Program of Studies
Curriculum Information and Planning Guide for Students, Parents, and Teachers
Contact Information

NORTHFIELD CAMPUS

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English .......................................... Sarah Gompers .... 784.7550
Kinetic Wellness ............................ Pete Collins ....... 784.7735
Library .......................................... Pam Stroj ........ 784.7760
Mathematics ..................................... Don Kim ........ 784.7590
Modern & Classical Languages .......... Bob Cummings .... 784.7610
Music & Theatre ........................... Anne James-Noonan .... 784.7705
Science .......................................... Robyn Ward .... 784.7630
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Performing Arts ............................. Anne James-Noonan .... 784.6693

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WINNETSKA CAMPUS

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Library .......................................... Erika Immer .......... 784.2316
Mathematics ..................................... Mary Lappan .... 784.6590
Modern & Classical Languages ........ Marissa Rubin .... 784.6661
Music & Theatre ........................... Elizabeth Bennett .... 784.6696
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Social Studies ............................... Michael Christensen .... 784.6770
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January 2021

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
Paul M. Waechtl, 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

Four-Year Planning Process

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 him or her 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 his or her needs and interests evolve throughout high school.

Graduation Requirements

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
- 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 and one year of United States history.

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. Kinetic wellness courses earn .5 credit per year.

Fine and/or Practical Arts
To satisfy this requirement, a student may take two semesters of fine arts (Art, Music and Theatre, or Speech and 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 Management (full year required)
- Consumer Math (full year required)
- Consumer Seminar
- Economics
- Financial Management
- Introduction to Business (full year required)
- Special Education: Vocational Education
- Work Study
- Consumer Mathematics and Culinary Arts

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
- 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
- Political Science
- Sociology in Action

“To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.”
**Recommended Courses for College Admission**

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 II, Pre-calculus
- **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**

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. Although the UC schools do not use freshman grades in the admission process, these grades are included on the New Trier transcript.

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**

- **Core Academic Departments** (5): English, Mathematics, Modern & Classical Languages, Science, and Social Studies
- **Elective Departments** (5): 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, Science, and Social Studies Departments.

**Major or Elective Credit**

Courses at New Trier are either taken for major credit (1 credit per year) or elective credit (0.5 credit per year or less for courses that meet fewer than 5 times per week). Beginning with the class of 2022, every course that meets 5 times per week will receive 1 credit per year (0.5 credit per semester).

**MAJOR-CREDIT COURSES (LEVELS 2, 3, 4, 9)**

- Significant study and work outside of class time is required.
- All core academic department courses are taken for major credit (except Publications).
- Some elective department courses must be taken for major credit: Accounting, Business Management, Dance Lab, History of Art, Music Theory, and Theatre 4: Advanced Acting and Directing. Other elective department courses may also be taken for major credit on the Winnetka campus only. See the individual department course descriptions.
- Freshmen may only take 5 courses for major credit.
- Courses taken for major credit are included in a student’s weighted GPA.
### Four-Year Plan Worksheet*

<table>
<thead>
<tr>
<th>Graduation Requirement (years)</th>
<th>Recommended for College Admissions** (years)</th>
<th>Freshman summer</th>
<th>Sophomore summer</th>
<th>Junior summer</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
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<td><strong>Math</strong></td>
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<td><strong>Science</strong></td>
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<td>1 Biology 1 Physical Science</td>
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<td><strong>Social Studies</strong></td>
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<td>1 World History 1 US History</td>
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<td><strong>MCL</strong></td>
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<td><strong>Elective</strong></td>
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<td>2 Semesters</td>
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<td>1-4</td>
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<tr>
<td><strong>Elective</strong></td>
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<td><strong>Civics</strong></td>
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<td>1 Semester</td>
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<td><strong>Consumer Seminar</strong></td>
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<td></td>
<td>1 Semester</td>
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</tbody>
</table>

*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.
ELECTIVE-CREDIT COURSES (LEVEL 8)

- Some preparation outside of class may be required, and the amount varies by course.
- All Kinetic Wellness courses are taken for elective credit (except Dance Lab).
- All elective department courses can be taken for elective credit (except those listed above).
- Courses taken for elective credit are not included in a student’s weighted GPA.
- Elective courses offered at the Northfield campus may not be taken for major credit.
- Freshmen may not take electives for major credit.

Course Level System

ASSIGNMENT TO LEVELS

New Trier offers a comprehensive, rigorous curriculum for students of all ability levels. Courses are offered at three different levels, and Advanced Placement courses provide a fourth 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 department chair 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.
# NEW TRIER HIGH SCHOOL COURSE LEVEL DESCRIPTIONS

<table>
<thead>
<tr>
<th></th>
<th>College Prep Level 2</th>
<th>Honors Level 3</th>
<th>High Honors Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts</strong></td>
<td>Abstraction from concrete examples</td>
<td>Analysis, inference, and abstraction</td>
<td>Analysis, inference, abstraction, and synthesis leading to complex concept development</td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td>Moderate</td>
<td>Accelerated</td>
<td>Rapid</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Focused</td>
<td>Expanded</td>
<td>In-depth</td>
</tr>
<tr>
<td><strong>Instructional Approach</strong></td>
<td>Sequential and guided</td>
<td>Combination of guided instruction and independent inquiry</td>
<td>Less guided instruction and more independent inquiry</td>
</tr>
<tr>
<td></td>
<td>Concrete, linear emphasized</td>
<td>Connection established between concrete, literal, and abstract, theoretical</td>
<td>Abstract, theoretical emphasized</td>
</tr>
<tr>
<td></td>
<td>Emphasis on building and reinforcing skills leading to independent learning</td>
<td>Emphasis on building skills leading to independent learning</td>
<td>Emphasis on independent learning</td>
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<td></td>
<td>Resourcefulness and creative thinking encouraged</td>
<td>Resourcefulness and creative thinking encouraged</td>
<td>Resourcefulness and creative thinking encouraged</td>
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<td></td>
<td>Extensive development of fundamental skills in reading, writing, listening, speaking, and organization. Classes are smaller; some are co-taught. (2E)</td>
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</tr>
<tr>
<td><strong>Communication Skills</strong> (e.g., writing, speaking, listening)</td>
<td>Basic conventions of correct spoken and written expression</td>
<td>Correctness of standard conventions plus introduction to rhetorical techniques</td>
<td>Strong degree of proficiency in standard conventions and deliberate rhetorical techniques</td>
</tr>
<tr>
<td><strong>Class Activities</strong> (e.g., discussion, problem solving, group work)</td>
<td>Explicitly structured and ordered</td>
<td>Moderately structured and ordered</td>
<td>Minimally structured and open-ended activities</td>
</tr>
<tr>
<td></td>
<td>Teacher-directed, some open-ended activities</td>
<td>Some student initiative expected</td>
<td>Student initiative expected</td>
</tr>
<tr>
<td></td>
<td>Frequent content and skill review</td>
<td>Some content and skill review</td>
<td>Infrequent skill review; content review done independently</td>
</tr>
<tr>
<td><strong>Assignments</strong> (e.g., homework, projects, papers, research)</td>
<td>Explicitly structured and directed</td>
<td>Explicitly structured and moderately directed</td>
<td>Explicitly structured and open-ended</td>
</tr>
<tr>
<td></td>
<td>Some amount of reading and writing required</td>
<td>Moderate amount of reading and writing required</td>
<td>Extensive amount of reading and writing required</td>
</tr>
<tr>
<td></td>
<td>Independent work reinforces new material introduced in class</td>
<td>Independent work requires some new material to be learned outside of class</td>
<td>Independent work requires significant amount of new material to be learned outside of class</td>
</tr>
</tbody>
</table>

**ADDITIONAL LEVEL**

**Level 9**

- 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.

*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.

It is understood that students and their families will have individual objectives for their high school experiences. To that end, New Trier provides a wide variety of options with respect to the types and levels of courses as well as extracurricular activities. Students and their families 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 their 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 and his or her family should have a frank discussion about homework strategies and habits to determine if the student is utilizing his or her 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 his or her homework time effectively.
2. The student should discuss his or her 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.

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**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.

**INDIVIDUALIZED PROGRAM GRADES**

In unique circumstances, a student may be assigned an Individualized Program (IP) grade. This designation indicates that the expectations and/or curriculum of the course were modified or altered in some way. Decisions about the need for IP grades will be made by the classroom teacher and department chair or coordinator in collaboration with Student Services and, when appropriate, the Director of Special Education. The IP grade will appear and be noted on a student’s transcript but will not be included in computing his or her grade point average.

**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 due to 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 Assistant Principal for Administrative Services. The deadline for submitting the forms will be the last school day in September for the first semester and the last school day in February for the second semester. 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 Assistant Principal for Administrative Services and must be renewed each semester. The completed application must be on file in the assistant principal’s office no later than the third Wednesday in September to receive credit in the first semester and no later than the third Wednesday 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 his or her grade and increase understanding of the material. A review course in Mathematics or Modern and Classical Languages may not be taken out of sequence. When the student completes the review course, no credit is given even if the course is taken at a different level. 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 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.

**GRADE WEIGHTS**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2*</th>
<th>3 &amp; 9</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.00</td>
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<td>5.33</td>
</tr>
<tr>
<td>A–</td>
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<td>4.33</td>
<td>5.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>4.00</td>
<td>4.67</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

* 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

Guidance 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 year-group guidance team. Consisting of an adviser, adviser chair, post-high school counselor, social worker, and special education teacher, the team is led by the Assistant Principal for Student Services. The team’s mission is to provide group and personal guidance. Four themes offer continuity: 1) the New Trier experience; 2) the academic experience; 3) the emerging individual; and 4) relationships with others.

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 quarter to provide additional information to students. Family meetings begin in January and continue throughout second semester. After the initial family appointment, counselors 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 meeting details financial aid procedures for college. 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, SAT Subject Tests, 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 these college placement tests a second time, typically in the fall of their senior year. Post-high school counselors will discuss with students, parents, and advisers their recommendation for taking SAT Subject Tests and Advanced Placement Examinations.

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.
Career Services

Career Services located in room W353 provides New Trier students with career advising services intended to complement the work of each student’s adviser and post-high school counselor. Students are guided through self-analysis, career exploration, and educational goal setting. This is achieved through:

- Individual sessions with a career services coordinator to explore a student’s strengths, interests, and abilities;
- Interpretation of career assessment results;
- Job shadowing with professionals in the community;
- Assistance with resume writing and interviewing skills;
- Guest speakers, career days, field trips, and job fairs; and
- Summer school courses exploring careers in business, health care, engineering, and technology.

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 two-day exhibition open to the public, where all Projects are displayed. For their final evaluation, students give an oral presentation of their results to a committee.
### Courses Available to Freshmen by Department

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

#### Art
- Art Essentials ................................................. 29
- Art Exploration ................................................. 29
- Drawing and Painting 1 ..................................... 30
- Photography 1 .................................................. 31

#### Business Education
- Introduction to Business .................................... 36
- Web and Multimedia Development 1 ................. 38

#### English
- English 1-Enriched, level 2 ................................... 44
- English 1, levels 2, 3, & 4 .................................... 44
- English 1-Team, levels 9 & 4 ............................... 45
- English-Media & Journalism .............................. 46
- Freshman Media Production ............................... 52

#### Kinetic Wellness
- Kinetic Wellness 1 ............................................ 56
- KW 1/Dance ..................................................... 56
- Freshman Dance 2 ............................................. 60

#### Math
- Algebra 1 (Double Period), level 2 ....................... 65
- Algebra 1, levels 2 & 3 ........................................ 65
- Plane Geometry, levels 2, 3, & 4 ........................ 65
- Geometry, Design, and Construction-Team ........ 65
- Algebra 2/College Algebra & Trigonometry, level 4 66

#### Modern and Classical Languages
- Chinese 1, levels 9 & 4 ...................................... 72
- Chinese 2, levels 9 & 4 ...................................... 73
- French 1, levels 9 & 4 ........................................ 74
- French 2, levels 9 & 4 ........................................ 75
- German 1, levels 9 & 4 ....................................... 76
- German 2, levels 9 & 4 ....................................... 76
- Hebrew 1, levels 9 & 4 ....................................... 77
- Japanese 1, levels 9 & 4 ...................................... 78
- Latin 1, levels 2, 9, & 4 ...................................... 79
- Latin 2, levels 2, 9, & 4 ...................................... 79-80
- Spanish 1, levels 2, 3, & 4 ................................. 81
- Spanish 2, levels 2, 3, & 4 ................................. 82
- Spanish 3, levels 2 & 4 ....................................... 82

#### Music & Theatre
- Freshman Boys' Chorus ..................................... 89
- Freshman Girls' Chorus ..................................... 90
- Freshman Concert Band .................................... 91
- Varsity Wind Ensemble ..................................... 91
- Freshman Jazz Ensemble ................................... 91
- Freshman Orchestra .......................................... 92
- Symphony Orchestra ........................................ 92
- Instrumental Music Improvisation ...................... 93
- Technical Theatre and Design ......................... 94
- Theatre 1: Freshman Theatre Workshop .............. 95

#### Science
- Biology - Enriched, level 2 ................................ 99
- Biology, levels 2, 3 & 4 ..................................... 99
- Environmental Geoscience-Enriched, level 2 ....... 101
- Environmental Geoscience, levels 9 & 4 .............. 101
- Physics PCB, levels 3 & 4 ................................ 102

#### Social Studies
- World History, levels 2-E, 2, 3, & 4 .................... 109
- World History-T: World Studies, levels 9 & 4 ...... 109-110

#### Social Studies-Speech and Debate
- Freshman Speech and Debate ......................... 116
New and Single-Semester Courses by Department

NEW COURSES 2021-2022
Applied Arts/Special Education
Consumer Mathematics and Culinary Arts ................................. 22

English
Yearbook Journalism ........................................................................ 51

COURSE TITLE CHANGES
English
Advanced Media Production and WNTH Radio Board 1, 2, 3 to WNTH Radio Board ......................................................... 52
Film Production 1, 2, 3 to TV & Film 1, 2, 3 ........................................ 52

Social Studies
Modern America to Civil Rights and Social Protest in Modern America........ 113

SINGLE-SEMESTER COURSES (Winnetka)
Applied Arts
Introduction to Design Technology/Introduction to Computer Coding ................................................................. 24

Art
Art Exploration .................................................................................. 29
Digital Photography 1A & B, 2A & B, 3A & B ...................................... 30

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 ................................................................................. 61

Science
Biomechanics and Sports Medicine 1 & 2 ........................................ 103

Social Studies
Civics ................................................................................................. 110
Chicago History ................................................................................. 112
Psychology ......................................................................................... 112
Economics .......................................................................................... 113
Law and Justice .................................................................................. 113
Civil Rights and Social Protest in Modern America ......................... 113
Social Studies-Speech and Debate
Public Speaking and Strategic Communication ................................ 116

Special Education
Transition Seminar .............................................................................. 120

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
Applied Arts
Digital Electronics ............................................................................ 23

Business Education
Web and Multimedia Development 1 & 2 ........................................... 38
iOS App Development ......................................................................... 38

Mathematics
Computer Science, levels 9 & 4 ......................................................... 68
AP Computer Science ......................................................................... 68

NORTHIFIELD CAMPUS
Applied Arts
Introduction to Design Technology/Introduction to Computer Coding ................................................................. 24

Business Education
Web and Multimedia Development 1 ................................................ 38
The Integrated Global Studies School (IGSS)

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

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

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

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

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

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.
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, 70 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, and other materials via internet-based 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.

Summer School

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 1, 2021 and ends on March 3, 2021 (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.
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
Consumer Mathematics and Culinary Arts

Pre-Engineering: Project Lead The Way (PLTW)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture
Biotechnical Engineering
Digital Electronics

Technology Education
Introduction to Design Technology/Introduction to Computer Coding
Interior Design
Introduction to Architecture
Architectural Models
Architectural Studio

Automotives 1 & 2
Geometry, Design, and Construction
Wood & Metal Design
Furniture Making and Design

Skilled Trades and Emerging Careers
Research, Design, and Digital Fabrication
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. Together, students and instructors create, make, solve, build, analyze, and grow.

HOMEWORK
In the Applied Arts Department, homework can be an integral part of the learning process. Depending on class format, curriculum, equipment, and software used, course homework varies from zero assignments per week to a few assignments per week. Every applied arts course has a policy and expectations about projects and assignments that are not finished during class time. When work is not completed during class time, the expectation is that students will complete unfinished projects and assignments at home or during non-scheduled class time. Assigned homework will vary based on a student’s enrollment in a course for major credit or for elective credit. Please note that students taking an applied arts course for elective credit do not take a final examination at the end of each semester. Students taking an applied arts course for major credit will be required to complete a final exam.

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
Please visit our website for department objectives, course videos, and additional information: http://www.newtrier.k12.il.us/page.aspx?id=1024

DUAL 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. In order to qualify for dual credit, students must be enrolled in one of these courses for a full year and must earn a C or higher each semester. This option will be presented to students during the first week of school. * - Indicates Oakton Community College credit can be earned by students that have successfully completed each designated course

<table>
<thead>
<tr>
<th>4-Year Sequence in Applied Arts</th>
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<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td><strong>Sophomore</strong></td>
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<td>Gourmet</td>
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<td></td>
<td>Culinary Arts and Hospitality Consumer Mathematics and Culinary Arts</td>
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<td></td>
<td>Human Growth &amp; Child Development 1*</td>
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* Prerequisite

Highlighted areas = Sequential courses
## Applied Arts Department Courses and College, Career, and Exploratory Paths

<table>
<thead>
<tr>
<th>Areas of Interest</th>
<th>Courses Offered at Northfield</th>
<th>Courses Offered at Winnetka</th>
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</table>
| **Architecture**  | Introduction to Architecture | • Introduction to Architecture  
|                   |                              | • Architectural Studio  
|                   |                              | • Architectural Models  
|                   |                              | • Interior Design  
|                   |                              | • Civil Engineering and Architecture (PLTW)  
|                   |                              | • Research, Design, and Digital Fabrication  
| **Interior Design** | Introduction to Architecture | • Interior Design  
|                   |                              | • Architectural Studio  
|                   |                              | • Architectural Models  
|                   |                              | • Wood & Metal Design  
|                   |                              | • Furniture Making and Design  
|                   |                              | • Research, Design, and Digital Fabrication  
| **Engineering**   | Introduction to Engineering Design (PLTW) | • Introduction to Engineering Design (PLTW)  
|                   |                              | • Civil Engineering and Architecture (PLTW)  
|                   |                              | • Principles of Engineering (PLTW)  
|                   |                              | • Biotechnical Engineering  
|                   |                              | • Digital Electronics (PLTW)  
|                   |                              | • Research, Design, and Digital Fabrication  
| **Automotives**   |                               | • Automotives 1  
|                   |                               | • Automotives 2  
| **Applied Design and Technology** | Fashion Construction | • Introduction to Architecture  
|                   | Introduction to Architecture | • Geometry, Design, and Construction  
|                   | Introduction to Design Technology/ | • Wood & Metal Design  
|                   | Introduction to Computer Coding | • Furniture Making & Design  
|                   | Geometry, Design, and Construction | • Fashion Construction  
|                   |                                 | • Skilled Trades and Emerging Careers  
| **Human Growth**  |                                 | • Human Growth & Child Development 1  
|                   |                                 | • Human Growth & Child Development 2  
| **Culinary and Hospitality** | Creative Cuisine | Gourmet (Sophomores, Juniors)  
|                   | Creative Cuisine | Culinary Arts and Hospitality (Juniors, Seniors)  
|                   | Creative Cuisine | Real-World Cooking for Seniors  
|                   | Creative Cuisine | Consumer Mathematics and Culinary Arts  

Highlighted areas = Sequential courses

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.
Family and Consumer Sciences Courses

Creative Cuisine

OPEN TO FRESHMEN
PREREQUISITE: NONE
1.0 ELECTIVE CREDIT

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, and homemade pie. This course fulfills the graduation requirement for fine and/or practical arts.

Gourmet

OPEN TO SOPHOMORES AND JUNIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This hands-on lab course introduces students to the world of fashion. Through an integrated approach, the course combines machine work to construct clothing as well as personal and household items with the study of textiles, history, and trends in fashion. Students complete five projects throughout the course; the final project is the student’s choice. 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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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.
**Pre-Engineering Courses**

**Introduction to Engineering Design (PLTW)***

OPEN TO: FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Through a hands-on, design-thinking approach, students learn to think like engineers in this introductory Project Lead the Way (PLTW) pre-engineering course. The major focus of IED is on the engineering design process, introduced through activities that provide experience with brainstorming, technical sketching, computer-aided design (CAD) software techniques, and technical documentation. Students learn how to use 3D printers and scanners, laser cutters, and various other tools to bring their ideas to prototype and products to life; they create personal engineering notebooks to document their skills and designs. In addition, teamwork and technical communication skills are developed through group projects. **Students who earn qualifying grades may be eligible to receive engineering 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  
1.0 MAJOR CREDIT

In this course, students learn about engineering and technology by creating solutions for actual engineering problems. They must apply their knowledge, research, and design skills to each challenge and explain their work to their peers and professional engineers. Strong emphasis is placed on group work and communication, essential skills for future engineering students. Each unit includes an in-depth group project; at the end of the year, groups work together on one large class project. 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 college credit.** This course fulfills the graduation requirement for fine and/or practical arts.

**Biotechnical Engineering**  
levels 9 & 4

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PRINCIPLES OF ENGINEERING OR DEPARTMENTAL APPROVAL  
1.0 MAJOR CREDIT

Biotechnical Engineering is a specialized course that requires students to apply engineering skills learned in Introduction to Engineering Design and Principles of Engineering to problems in a diverse set of biotechnical engineering fields, including biomedical devices, orthopedic prosthetics, genetic engineering in agriculture and medicine, bioremediation, biofuels, and biotechnology. The Biotechnical Engineering course is designed to challenge students in unstructured problem solving within a project-based format in a lab setting. **This course fulfills the graduation requirement for fine and/or practical arts.**

**Civil Engineering and Architecture (PLTW)***  
levels 9 & 4

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN OR A CAD COURSE  
1.0 MAJOR CREDIT

In this course, students learn about various aspects of civil engineering and architecture. Students will design and develop residential and commercial properties. To design these structures, students will use 3D software to design and document solutions for major course projects. Solutions to these unique design problems will be presented to their peers and professionals. Course topics include, but are not limited to, building components and systems, structural design, road construction and design, stormwater management, site design, utilities and services, cost estimation, and energy efficiency. **Students who earn a qualifying grade may be eligible to receive engineering college credit.** This course fulfills the graduation requirement for fine and/or practical arts.

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

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: PRINCIPLES OF ENGINEERING OR DEPARTMENTAL APPROVAL  
1.0 MAJOR CREDIT

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 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  
.5 ELECTIVE CREDIT

This exploratory hands-on course introduces students to two areas: computer coding and design technology. In the semester of computer coding, students use drones, robots and raspberry pies to learn fundamental computer science concepts by creating programs that solve problems, interact with users, and perform complicated calculations. While students are learning how to code they concurrently being introduced to design technology. Students will be exposed to technologies such as Autocad, Fusion 360, Laser Cutters, 3D Printers, and power tools. This course fulfills the graduation requirement for fine and/or practical arts.

**Skilled Trades and Emerging Careers**

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: ANY APPLIED ARTS COURSE  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This introductory course will expose students to established and emerging in-demand careers and occupations. Using a hands-on approach, site-visits, and guest speakers, students will work on carpentry and welding projects, electrical and plumbing systems, manufacturing projects, and green technology installations. Other careers such as, but not limited to, technology, health care, and other emerging technical professions will also be explored. Students will also have the potential to earn an industry certification prior to leaving high school. This course qualifies for dual credit at Oakton College. This course fulfills the graduation requirement for fine and/or practical arts.

**Interior Design**

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This project-based course introduces students to the field of interior design and the current 3D computer-aided design (CAD) software used by interior designers. Students are given design projects similar to those featured on HGTV. Units include room design (kitchens, great rooms and foyers), commercial and house redesign, and furniture and lighting design. Through class discussions, group work, hands-on experiences, guest presenters, and field trips to the Merchandise Mart, students gain an understanding of interior design concepts and encounter the challenges that interior designers face. Interior design is integrated with CAD software, design principles, construction, and presentation techniques. This course qualifies for dual credit at Oakton Community College. This course fulfills the graduation requirement for fine and/or practical arts.

**Introduction to Architecture**

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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 credit at Oakton College. This course fulfills the graduation requirement for fine and/or practical arts.

**Architectural Models**

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: INTRODUCTION TO ARCHITECTURE OR INTERIOR DESIGN  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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 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  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course introduces students to a full range of design concepts, current trends, and architectural techniques through drawing exercises, analyses of precedents, and exploration of design methods. Design skills are developed by conceptualizing and representing architectural theories through sketching, drawing on board, and abstract models. Discussions about architecture's role in culture, nature, and technology help students develop architectural vocabulary. In the second semester, students develop a “green” architectural structure, following LEED standards. All work created in this course can be used for a personal portfolio. This course qualifies for dual credit at Oakton College. This course fulfills the graduation requirement for fine and/or practical arts.
Geometry, Design, and Construction-Team
Level 9

OPEN TO FRESHMEN AND SOPHOMORES
PREREQUISITE: ALGEBRA 1
MATH DEPARTMENTAL APPROVAL REQUIRED
1.0 MAJOR CREDIT IN MATHEMATICS AT LEVEL 9
1.0 MAJOR CREDIT IN APPLIED ARTS AT LEVEL 9

In this team-taught, double-period 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.

Research, Design, and Digital Fabrication

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: ANY APPLIED ARTS COURSE
1.0 MAJOR CREDIT IN APPLIED ARTS AT LEVEL 9

In today's world, the ability to imagine something and make it is rapidly becoming a core skill set. The ability to work productively in a multidisciplinary team and performing human-centered design research is a must for innovation. This class will devote a semester to learn about the evolving digital fabrication field and close gaps between digital technologies, tinkering, and fabrication processes. The second semester will focus on research and design projects using design thinking, being a T-professional, and multidisciplinary teamwork. Both semesters will bring together diverse creative interests and backgrounds to learn how you can make anything through technology, research and design. Students will also learn how to curate sustainable design solutions that contributes to a healthy and supportive environment for the intended user. Cross-curricular opportunities will be encouraged. Students will maintain a portfolio that tracks their progress and will develop a final project presentation that will be shared with a professional panel.

Wood and Metal Design*

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

In this course, students learn how to design and construct projects made from wood and/or metal through hands-on experiences. Students develop skills in working with both materials, such as wood turning and welding, through the use of tools that enable them to design and build a wide variety of DIY projects ranging from candlesticks 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 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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

In this course, students increase the depth of their skills by designing and making their own furniture projects. They learn how to create their own individual plans of procedure for design projects. Projects are developed from concepts learned in Wood and Metal Design. New technologies such as a CNC Router and CNC Plasma CAM are used in this course. This course fulfills the graduation requirement for fine and/or practical arts.

Automotives 1*

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Have you ever wondered how an electric or gas vehicle works? This introductory course is designed for anyone who has general interest and curiosity in the automotive industry or intends to own and maintain his/her own vehicle. Everyday, students will work on hands-on projects that focus on: engine fundamentals, operation of automotive components, preventative maintenance, and consumer awareness. Labs and projects are broken down into working on gas vehicles, construction of electric go-kart, and small engines; students develop diagnostic techniques, fabrication skills, problem-solving skills, and teamwork skills that students will use throughout their lives. This course fulfills the graduation requirement for fine and/or practical arts.

Automotives 2

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: AUTOMOTIVES 1
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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-T: Geom/Design/Construct .......... N140239
- Geometry, Design, and Construction-Team .......... N140239

**Winnetka Campus**
- Fashion Construction ............................................ W121138
- 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
- Civil Engineer/Architect (PLTW) ......................... W143539
- Civil Engineer/Architect (PLTW) ......................... W143534
- 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 .................. W147138
- Research, Design, and Digital Fabrication ............ W147439
- Geometry, Design, and Construction-Team .......... W140239
- Consumer Mathematics and Culinary Arts .......... W146438
- Consumer Mathematics and Culinary Arts .......... W146439
Advanced Placement Studio Art
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
Photography 1, 2, 3, & 4
Digital Photography 1A & B, 2A & B, 3A & B
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.
• All art courses meet five periods per week. AP Studio Art meets for a double period five times per week.
• 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 (Photography Enrichment, Studio Art, etc.) do NOT satisfy the graduation requirement for fine and/or practical arts. They are enrichment classes only.

<table>
<thead>
<tr>
<th>Art Course Offerings by Year</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (Northfield)</td>
<td>Art Essentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Essentials</td>
<td>Art Essentials (semester option or year-long option)</td>
<td>Drawing and Painting 1-4</td>
<td>Photography 1-4</td>
</tr>
<tr>
<td>Digital Photography 1A &amp; 1B, 2A &amp; 2B, 3A &amp; 3B</td>
<td>Graphics and Design 1-3</td>
<td>Video Art 1-3</td>
<td>Sculpture 1-3</td>
</tr>
<tr>
<td>Glass Art 1-3</td>
<td>Comic Art &amp; Animation 1-3</td>
<td>Ceramics 1-3</td>
<td>Art History (Art Credit)</td>
</tr>
<tr>
<td>AP Studio Art</td>
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</tbody>
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Art Department Courses

For examples of student artwork created in the following courses, please see: www.newtrier.k12.il.us/academics/art/dept_info/ and select the "Courses" button.

Art Essentials

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
.5 ELECTIVE CREDIT

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.

Art Exploration (Northfield)

OPEN TO FRESHMEN
PREREQUISITE: NONE
.5 ELECTIVE CREDIT

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
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT (EACH SEMESTER)

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This yearlong course encompasses graphic novels, storyboarding, principles of animation, and cell frame layout design. Building on sequencing concepts and skills developed first semester in rendering 2D graphic layouts, the second semester is immersion in 3-D character animation, character design, and computer graphics, utilizing ideas formulated in the first semester. Students work individually and collaboratively to produce a culminating project that synthesizes all aspects of sequential production work done both semesters. The culminating project encompasses the arc of 2D concept design and layout, animation direction to postproduction, and Maya-aided computer animation. The use of traditional art media in digital contexts is central to the class. Drawing and observational skills are emphasized throughout. The course stresses problem solving and artmaking, utilizing textual, 2-D, and digital animation literacies. Final projects may be published on the web. Homework is assigned to students choosing this course for major credit. Students are required to purchase a USB jump drive and 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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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.

Digital Photography 1A
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: DIGITAL PHOTOGRAPHY 1A
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

This is a one-semester digital photography class. 1A is the first class in the sequence and can be taken first or second semester after taking 1A. In this course students delve more deeply into the creative aspects of digital photography. Student’s skills are refined through special projects using the DSLR camera including, but not limited to, the introduction of flash photography, continued investigations of natural light, and stop motion photography. Adobe Lightroom and Photoshop skills as well as the creative workflow are further refined. Offered in both fall and spring. **Students may be required to purchase a photo kit.** This course fulfills one semester of the graduation requirement for fine and/or practical arts.

Digital Photography 1B
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: DIGITAL PHOTOGRAPHY 1A
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

This is a one-semester digital photography class. 1B is the second class in the sequence and can be taken first or second semester after taking 1A. In this course students delve more deeply into the creative aspects of digital photography. Student’s skills are refined through special projects using the DSLR camera including, but not limited to, the introduction of flash photography, continued investigations of natural light, and stop motion photography. Adobe Lightroom and Photoshop skills as well as the creative workflow are further refined. Offered in both fall and spring. **Students may be required to purchase a photo kit.** This course fulfills one semester of the graduation requirement for fine and/or practical arts.

Digital Photography 2A & 2B
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: DIGITAL PHOTOGRAPHY 1B
1.0 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

Digital Photography 2A and 2B are each one-semester classes that can be taken individually or combined for a year-long option. 2A is the first in the sequence and may be taken first or second semester after completing 1A and 1B. In this course students’ DSLR camera skills are pushed further with the introduction of various lenses and lens techniques, on and off-camera flash photography is utilized in conceptual and technical projects, and studio lighting is introduced. Adobe Lightroom and Photoshop skills and creative workflow are further refined. An independent project, designed by the student and teacher, is explored in the second half of the 2B class. Offered in both fall and spring. **Students may be required to purchase a photo kit.** Each course fulfills one semester of the graduation requirement for fine and/or practical arts.

Digital Photography 3A & 3B
OPEN TO SENIORS
PREREQUISITE: DIGITAL PHOTOGRAPHY 2B
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

Digital Photography 3A and 3B are each one-semester classes that can be taken individually or combined for a year-long option. 3A is the first in the sequence and may be taken first or second semester after completing 1A, 1B, 2A and 2B. Students will work independently and with the teacher to build a body of work that investigates a topic of their choice. Students will use skills gained in previous photography courses to create a physical portfolio and an online gallery showcasing the photographic work they created. Offered in both fall and spring. **Students may be required to purchase a photo kit.** Each 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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / 4 / .5 ELECTIVE CREDIT

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.**

Photography 1

OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Photography 1 introduces students to the basics of black and white film photography. Students develop camera skills and begin to navigate darkroom and film processes. Student's photographic composition will improve through investigation of the principles of art and elements of design. One digital photography unit is explored during this year-long course. Students should expect to shoot film outside of class. It is encouraged that students supply their own 35mm film camera (SLR) with a functional light meter and manual exposure controls. **Students are required to purchase a photo kit or provide their own film, mat board, and photo supplies. This course fulfills the graduation requirement for fine and/or practical arts.**

Photography 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: PHOTOGRAPHY 1
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Photography 2 is a continuation of skills developed in Photography 1. Emphasis is placed on further refinement of camera technique and darkroom skills. Students make higher-order aesthetic choices, tapping more consciously into their developing individual creativity. Students continue to develop their ability to articulate about visual imagery and concepts. Further exploration of historical figures, contemporary issues, and a deeper understanding of photographic materials, cameras, and alternative processes are also integrated into the course. Instruction is provided in Photoshop workflow and fine digital imaging. **Students are required to supply their own 35mm SLR camera. Students are required to purchase a photo kit or provide their own film, mat board, and photo supplies. This course fulfills the graduation requirement for fine and/or practical arts.**
 Photography 3 & 4
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: PHOTOGRAPHY 2
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Photography 3 and 4 are designed to develop excellence in camera and darkroom techniques, critique, and creative thinking. Skills are refined through group and individualized instruction. As the student continues in photography, greater emphasis is placed on the development of a personal vision and a portfolio that reflects this artistic growth. Historical and philosophical concerns are incorporated in the examination of materials. Alternative processes are explored, and the use of medium and large format cameras is taught. Instruction is provided in Photoshop workflow and fine digital imagemaking. **Students are required to supply their own manual camera. Students are required to purchase a photo kit or provide their own film, mat board, and photo supplies.** 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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVELS 9 & 4

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 WITH DEPARTMENTAL APPROVAL
PREREQUISITE: AT LEAST ONE YEAR OF VISUAL ART AT NEW TRIER OR DEPARTMENTAL APPROVAL
1.0 MAJOR CREDIT AT LEVEL 4
PORTFOLIO APPLICATION IS DUE AT END OF FIRST SEMESTER OF JUNIOR YEAR.
PLEASE NOTE: THIS CLASS MEETS FOR A DOUBLE PERIOD.

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.

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. This is a double-period class that meets daily.
## 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** ............................................................ N112138
- **Art Exploration** ......................................................... N100138
- **Photography 1** .......................................................... N101138
- **Drawing/Paint 1** ....................................................... N105238

### Winnetka Campus

- **Art Essentials** ............................................................ W112138
- **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
- **Photography 1** .......................................................... W101138
- **Photography 2** .......................................................... W101238
- **Photography 3** .......................................................... W101338
- **Photography 4** .......................................................... W101438
- **Digital Photography 1A** .......................................... W131108
- **Digital Photography 1B** .......................................... W131208
- **Digital Photography 2A** .......................................... W132108
- **Digital Photography 2B** .......................................... W132208
- **Digital Photography 3A** .......................................... W133108
- **Digital Photography 3B** .......................................... W133208
- **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

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 Business Education Department believes that all students should participate in a rigorous program that helps them develop the ideas and skills necessary to be successful in their personal, academic, and professional lives. In our classrooms, business educators introduce students to the basics of personal finance, economic principles of an international marketplace, and the processes by which businesses operate. In addition, we provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines.

Our courses are designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens, and they are based on the conviction that business education competencies are essential for all students. Technology has accelerated the pace and frequency of change, not only in business but also in life. Because all students will use technology as a tool for managing information, students must become lifelong learners of anything that impacts decision-making.

Since all students will encounter a business environment that is characterized by diversity, both domestic and international, all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.

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

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**Business Education Courses**

**Introduction to Business**

*Open to Freshmen, Sophomores, Juniors, and Seniors*

Prerequisite: None

1.0 Major Credit at Level 9 / .5 Elective Credit

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.*

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**Accounting**

*Open to Sophomores, Juniors, and Seniors*

Prerequisite: None

1.0 Major Credit at Level 3

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.*

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**Consumer Seminar**

*Open to Juniors, Seniors, and Second-Semester Sophomores*

Prerequisite: None

.25 Elective Credit

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.*

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**Consumer Seminar Online**

*Open to Juniors and Seniors*

.25 Elective Credit

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
1.0 MAJOR CREDIT AT LEVEL 9

If you have ever wondered how you get to be on Shark Tank or what it takes to turn an idea into a business, Entrepreneurship: Startup U will teach you how to do both. In this year-long course, students have an opportunity to explore how to run a business, beginning with an idea. Entrepreneurship: Startup U functions as New Trier’s own business incubator. From writing a business plan to producing a minimum viable product to financing a business, students guide their own learning with mentoring from teachers as they develop a business. The course culminates with an opportunity to pitch 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
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

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 allows 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
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

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
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

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
.5 MAJOR CREDIT AT LEVEL 9 / .25 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 3

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**

1.0 MAJOR CREDIT AT LEVEL 9 / 0.5 ELECTIVE CREDIT

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.

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**Web and Multimedia Development 2**

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: WEB AND MULTIMEDIA 1 OR DEPARTMENTAL APPROVAL**

1.0 MAJOR CREDIT AT LEVEL 9 / 0.5 ELECTIVE CREDIT

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.

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**iOS App Development**

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: NONE**

1.0 MAJOR CREDIT AT LEVEL 9

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
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
Freshman Media Production
Advanced Journalism
Yearbook Journalism
Broadcast Journalism 1
Broadcast Journalism 2
TV & Film 1
TV & Film 2
TV & Film 3
WNTH Radio Board 1, 2, & 3
Publications: New Trier News
Publications: Trewia

Senior Electives
AP Literature and Composition: English 4
AP Literature and Composition: Great Books
Creative Writing
Global Voices
Good and Evil in Literature
Great Books
Humanities
IGSS Senior English
Literature and Film
Literature and Psychology
Myth and Mind
Senior Writers' Seminar
Shakespeare's Literary Traditions
Social Change in Literature
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. Freshman and sophomore courses concentrate on the essential competencies in the skills of language, reading and composition. The junior and senior years not only refine and reinforce the skills introduced earlier but also lead the student into the more advanced skills of the language arts. In the senior year, students can concentrate, in depth, on various genres, themes and topics of English through a range of specialized courses as well as the sequential fourth year courses.

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 the junior research paper (the junior Theme). In all English courses, students must complete all major writing assignments in order to receive credit.

ENGLISH COURSE SEQUENCE
- Freshman English 1, Team: World Studies, or 1-Enriched
- Sophomore English 2 or 2-Enriched
- Junior English 3, 3-Enriched, 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 English 4 or IGSS Senior English. English 4, level 4 (Literature and Composition) is an Advanced Placement course. Any student may sit for the Advanced Placement examination in English.

ENGLISH GRADUATION REQUIREMENTS

Freshman English
- English 1 .............................................. levels 4, 3, 2
- English 1-Enriched ................................ level 2
- English 1-Team: World Studies .............. levels 4, 9

Sophomore English
- English 2 .............................................. levels 4, 3, 2
- English 2-Enriched ................................ 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-Enriched ................................ level 2
- IGSS Junior Integrated English ............... levels 4, 9

Senior English
- Creative Writing ................................... level 3
- Global Voices ....................................... level 4
- Good and Evil in Literature ................... level 9
- Great Books ....................................... level 3
- Humanities ....................................... level 9
- IGSS Senior Integrated English ............... levels 4, 9
- AP Literature and Composition: English 4 ...... level 4 (AP)
- AP Literature and Composition: Great Books ...... level 4 (AP)
- Literature and Film ............................... level 3, 2
- Literature and Psychology .................... levels 3, 2
- Myth and Mind .................................... level 3
- Senior Writers’ Seminar ....................... levels 4, 9
- Shakespeare’s Literary Traditions ............ level 9
- Social Change in Literature: English 4-Enriched .... 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.

Students in English 3-Team, level 9 must select a senior, level-9 elective or a course that conforms to their sophomore placement.

GRADUATION NOTES
- Although Journalism enriches students’ experiences in the English program, it does NOT satisfy graduation requirements for English. Students who elect this course must take it 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 READING AND WRITING CENTER
The center provides help with student writing and reading skill development during periods 1-9. It is equipped with computers, software, and Internet access for use in enhancing comprehension, retention, reading rate, vocabulary building, and research techniques. Tutors help with assignments in English class, papers for classes in other departments, and personal writing, such as college applications, contests, and scholarship competitions. Assistance is provided for those students needing individualized support for reading in all disciplines. The center, in conjunction with the department, also offers reading and writing support services to sophomores during their non-science lab periods (See course description in Reading and Writing Support Program section p. 52).

## EL English Courses

### EL English 1/Writing
### EL English 1/Reading
#### level 9

**OPEN TO ALL STUDENTS**  
**PREREQUISITE: RECOMMENDED PLACEMENT**  
**1.0 MAJOR CREDIT**

This *double-period* 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**  
**1.0 MAJOR CREDIT**

This *double-period* 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 class emphasizes grammar and usage work to develop academic proofreading skills. The writing workshop approach emphasizes a multi-stage process, in which students apply the elements of brainstorming, planning, drafting, and revision. The writing class prepares them for successful entry into mainstream classes. The reading class integrates with the writing class while working to build more advanced academic 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, non-fiction, and classics of English and American literature.

### EL English 3/Writing
### EL English 3/Reading
#### level 9

**OPEN TO ALL STUDENTS**  
**PREREQUISITE: RECOMMENDED PLACEMENT**  
**1.0 MAJOR CREDIT**

This *double-period* course focuses on expanding social English and building general 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 proofreading skills. The writing workshop approach emphasizes a multi-stage process, in which students apply the elements of brainstorming, planning, drafting, and revision. The writing class prepares them for successful entry into mainstream classes. The reading class integrates with the writing class while working to build more advanced academic 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, non-fiction, and classics of English and American literature.

### EL English 4/Writing
### EL English 4/Reading
#### level 9

**OPEN TO ALL STUDENTS**  
**PREREQUISITE: RECOMMENDED PLACEMENT**  
**1.0 MAJOR CREDIT**

This *double-period* course focuses on expanding social English and building general 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 proofreading skills. The writing workshop approach emphasizes a multi-stage process, in which students apply the elements of brainstorming, planning, drafting, and revision. The writing class prepares them for successful entry into mainstream classes. The reading class integrates with the writing class while working to build more advanced academic 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, non-fiction, and classics of English and American literature.
Freshman Courses

Freshman English introduces students to the foundational texts and skills needed for success in reading, writing, speaking and listening, literature, research, and language. 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, and fiction. Students are also given a foundation in English skills that will serve them well in subsequent courses. Independent reading, grammar instruction, and a writing portfolio of selected student work are requirements to complete Freshman English. Composition exercises, which assume narrative, persuasive, analytical, and reflective forms, reflect individual responses to the themes and literature studied in each course.

English 1-Enriched
level 2

This course is team 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

A primary focus of the course is to develop and reinforce effective reading and writing skills. Students are expected to generate literal understanding of text and progress with teacher guidance towards more abstract interpretations. Through various genres of literature, students in this course explore concepts including the hero’s journey and an individual’s place in society. The curriculum is designed to progressively challenge students to develop literal and inferential comprehension skills. Students 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.

English 1
level 3

This course explores thematic, universal questions connected with the theme of 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 analytic responses, 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

This course explores thematic, universal questions central to works of world 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.
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, double-period 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.

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. Two sections meet together in a large group setting for 85 minutes. Students should be able to focus in the combined class setting, participate in smaller class discussions, and conduct research as part of individual assessment.

**English 1-Team: World Studies level 4**

OPEN TO FRESHMEN
PREREQUISITE: NONE
1.0 MAJOR CREDIT ENGLISH & 1.0 MAJOR CREDIT SOCIAL STUDIES

The English and World History team-taught, double-period course offers freshmen an exploration of cultural diversity and diffusion through the evolution of ideas from ancient to modern history. This interdisciplinary course, organized both chronologically and thematically, focuses on the topics covered in World History and literature selected to enhance those topics. In the first semester, with an eye on ancient civilizations, students explore the central themes of the course - utopias, the natural world, and the nature of empire - through a variety of essential questions centered on how geography, stories, art, and politics influence the development of the individual and the spread of civilizations. In the second semester, through the themes of cultural diffusion and culture clash, students question how societies develop, evolve, and coexist, while observing how ancient civilizations continue to influence the modern era.

This course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents. Students write creatively, analytically, and persuasively about English and history as a combined discipline as well as give oral presentations in individual and group settings. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness. Two sections of this course meet as a large group every day for 85 minutes (two periods).

**Sophomore Courses**

**English 2-Enriched level 2**

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1
1.0 MAJOR CREDIT

This team 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
1.0 MAJOR CREDIT

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 (e.g. inferences and annotations). In writing, students will respond to literature through various modes, ranging from an analytical to a personal approach. There is a particular emphasis on developing an argument and organizing it coherently.

**English 2 Enriched level 3**

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1
1.0 MAJOR CREDIT

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.
APPLIED ARTS

English 3

English 3-Enriched

English 3: American Dreams and Realities

Junior Courses

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; 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.

English 3

English 3-Team: American Studies

English 3-Team: American Studies

English 3-Team: American Studies

English Language and Composition exam.

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, such as photographs, films, and advertisements. 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 many great American writers, thereby enhancing the American literature experience. This course prepares students for the AP English Language and Composition exam.

English 3-Team: American 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 crossing 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, double-period course. Two sections meet together daily in a large-group setting for 85 minutes. 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 Junior Integrated English
levels 9 & 4

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2
1.0 MAJOR CREDIT ENGLISH

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 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, 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

All senior courses have equivalent requirements in composition and reading and include instruction in advanced language skills appropriate to each level. All courses fulfill the New Trier English requirement for graduation. Specific courses are offered if staff availability and registration warrant.

AP Literature and Composition: English 4 level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

AP Lit-Comp explores the range of world literature, from ancient to contemporary, and places authors in dialogue with one another across time and culture. The course explores the themes of both internal and external dislocations following characters either alienated from their own culture, or in conflict with a different culture. First semester focuses on the study of poetry, novella and novel as forms, while second semester focuses on drama and film. The course is a college-preparatory writing course that exposes students to a variety of kinds of writing: personal, academic, creative, and research-based. 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. This course prepares students for the AP English Literature and Composition exam and meets the demand, pace, and expectations of the senior 4-level program.

AP Literature and Composition: Great Books
level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

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. In AP Great Books, students read a balance of fiction and non-fiction to help them engage in what Mortimer Adler described as the “great dialogue,” a conversation that has been conducted for well over two thousand years. Writing is a vital element of this course as students use 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. This course meets the demand, pace, and expectations of the senior 4-level program.

Creative Writing
level 3

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

Creative Writing is a workshop course in which students discover, analyze, and apply the methods used in various forms of writing including memoir, fiction, poetry, and drama. Emphasis is on experimentation and practice, taking cues from short stories, plays, poems, and screenplays as models for study. Students increase their understanding of how writing is structured to create particular effects, and they are encouraged to see connections between their own writing, their classmates’ writing, and the writing of classical and contemporary authors. As a community of writers, students read, write, and share their work in a safe space that provides constructive criticism for all writers. 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.

Social Change in Literature: English
4-Enriched
level 2

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

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. Other themes of the course include our quest for self-identity, individualism in cultural and social context, and the origins of conflict. Diverse writing experiences include the college, personal, and narrative essays, which emphasize critical analysis and creative expression. Projects allow students alternative ways to express what they have learned.
Global Voices
level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This course engages students in a comparative study of literature from Africa, Asia, Europe, and Latin America. Global Voices explores multicultural literature and engages students in discussion, critical thinking, writing, and creative expression. While literary criticism and definition are typical composition modes for this class, writing in the course also includes non-fiction narratives, specifically the college essay, as well as proposal issues and evaluation essays of the student’s choice. By expanding their cultural boundaries, students embrace diversity and challenge prejudice, while recognizing their role as global citizens. This course meets the demand, pace, and expectations of the senior 4-level program.

Good and Evil in Literature
level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This course wrestles with the concepts of Good and Evil and the ways they impact and inform our codes of conduct, value systems, punishments, and rewards. These complex ideas are examined as they are represented in diverse texts, focusing on the religious, societal, and individual definitions of Good and Evil. The objective of this course is for students to pose and debate essential questions by applying literary texts to their own lives. Such questions may include: Are Good and Evil created by humans, or by something outside of us? How have beliefs of Good and Evil created society’s concepts of law, ethics, and morality? How do we decide what is “wrong,” or what constitutes a crime? What does it mean to be “good” in the eyes of society? Through writing, small group projects, and extensive debates, students explore these issues and their implications from their own ethical viewpoints.

Great Books
level 3

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

Through active reading of literature and philosophy, students in this course grapple with the enduring ideas of Western civilization, including issues of gender, social justice, religion, and education. Great Books is designed for students who want to strengthen and hone their analytical reading skills through engaging in intellectual inquiry and participating in daily discussions of the complex issues. Students are expected to be active participants and to lead at least three discussions with a partner each semester. With this primary focus on generating student-led discussions that question the veracity of author’s ideas as well as application of those concepts to our modern world, the Great Books method helps students understand the role of reading and critical analysis.

Humanities
level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

From the cave paintings of Lascaux to the skyscrapers of Chicago, man has used the arts—painting, literature, philosophy, architecture—to understand and to claim his place in the world. Humanities examines each of these disciplines in hopes of creating well-rounded observers who will be better able to understand a shared cultural heritage and appreciate the wonders of the world that surround us. Students will consider definitions of art through paintings viewed during an autumn excursion to the Art Institute; read ancient writers and philosophers and see how their wisdom applies to our world; and will examine architecture, the art we live in, and explore its functions on a spring river cruise. 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 daily lives.

IGSS Senior Integrated English
levels 9 & 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

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
levels 2 & 3

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

Literature and Film expands students’ critical thinking skills through the analysis of film and literary texts, ranging from classical works to contemporary literature. The course helps students explore a variety of essential questions and thematic subjects to think critically about what it means to be a citizen of the world in the 21st century. Carefully sequenced literature and film pairings guide students to examine the ways film and literary style create meaning. Through guided discussions and a variety of challenging writing experiences, students will learn to better critically discern and appreciate the intentionality underlying authorial and directorial choices. All students are required to attend four movie nights at the Wilmette Theater and a nominal fee of $20 will be assessed for the theater rental. These films are part of the curriculum and form a basis for discussions, arguments, and assessments throughout the year.
Literature and Psychology
level 2

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This senior elective course is designed for students interested in applying different psychological theories to understand and analyze characters in literature. Throughout the year, students will use texts as case studies to consider the following questions: What does it mean to read with a psychological lens? How does the unconscious mind shape behavior and interactions? How does the mind cope with trauma and grief? What is mental illness, and how does society treat individuals who have it? How do perceptions of gender and race impact our behavior? The literature of the course addresses some mature and sensitive issues such as grief, rape, suicide, abuse, and depression. The course demands a close reading of non-fiction works detailing psychological theories, and will require students to apply that understanding to literature through their writing.

Literature and Psychology
level 3

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

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 and personality development by approaching literature from a psychological perspective. In other words, characters in literature are studied as “case examples” in which the psychological dimensions of their conflicts are examined. Topics include creativity and madness, repression and culture, and dreams and fairy tales. Class discussion is based on readings and personal reflection. Drawing on their study of Freud and Jung, students also keep a journal as a way to see and begin to understand the patterns developing in their lives.

Myth and Mind
level 3

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This course is a study of worldwide mythologies, religions, and philosophies that examine the great questions of human existence. Students examine classical and contemporary literature, art, music, and film for their universal ideas. These topics include situational and character archetypes, the battle between good and evil, personal journeys, the quest for self-fulfillment, and the heroic concept. The course emphasizes both traditional and contemporary portrayals of these ideas. In addition to class discussion and presentation, students showcase their interpretations with a variety of creative works, including written interpretation, poetry, short stories, fairy tales, musical compositions, and other alternative forms of expression.

Senior Writers' Seminar
level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This year-long intensive writing course is designed for students who would like to build on their strong writing foundation by experimenting with the literary techniques of creative non-fiction. Through formal and informal writing activities, students craft personal essays, memoirs, and exploratory essays, among other non-fiction forms. Students also read a wide range of fiction and non-fiction texts, but they do so as writers, discovering and analyzing literary techniques they can incorporate in their own writing. The course emphasizes a close examination of the writing process. Students practice invention strategies, compose multiple drafts, sharpen their revision skills, and compile a portfolio of their course work.

Senior Writers' Seminar
level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This is a year-long intensive writing course designed for students who possess strong writing skills and want to further challenge themselves by experimenting with the literary techniques of creative non-fiction. Through formal and informal writing activities, students craft personal essays, memoirs, exploratory essays, and literary analysis, among other non-fiction forms based on personal experience. Students also read a wide range of fiction and non-fiction texts, but they do so as writers, discovering and analyzing literary techniques they can incorporate in their own writing. The course emphasizes a close examination of the writing process. Students are expected to strive for greater depth in the revision of their writing, seeing that meaningful revision is far reaching, not simply a sequence of editing from draft to draft. This philosophy is applied to each composition, with the first semester culminating in a portfolio of the student’s course work. This course meets the demand, pace, and expectations of the senior 4-level program.

Shakespeare’s Literary Traditions
level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3
1.0 MAJOR CREDIT

This course examines how Shakespeare speaks to that universal need to question one’s identity, probe the power of authority, and exalt in our common humanity. Students will better understand the Bard’s influence in shaping our world as well as their own personal experiences. They will read contemporary texts that speak to parallel 17th-century themes, write about relevant global issues, and utilize a performance-based approach that transcends time in their study of the plays. Students will also view live theater performances.
Students and teachers may use the services of reading specialists to aid in the diagnosis of reading abilities and the development of effective reading strategies. Diagnostic and teaching services of the reading specialists are also available for classes and individual students and teachers. In addition support programs are available on each campus to help students with reading and writing needs.

### Reading and Writing Support Program

**Level 8**

**Open to Freshmen**  
**Prerequisite: None**

The Reading and Writing Support program at the Northfield campus meets one day a week 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 aide who has been trained in reading and writing assistance.

### Reading and Writing Strategies Program

**Level 8**

**Open to Sophomores**  
**Prerequisite: None**

The Reading and Writing Strategies program at the Winnetka Campus provides assistance to sophomore students who can benefit from extra support in developing their literacy skills. Students work with Reading and Writing Center peer tutors and teachers to build their understanding of vocabulary strategies, reading comprehension strategies, literary analysis strategies, and writing skills. Students are recommended at the end of freshman year by their English teachers and the English Department Coordinator. They are enrolled for first semester, 2 days per week, during off-science lab periods. Enrollment may be continued in second semester.

**Media** students examine and produce film, video, and audio content as trusted storytellers, ethical reporters, and effective team members. Students investigate current events, personal experiences, and differing points of view to become responsible citizen-artists. Students compose original work using sophisticated narrative skills and specialized equipment.
English: Media and Journalism

Freshman Media Production
OPEN TO FRESHMEN
PREREQUISITE: NONE
.5 ELECTIVE CREDIT

This course does NOT substitute for required English. This full-year course offers students an introduction to broadcast media, including entertainment and journalistic media. This class will be run as a studio course where students can create individual or collaborative projects matching their own interests within the broader interests of the course: print, audio, and visual media. Projects may include print journalistic techniques such as interviewing, and writing ledes, headlines, and feature essays; audio projects such as oral history and podcasting; and visual projects such as PSA’s, commercials, short documentaries and original narrative projects as well. This course will give students a taste of the giant range encompassed by broadcast media, including a grounding in various media techniques that students can pursue in later sequences at the Winnetka campus: Journalism, Film, and Yearbook. This course fulfills the graduation requirement for fine and/or practical arts.

Advanced Journalism
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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: BROADCAST JOURNALISM 1
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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.

**WNTH Radio Board 1, 2, & 3**

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SELECTION FOR THE WNTH BOARD  
.5 ELECTIVE CREDIT

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. Only those students selected to serve on the WNTH board will be enrolled in this course. This course fulfills the graduation requirement for fine and/or practical arts.

**Publications: NT News**

level 8

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL  
.5 ELECTIVE CREDIT

This course does NOT substitute for required English. This is a full-year course designed for editors of the New Trier News and Examiner 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 and write stories, 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

OPEN TO JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL  
.5 ELECTIVE CREDIT

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. This course fulfills the graduation requirement for fine and/or practical arts.
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-E..............................................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-E.........................................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-E......................................W221332
Literature and Film.........................W232432
Literature and Film.........................W232433
Social Change in Literature: English 4-E..W231532
AP Lit & Comp: English 4.................W230434
Creative Writing..............................W233433
Great Books......................................W234433
AP Lit & Comp: Great Books..............W234434
Sr Writers’ Seminar.........................W235434
Sr Writers’ Seminar.........................W235439
Humanities.......................................W236439
Lit & Psych.......................................W237432
Lit & Psych.......................................W237433
Myth & Mind......................................W238433
Global Voices....................................W239434
Good & Evil in Lit...............................W240439
Shakespeare’s Literary Traditions........W241439
IGSS Sr English.................................W270434
IGSS Sr English.................................W270439

Winnetka Campus
TV & Film 1.................................W158438
TV & Film 2.................................W158538
TV & Film 3.................................W158638
WNTH Board 1................................W158738
WNTH Board 2................................W158838
WNTH Board 3................................W158938
Broadcast Journalism 1..................W157538
Broadcast Journalism 2..................W157738
Adv Journalism.............................W224238
Publications: NT News.....................W224038
Publications: Trevia.........................W224338
Yearbook Journalism......................W224438

Media and Journalism

Northfield Campus
Freshman Media Production..............N157138

Winnetka Campus
TV & Film 1.................................W158438
TV & Film 2.................................W158538
TV & Film 3.................................W158638
WNTH Board 1................................W158738
WNTH Board 2................................W158838
WNTH Board 3................................W158938
Broadcast Journalism 1..................W157538
Broadcast Journalism 2..................W157738
Adv Journalism.............................W224238
Publications: NT News.....................W224038
Publications: Trevia.........................W224338
Yearbook Journalism......................W224438

Winnetka Campus
TV & Film 1.................................W158438
TV & Film 2.................................W158538
TV & Film 3.................................W158638
WNTH Board 1................................W158738
WNTH Board 2................................W158838
WNTH Board 3................................W158938
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)
The Fit Female
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)
Wellness for Life
Wellness for Life (Early Bird)
Yoga and the Art of Self-Defense 1 & 2

The Dance Division:
KW 1 / Dance
Freshman Dance 2
Dance at Dawn (Early Bird)
Dance 2 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 Center 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:**
- KW1 or KW1/Dance (required)
- Freshman Dance 2 (optional fine arts credit)

**Sophomore:**
- Health (semester required)
- KW2 Activities or Dance (2, 3, 4, & Menz Dance)

**Junior/Senior: (Releasable for Athletics)**
- Dance 2, 3, 4, Menz Dance
- Lifetime Activities
- Strength and Conditioning
- Team Block
- Wellness for Life
- Yoga and the Art of Self-Defense 1

**Junior/Senior: (Non-releasable for Athletics)**
- Advanced Health and Wellness
- Core and More/Yoga (Early Bird)
- Dance Lab 1 & 2
- Dance at Dawn (Early Bird)
- The Fit Female

**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, lifelong 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, 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**

OPEN TO FRESHMEN  
PREREQUISITE: NONE

KW 1/Dance is a yearlong course that integrates kinetic wellness and dance concepts in rotation every three weeks. 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 weight training, swimming, fitness and nutrition, mental/emotional health, first aid/CPR/AED, substance education, and health literacy skills. The dance portion of the course focuses on modern dance fundamentals that encompass technique, composition, and improvisation, including elements of ballet, jazz, and 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 throughout the year and are taught by both a Kinetic Wellness and a Dance teacher. **Exemptions are not allowed for freshman Kinetic Wellness or Dance.**
Health/Kinetic Wellness 2 or Health/Dance
OPEN TO SOPHOMORES
PREREQUISITE: NONE

Sophomore Kinetic Wellness continues the integration of health and physical activity. The goal of the nine-week Personal Wellness unit is for students to learn how to be health literate through setting goals, analyzing influences on health, accessing information, self-advocating, and making healthy decisions. The curriculum also includes health components of fitness, including water sports, body image, nutrition, sleep, and stress management. The nine-week Sexuality Education unit addresses reproductive health, gender identity, digital literacy, healthy and unhealthy relationships, and consent. This semester of Health is required for graduation.

In the other semester, students may choose between Kinetic Wellness 2 (KW2) and Dance. KW2 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, improvisation, and composition. Exemptions are not allowed for Health/Kinetic Wellness 2 or Health/Dance.

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 year-long 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 year-long 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 four days a week for 50 minutes each day, Monday through Thursday. Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.

The Fit Female
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: NONE

This course will present junior and senior students who identify as female with a wide range of fitness activities, such as kickboxing, step aerobics, weight lifting, and cardiovascular routines. Additionally, there are classroom discussions on women’s health issues, such as heart disease, breast cancer, nutrition, and self-worth. The overall focus of the course is on incorporating all areas of wellness in order to develop a healthy lifestyle. Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.

KW Leaders 1
OPEN TO JUNIORS
PREREQUISITE: APPLICATION PROCESS
DEPARTMENTAL APPROVAL REQUIRED

This year-long 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 *year-long* 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.*

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**Lifetime Activities (Early Bird)**

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

This course meets four days a week for 50 minutes each day, Monday through Thursday.

*Refer to Lifetime Activities for complete course description. *Students enrolled in Lifetime Activities (Early Bird) may not be released for seasonal participation on a New Trier athletic team.*

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**KW Team Block (Early Bird)**

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

This course meets four days a week for 50 minutes each day, Monday through Thursday.

*Refer to KW Team Block for complete course description. *Students enrolled in KW Team Block Early Bird may not be released for seasonal participation on a New Trier athletic team.*

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**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 second-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. *Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.*

*Does not replace regular sophomore KW but may be taken in addition to regular KW. Students must be 15 years of age to enroll in this course.*

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**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.*

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**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.*

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**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. Instructors have the ability to bring in portions of curriculum from other courses that would be specifically addressed to each student. *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, with the exception of Freshman Dance 2, which fulfills the graduation requirement for fine and/or practical arts. Sophomores may elect dance for one semester in place of Kinetic Wellness 2, but they must fulfill one semester of health education. This requirement may be fulfilled by taking Health in summer school.

This is a modern dance-based curriculum integrated with ballet, jazz, and world dance forms. Four levels of dance are offered to accommodate the developmental needs of all students.

All courses, with the exception of KW1/Dance (Northfield) and Dance 2 (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 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 has a culminating performance. All freshmen are eligible to audition original works for Dance Day Northfield, and students in Freshman Dance 2 are eligible to perform in Dance Theater New Trier.

**Winnetka Campus:** Kinesis Dance Company (Jr./Sr. only) presents a winter concert. Interested sophomores, juniors, and seniors may audition their original choreography for Dance Day Winnetka, and Winnetka Dance Ensemble. Dance Theater New Trier (Dance 3, 4, Menz Dance, and Dance Lab 1 and 2) presents the final concert of the year in May. Students in Menz Dance may perform in a biennial concert.

**Northfield and Winnetka:** All students are invited to participate in the biennial Spring Fling Dance Thing, a full day of master classes. Each year a select number of students have additional opportunities to attend state, regional, and/or national dance festivals. Students enrolled in Dance 2, 3, 4, or 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.**

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**Strength and Conditioning (Early Bird)**

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: NONE

This course meets four days a week for 50 minutes each day, Monday through Thursday.

*Refer to Strength and Conditioning above for complete course description. Students enrolled in this course may not be released for seasonal participation on a New Trier athletic team.

**Wellness for Life**

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

This is a year-long 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, Cybex, and free weight training. Various classroom topics center on benefits of fitness, stress management, sleep habits, and nutrition. Several assignments, quizzes, and/or tests will be part of the grade. 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.**

**Wellness for Life (Early Bird)**

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

This course meets four days a week for 50 minutes each day, Monday through Thursday.

*Refer to Wellness for Life for complete course description. Students enrolled in Wellness for Life (Early Bird) may not be released for seasonal participation on a New Trier athletic team.

**Yoga and the Art of Self-Defense 1**

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: NONE

This is a year-long 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 year-long 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 not be released for seasonal participation on a New Trier athletic team.**
Kinetic Wellness 1/Dance is a yearlong course that integrates 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 weight training, swimming, fitness and nutrition, mental/emotional health, first aid/CPR/AED, substance education, 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, and 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 throughout the year and are taught by both a kinetic wellness and a Dance teacher. Exemptions are not allowed for freshman Kinetic Wellness or Dance.

Freshman Dance 2

This is a year-long course in which students are guided and challenged to develop greater proficiency in modern dance technique, improvisation, and composition. Ballet, jazz, and world dance forms will be integrated into the curriculum. Students will also be introduced to artistic criticism and will be given various opportunities to practice performance skills. Technical training will be enhanced with Pilates and yoga fundamentals.

Dance at Dawn (Early Bird)

This is a year-long, early bird course in the art, craft and science of modern dance for intermediate and advanced-intermediate level students. The class meets Monday through Thursday for 50 minutes, and will integrate ballet, jazz and world dance forms along with elements of yoga and Pilates. Stretching, relaxation techniques, 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. 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 not be released for seasonal participation on a New Trier athletic team.

This is a year-long course that builds on the basic skills and concepts presented in KW 1/Dance. The course may also be taken for one semester in combination with health. Students study modern technique, improvisation, and composition, including elements of ballet, jazz, and world dance forms. Emphasis is on building a strong foundation in dance. Students will be introduced to artistic criticism and will be given various opportunities to practice performance skills. Technical training will be enhanced with Pilates and yoga fundamentals. This course may be repeated for credit.

Dance 3 (intermediate/advanced)

This is a year-long 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. Students will have an opportunity to audition and perform with Dance Theater New Trier (DTNT) in May. Technical training will be enhanced with Pilates and yoga fundamentals. This course may be repeated for credit.

Dance 4 (advanced)

This year-long 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 a goal of the course. Students require a high level of commitment and are encouraged to perform in a wide variety of dance venues. Students will have an opportunity to audition and perform with Dance Theater New Trier (DTNT) in May. Dance 4 students are eligible to apply for DTNT concert choreographer positions. 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

This is a year-long course in beginning and intermediate modern technique, improvisation, composition, and performance that includes elements of ballet, jazz, and world dance forms. Designed especially to meet the needs of male dance students, this course emphasizes increasing flexibility, concentration, coordination, and musicality. Athletes and actors are encouraged to enroll. Technical training will be enhanced with Pilates and yoga fundamentals. Many performing opportunities are made available, including Dance Day, the Spring Dance Concert, and a biennial Menz Concert. This course may be repeated for credit.
Dance Lab 1

OPEN TO JUNIORS AND SENIORS FOR BOTH FINE ARTS AND KINETIC WELLNESS CREDIT
PREREQUISITE: DANCE 3 OR 4 WITH AN AUDITION OR RECOMMENDATION OF THE DANCE FACULTY
1.0 MAJOR CREDIT AT LEVEL 4

This is a year-long, college-level, double-period 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. Students will have an opportunity to audition and perform with Dance Theater New Trier (DTNT) in May. 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 BOTH FINE ARTS AND KINETIC WELLNESS CREDIT
PREREQUISITE: DANCE LAB 1
1.0 MAJOR CREDIT AT LEVEL 4

This is a year-long, college-level, double-period 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 compositions, studio and stage performances, and by attending live dance concerts. Experimentation with dance technology as a creative art form will also be incorporated into the course. Dance Lab 2 students produce a studio-theater showcase of original works in second semester and are 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 DTNT 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

.5 ELECTIVE CREDIT

The driver education program consists of three phases of instruction: theory (classroom), behind-the-wheel, and simulation. 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. These students will not be offered behind-the-wheel instruction at a later date or receive an Instructional Driving Permit. 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 8/15/2005)
Semester 2 (birthday before 1/15/2006)
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
Freshman Dance 2 .................................................. N320238
Adapted KW (PESO) ............................................. N340038

Winnetka Campus
Driver Ed .............................................................. W130218
Cutoff Birthday 8/15/2005
Driver Ed .............................................................. W130228
Cutoff Birthday 1/15/2006
Health ................................................................. W301008
KW ................................................................. 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
The Fit Female ...................................................... W309338
Wellness for Life .................................................. W306338
Yoga & Self-Defense 1 ........................................ W310338
Yoga & Self-Defense 2 ...................................... W310438
Strength & Conditioning ................................. W315338
Strength & Conditioning (EB) ......................... W31B338
Dance At Dawn (EB) .......................................... W32B338
Dance 2 (1 Semester Only) .............................. W322008
Dance 2 (Full Year) ............................................. 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
Mathematics

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

Introduction to Finite Mathematics & Statistics
Analytic Geometry/Discrete Mathematics
AP Calculus AB
AP Calculus BC
Multivariable Calculus/Linear Algebra
AP Statistics
Computer Science
AP Computer Science
EL Math Resource
**MATHEMATICS FLOW CHART**

Mathematics as a discipline is an important and beautiful human endeavor, and mathematics has applications in many areas. All students, to the extent of their abilities, 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 grasping ideas, seeing their interrelations, and communicating them to others.

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<td>Algebra 1</td>
<td>Plane Geometry</td>
<td>Algebra 2 Essentials</td>
<td>College Alg/Prob &amp; Stats</td>
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<td>Algebra 1</td>
<td>Plane Geometry Geometry, Design, and Construction (level 9)</td>
<td>Algebra 2</td>
<td>Placement based on teacher recommendation for one of the following courses: Precalculus/College Alg &amp; Trig, or College Alg/Prob &amp; Stats</td>
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<td>Algebra 2</td>
<td>Placement based on teacher recommendation for one of following courses: AP Calculus AB, AP Statistics, AP Computer Science, Analytic Geometry/ Discrete Math, or Intro Calc &amp; Stats/ Math Mod &amp; App</td>
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**NOTES:**
- Two class titles separated by a forward slash denote a full-year sequence.
- Computer Science is a full-year enrichment course that can be taken after Geometry. This course does not fulfill the graduation requirement in Mathematics. It is not a prerequisite for AP Computer Science.
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.

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**Mathematics Courses**

**Algebra 1 (Double Period)**

**level 2**

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 for two periods 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, 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**

**level 9**

OPEN TO FRESHMEN AND SOPHOMORES

PREREQUISITE: ALGEBRA 1

MATH DEPARTMENTAL APPROVAL REQUIRED

1.0 MAJOR CREDIT IN MATHEMATICS

1.0 MAJOR CREDIT IN APPLIED ARTS

In this team-taught, double-period 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. The unit circle, probability, series and sequences, and the complex number system are introduced. 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
**levels 2 & 3**

**OPEN TO SOPHOMORES AND JUNIORS**  
**PREREQUISITE:** PLANE GEOMETRY

This intermediate algebra course is a continuation of Algebra 1, including the solutions of equations, inequalities, and systems. An emphasis is placed upon understanding relations and functions, including quadratic functions, exponential functions, logarithmic function, rational functions, and polynomial functions. The unit circle, probability and statistics, series and sequences, and the complex number system are introduced.

### Algebra 2/College Algebra & Trigonometry
**level 4**

**OPEN TO FRESHMEN AND SOPHOMORES**  
**PREREQUISITE:** PLANE GEOMETRY, 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 probability. This course includes the equivalent of one semester of trigonometry.

### College Algebra/Probability & 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 want an alternative to the traditional senior mathematics course which includes a semester of trigonometry. The content of this course includes functions and their graphs, matrices, linear programming, probability, introductory statistics, and right triangle trigonometry.

### College Algebra & Trigonometry/Precalculus
**level 2**

**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 a rigorous 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, vectors, and limits 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.

### College Algebra & Trigonometry/Precalculus
**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 in-depth study of analytic trigonometry, analytic geometry, analysis of graphs of functions, conic sections, and parametric and polar equations. Students are introduced to the mathematics of limits and to math modeling. 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 & Discrete Mathematics**
**level 4**

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**  
**PREREQUISITE:** ALGEBRA 2/COLLEGE ALGEBRA & 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: COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, LEVEL 2
DEPARTMENTAL APPROVAL REQUIRED

This course builds a foundation for the study of topics in finite mathematics, statistics, and calculus that may be included in an introductory college mathematics course. Finite math topics include cryptography, voting methods, congressional redistricting, fair division, and game theory. Probability and statistics are topics of major focus in both semesters. A review of precalculus topics is given in the second semester as a precursor to a preview of calculus.

**AP Calculus AB**

**level 4**

OPEN TO SENIORS
PREREQUISITE: COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, LEVEL 3 OR
ANALYTIC GEOMETRY/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 & 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: COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, LEVEL 3 OR
ANALYTIC GEOMETRY/PRECALCULUS & 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.

**Introduction to Calculus & Statistics/Mathematics Modeling & Applications**

**level 3**

OPEN TO SENIORS
PREREQUISITE: COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, 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/Discrete Mathematics**

**level 3**

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ALGEBRA 2/COLLEGE ALGEBRA & TRIGONOMETRY, LEVEL 4 OR
COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, 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 studied include two and three-dimensional vectors, the logic of proofs and problem solving, analyzing functions, complex numbers and number systems, and a preview of calculus.
**Multivariable Calculus/Linear Algebra**  
*level 4*  
**OPEN TO SENIORS**  
**PREREQUISITE: AP CALCULUS BC**

This course is a two-semester course that follows AP Calculus BC. The first semester covers topics in multivariable calculus, including vectors in two and three-dimensions, solid analytic geometry, differential calculus of several variables, including directional derivatives and gradients, and line and surface integrals. The second semester of the course is linear algebra. The course includes general vector spaces in n-dimensional Euclidean space and over the complex numbers, inner product spaces, eigenvalues and eigenvectors, linear transformations, applications of vector spaces, and numerical methods.

**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: COLLEGE ALGEBRA & TRIGONOMETRY/PRECALCULUS, LEVEL 3, ANALYTIC GEOMETRY/DISCRETE MATHEMATICS, LEVEL 3, OR ANALYTIC GEOMETRY/PRECALCULUS & 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.

**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
Alg2/College Alg & Trig ................................................................... N400214 & N400224

Winnetka Campus

EL Math Resource ........................................................................... W400138
Plane Geometry .................................................................................. W400232
Plane Geometry .................................................................................. W400233
Plane Geometry (Co-Taught) .............................................................. W402232
Geometry-T: Geometry/Design/Construct ....................................... W400239
Alg2/College Alg & Trig ................................................................... W400214 & W400224
Algebra 2 Essen .................................................................................. W402332
Algebra 2 ........................................................................................... W400332
Algebra 2 ........................................................................................... W400333
Algebra 2 (Co-Taught) ...................................................................... W401332
Analytic Geom/Precalc & Discrete Math ................................. W400314 & W400324
College Alg & Trig/Precalculus ....................................................... W400412 & W400422
College Alg & Trig/Precalculus ....................................................... W400413 & W400423
College Alg & Trig/Precalculus (Co-Taught) .... W400412 & W400422
AP Calculus AB ............................................................................... W400434
AP Calculus BC ............................................................................... W401434
Intro Finite Math & Stats ................................................................. W400532
Analytic Geom/Discrete Math ......................................................... W400513 & W400523
MV Calc/Linear Algebra ................................................................. W400514 & W400524
Intro Calc & Stats/Math Mod & App ............................................. W401413 & W401423
Computer Science .......................................................................... W405339
Computer Science .......................................................................... W405334
College Algebra/Prob & Stats ......................................................... W405412 & W405422
AP Statistics ..................................................................................... W405434
AP Comp Sci .................................................................................... W406434
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 languages, 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 learning 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-speaking cultures. 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 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.

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 identity, community, school, and food. As a culminating activity, students 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, travel, and holidays. 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 and language lab. Vocabulary and grammatical concepts are introduced within the context of culturally rich and relevant thematic topics, such as quality of life, friendship, traditions, fairy tales, and food. Students view and discuss a feature film and read Le Petit Prince in the fourth quarter. 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 self-identity, art, wellbeing, childhood memories, and pop culture. Students enhance their cultural awareness of Québec, French-speaking West Africa, and French art history. Students increase their language proficiency by discussing a feature length film, African short stories, video clips, articles, and a contemporary French novel, Oscar et la dame Rose. 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 4
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: FRENCH 3

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 soccer, traditions, cities, fine arts, resistance, and the environment. Students enhance their cultural awareness of French-speaking Europe and Africa. Students increase their proficiency by viewing and discussing short films as well as feature-length films such as Au revoir, les enfants. Reading a screenplay, short stories, and many newspaper and online articles allows 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 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 soccer, traditions, cities, fine arts, resistance, and the environment. Students enhance their cultural awareness of French-speaking Europe and Africa. Students increase their proficiency by viewing and discussing short films as well as feature-length films such as Au revoir, les enfants. Reading a screenplay, short stories, and many newspaper and online articles allows students to consider issues from different perspectives. Classroom instruction and interactions are almost entirely in French, and accuracy in speaking and writing is emphasized. Assessments include 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 history, contemporary life, family and community. 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 famous French 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 use Canvas to engage in written and oral discussions and to communicate with all students in the course. In addition, students may create a short film of their own, allowing them to deepen their knowledge and awareness of the film-making process. 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, family 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 No et moi and by viewing and discussing feature-length films without subtitles. 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 together. Assessments include frequent oral and written quizzes, and some tests, 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 relationships, wellbeing, consumerism, and identity. Communication is enhanced and reinforced through consistent daily use of German in the classroom and the language lab. Students increase their language proficiency and cultural awareness by viewing feature films and reading a variety of texts in German. Assessments include frequent quizzes and oral evaluations, tests, and projects assigned throughout the year.

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 the Brothers Grimm and 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 frequent quizzes, tests, projects, and oral evaluations throughout the year.
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, the Third Reich, East and West Germany, the fall of the Berlin Wall, 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*, both of which illustrate civil courage. Classroom instruction and interactions are entirely in German. Assessments include frequent quizzes, oral evaluations, various projects, and tests.

German 5
levels 9 & 4 (AP)

OPEN TO SENIORS
PREREQUISITE: GERMAN 4

This course provides more sophisticated understanding and use of the German language and deeper appreciation of German-speaking cultures. New thematic topics, such as scientific and technological innovations, the environment, and multi-culturalism, are introduced. Cultural topics focus on Austria, Switzerland, and Liechtenstein. Students enhance their language proficiency and cultural awareness by viewing and discussing feature-length films, such as *Der Baader-Meinhof Komplex*. 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 frequent quizzes, oral evaluations, tests, and projects assigned throughout the year.

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.
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

This course introduces students to the Latin language and Roman civilization by reading and learning about everyday life in ancient Rome. Through 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 2

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.

Japanese 4
levels 9 & 4 (AP)

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.

Japanese 4
levels 9 & 4

This combined-level course introduces students to the Japanese 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.

Students taking this course at level 4 are expected to translate from English to Latin and accuracy from Latin to English is emphasized.
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, accuracy in translation from Latin to English is emphasized, and students are expected to translate from English to Latin. 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, Cicero, Augustus, Pliny, 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 videos on the Roman army, the eruption of Mt. Vesuvius, and the lives of the emperors. 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 2020-2021 year so that students can continue their study of Latin.

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, Cicero, Augustus, Pliny, 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 videos on the Roman army, the eruption of Mt. Vesuvius, and the lives of the emperors. 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 2019-2020 school year, this course will focus on discovering who the Romans were through 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 2020-2021 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 2020-2021 school year, this course will focus on what we can discover about Roman personal and social life by reading traditional primary and authentic 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 2021-2022 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
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. In place of a traditional textbook, students use specially developed reading materials that follow the story of four teenagers who travel through Spanish-speaking countries with their rock band. Cultural topics focus on Spain and Caribbean Latin America. 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 Spain and Caribbean Latin America. 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 follow the story of four teenagers who travel through Spanish-speaking countries with their rock band. Assessments include oral and written quizzes, tests, projects, and presentations.
Spanish 2  
level 2  

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 thematic topics, such as school life, travel, and pastimes. Listening comprehension and speaking are enhanced through consistent daily use of Spanish in the classroom. Students increase their cultural awareness of Spain and the Americas through movies, documentaries, and short reading selections. Assessments include oral and written quizzes, tests, and projects assigned throughout the year.

Spanish 2  
level 3  

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 thematic topics, such as education, self-expression, and relationships. In addition to reading and discussing short stories, authentic articles, and a novella, students view video clips and documentary. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all designed to address specific thematic and communicative objectives.

Spanish 2  
level 4  

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  

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 view video clips and two feature films. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all designed to address specific thematic and communicative objectives.

Spanish 3  
level 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 topics such as education, self-expression, and relationships. In addition to reading and discussing short stories, authentic articles, and a Spanish novella, students view video clips and a feature film. Assessments include quizzes, tests, projects, presentations, and oral evaluations, all designed to address specific thematic and communicative objectives.

Spanish 3  
level 4  

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. 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.
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 and travel. Listening comprehension and speaking are emphasized through consistent daily use of Spanish in the classroom and the language lab. Cultural topics focus on Spain, Pre-Columbian Mexico, and immigration. Students improve their language skills and increase their cultural awareness through daily conversations and viewing films. 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.

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

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. 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 communication.

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 their exploration of Spain, Colombia, Argentina, Chile, and Cuba, 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 countries they study. Classroom instruction and interactions are entirely in Spanish, and students are expected to participate actively. Assessments include quizzes and tests, recordings, and projects assigned throughout the year.

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 social media, 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.

This course provides continued practice and 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 and 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, weekly recordings, monthly tests, and essays.
Spanish 6
level 3

OPEN TO SENIORS
PREREQUISITE: SPANISH 5

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, heroes and influences, fear, reality or dreams, Latin music, 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 film critiques, in response to a variety of short and extended readings. Classroom instruction and interactions are entirely in Spanish and students are expected to be actively engaged. Assessments include frequent quizzes, oral evaluations, written tests, essays, and projects assigned throughout the year.

AP Spanish 6: Literature and Culture
level 4

OPEN TO SENIORS
PREREQUISITE: AP SPANISH 5

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. Each theme is developed through literary analysis of the selected readings, discussion, and writing that comprise the course expectations. An emphasis is placed on the social and cultural context of the literature and is supported through analysis of 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**

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Freshman Boys’ Chorus
Freshman Girls’ Chorus
Men’s Chorus
Choraliers
High Five Choir
Concert Choir
Choir Opera
Swing Choir
Vocal Music Improvisation
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
Electronic Music and Theory
AP Music Theory
Guitar 1 and 2
Instrumental Music Improvisation

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
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.

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 and Theatre Department Chair.

**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. In the fall, individuals may be permitted to receive major credit in up to two ensembles. Students must submit a contract to effect the change from elective credit to major credit status.

### MUSIC FOR MAJOR CREDIT

All “capstone” performance ensemble courses in the music program may be taken for 8-level elective credit, 4-level major credit, or 9-level major credit (if the ensemble is a second major). To obtain major 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 major credit in more than two ensembles. Any student who elects to take two ensembles for major 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 major credit.

All other performance ensemble courses in the Music 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
- Varsity Wind Ensemble
- Men’s Chorus
- 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 major credit will complete an additional project(s) outside of the classroom.

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**Four-Year Sequence in Choral Music**

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88 | PROGRAM OF STUDIES 2021–22
**Four-Year Sequence in Instrumental Music**

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**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 he or she 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 and Theatre Department Chair for details.

**Additional Notes About Course Selection**

Music Improvisation is also available for enrollment, but registration prior to the first semester is not required. These classes generally meet after school.

Electronic Music and Theory is a major-credit course 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.

Independent study in music is available as outlined on page 9.

In extenuating circumstances, a student may take some courses three days per week with department approval.

**PRIVATE LESSONS**

Qualified private music teachers are available for individual instrumental and vocal instruction during the school day. 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 and equipment 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.

**Freshman Boys’ Chorus**

OPEN TO FRESHMEN
PREREQUISITE: NONE
1.0 ELECTIVE CREDIT OR .3 THREE-DAY

Singing in Freshman Chorus is the first step toward participation in the exciting Vocal Music program at New Trier. It prepares cantabile, tenor, baritone, and bass 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. Freshman Boys’ Chorus appears in school concerts, music festivals, and events within the community. Students who encounter a scheduling conflict with a science lab may enroll in a modified version of this course. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. If taken five days a week, this course fulfills the graduation requirement for fine and/or practical arts.
**Freshman Girls’ Chorus**

**OPEN TO FRESHMEN**

**PREREQUISITE: NONE**

**1.0 ELECTIVE CREDIT OR .3 THREE-DAY**

Singing in Freshman Chorus is the first step toward participation in the exciting Vocal Music program at New Trier. It prepares soprano, mezzo-soprano, and alto 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. Freshman Girls’ Chorus appears in school concerts, music festivals, and events within the community. Students who encounter a scheduling conflict with a science lab may enroll in a modified version of this course. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. If taken five days a week, this course fulfills the graduation requirement for fine and/or practical arts.

**Men’s Chorus**

**OPEN TO ALL SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: NONE**

**1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT**

Men’s Chorus 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 skill to sing in harmony, read 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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

**Choraliers**

**OPEN TO ALL SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: NONE**

**1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT**

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 tribute to women’s music in February. This course helps prepare students for more advanced choral ensembles. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the internet. This course fulfills the graduation requirement in fine and/or practical arts.

**High Five Choir**

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: NONE**

**.5 ELECTIVE CREDIT**

High Five Choir members are students of all abilities that come together through music, building long standing friendships, raising disability 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. High Five Choir rehearses daily and will perform a minimum of four times throughout the school year. Additional presentations, performances, and community outreach programs are always possible. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

**Concert Choir**

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**

**PREREQUISITE: PREVIOUS CHOIR EXPERIENCE AND/OR PLACEMENT AUDITION**

**1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT**

Concert Choir consists of a select group of singers who study and perform traditional choral literature. The Concert Choir performs at school concerts, music festivals (occasionally with the orchestra and wind ensembles), and at various events in the community. The Concert Choir combines with the orchestra to perform an extended work in the fall and often participates in a music festival in the spring. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. Students who encounter a scheduling conflict with a science lab may enroll in a modified version of this course with departmental approval only. This course fulfills the graduation requirement for fine and/or practical arts.

**Choir Opera**

**OPEN TO JUNIORS AND SENIORS**

**PREREQUISITE: AUDITION**

**1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT**

Choir Opera provides experiences in the specific areas of singing, acting, and dancing. Since this course is a choral-based ensemble, students are expected to display specific skills in the choral singing tradition in their audition in addition to aptitude in solo singing. Skills such as sight reading, scales singing, knowledge of musical notation, and the fundamentals of balance and blend within a vocal ensemble are expected. A student who enrolls in a choral ensemble as a freshman and/or sophomore will develop all of these skills prior to the audition for Choir Opera. Students are also expected to display skill in either acting or dancing in a callback. This performance ensemble presents the annual musical (double cast) and 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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. 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
1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT

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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

Vocal Music Improvisation
OPEN TO FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR GIRLS AND BOYS
PREREQUISITE: DEPARTMENTAL APPROVAL

The Vocal Music Improvisation course is open to all students and is designed to develop confidence in independent singing. Spontaneous composition in the jazz style is another primary focus. The study of scales and chords as well as vocal pedagogy will give basic underlying knowledge. Vocal Music Improvisation meets one day a week after school and is taught by a professional jazz musician.

Freshman Concert Band
OPEN TO FRESHMEN
PREREQUISITE: PREVIOUS BAND EXPERIENCE AND/OR AUDITION
.5 ELECTIVE CREDIT

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. Advanced freshman wind and percussion students may be offered placement in wind ensembles at the Winnetka Campus. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

Symphonic Wind Ensemble
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: AUDITION
1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT

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 Symphonic 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. If Concert Orchestra has the requisite number of wind and percussion players, selected members of Concert Wind Ensemble do not participate in Concert Orchestra during the second semester of that year. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. 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 A WIND ENSEMBLE (WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (BASS PLAYERS); RHYTHM PLAYERS MUST SUBMIT AN AUDITION TAPE USING MATERIALS SUPPLIED IN A SPECIAL MAILING FOLLOWING COURSE REGISTRATION IN SECOND SEMESTER
.5 ELECTIVE CREDIT

This course provides basic instruction in jazz-related rhythm, tone, style, concept, listening skills, woodwind doubling possibilities, and improvisation. The ultimate goal of this ensemble is to give interested students an opportunity to study and perform jazz ensemble literature. A textbook is required. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.
Concert Jazz Ensemble
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: AUDITION AND CONCURRENT ENROLLMENT IN A WIND ENSEMBLE (WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (BASS PLAYERS)
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This intermediate ensemble is for performers who want to develop their jazz performance skills beyond the basic level. Emphasis is on ensemble skills and style development. Various text and workbooks, videotapes, and audio recordings are used to create a formal study of jazz appreciation and listening skills. A textbook is required. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. Students who encounter a scheduling conflict with a science lab may enroll in a modified version of this course with department approval only. 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 (WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (BASS PLAYERS)
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

Lab Jazz Ensemble continues the study and performance of jazz for the more advanced student. The ensemble may participate in activities outside the township. Various videotapes and audio recordings will be used to create a formal study of jazz appreciation and listening skills. A textbook is required. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. Students who encounter a scheduling conflict with a science lab may enroll in a modified version of this course with department approval only. 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 (WIND AND PERCUSSION PLAYERS) OR ORCHESTRA (BASS PLAYERS)
1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT

This ensemble is for the most advanced jazz performers. The ensemble performs “concert-oriented” jazz literature often recorded by college or professional bands, with emphasis on improvisation, and performs in various festivals and concerts outside the township. Saxophonists are expected to play flute and/or clarinet also. A textbook is required. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

Freshman Orchestra
OPEN TO FRESHMEN STRING PLAYERS
PREREQUISITE: AUDITION
.5 ELECTIVE CREDIT

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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

Concert Orchestra
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: AUDITION
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. 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)
1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT

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. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. 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 (STRING PLAYERS) OR WIND ENSEMBLE (WIND AND PERCUSSION PLAYERS)
1.0 MAJOR CREDIT AT LEVEL 9 OR 4 / .5 ELECTIVE CREDIT

Chamber 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 designed specifically for the chamber orchestra, which is 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. Chamber Orchestra participates in concerts both on and off campus, musical productions, festivals, and community events. Class meets Tuesday through Friday for one period during Early Bird before advisery. Students in this performance ensemble will be recorded for broadcast, live or taped, on local television, WNTH radio, and the Internet. This course fulfills the graduation requirement for fine and/or practical arts.

Electronic Music and Theory
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 9 OR 4

This course offers students the opportunity to explore and create music in various electronic formats including traditional writing using the notation software Sibelius, GarageBand, and the digital audio workstation Ableton. No prior musical knowledge or experience is necessary. Traditional music theory concepts will be taught throughout the year focusing on the primary elements of music. Students will explore how these elements of music are employed in various genres and create music that demonstrates these different elements. Built into each unit will also be lessons on learning the different electronic formats we will be using to create music. There are no public performances for this class. This course fulfills the graduation requirement for fine and/or practical arts.

Guitar 1 and Guitar 2
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
1.0 MAJOR CREDIT AT LEVEL 8 / .5 ELECTIVE CREDIT

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.

AP Music Theory
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ELECTRONIC MUSIC & THEORY OR TEACHER PERMISSION
1.0 MAJOR CREDIT AT LEVEL 4

AP Music Theory continues the concepts taught in Electronic Music and Theory, 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.
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 Courses

#### Technical Theatre and Design

**OPEN TO FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS**
**PREREQUISITE: NONE**
1.0 MAJOR CREDIT AT LEVEL 9 SOPHOMORES, JUNIORS AND SENIORS / .5 ELECTIVE CREDIT OR .3 CREDIT 3 DAYS/WEEK

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. This course is structured to accommodate students with varying degrees of production experience, and it fulfills the Crew Apprenticeship Program expectation. If a student cannot schedule this course five days a week, he or she may take the course three days a week, opposite his or her science lab, with departmental approval. This course fulfills the graduation requirement for fine and/or practical arts.

#### Advanced Technical Theatre and Design

**OPEN TO SOPHOMORES, JUNIORS, AND SENIORS**
**PREREQUISITE: TECHNICAL THEATRE AND DESIGN**
1.0 MAJOR CREDIT AT LEVEL 9 SOPHOMORES, JUNIORS AND SENIORS / .5 ELECTIVE CREDIT OR .3 CREDIT 3 DAYS/WEEK

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 collaboration with 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 five days a week, they may take the course three days a week, opposite science lab, 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 Schedule

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<th>Freshman</th>
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<td>Theatre 1: Freshman Theatre Workshop</td>
<td>Theatre 2: Acting Workshop*</td>
<td>Technical Theatre and Design</td>
<td>Advanced Technical Theatre and Design</td>
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<td>Theatre 3: Advanced Acting Techniques*</td>
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<td>Theatre 4: Advanced Acting Ensemble*</td>
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<td>Theatre 4: Advanced Acting and Directing*</td>
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*Prerequisite or department approval required.
Theatre 1: Freshman Theatre Workshop

OPEN TO FRESHMEN
PREREQUISITE: NONE
.5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 9/.5 ELECTIVE CREDIT OR .3 CREDIT 3 DAYS/WEEK

This yearlong course concentrates on the techniques of 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 may enroll in a modified version of this course. This course fulfills the graduation requirement for fine and/or practical arts if taken 5 days a week.

Theatre 3: Advanced Acting Techniques

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: THEATRE 2: ACTING WORKSHOP
1.0 MAJOR CREDIT AT LEVEL 9/.5 ELECTIVE CREDIT

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 WITH DEPARTMENTAL APPROVAL
PREREQUISITE: THEATRE 3: ACTING
SENIORS MAY TAKE THEATRE 4: ADVANCED ACTING AND DIRECTING CONCURRENTLY WITH THEATRE 3: ACTING
1.0 MAJOR CREDIT AT LEVEL 4

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 OR WITH DEPARTMENTAL APPROVAL
PREREQUISITE: THEATRE 3: ADVANCED ACTING TECHNIQUES
SENIORS MAY TAKE THEATRE 4: ADVANCED ACTING AND DIRECTING CONCURRENTLY WITH THEATRE 3: ACTING
1.0 MAJOR CREDIT AT LEVEL 9/.5 ELECTIVE CREDIT

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 two New Trier productions each semester. This course fulfills the graduation requirement for fine and/or practical arts.
MUSIC AND 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 major credit may complete the Elective Course for Major Credit form during the first two weeks of the semester.

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<tr>
<th>Northfield Campus</th>
<th>Winnetka Campus</th>
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<td>Fr Boys Chorus................................................. N600038</td>
<td>Mens Chorus ................................................. W602038</td>
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<td>Choraliers......................................................... W604038</td>
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<td>Choir Opera ....................................................... W605038</td>
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Early Bird Course (Winnetka Campus Only)
Chamber Orchestra................................................. W63E038
Science

Biology-Enriched
Biology
Biology PCB
AP Biology
Chemistry-Enriched
Chemistry
Chemistry PCB
AP Chemistry
Environmental Geoscience-Enriched
Environmental Geoscience
AP Environmental Geoscience
Physics
Physics PCB
AP Physics 1
AP Physics 1 & 2
AP Physics C

Anatomy and Physiology
Astronomy
Biomechanics and Sports Medicine 1 & 2
Forensic Science
Marine Biology
Science Resource (EL)
Chemistry (EL)
Biology (EL)
Survey of Science and Society-Enriched
Survey of Biology-Enriched
Survey of Physical Sciences-Enriched
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.

All courses in this department receive major credit (0.5 credit/semester or 1.0 credit/year).

**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-Enriched
- Anatomy & Physiology
- Astronomy
- Biomechanics and Sports Medicine 1 & 2
- Forensic Science
- Marine Biology

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 2E-level 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 every day from 7:10 a.m. to 8:05 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-Enriched
level 2
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
PLACEMENT BASED ON ENGLISH LEVEL

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-Enriched to fulfill the two-year laboratory science graduation requirement. This course is offered every other year.

Biology-Enriched
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.

Chemistry Courses

Chemistry-Enriched
level 2
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: BIOLOGY AND ALGEBRA
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 encourage 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
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 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 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, equilibrium, oxidation reduction, 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-Enriched 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-Enriched to fulfill the two-year laboratory science graduation requirement. This course is offered every other year.

Environmental Geoscience-Enriched 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-pressure 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
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: MINIMUM OF THREE 2-LEVEL OR 3-LEVEL NON-ELECTIVE SCIENCE COURSES (INCLUDING BIOLOGY AND CHEMISTRY) OR 4-LEVEL CHEMISTRY
PREREQUISITE: PLANE GEOMETRY
COREQUISITE: 4-LEVEL ALGEBRA 2 OR 4-LEVEL ANALYTIC GEOMETRY

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.

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-Enriched
level 2
OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE
PLACEMENT BASED ON ENGLISH AND MATHEMATICS LEVELS

Survey of Science and Society - Enriched 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
levels 9 & 4
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: FOR LEVEL 9, BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE; FOR LEVEL 4, BIOLOGY AND CHEMISTRY
PLACEMENT BASED ON CURRENT TEACHER RECOMMENDATION AND MATHEMATICS LEVEL

This full-year laboratory course is designed to acquaint students with general anatomy and physiology presented through an evolutionary perspective. It is meant to engage students and make them functionally literate in the language and images of the human form. The structure and function of the body’s systems are investigated using microscopic examinations, laboratory exercises, and extensive dissections designed to give students hands-on experience with different tissues and organ systems. Major topics include human origins, histology, the body’s organs and organ systems, homeostasis, health, development, injury and pathology, disease diagnosis and treatment, medical imaging, and drug action. The course culminates with a trip to a local university’s cadaver lab. Students are expected to complete case study investigations and apply their understanding 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 is a science elective and does NOT fulfill the science graduation requirement.

Astronomy
levels 3 & 4
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: BIOLOGY AND ONE YEAR OF PHYSICAL SCIENCE
PLACEMENT BASED ON CURRENT TEACHER RECOMMENDATION AND 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 1 & 2
level 9
OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ONE YEAR OF BIOLOGY AND ONE YEAR OF A PHYSICAL SCIENCE
NOTE: BIOMECHANICS & SPORTS MEDICINE I IS A ONE-SEMESTER COURSE OFFERED DURING 1ST SEMESTER; BIOMECHANICS & SPORTS MEDICINE II IS A ONE-SEMESTER COURSE OFFERED DURING 2ND SEMESTER. STUDENTS ARE ENCOURAGED TO TAKE BIOMECHANICS & SPORTS MEDICINE I BEFORE II BUT ARE NOT REQUIRED TO DO SO.

These courses focus 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, VO2 max, lactic acid production, and strength. Anatomy and physiology concepts are discussed throughout the semester as they relate to the specific region of the body. These courses are designed for students who are interested in the growing field of sports medicine and biomechanics. Participation on interscholastic 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, 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.

EL Science Courses

EL Science Resource
level 8
OPEN TO STUDENTS WITH LIMITED PROFICIENCY IN ENGLISH
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

This course serves English Learners as they transition into mainstream science classes. The course helps students prepare for units by making connections to background knowledge from their previous science classes. Students also identify new vocabulary in advance of each chapter and learn strategies for memorizing and using the terms in speaking and writing. In addition, the teacher will review the expectations of laboratory-based science and the steps for writing a lab report. The teacher will be in contact with the classroom science teacher, but students are expected to develop their own self-advocacy skills. This course is taken in addition to a mainstream science class on non-lab days. Enrollment is based on placement by the EL Coordinator.

EL Chemistry
level 9
OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

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
OPEN TO STUDENTS WHO HAVE LIMITED PROFICIENCY IN ENGLISH
PREREQUISITE: RECOMMENDATION OF DEPARTMENT AND EL COORDINATOR

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-E (Co-Taught)............................................N710232
- Biology..............................................................N710132
- Biology..............................................................N710133
- Biology..............................................................N710134
- Environ Geoscience-E (Co-Taught)..........................N720232
- Environ Geoscience..............................................N720139
- Environ Geoscience..............................................N720134
- Physics PCB.......................................................N740133
- Physics PCB.......................................................N740134

**Winnetka Campus**

- EL Science Resource............................................W700138
- EL Chemistry......................................................W701039
- EL Biology..........................................................W710039
- Survey of Physical Science-E (Co-Taught).................W705232
- Survey of Biology-E (Co-Taught).........................W704232
- Survey of Science and Society-E (Co-Taught)..............W706232
- Biology-E (Co-Taught). W710232
- Biology..............................................................W710132
- Biology..............................................................W710133
- Biology..............................................................W710134
- Biology PCB.........................................................W710333
- Biology PCB.........................................................W710334
- AP Biology..........................................................W710434
- Anatomy/Physiology............................................W711234
- Anatomy/Physiology............................................W711239
- Marine Biology..................................................W713339
- Forensic Science................................................W714339
- Biomechanics & Sports Med 1..............................W716319
- Biomechanics & Sports Med 2..............................W716329
- Astronomy..........................................................W720333
- Astronomy..........................................................W720334
- Environ Geoscience.............................................W720132
- Environ Geoscience.............................................W720133
- Environ Geoscience.............................................W720134
- Environ Geoscience-E (Co-Taught)........................W720232
- AP Environ Science..............................................W720434
- Chemistry-E (Co-Taught)......................................W730332
- Chemistry..........................................................W730232
- Chemistry..........................................................W730233
- Chemistry..........................................................W730234
- Chemistry PCB....................................................W731233
- Chemistry PCB....................................................W731234
- AP Chemistry......................................................W730434
- Physics..............................................................W740332
- Physics..............................................................W740333
- AP Physics.........................................................W742434
- AP Physics 1 & 2..............................................W740414 & W740424
- AP Physics C......................................................W741434

**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 1 & 2 (EB)........................................W74E614 & W74E624
- AP Physics C (EB)..............................................W74E534
Social Studies

World History
World History-Team: World Studies
Modern World History
World Geography
Civics
Civics and Social Justice
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 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.

<table>
<thead>
<tr>
<th>4-Year Sequence in Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
</tr>
<tr>
<td><strong>All Courses in World History</strong></td>
</tr>
<tr>
<td>Modern World History</td>
</tr>
<tr>
<td>World Geography</td>
</tr>
<tr>
<td>Civics</td>
</tr>
<tr>
<td>Civics and Social Justice</td>
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<tr>
<td>Summer School Only: Chicago Summer Seminar</td>
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<tr>
<td>Art History</td>
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### Speech and Debate

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<thead>
<tr>
<th>Freshman Speech and Debate</th>
<th>Public Speaking and Strategic Communication</th>
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<tr>
<td>Congressional Debate 1’, 2’, 3’</td>
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<td>Public Forum Debate 1’, 2’, 3’</td>
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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-E, 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 for EL students only.

World History-Team: World Studies

level 9

OPEN TO FRESHMEN
PREREQUISITE: NONE

The English and World History course offers freshmen an opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This team-taught, double-period 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.

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. Two sections meet together frequently in a large group setting for 85 minutes (two periods). 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-taught, double-period course offers freshmen an exploration of cultural diversity and diffusion through the evolution of ideas from ancient to modern history. This interdisciplinary course, organized both chronologically and thematically, focuses on the topics covered in World History and literature selected to enhance those topics. In the first semester, with an eye on ancient civilizations, students explore the central themes of the course - utopias, the natural world, and the nature of empire - through a variety of essential questions centered on how geography, stories, art, and politics influence the development of the individual and the spread of civilizations. In the second semester, through the themes of cultural diffusion and culture clash, students question how societies develop, evolve, and coexist, while observing how ancient civilizations continue to influence the modern era.

This course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents. Students write creatively, analytically, and persuasively about English and history as a combined discipline as well as give oral presentations in individual and group settings. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness. Two sections of this course meet as a large group every day for 85 minutes (two periods).

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-E, 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-E, 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.

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-E, 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 includes the study of the federal and state constitutions and fulfills the graduation requirement for United States history.

AP United States History
level 4

OPEN TO JUNIORS WHO HAVE TAKEN 2 YEARS OF SOCIAL STUDIES OR WITH DEPARTMENTAL APPROVAL AND SENIORS
PREREQUISITE: WORLD HISTORY

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 includes the study of the federal and state constitutions and 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 English and Social Studies disciplines. Key questions about the American experience help unify the course by erasing disciplinary distinctions between social studies and English, and in attempting to answer these key questions, students – and teachers – 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, double-period course. Two sections meet together daily in a large-group setting for 85 minutes. Students should expect to complete daily homework equivalent to two major courses, and as teachers seek to create an integrated experience for students, many assessments will be common between the two disciplines. This course fulfills the New Trier graduation requirements in both junior English and U.S. History. As in all junior English courses, American Studies students are required to complete a junior theme experience, an independent research paper focusing on the synthesis of literature and history. This course includes the study of the federal and state constitutions and fulfills the graduation requirement for United States history.

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

OPEN TO SENIORS
PREREQUISITE: CIVICS AND SOCIAL JUSTICE AND US 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 includes the study of the federal and state constitutions and 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.

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 one-period 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.

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.

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? Why 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-E
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.**

AP Economics
level 4
OPEN TO JUNIORS AND SENIORS WITH DEPARTMENTAL APPROVAL
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 SENIORS WITH DEPARTMENTAL APPROVAL
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 WITH DEPARTMENTAL APPROVAL
PREREQUISITE: WORLD HISTORY AND US HISTORY;
MODERN WORLD HISTORY OR GEOGRAPHY RECOMMENDED
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.

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.
**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**

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**Winnetka Campus**

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**IGSS US History**                      | W870339          |
| **IGSS Global Concerns**             | W870434          |
| **IGSS Global Concerns**             | W870439          |
Speech and Debate Courses

Freshman Speech and Debate
OPEN TO FRESHMEN
PREREQUISITE: NONE
.5 ELECTIVE CREDIT

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
.5 ELECTIVE CREDIT/.25 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 4/.5 ELECTIVE CREDIT

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 wish 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
1.0 MAJOR CREDIT AT LEVEL 4/.5 ELECTIVE CREDIT

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
1.0 MAJOR CREDIT AT LEVEL 4/.5 ELECTIVE CREDIT

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: FRESHMAN SPEECH AND DEBATE, PUBLIC SPEAKING AND COMMUNICATIONS, OR DEPARTMENTAL APPROVAL
1.0 MAJOR CREDIT AT LEVEL 4/.5 ELECTIVE CREDIT

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
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 Individual 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 enriched classes (2E), 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 Support Center/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 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 area 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 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 kinetic wellness, psychological services, and support from instructional assistants.
Student Activities

Activities Leadership Practicum Seminar (ALPS)
Girls Club
Intramural Board
International Club Board
New Trier News & Examiner
Peer Helping

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 with 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.

Girls Club

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
MEETS DURING LUNCH, 1 DAY PER WEEK
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL

Girls Club is a leadership organization for girls. 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. Fundraisers include selling magazine subscriptions, Lettuce Entertain You gift cards, as well as Yankee Candles and concessions at home football and soccer games. 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.

Intramural Board

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
MEETS PERIOD 9 (MONDAY, TUESDAY, AND THURSDAY)
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL

The Intramural Board is a leadership organization dedicated to developing and promoting intramural events at New Trier. With the guidance of the Intramural Director, students in this group engage in developing athletic activities and leagues to promote a fun and healthy social experience for students who enjoy sports but aren’t involved with interscholastic teams. Annual activities include a dodgeball tournament, flag football, coed soccer, advisory Olympics, and lunch-time basketball as well as many open gym experiences involving a wide variety of sports. Students involved in the Intramural Board develop leadership, organizational, and marketing skills. Students interested in the I.M. Board should be dependable, creative, outgoing, and willing to come up with athletic events that would appeal to the New Trier student body.

International Club Board

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
MEETS PERIOD 9
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL

The International Club Board Officers raise money throughout the year for scholarships for New Trier students, international organizations, and other charities. The Board also plans all-school events, such as International Seminar Day, when a panel of speakers, performers, diplomats, and other presenters share their cultures with New Trier students. Taste of New Trier, the club’s biggest and most popular event, celebrates various cultures from around the world through food and entertainment. Additional fundraising efforts have included UNICEF, Breast Cancer Awareness, and the Heifer Project. This group meets all year, and students should also expect to spend time after school periodically to support the International Club mission.

Peer Helping

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
MEETS PERIOD 6
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL

Peer Helping is a nationally-recognized, student-based service group that promotes school welfare through awareness activities and fundraisers. With the guidance of the sponsors, students work in focus groups that identify and respond to the current needs of the school and its student body. Past projects and activities have included blood drives, RAK (Random Acts of Kindness), and Student Wellness. This club presents an opportunity for students to become involved, take on a leadership role, and participate in school-based service. This group meets all year.
Publications: NT News
OPEN TO JUNIORS AND SENIORS
MEETS PERIOD 9 (DAILY)
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL
.5 ELECTIVE CREDIT
This course does NOT substitute for required English. This is a full-year course designed for editors of the New Trier News and Examiner 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 and write stories, 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
OPEN TO JUNIORS AND SENIORS
MEETS PERIOD 9 (DAILY)
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL
.5 ELECTIVE CREDIT
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 photo journalism 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. This course fulfills the graduation requirement for fine and or practical arts.

Student Athlete Leadership Training (SALT)
OPEN TO FIRST-SEMESTER SENIORS (SPRING AND WINTER ATHLETES) AND SECOND-SEMESTER JUNIORS (FALL AND WINTER ATHLETES)
MEETS PERIOD 5 (MONDAY AND WEDNESDAY)
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 provide a broad representation of the school’s athletes, coaches nominate two student athletes 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 non-verbal communication, goal setting, group dynamics, motivation, mental toughness, and current issues. Students are active in the learning process and participate in a broad variety of experiences 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 both leaders and 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 attend their SILC class two to five periods a week, depending on their schedule, and 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 PERIOD 9 (DAILY)
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, 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 learning about themselves. Students on SSB meet daily 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 PERIOD 3 (DAILY)
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL
Members of this group strive to advocate on behalf of all student voices to enhance the New Trier experience by working regularly with the administration and other school leaders and providing the student perspective on any number of topics, projects and initiatives. Students in this group also conduct monthly meetings of the Activities Constituency Board (ACB) with representatives from sophomore and junior advisories to promote two-way dialogue on issues that are important to students. Members are also responsible for approving new club proposals, allocating funds for clubs, and promoting school spirit and positive school culture by collaborating on events such as Spirit Week and the Homecoming Dance. 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 PERIOD 9 (DAILY)
PREREQUISITE: APPLICATION PROCESS AND SPONSOR’S APPROVAL

Tri-Ship is the oldest leadership organization for boys at New Trier. 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. 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
MEETS PERIOD 9 (DAILY)
PREREQUISITE: NONE
.5 ELECTIVE CREDIT / 1.0 MAJOR CREDIT AT LEVEL 9

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.*