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND A PHYSICAL SCIENCE) **OR** MINIMUM OF **TWO 4-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING CHEMISTRY OR ENVIRONMENTAL GEOSCIENCE)

The AP Environmental Science course is designed to meet the requirements specified by the College Board's Advanced Placement Environmental Science curriculum. This laboratory course will explore ecosystem function, nutrient cycling, population dynamics (including the human population), renewable and non-renewable energy sources, pollution, global climate change, evolution, species interactions, human impacts on natural systems, conservation, and sustainability. Discussion of health and disease are also included. These topics are investigated via laboratory explorations, graphical and mathematical analysis, research, group projects, and student presentations. The class will take field trips to explore local ecosystems and to participate in conservation activities and service learning.

# Physics Courses

## Physics level 2

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ALGEBRA 1 AND GEOMETRY  
PLACEMENT BASED ON MATHEMATICS LEVEL

Physics courses have similar content, differing only in the depth of treatment and mathematics used for each topic. This laboratory course includes the study of motion (kinematics and dynamics), energy, waves, electricity and magnetism, light, and additional topics. Although there is quantitative work in problems and laboratory exercises, the emphasis is on an understanding of the concepts and an application to everyday experience. *This course fulfills the graduation requirement for physical science.*

## Physics level 3

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ALGEBRA 1 AND GEOMETRY; CONCURRENT ENROLLMENT IN ALGEBRA 2 RECOMMENDED  
PLACEMENT BASED ON MATHEMATICS LEVEL

Physics courses have similar content, differing only in the depth of treatment and mathematics used for each topic. This laboratory course includes the study of motion (kinematics and dynamics), energy, waves, electricity and magnetism, light, and additional topics. The ability to apply math and graphical models is developed as a part of the course. *This course fulfills the graduation requirement for physical science.*

## Physics PCB levels 3 & 4

OPEN TO FRESHMEN  
PREREQUISITE: ALGEBRA 1  
COREQUISITE: GEOMETRY OR 4-LEVEL ALGEBRA 2  
PLACEMENT BASED ON MATHEMATICS LEVEL

This is the first course in the interconnected sequence of Physics-Chemistry-Biology. This laboratory course is designed for students who plan to complete three or more years of science in high school. Topics include the study of motion (kinematics and dynamics), energy, electricity and magnetism, waves, light, and sound. Algebra is used frequently throughout this course. *This course fulfills the graduation requirement for physical science.*

## AP Physics 1 level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PLANE GEOMETRY AND A MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND CHEMISTRY) **OR 4 LEVEL CHEMISTRY**  
COREQUISITE: 4 LEVEL ALGEBRA 2 OR 4 LEVEL ANALYTIC GEOMETRY  
THIS COURSE IS NOT OPEN TO STUDENTS WHO HAVE COMPLETED A YEAR OF PHYSICS.

The AP Physics 1 course is designed to meet the requirements specified by the College Board's Advanced Placement Physics 1 curriculum. This laboratory course, equivalent to one semester of a college algebraic physics course, is a rigorous study of the concepts of physics, with a strong focus on mechanics. In addition, the curriculum includes topics such as electricity and magnetism, wave theory, and optics. Great emphasis is placed on discovery and inquiry-based lab exercises. Students must be proficient with algebra and trigonometry to be successful in this course; however, no knowledge of calculus is required. *This course is not open to students who have completed a year of physics.*

## AP Physics 1 & 2 level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND PHYSICS) **OR 4-LEVEL PCB PHYSICS AND PCB CHEMISTRY**

The AP Physics 1 and 2 course is designed to meet the requirements specified by the College Board's Advanced Placement Physics 1 and Physics 2 curricula. This laboratory course is equivalent to two semesters of a college algebraic physics course. At the completion of this course, students will be prepared to take both the AP Physics 1 and AP Physics 2 exams. This course is a rigorous study of the concepts of physics, which include mechanics, electromagnetism, wave theory, fluid mechanics, thermodynamics, nuclear and atomic theory, special relativity, and quantum mechanics. Great emphasis is placed on discovery and inquiry-based lab exercises. Students must be familiar with algebra and trigonometry to be successful in this course; however, no knowledge of calculus is required. This course builds on skills and knowledge gained in a previous physics course.

## AP Physics C level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: MINIMUM OF **THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES** (INCLUDING BIOLOGY AND PHYSICS) **OR 4-LEVEL PCB PHYSICS AND PCB CHEMISTRY**  
NOTE: A CALCULUS COURSE MUST BE TAKEN CONCURRENTLY IF NOT COMPLETED PREVIOUSLY

The AP Physics C course is designed to meet the requirements specified by the College Board's Advanced Placement Physics C curriculum.

This is a calculus-based laboratory course equivalent to the first-year college course taken by chemistry, physics, and engineering majors, which covers classical mechanics and electromagnetism. The mechanics semester covers topics in linear and rotational kinematics, dynamics, momentum, energy, gravitation, and harmonic motion. The electromagnetism semester covers topics from fields and potential, DC circuits, capacitance, inductance, and Maxwell's equation in integral form. Extensive use of calculus is made in both derivations and problem solving.

# Elective Science Courses

## Survey of Science and Society (Co-Taught) level 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

PREREQUISITE: NONE

PLACEMENT BASED ON ENGLISH AND MATHEMATICS LEVELS

Survey of Science and Society is a laboratory science course focused on how science impacts our lives. Themes may include: Science of Household Items, Transportation, Agriculture, Global Citizenship, Energy in Our World, and Science of the Outdoors. These themes, as well as current topics in science and technology, will be explored via laboratory exercises, research, presentations, individual and group projects, demonstrations, engineering challenges, and experiential learning. This course is co-taught by science and special education teachers. *This course is a science elective and does NOT fulfill the science graduation requirement.*

## Anatomy and Physiology level 9

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE

This full-year laboratory course is designed to acquaint the student with general anatomy and physiology presented through an evolutionary perspective. It is meant to engage students in the language and images of the human form. The structure and function of the body's systems will be investigated using microscopic investigations, laboratory exercises, and extensive animal dissections designed to give the student hands-on experience with different tissues and organ systems. Major topics will include human origins, histology, the body's organs and organ systems, homeostasis, development, disease diagnosis and treatment, medical imaging, and a culminating trip to a local university's cadaver lab. This course will help prepare students interested in medicine, nursing, research, EMT, physical therapy, pharmacy, sports training, and other related fields of study including art (human form), psychology, and/or anthropology. *This course does NOT fulfill the graduation requirement. This course is a science elective. Students who have taken Advanced Anatomy and Clinical Health Science cannot take this course.*

## Advanced Anatomy and Clinical Health Science level 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND CHEMISTRY

This full-year laboratory course is designed to acquaint the student with general anatomy and physiology presented through an applied clinical perspective. It is meant to engage students in the language and images of the human form. The structure and function of the body's systems will be investigated using microscopic investigations, laboratory exercises, and extensive animal dissections designed to give the student hands-on experience

with different tissues and organ systems. Major topics will include comparative morphology, cellular physiology and biochemistry, histology, the body's organs, organ systems, the interdependence of organ systems, health, development, injury/pathology, disease diagnosis and treatment, medical imaging, drug action, and a culminating trip to a local university's cadaver lab. Students will be expected to complete case study investigations and apply their understandings of the human body. This course will help prepare students interested in medicine, nursing, research, EMT, physical therapy, pharmacy, sports training, and other related fields of study including art (human form), psychology, and/or anthropology. *This course does NOT fulfill the graduation requirement. This course is a science elective. Students who have taken Anatomy and Physiology cannot take this course.*

## Applied Human Anatomy level 2

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE

In this one-semester laboratory course, students will explore the structure and function of the major systems in the human body. Students will learn about individual body systems and how they relate to one another. Additionally, students will explore how the science of the human body relates to their own experiences, ideas on popular culture around the human body, and emerging research on the human body. *This course does NOT fulfill the graduation requirement. This course is a science elective.*

## Astronomy levels 3 & 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE

PLACEMENT BASED ON MATHEMATICS LEVEL

Topics covered in this laboratory course include the historical development of human thought and theories regarding Earth's place in the universe, the origin, composition, and properties of planets and other solar system objects (with emphasis on comparative aspects as they relate to Earth), and the structure and evolution of stars and galaxies. Some of the biggest questions in science are addressed, including the origin and fate of the universe, the nature and structures of quasars, pulsars, black holes and other extreme celestial objects, and the possibility of life elsewhere in the universe. Laboratory activities include robotic and model rocket challenges, practice with computer modeling programs, and interpretation of images taken by observatories using wavelengths across the electromagnetic spectrum. Participation in four to six early-morning or late-evening telescope viewing sessions held throughout the year is mandatory. Every attempt will be made to accommodate student schedules when planning the viewing sessions. The mathematics used in the course corresponds to the math level of the student. *This course is a science elective and does NOT fulfill the science graduation requirement.*

## Biomechanics & Sports Medicine level 9

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: ONE YEAR OF BIOLOGY AND ONE YEAR OF A PHYSICAL SCIENCE

This laboratory course focuses on key concepts in anatomy, physiology, kinesiology, biomechanics, and physical therapy. Central themes of the courses include the prevention, diagnosis, treatment, and rehabilitation of sports injuries. Students explore sport-science principles such as dynamic & ballistic motion, heart rate, VO<sub>2</sub> max, lactic acid production, and strength. Anatomy and physiology concepts are discussed throughout the year as they relate to the specific region of the body. This course is designed for students who are interested in the growing field of sports medicine and biomechanics. Participation on inter-scholastic or intramural athletic teams is not a prerequisite of the courses. *This course is a science elective and does NOT fulfill the science graduation requirement.*

## Forensic Science level 9

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND ONE PHYSICAL SCIENCE COURSE

Forensic Science is a laboratory course that examines the application of laboratory science to criminal investigation. The role of the crime laboratory is presented in the context of forensic science. Students focus on crime-scene processing and the detection, collection, and presentation of evidence for examination and court use. Crime-scene recording, evidence collection, equipment and analysis, serology, anthropology, odontology, DNA, drugs, trace evidence, fingerprints, firearms, and entomology are some of the topics that are covered in this course. *This course is a science elective and does NOT fulfill the science graduation requirement.*

## Marine Biology level 9

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY, ONE PHYSICAL SCIENCE COURSE, AND SIGNED COURSE AGREEMENT

NOTE: THERE IS AN ADDITIONAL FEE FOR SCUBA CERTIFICATION WITHIN ONE YEAR OF COMPLETION OF SCUBA COMPONENT OF THE COURSE; STUDENTS SPEND LAB PERIODS IN THE POOL AND ARE RELEASED FROM CERTAIN KW CLASSES DURING ONE QUARTER.

This laboratory course is designed to introduce students to marine ecosystems and organisms in a hands-on laboratory setting and to give them the skills needed to pursue an interest in marine science in the future. Topics explored include oceanography, marine life forms and ecosystems, and species interactions and evolution. The human impact on marine ecosystems is also addressed. These areas of study are explored through laboratory explorations, animal dissections, research, group projects, and presentations. Lab periods during one quarter of the course are spent in the New Trier pool with a PADI (scuba) instructor. Students complete the scuba classroom and pool dives during the quarter, and attendance is mandatory. *This course is a science elective and does NOT fulfill the science graduation requirement.*

## Zoology level 2

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE

This one-semester laboratory course will explore the diversity of the animal kingdom. Students will explore the major phyla within the animal kingdom through the themes of adaptations and behaviors, evolution, diversity, human impact, and animal impact on changing ecosystems. *This course does NOT fulfill the graduation requirement. This course is a science elective.*

# EL Science Courses

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## EL Chemistry level 9

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OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH  
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

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This laboratory course covers the major units of a standard chemistry course, including states and properties of matter, basic atomic theory, periodic laws, chemical formulas and equations, chemical reactions, mole concepts, stoichiometry, matter and its changes, thermochemistry, chemical bonding, and acids and bases. The course follows a sequence that emphasizes mathematical knowledge as students develop their language skills. In addition, the course focuses on science vocabulary and writing skills. *This course fulfills the graduation requirement for physical science.*

## EL Biology level 9

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OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH  
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

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This activity-based laboratory course focuses on five major themes: ecology, cellular biology and genetics, evolution, taxonomy, and human anatomy and physiology (including dissection of a fetal pig). Health and disease are also explored. Each area is explored in detail through laboratory exercises, library and online research, group projects, and presentations. All students observe and participate in the same activities regardless of their English proficiency. Meaningful, interactive, problem-solving experiences that develop language skills are used. *This course fulfills the graduation requirement for biology.*



# SCIENCE

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### Northfield Campus

Biology (Co-Taught).....	N710232
Biology .....	N710132
Biology .....	N710133
Biology .....	N710134
Environ Geoscience (Co-Taught) .....	N720232
Environ Geoscience.....	N720139
Environ Geoscience.....	N720134
Physics PCB .....	N740133
Physics PCB .....	N740134

### Winnetka Campus

Chemistry (EL) .....	W701039
Biology (EL) .....	W710039
Survey of Physical Science (Co-Taught).....	W705232
Survey of Biology (Co-Taught) .....	W704232
Survey of Science and Society (Co-Taught) .....	W706232
Biology (Co-Taught).....	W710232
Biology .....	W710132
Biology .....	W710133
Biology .....	W710134
Biology PCB .....	W710333
Biology PCB .....	W710334
AP Biology .....	W710434
Adv Anatomy and Clinical Health Science.....	W711334
Anatomy/Physiology .....	W711239
Marine Biology.....	W713339
Forensic Science .....	W714339
Biomechanics & Sports Med.....	W716339
Astronomy .....	W720333
Astronomy .....	W720334
Environ Geoscience.....	W720132
Environ Geoscience.....	W720133
Environ Geoscience.....	W720134
Environ Geoscience (Co-Taught) .....	W720232
AP Environ Science.....	W720434
Chemistry (Co-Taught) .....	W730332
Chemistry.....	W730232
Chemistry.....	W730233
Chemistry.....	W730234
Chemistry PCB.....	W731233
Chemistry PCB.....	W731234
AP Chemistry .....	W730434
Physics .....	W740332
Physics .....	W740333
AP Physics 1.....	W742434
AP Physics 1 & 2.....	W740414 & W740424
AP Physics C.....	W741434
Applied Human Anatomy.....	W716202
Zoology.....	W713302

### Early Bird Courses (Winnetka Only)

Biology PCB (EB) .....	W71B333
Biology PCB (EB) .....	W71B334
AP Biology (EB) .....	W71E434
Anatomy/Physiology (EB) .....	W71E239
Environ Geoscience (EB) .....	W72E133
Chemistry (EB) .....	W73E233
Chemistry (EB) .....	W73E234
AP Chemistry (EB) .....	W73E434
Chemistry PCB (EB).....	W73B233
Chemistry PCB (EB).....	W73B234
Physics (EB) .....	W74E333
AP Physics C (EB).....	W74E534

# Social Studies

World History  
World History-Team: World Studies  
Modern World History  
World Geography  
Civics  
Civics and Social Justice  
Urban Design and Civic Engagement  
United States History  
AP United States History  
United States History - Team: American Studies  
IGSS US History  
Psychology  
Topics of Psychology and Sociology  
Sociology in Action  
Philosophy  
Economics  
Law and Justice  
Civil Rights and Social Protest in Modern America  
Current Issues

AP African American Studies  
AP Economics  
AP European History  
AP Psychology  
AP Government and Politics  
Art History  
IGSS Global Concerns  
Independent Study Social Studies Seminar  
Chicago History  
Leadership in Social Justice  
Freshman Speech and Debate  
Public Speaking and Strategic Communication  
Congressional Debate 1, 2, & 3  
Lincoln-Douglas Debate 1, 2, & 3  
Policy Debate 1, 2, & 3  
Public Forum Debate 1, 2, & 3

## SOCIAL STUDIES COURSES

To graduate from New Trier, a student must complete two years of social studies classes. The required courses are World History and US History. World History is the first course in the sequence because it is the prerequisite course for all social studies registrations. Many colleges require a minimum of three years of social studies for admission. The following is a listing of all courses offered by the department.

4-Year Sequence in Social Studies			
Freshman	Sophomore	Junior	Senior
<b>All Courses in World History</b>	<b>All Courses in World History</b>	<b>All Courses in US History</b>	US History
	Modern World History	World History	Modern World History
	World Geography	Modern World History	World Geography
	Civics	Civics	Civics and Social Justice
	Civics and Social Justice	World Geography	Philosophy
	Urban Design and Civic Engagement	Civics and Social Justice	Economics
		Philosophy	Psychology
		Economics	Law and Justice
		Psychology	Civil Rights and Social Protest in Modern America
		Topics in Psychology and Sociology	Topics in Psychology and Sociology
		IGSS US History	Current Issues
		Art History	Sociology in Action
		Chicago History	AP African American Studies
			AP Economics
		Urban Design and Civic Engagement	AP European History
			AP Government and Politics
			AP Psychology
			IGSS Global Concerns
			Art History
			Independent Study
			Chicago History
			Leadership in Social Justice
			Urban Design and Civic Engagement
<b>Speech and Debate</b>			
Freshman Speech and Debate	Public Speaking and Strategic Communication		
	Congressional Debate 1, 2, 3		
	Lincoln-Douglas Debate 1, 2, 3		
	Policy Debate 1, 2, 3		
	Public Forum Debate 1, 2, 3		

## PHILOSOPHY

The social sciences are in search of patterns that reflect human experience. Laws, languages, institutions, arts, industries, political experiments, economic theories, religious quests, and military ambitions - all project the image of that experience. The social studies offerings provide insights about what has been, what is, and what might be, and develop in students a curiosity about and sensitivity to the environment in which they live. All the courses in the Social Studies Department have been developed to raise questions. Furthermore, the courses challenge students to assess and interpret and provide a framework for recognizing and accepting responsibility as individuals and as citizens.

The Social Studies Department contributes to the total New Trier experience by encouraging students to acquire the following:

- The ability to grasp a question, the capacity to gather relevant data, to analyze that data, and then to marshal pertinent arguments and reach sound conclusions;
- The ability to communicate, both in oral and written expression, with clarity and conviction;
- A quality of open-mindedness reflected in respect for other points of view, in tolerance for ambiguity, in passion for truth, and in respect for facts;
- The ability to be sensitive to religious and ethical differences; and
- The ability to make personal choices that are characterized by courage, dedication, and moral decisiveness.

## REQUIREMENTS FOR GRADUATION

World History is the prerequisite course for all other social studies registrations. Students must also complete a year of United States History. Most students take at least three years of social studies while at New Trier. Speech & debate courses receive elective credit. All other courses receive social studies credit.

## HOMEWORK

The skills that students develop in the Social Studies can only be developed through careful, reflective study and practice. The skills of reading, writing, and problem-solving are cultivated through class work and reinforced through homework assignments. Through homework, students review class work, practice skills, prepare for class, and check for understanding. Homework is routinely assigned and can take many different forms. Reading and writing assignments are typical, but some assignments will involve completion of multi-media projects. This work is accomplished under the direction of the classroom teacher and is appropriate to the expectations for the year and course level.

# Social Studies Courses

## World History

levels 2 (Co-Taught), 2, 3, 4

OPEN TO FRESHMEN AND SOPHOMORES

PREREQUISITE: NONE

In this course, students will gain an appreciation for various approaches to historical analysis including, social, political, economic, and intellectual history. Organized around thematic units, the course asks students to analyze how history and culture inform our understanding of the world today and how global interdependence, far from being a new phenomenon, has unfolded over the course of thousands of years. Thematic units may include: The Nature of Empire, The Role of Global Cities, and Forms of Cultural and Economic Exchange. The course emphasizes such skill areas as expository writing, oral communication, evaluation of primary sources, map analysis, research techniques, and critical thinking dispositions. This course, which may be taken freshman or sophomore year, is a prerequisite for all future social studies registrations. An EL option titled Global Studies is available. World History is not offered during summer school. *The Global Studies course fulfills the state graduation requirement for civics and the state and federal constitutions for EL students only.*

## World History-Team: World Studies level 9

OPEN TO FRESHMEN

PREREQUISITE: NONE

The English and World History Team course offers freshmen an opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This team-taught course examines the history, literature and culture of China, the Middle East, early Europe, and Africa, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentations in individual and group settings. Two sections meet together daily for 85 minutes.

The ability to move from guided instruction to independent inquiry is essential for success in this course. Students are called upon to demonstrate a literal understanding of concepts and a synthesis of concepts in order to discover meaning. Students should be able to focus in the combined class setting, participate in smaller class discussions, and conduct research as part of individual assessment.

## World History-Team: World Studies level 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE

The English and World History Team course offers freshmen an opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This team-taught course examines the history, literature, and culture of China, the Middle East, early Europe, and Africa, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentations in individual and group settings. Two sections meet together daily for 85 minutes.

Students write creatively, analytically, and persuasively about English and history as a combined discipline. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness.

## Modern World History levels 2, 3, & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

Modern World History examines the past in order to understand the present better. The course is structured both chronologically and thematically, focusing primarily on the history of the 18th, 19th and 20th centuries. Along with the chronological study of those centuries, themes addressed may include: the evolution of political systems; military and ideological conflict; colonialism and decolonization; economics and economic theories; rights and revolution; and other key intellectual developments of the era. This course seeks to understand the development of a Western model of civilization as well as the development of other societies, in particular, Latin America, Japan, India, Africa, China, and the Middle East. Cultural interaction and connection will be emphasized. Throughout the course, students will also integrate an exploration of pertinent contemporary issues. Across levels, this course builds the foundational skills of social studies, including reading, writing, historical thinking skills, and critical analysis.

## World Geography levels 2 (Co-Taught), 9, & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

Where are things? Why are they there? So what? These questions capture the spatial perspective that is characteristic of geographic study. This course presents the basic concepts in world geography and helps students strengthen reading, writing, and research skills. Geographic analysis of current events is a focus of this course. Major topics include culture, demographics, economic development, agriculture, urbanization, and political geography. Extensive use is made of case studies to familiarize students with the realities of geographic problem-solving. Students will also have the opportunity to do geographic fieldwork.

## Civics levels 2 (Co-Taught), 9, & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

What are the obligations of a citizen? How can regular people affect change? This one-semester civics course investigates the structures of American government, the democratic process, and the role of the citizen in that process. Students explore current and controversial issues, engage in simulations, and participate in service learning. Through their studies and activities in this course, students will come to appreciate participation in an active democracy. Content areas include: the Constitution, voting and elections, media, and law making. *This course fulfills the state graduation requirement for civics and includes the study of the federal and state constitutions.*

## Urban Design and Civic Engagement level 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

In this studio-based course, students will design cities and land development plans paying special attention to the roles that government institutions and policy play in the location, design, and development of cities. Students will explore the ways in which policy, sustainability, economics, technology, and society shape urban spaces. Hands-on activities will be used to illustrate how cities have changed over time and how urban areas are being revitalized and reimagined. Real-world case studies of current and controversial topics in urban design and development will be addressed. Using GIS and CAD programs, students will design and propose new urban plans, and students will have opportunities to take informed action to advocate for public policies related to the design of urban spaces. Students will have opportunities to engage in the democratic process in varied ways, including attending zoning or land use meetings, presenting design proposals to local town officials, and through problem-based case studies. This course qualifies for dual college credit. *This course fulfills the state graduation requirement for civics and includes the study of the federal and state constitutions. Students must complete the full year to earn civics credit.*

## Civics and Social Justice level 9

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

In this course, students develop the skills and knowledge to be able to engage actively as citizens and have their voices be heard. Beginning with academic work on self-reflection, students learn about the history of social justice in the United States, investigate the structures of American government and the democratic process, and conduct research and assessment of political and social issues. Students also acquire tools to use in difficult discussions about issues of difference, such as race, sexuality, gender and gender identity, and socio-economic status. Through their work in the course, students apply what they learn about engagement in social issues to current action through service learning. *This course fulfills the state graduation requirement for civics and includes the study of the federal and state constitutions.*



## Leadership in Social Justice level 9

OPEN TO SENIORS

PREREQUISITE: CIVICS AND SOCIAL JUSTICE AND US HISTORY

This one-year senior-elective course is for students who have completed Civics & Social Justice and want to continue their work in this area in a leadership capacity. Students will have the opportunity to lead their peers in the learning and engagement process. Readings and assignments that focus on leadership in the realm of social justice will be assigned to this group. Meeting during the Civics & Social Justice class time, students will be expected to collaborate with teachers and help create the learning environment. This work will include teaching lessons, organizing activities, and coordinating service projects. Significant time outside of the classroom will be devoted to leaders planning and implementing a major, student-centered, student-directed service project in the second semester.

## United States History levels 2 (Co-Taught), 2, & 3

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY

This is a survey course that traces the key historic and social developments of the American experience from its pre-colonial origins to the present. Students acquire an understanding of American culture by studying the political and economic systems, the development of value systems, and interactions among the many groups that live in the United States. The course emphasizes such skill areas as map analysis, evaluation of primary sources, library research techniques, expository writing, and multi-media presentations. An ELL option is available. *This course fulfills the graduation requirement for United States history.*

## AP United States History level 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY

MODERN WORLD HISTORY OR GEOGRAPHY RECOMMENDED

Advanced Placement United States History is a college-level survey course that follows the same basic curriculum as all United States History courses in the department. However, this course also prepares students for the Advanced Placement Examination given by the College Board. Please note, the 4-level United States History course offered in summer school is not entitled "Advanced Placement" because it does not prepare students for the AP exam. *This course fulfills the graduation requirement for United States history.*

## United States History-Team: American Studies levels 9 & 4

OPEN TO JUNIORS

PREREQUISITE: ENGLISH 2 AND WORLD HISTORY

(1 CREDIT ENGLISH; 1 CREDIT SOCIAL STUDIES)

American Studies encourages students to appreciate the richness and diversity of the United States by exploring its culture from an interdisciplinary perspective. Through an inquiry-based study of American narratives using artifacts (novels, films,

poems, primary source documents, short stories, and others), American Studies integrates the disciplines of English and social studies. Key questions about the American experience help unify the course by erasing disciplinary distinctions between social studies and English; attempting to answer these key questions, students – and instructors – pursue a larger understanding of what it means to be an American. Learning activities include reading, research, composition, reflection, and oral presentation, in both individual and collaborative modes.

American Studies is a *team-taught* course. Two sections meet together daily in a large-group setting. Students should expect to complete daily homework equivalent to two major courses. As instructors seek to create an integrated experience for students, the majority of assessments will be common between the two disciplines. This course fulfills the New Trier graduation requirements in both junior English and U.S. History, and students receive grades in both courses. As in all junior English courses, American Studies students are required to complete a junior theme experience.

## IGSS US History: The United States and Its Place in the World levels 9 & 4

OPEN TO JUNIORS

PREREQUISITE: WORLD HISTORY

Students in IGSS (Integrated Global Studies School) United States History will develop the skills and knowledge required of the historian and examine the ways in which the United States connects and has connected to the world. Students will examine essential events and trends in United States History, including required units on the federal and state constitutions, and will integrate their historical studies with their work in English and Science. When appropriate, materials and coursework in IGSS United States History will also be coordinated with the work of other IGSS classes, with special emphasis on the IGSS Essential Questions and annual theme. IGSS United States History will emphasize student inquiry, a variety of traditional and non-traditional assessment and evaluation techniques, and experiential learning opportunities. *IGSS United States History fulfills the graduation requirement for United States history.*

## Art History levels 9 & 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY

History of Art is a yearlong survey course covering art and culture from prehistoric through contemporary times. Although this is not an AP course, the content is closely aligned with the AP College Board curriculum. To that end, approximately 70% of the content is art from the European and Western traditions, and approximately 30% of the content is African, Asian, Indigenous American, and Pacific art. This course is designed to acquaint students with our rich and varied heritage in the visual arts. As visible and tangible evidence of past human events and artistic achievement, students learn to appreciate art history as a continuum that exists into the present. Students examine the motivations that brought people together to create. They identify patterns and make connections that enrich their understanding and appreciation of our world today. Architecture, painting, sculpture, and other art forms are introduced through slides,

films, the Internet, and books. Discussions, lectures, group and individual projects, and field trips to galleries and museums are all integral components of the course. Students taking this course have the option of taking the Advanced Placement History of Art Examination. *Students may elect to take this course for either Art Department or Social Studies Department credit. If taken for Art Department credit, the course may be used to meet the fine and/or practical arts graduation requirement.*

## Chicago History levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY AND U.S. HISTORY

This one-semester course is designed to provide an introduction to the history of Chicago from the 17th century to the present. Students will understand how the city evolved from a swamp on the shores of Lake Michigan into a booming, cosmopolitan metropolis. The course examines the geography of the region, its rise as a center of trade, the role of industrialization and immigration, and the city's rough and tumble political history. Students will also explore contemporary urban issues and understand the challenges and opportunities Chicago will confront in the coming century. Field trips will bring the city to life and serve to supplement the classroom experience.

## Psychology level 9

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY

This one-semester course is designed to familiarize students with the nature of psychology, its basic structure, and its broad purposes in contemporary life. Topics students will be introduced to may include research methods, human physiology, stress management, learning, memory, human growth and development, and states of consciousness. Particular attention is paid to essential social studies skills in reading, analysis and application of data that relate to the patterns of human behavior. The goal of the course is for students to appreciate the commonality of all human behavior, while accepting the uniqueness of each individual. *Students who plan to take Topics of Psychology and Sociology or AP Psychology should not enroll in this one-semester course.*

## Topics of Psychology and Sociology level 9

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY

This yearlong course examines contemporary American issues from both the psychological, and sociological perspectives. Psychology begins the study from the internal point of view — mental processes as a source of behavior on an individual level. In contrast, sociology starts the investigation from the external — social conditions as the primary cause of human actions. Potential topics to be explored may include (but are not limited to): basic structures of personality and society; social inequalities (gender, race, class); individual development and socialization; attraction, sexual orientation, and family; social psychology and collective behavior. Particular attention is paid to social

studies skills of reading, analysis, and application of data that relate to patterns of human and group behavior. *Students who plan to take level-9 Psychology or AP Psychology should not enroll in this course.*

## Philosophy levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY

Philosophy is the study of humankind's most fundamental questions: Who and what are we? What do we really know about the world? What should we be doing with our lives? Philosophy requires critical inquiry, engaged reasoning, and reflection. Topics include 1) epistemological questions concerning the nature and limits of truth and knowledge, 2) metaphysical questions concerning the nature of reality and the possibility of free will, and 3) ethical questions concerning morality, justice, and the meaning of human existence. The course places an emphasis on developing the philosophical habits of mind that can help encourage students' own intellectual and moral self growth.

## Economics level 9

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY

In this one-semester course, students will examine the world in both micro and macro-economic terms. They will analyze economic problems in the past and present and use possible solutions to predict the future. Students will analyze economic case studies, news articles, and periodicals; compare and contrast economists' theories; play the Stock Market Game; and do computer simulations, presentations and projects. This course satisfies the Illinois state requirement for consumer education. *Students who plan to take Advanced Placement Economics should not enroll in this one-semester course.*

## Law and Justice level 9

OPEN TO SENIORS  
PREREQUISITE: WORLD HISTORY AND US HISTORY

In this one-semester course, students will be introduced to the history and philosophical foundations of the American legal system. Students will study the constitutional basis of our justice system and examine both civil and criminal law. They will learn how laws reflect the values of society at different periods in time and examine how justice is administered. Students will study important court decisions and make use of case studies as they learn the basic concepts of the justice system. As a result of taking this course, students will develop an appreciation for this complex and vital part of our nation's government. *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions.*

## Civil Rights and Social Protest in Modern America

### levels 9 & 4

OPEN TO SENIORS

PREREQUISITE: WORLD HISTORY AND US HISTORY

This one semester course focuses on civil rights and social protests in modern America, while building on foundations of U.S. History. In this course, combining political and social history, students will examine the Civil Rights roots of today's social and political protests. What conditions lead people to look for change through protest? When and why are protests effective vehicles for reform? Students will explore the issues that have led to widespread social protest and the methods and beliefs of groups that have fought for change. Film, art, and photography will be significant complements to reading.

## Current Issues

### level 2

OPEN TO SENIORS

PREREQUISITE: WORLD HISTORY AND US HISTORY

Current Issues is a college-preparatory course designed to give students the background and skills needed to understand the most pressing events of the day. The course presents dynamic and emerging events by providing historical and geographic context. Current Issues stresses a historical approach but focuses on how historical themes are active in current events. Students will continue to hone their social studies skills to analyze events, to view them critically, and to formulate their own opinions on the events and their responsibility for them. A major goal of the course is to provide students with the requisite skills for success in further academic and intellectual pursuits after New Trier. *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions.*

## Sociology in Action

### level 2 (Co-Taught)

OPEN TO SENIORS

PREREQUISITE: WORLD HISTORY AND US HISTORY

In this yearlong course, students apply sociological concepts and thinking to real-world communities, such as the Chicago suburbs and city neighborhoods. Students first study theories of sociology in order to develop a sociological perspective and gain an understanding of how society works. Through their studies, students address critical questions such as: why do our surrounding communities look the way they do, and how were they constructed? Sociology in Action features guest speakers and projects with the surrounding community. These participants include, but are not limited to, civic leaders, educators, and local law enforcement officers. A key part of this course is a service-learning project. This opportunity exposes students to a community outside New Trier Township and facilitates understanding of several of the themes discussed throughout the course, such as gender, race, ethnicity, age, and social class. Students will enhance their research, communication, and social engagement skills as well as solidify their reading, writing, and critical analysis skills. *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions.*

## AP African American Studies

### level 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY AND US HISTORY

This year-long Advanced Placement course focuses on the breadth of African American experiences through direct encounters with rich and varied sources in history, geography, political science, and the arts and humanities. Beginning with the African Diaspora and moving chronologically to modern movements and debates, each unit will help students build analytical and critical thinking skills. Students will get the opportunity to study complex and powerful cultural texts while focusing on developing disciplinary knowledge, written source analysis, and argumentation. Like other senior elective Advanced Placement courses, this course is welcoming to students new to AP Social Studies courses and students will be prepared to take the Advanced Placement exam in the spring.

## AP Economics

### level 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY, US HISTORY, AND PRECALCULUS

This Advanced Placement program prepares students to take two AP exams, one in microeconomics and one in macroeconomics. The first semester curriculum includes an emphasis on the basic theories and principles of economics and their relationship to consumer issues and consumer behavior and related topics. The second semester is broader in scope and deals with national, multinational, and global economic questions. Research is an integral component of both semesters. *This course fulfills the consumer education requirement.*

## AP European History

### level 4

OPEN TO JUNIORS AND SENIORS

PREREQUISITE: WORLD HISTORY AND US HISTORY;

MODERN WORLD HISTORY OR GEOGRAPHY RECOMMENDED

From the shape of nations to the political and economic systems that bind them together, it is difficult to overestimate Europe's influence on the world stage. This class explores the origins of some of the fundamental concepts underpinning our understanding of modernity-economic systems of exchange, popular sovereignty and the social contract, international relations and gender and family norms. The course follows a chronological structure from the Renaissance to the present, seeking to understand European history on its own terms, as well as its relationship with the larger world. This course is welcoming to students new to AP social studies and students will be prepared to take the AP European History exam in the spring.

## AP Psychology level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY AND US HISTORY

In this advanced placement program, students are introduced to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will develop their analytical skills through use of readings, writing of essays, and independent research. Topics covered will include biological bases of behavior, motivation and emotion, developmental psychology, personality, and abnormal psychology. This course prepares students for the Advanced Placement Examination of the College Board.

## AP Government and Politics level 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: WORLD HISTORY AND US HISTORY

This course prepares students to take the AP exams in Government and Politics. Emphasis is placed on developing a sound understanding of the philosophical and institutional foundations of the American political system. In addition, students examine the structures and processes of other selected governments and political philosophies. Development of analytical and evaluative skill is emphasized as well as the application of theory to contemporary issues and events. *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions.*

## IGSS Senior Social Studies: Global Concerns levels 9 & 4

OPEN TO SENIORS  
PREREQUISITE: WORLD HISTORY AND US HISTORY

Students in IGSS (Integrated Global Study School) Senior social studies will develop the skills and knowledge of the various social sciences that are most relevant to an examination of current events and issues. By examining IGSS themes through the lenses of history, geography, economics, and a wide variety of other disciplines, students will develop an understanding of the relationships between people, places, and environments over time. Students will encounter material and viewpoints from diverse time periods and ideologies and will integrate this learning with their work in IGSS English and IGSS Science, applying this broad experience and knowledge to current global trends and problems. The IGSS Senior Social Studies curriculum will emphasize student inquiry, a variety of traditional and non-traditional assessment and evaluation techniques, and experiential learning opportunities. *This course fulfills the civics graduation requirement and includes the study of the federal and state constitutions.*

## Independent Study Social Studies Seminar level 9

OPEN TO SENIORS WITH DEPARTMENTAL APPROVAL  
PREREQUISITE: WORLD HISTORY AND US HISTORY

Under the direction of a teacher and using the resources of the school and community, students develop a research design in selected topics of history and the social sciences. Students meet with the teacher individually or in small groups on a regular basis. Each student who wishes to elect the course must confer with the Social Studies Department Chair and receive approval before registration.

# EL Social Studies Courses

## EL Global Studies (offered alternate years) Level 9

OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH  
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

In this course, students will explore a variety of social studies topics, including current issues, sociology, economics, geography and human rights. Students will study countries and cultures from around the world, frequently incorporating the diverse backgrounds of the EL student population. The course includes a specific emphasis on developing content-specific academic vocabulary, increasing proficiency in academic reading, effective public speaking and evidence-based writing. This course fulfills the New Trier World History graduation requirement, as well as the State of Illinois Civics requirement. This course is for English Learners only and enrollment is by approval of the EL Coordinator.

## EL United States History (offered alternate years) Level 9

OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH  
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

This is a survey course that traces the key historic and social developments of the American experience from its pre-colonial origins to the present. Students acquire an understanding of American culture by studying the political and economic systems, the development of value systems and interactions among the many groups that live in the United States. The course emphasizes such skill areas as map analysis, evaluation of primary sources, library research techniques, expository writing, and multimedia presentations. This course includes the study of the federal and state constitutions and fulfills the graduation requirements for United States History. The EL section includes special emphasis on acquiring content-specific academic vocabulary, understanding cultural background and context, and developing proficiency in academic reading, speaking, listening and writing. This course is for English Learners only and enrollment is by approval of the EL Coordinator.



# SOCIAL STUDIES

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### Northfield Campus

World History .....	N800132
World History .....	N800133
World History .....	N800134
World History (Co-Taught).....	N801132
World History-T: World Studies.....	N802134
World History-T: World Studies.....	N802139

### Winnetka Campus

World History .....	W800132
World History .....	W800133
World History .....	W800134
World History (Co-Taught).....	W801132
Global Studies EL.....	W803139
Art History.....	W110334
Art History.....	W110339
Modern World History .....	W810232
Modern World History .....	W810233
Modern World History .....	W810234
World Geography .....	W811234
World Geography .....	W811239
World Geography (Co-Taught).....	W812232
Civics (Co-Taught).....	W824202
Civics .....	W824209
Civics .....	W824204
Civics and Social Justice .....	W823439
Urban Design and Civic Engagement.....	W141439
Urban Design and Civic Engagement.....	W141434
US History .....	W820332
US History .....	W820333
AP US History .....	W820334
US History EL.....	W820339
US History (Co-Taught) .....	W821332
US History-T: American Studies .....	W822334
US History-T: American Studies .....	W822339
Chicago History.....	W836304
Chicago History.....	W836309
Psychology.....	W827309
Topics Psych/Soc .....	W828439
Sociology in Action(Co-Taught) .....	W829432
Philosophy .....	W830339
Philosophy .....	W830334
Economics .....	W833309
Law and Justice .....	W834309
Civil Rights and Social Protest in Modern America .....	W835304
Civil Rights and Social Protest in Modern America .....	W835309
Leadership in Social Justice .....	W836409
Current Issues .....	W840432

AP Economics .....	W841434
AP European History .....	W842434
AP Psychology.....	W843434
AP Govt/Politics .....	W844434
AP African American Studies.....	W845434

IGSS US History .....	W870334
IGSS US History .....	W870339
IGSS Global Concerns .....	W870434
IGSS Global Concerns .....	W870439

The following courses fulfill the civics graduation requirement.

Global Studies EL.....	W803139
Civics (Co-Taught).....	W824202
Civics.....	W824209
Civics.....	W824204
Civics and Social Justice.....	W823439
Law and Justice.....	W834309
Current Issues.....	W840432
Sociology in Action (Co-Taught).....	W829432
AP Government and Politics.....	W844434
IGSS Global Concerns.....	W870434
IGSS Global Concerns.....	W870439
Urban Design and Civic Engagement.....	W141439
Urban Design and Civic Engagement.....	W141434



# Speech and Debate Courses

## Freshman Speech and Debate

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course is designed to develop effective speaking and argumentation skills. The yearlong course emphasizes critical thinking, research, collaboration, analysis, and speech writing. Students will practice persuasive and informative speaking as well as several forms of debate: Policy, Public Forum, Lincoln-Douglas, and Congressional. Although students are not required to participate on the Speech and Debate team, several opportunities are available to those students who wish to attend competitions. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Public Speaking and Strategic Communication

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course centers on effective speaking skills and the preparation, presentation, and critique of a variety of individual speeches, interviews, and group presentations. This course emphasizes critical thinking, analysis, and practical applications of communication skills. Specific film, television, print, and other media are used as students learn about and experiment with the fundamentals of public relations, mass communication, and rhetoric. Students will learn how to collaborate and communicate effectively through individual speaking and writing assignments and group presentations and projects. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Congressional Debate 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FRESHMAN SPEECH AND DEBATE, PUBLIC SPEAKING AND COMMUNICATIONS, OR DEPARTMENTAL APPROVAL

In Congressional Debate, students work in groups to emulate the U.S. Congress by debating student-generated bills and resolutions. At all levels, student preparation includes research, analysis, writing, and practice throughout the year. In the second and third years, emphasis is placed on argument construction and peer mentoring and judging. Class time is used to explore theory and prepare for competition. Although students are not required to participate on the Speech and Debate Team, several opportunities are available to those students who would like to compete in weekend tournaments. Students may contract to take this course for elective credit. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Lincoln-Douglas Debate 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FRESHMAN SPEECH AND DEBATE, PUBLIC SPEAKING AND COMMUNICATIONS, OR DEPARTMENTAL APPROVAL

In Lincoln-Douglas Debate, students work individually to argue issues of logic, ethical values, and philosophy in one-on-one debates. Debate topics change bimonthly. At all levels, student preparation includes research, analysis, writing, and practice throughout the year. In the second and third years, emphasis is placed on argument construction and peer mentoring and judging. Class time is used to explore theory and prepare for competition. Although students are not required to participate on the Speech and Debate Team, several opportunities are available to those students who would like to compete in weekend tournaments. Students may contract to take this course for elective credit. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Policy Debate 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FRESHMAN SPEECH AND DEBATE, PUBLIC SPEAKING AND COMMUNICATIONS, OR DEPARTMENTAL APPROVAL

In Policy Debate, students work in teams of two to debate a topic regarding changing government policy. Topics change yearly. At all levels, student preparation includes research, analysis, writing, and practice throughout the year. In the second and third years, emphasis is placed on argument construction and peer mentoring and judging. Class time is used to explore theory and prepare for competition. Although students are not required to participate on the Speech and Debate Team, several opportunities are available to those students who would like to compete in weekend tournaments. Students may contract to take this course for elective credit. *This course fulfills 0.5 of the graduation requirement for fine and/or practical arts.*

## Public Forum Debate 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: WORLD HISTORY

In Public Forum Debate, students work in teams of two to debate topics of current events that emphasize analysis and advocacy. Topics change monthly. At all levels, student preparation includes research, analysis, writing, and practice throughout the year. In the second and third years, emphasis is placed on argument construction and peer mentoring and judging. Class time is used to explore theory and prepare for competition. Although students are not required to participate on the Speech and Debate Team, several opportunities are available to those students who would like to compete in weekend tournaments. Students may contract to take this course for elective credit. *This course fulfills the graduation requirement for fine and/or practical arts. It also fulfills the graduation requirement for civics and includes the study of the federal and state constitutions.*

# SPEECH AND DEBATE

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### Northfield Campus

Fr. Speech and Debate .....N150138

### Winnetka Campus

Public Speak/Strat Comm.....W156008  
Congressional Debate 1.....W155134  
Congressional Debate 2.....W155234  
Congressional Debate 3.....W155334  
Lincoln-Douglas Debate 1.....W156134  
Lincoln-Douglas Debate 2.....W156234  
Lincoln-Douglas Debate 3.....W156334  
Policy Debate 1 .....W158134  
Policy Debate 2 .....W158234  
Policy Debate 3 .....W158334  
Public Forum Debate 1 .....W159134  
Public Forum Debate 2 .....W159234  
Public Forum Debate 3 .....W159334



# Special Education

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## PHILOSOPHY

The New Trier Special Education Department recognizes that each student learns in a unique way. As such, we provide a full continuum of services to students who have been found eligible for special education. The Special Education Department is committed to providing a supportive environment in which our students can develop academic, social, emotional, vocational, and life skills. Our goal is for all students to develop self-awareness, self-advocacy, and independence.

Following best practices as well as state and federal mandates, students who receive special education services are educated alongside their peers in the general education environment to the greatest extent possible. If the IEP team, which includes the parents and student, determines that the student would benefit from specialized instruction due to academic and/or social-emotional reasons, the team will work collaboratively to identify the instruction that will occur within the special education environment. Such classes will be reflected on the IEP.

## ELIGIBILITY

Eligibility for services is determined by procedures established by federal and State of Illinois Special Education Rules and Regulations. The New Trier Special Education Department serves students who have an Individualized Education Plan (IEP).

## CONTINUUM OF SERVICES

Most students learn in the general education classroom; however, some students require classroom accommodations, curricular modifications, or a specialized curriculum. Special education services are provided within the least restrictive environment to the greatest extent possible. Please refer to page seven of this document for a description of general education course levels from College Prep, level 2 and associated co-taught (CT) classes, to High Honors, level 4 classes. A continuum of services is used to address students' needs on an individual basis by his/her IEP team. Enrollment in the special education courses listed below is based upon the IEP team's recommendation. During the registration process, special education case managers work in conjunction with advisers and in partnership with families to ensure that each student is provided the least restrictive environment possible, and any specialized classes, as determined through the IEP process, including co-taught classes, are clearly communicated. Students in special education who meet graduation requirements earn a standard New Trier diploma.

# Special Education Courses

## RESOURCE SEMINAR

In Resource Seminar, case managers work with students to develop strategies related to goals and objectives identified in their Individualized Education Plans (IEP). The case manager provides academic and emotional support to students on his/her caseload in a supportive environment, oversees the IEP, and communicates with parents, general and special education teachers, as well as other service providers. Through skill development and relationship building, Resource Seminar is geared

toward facilitating student independence in school, at work, in personal relationships, and within the community. Time spent with the case manager is determined based on student need and is structured in small groups to allow for individualization.

## INSTRUCTIONAL CLASSES

Instructional classes are offered in many of the subject areas and are designed to parallel the curriculum presented in general education classes while offering the highest degree of individualized instruction. For students with significant learning challenges, these classes offer a modified curriculum that may include instruction in prevocational and life skills. Special section instructional classes are offered based upon student need and may vary from year to year but may include English, Mathematics, Social Studies and Learning Strategies. For the purposes of the transcript and grade point average, all special education courses are weighted at level 2.

### English

This course incorporates reading and writing remediation with systematic and explicit instruction. During freshman and sophomore years, students read and write about literature across genres and for a variety of purposes. Junior year, the students develop and build research and analytical skills through the completion of the junior theme research paper. Senior year builds upon previous skills with additional emphasis on post-high school essay writing and evaluation of contemporary sources of information. Across all four years, the curriculum parallels that of more traditional language arts instruction with significant practice in more advanced vocabulary building, literature analysis, the writing process, and public speaking.

### Mathematics

Courses offered in Algebra 1, Geometry, Algebra 2, and College Algebra/Trigonometry are designed to parallel the general curriculum and teach essential concepts. These courses provide students with extra support and continuous review and repetition to foster confidence in their skills and to build a foundation for future math courses.

### Social Studies

History courses are survey classes that trace the historic and social developments of societies around the world. Students enrolled in a special section social studies course will study key political, economic, geographical cultures, and interactions of civilizations around the world. Students will also develop an understanding of the value systems and interactions of the many ethnic groups found in America and the world. Students will be taught through small group instruction that is tailored to meet specific student needs. Through their studies, students will focus on developing their reading comprehension, organization, self-advocacy, writing, and research skills.

### Transition Seminar

Transition Seminar is available to students with IEPs who may benefit from direct instruction related to the four key components of the transition plan: education, training, employment, and independent living. Students will gain a better sense of themselves as students and future employees, receiving guidance and support while exploring and planning for life after high school based on their interests, needs, aptitudes, and skills. Students will explore post-high school options, including working, taking college courses, attending college, and volunteering.



## LEARNING STRATEGIES

Learning Strategies, offered on both campuses at New Trier High School, is designed to serve special education students who require a smaller, more structured environment for learning due to emotional or behavioral concerns. The goal is to provide students with the academic and social emotional tools they need to be successful in general education classes as well as preparation for their post-secondary goals.

## New Trier Learning Center

New Trier Learning Center, located at the Northfield Campus, provides a positive, therapeutic environment for students who have experienced difficulty in educational, social, and/or emotional development. The goal of the program is to guide students toward fulfillment of the academic requirements for a high school education and to develop the skills needed to become an independent, functioning adult. The New Trier curriculum forms the basis of the academic program. For most students, the aim is to help them gain the necessary skills to return to the general education program at New Trier. Students who graduate from the Learning Center graduate with a New Trier diploma.

- Support classes are offered in the areas of literacy and math skills depending upon student IEP needs. Classes vary from year to year.
- Enrollment in special education courses is based upon the IEP team's recommendation.

## Other Services

### Transition Services

Beginning at age 14 ½, the IEP team will begin to discuss and develop a transition plan to include post-secondary goals in the areas of education, employment, and independent living. Each plan is highly individualized and based on the strengths, needs, and interests of the student as determined through a variety of transition assessments. The Special Education Department partners with Post-High School Counseling and the Department of Rehabilitative Services (DRS), when appropriate, to bridge the gap between high school and post-secondary life. Additionally, a transition coordinator as well as a vocational coordinator are available to assist in developing a unique schedule of services and supports. For students who qualify and demonstrate a willingness to participate, additional services beyond their four-years at New Trier are available through Extension of Services (EOS) to support the attainment of independent living and employment skills.

### Extended School Year Services (ESY)

Extended school year services are provided during the summer months for students who qualify under the Individuals with Disabilities Education Act (IDEA).

### Related Services

These services include but are not limited to speech and language, social work, assistive technology, physical and occupational therapy, orientation and mobility, adaptive physical education, psychological services, and support from instructional assistants.



# Student Activities

Activities Leadership Practicum Seminar (ALPS)  
Girls Club  
New Trier News

Student Athlete Leadership Training (SALT)  
Senior Instructional Leadership Corps (SILC)  
Social Service Board  
Student Council  
Trevia Yearbook  
Tri-Ship

## CLASS-PERIOD STUDENT ACTIVITIES

New Trier offers a wide range of student activities, which we believe support and enhance the overall experience of our students at New Trier. The hallmark of New Trier's student activities program is its breadth and depth. Moreover, many student activities have a history and tradition upon which they continue to build and grow, some of which originated in the early years of New Trier.

Activities that meet during the school day for one class period follow a model that is different from most student-generated clubs at New Trier. Although the class-period activities are open to all New Trier students, membership is established by an election or selection process each spring to determine officers and board members for the following year. To apply, students must be willing to make room for the activity in their schedule. These groups have the responsibility of a higher public profile than many other extracurricular clubs; as a result, they have a greater level of accountability for the work they do. Therefore, students in these groups must also agree to be governed by the Extracurricular Code and Academic Eligibility Policy.

**The student activities described below will be indicated as pending in a student's schedule until the application process has been completed and the sponsor's approval has been received.**

### Activities Leadership Practicum Seminar (ALPS)

OPEN TO JUNIORS AND SENIORS  
MEETS DURING LUNCH, 1 DAY PER WEEK  
PREREQUISITE: BY INVITATION ONLY

This year-long seminar is for students holding leadership roles in class-period student activities. Leadership concepts, skills, and techniques are presented and discussed in class, and student leaders then observe, apply, and practice these lessons during the following week as they carry out their roles in their organizations. Students bring their experiences back to class for synthesis and processing with the instructor and fellow leaders. Members of this group also help plan and carry out key roles in the annual Homecoming Night Rally. ALPS allows student leaders to share ideas, collaborate on projects and events, and support each other through the leadership challenges that they may experience in their respective positions. Forming personal relationships with fellow student leaders also allows for a better understanding of each other's roles within the school community.

## Girls Club

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
PREREQUISITE: APPLICATION PROCESS AND SPONSOR'S APPROVAL

Girls Club is a leadership organization for students who identify as female and non-binary students. With the guidance of the sponsors, students in this group engage in fundraising activities and projects throughout the year that benefit the New Trier Scholarship Fund (NTSF) and the greater community. Students are expected to work the concessions stand at home football and soccer games as well as sell items such as, but not limited to, Lettuce Entertain You gift cards and cookie dough to raise money for the NTSF. Through the community we build in our regular meetings and club activities, students create friendships and a sense of connection that makes them feel a greater sense of belonging at New Trier. Participation in Girls Club as a freshman is preferred but not required. This group meets all year, and students should expect to spend time after school periodically throughout the year to support the Girls Club mission.

## Publications: NT News

OPEN TO JUNIORS AND SENIORS  
MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL

This course does NOT substitute for required English. This is a full-year course designed for editors of the *The New Trier News*, allowing them to work on these publications with the support of the journalism teacher. The editors conduct meetings to discuss coverage and assign stories. They also report, write, and edit stories, and they design the layout of the publication's quarterly print editions. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course. Editors should expect to spend several hours a week after school working on these publications.

## Publications: Trevia

OPEN TO JUNIORS AND SENIORS  
MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL

This is a full-year course designed for students to lead production of New Trier's annual yearbook, *Trevia*. In this course, students take on leadership roles as editors and staff leaders. These students put into practice the principles of journalism, including reporting, interviewing, writing, and editing, as well as of photo journalism learned in Yearbook Journalism. Leadership skills become a large component of the curriculum as editors learn how to conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct sales and recruitment campaigns, and collaborate with other student-led organizations. Some time after school is required working in the yearbook office or outside of school as part of this class.

## Student Athlete Leadership Training (SALT)

OPEN TO FIRST-SEMESTER SENIORS (SPRING ATHLETES) AND SECOND-SEMESTER JUNIORS (FALL AND WINTER ATHLETES)  
MEETS BLOCK 8 IN CONJUNCTION WITH KINETIC WELLNESS CLASS  
PREREQUISITE: PARTICIPATION IN A NEW TRIER INTERSCHOLASTIC SPORT AND NOMINATION FROM NEW TRIER COACHING STAFF

The Goal of this program, which serves junior and senior athletes, is to develop the skills needed to be successful leaders on the field, in the school, and beyond. In order to ensure a broad representation of sports, coaches nominate two students to represent their program. The SALT curriculum is designed with the whole child in mind, with emphasis placed on the growth and development of the leadership skills of New Trier student athletes. The curriculum highlights the recognition and definition of leadership characteristics, importance of self-reflection, strategies for verbal and nonverbal communication, goal setting, group dynamics, motivation, mental toughness, and current issues. Students are asked to be active participants in the learning process. Students must be willing to engage in in-depth discussions and hands-on activities. Each student is required to spend some time outside of class participating in and/or organizing activities that enhance the New Trier community. In conjunction with New Trier's coaching staff, the SALT staff members strive to prepare student athletes to be lifelong leaders.

## Senior Instructional Leadership Corps (SILC)

OPEN TO SENIORS ONLY  
MEETS DURING THE PERIOD OF THE SILC CLASS  
PREREQUISITE: APPLICATION PROCESS AND SPONSOR'S APPROVAL

SILC is a leadership program that allows seniors to work closely with a teacher as an assistant in the classroom. SILC students assist in whatever classroom activities the teacher considers appropriate. SILC students must have completed the course in which they assist at the same level or above. They must also attend workshops conducted by the SILC coordinator during the first semester. These workshops help students become effective assistants and role models in the SILC classroom while developing their leadership skills; each workshop includes a written assignment. Students can choose to be a SILC during first semester or for the entire year.

## Social Service Board

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
PREREQUISITE: APPLICATION PROCESS AND SPONSOR'S APPROVAL

Social Service Board (SSB) embodies New Trier's motto, specifically, "to commit lives to the service of humanity." With over 600 registered volunteers each year, Social Service Board is the largest student-run organization at New Trier. The student Board members oversee more than fifteen groups that serve a variety of organizations in the Chicagoland area, offering student volunteers weekly opportunities to help others through community outreach programs while also developing self-awareness, resilience, and empathy. Students on SSB meet regularly as a class with their sponsors for project work and planning, and they also lead their individual groups on after-school outings to their service organization site. Participation on Frosh Board is preferred but not required for membership on SSB. This group meets all year.

## Student Council

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
PREREQUISITE: APPLICATION PROCESS AND SPONSOR'S APPROVAL

Members of this leadership-oriented group strive to advocate on behalf of all student voices to enhance the New Trier experience by working regularly with school leaders and providing the student perspective on any number of topics, projects and initiatives. Members promote school spirit and positive school culture by collaborating on events such as Spirit Week, the Homecoming Dance, and a variety of school events and initiatives. In addition, this group advises on new club proposals, allocates funds for clubs, and conducts meetings of the Advisory Constituency Board (ACB) with representatives from sophomore and junior advisories to promote two-way dialogue on issues that are important to students. Furthermore, a commitment to social awareness is emphasized in partnership with the affinity groups to promote an understanding of differences within the student body and foster an inclusive school community. This group meets all year. Previous participation in Student Senate or NF Pep Club is not required.



## Tri-Ship

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
 MEETS REGULARLY AS A CLASS FOR A ONE PERIOD BLOCK  
 PREREQUISITE: APPLICATION PROCESS AND SPONSOR'S APPROVAL

Tri-Ship is a leadership organization for students who identify as male and non-binary students. With the guidance of the sponsors, students in this group engage in fundraising activities and projects throughout the year that benefit the New Trier Scholarship Fund and the greater community. Annual activities include partnering with Student Council on the Homecoming Dance, coordinating the canned food drive, running the tree lot, and selling steak sandwiches at home football games. Though the community we build in our regular meetings and club activities, members create lasting friendships and connections that make them feel a greater sense of belonging to our school and community. Participation in Tri-ship as a freshman is preferred but not required. This group meets all year, and students should expect to spend time after school periodically to support the Tri-Ship mission.

## Yearbook Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
 PREREQUISITE: NONE

This is a full-year course designed to introduce students to the production of New Trier's annual yearbook, *Trevia*. Students learn and put into practice the principles of journalism, including reporting, interviewing, writing and editing, as well as of photojournalism, learning the basics of digital photography including camera operation and shooting various types of subject matter including sporting events, performing arts, and candid portraits. Other topics covered in the course include graphic design and the basics of creating and maintaining a visual theme through yearbook design. Staff members who choose to continue in subsequent years may apply to become editors in the subsequent Publications: *Trevia* course. Class members should also expect to spend several hours a week after school working on the yearbook either in the office or on assignment around the community. *This course fulfills the graduation requirement for fine and or practical arts.*









**Northfield Campus**

7 Happ Road  
Northfield, Illinois 60093-3411

**Winnetka Campus**

385 Winnetka Avenue  
Winnetka, Illinois 60093-4295

*[www.newtrier.k12.il.us](http://www.newtrier.k12.il.us)*

*To commit minds to inquiry, hearts to compassion and lives to the service of humanity.®*

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TOWNSHIP HIGH SCHOOL  
DISTRICT 203