

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

Radio Production 1, 2, & 3

Publications: New Trier News

Publications: Trevia

Senior Electives

AP Literature and Composition: Great Books

AP Literature and Composition: World Literature

Creative Writing

Cultural Crossroads in Literature

Great Books

IGSS Senior English

Literature and Film

Literature and Psychology

Post-Colonial Literature

Senior Writers' Seminar

Social Change in Literature: English 4-E

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

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

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

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

Four years of the English sequence (4 credits) are required for graduation. Credit will not be granted for English 3 without successful completion of both semesters, including a junior research paper. **In all English courses, students must complete all major writing assignments 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 Elective or IGSS Senior English. Any student may sit for the Advanced Placement examination in English.

ENGLISH GRADUATION REQUIREMENTS

Freshman English

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

Sophomore English

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

Junior English

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

Senior English

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

All senior elective offerings are dependent upon adequate enrollment.

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

GRADUATION NOTES

- Although 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 ACADEMIC ASSISTANCE CENTER

The center provides help with student writing and reading skill development during periods 1-9. Tutors and AAC staff 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 students during their non-science lab or free 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

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

EL English 2/Writing EL English 2/Reading level 9

OPEN TO ALL STUDENTS
PREREQUISITE: RECOMMENDED PLACEMENT

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

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

OPEN TO ALL STUDENTS
PREREQUISITE: RECOMMENDED PLACEMENT

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

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

OPEN TO ALL STUDENTS
PREREQUISITE: RECOMMENDED PLACEMENT

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

EL English Resource level 8

OPEN TO ALL STUDENTS
PREREQUISITE: RECOMMENDED PLACEMENT

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

Freshman Courses

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

English 1 (Co-Taught) level 2

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

English 1 level 2

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

English 1 level 3

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

English 1 level 4

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

English 1-Team: World Studies levels 9 & 4

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

Level 9

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

Level 4

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

Sophomore Courses

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

English 2 (Co-Taught) level 2

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1

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

English 2 level 2

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1

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

English 2 level 3

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1

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

English 2 level 4

OPEN TO SOPHOMORES
PREREQUISITE: ENGLISH 1

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

Junior Courses

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

English 3 English 3 (Co-Taught) level 2

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2

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

English 3 level 3

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2

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

AP Language and Composition: English 3 level 4

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2

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

English 3-Team: American Studies levels 9 & 4

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2

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

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

IGSS Junior Integrated English levels 9 & 4

OPEN TO JUNIORS
PREREQUISITE: ENGLISH 2

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

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

Senior Courses

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

AP Literature and Composition: Great Books level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

AP Literature and Composition: World Literature Level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

Core texts and films: *The Metamorphosis* (Kafka), *Waiting for the Barbarians* (Coetzee), *The Thief and the Dogs* (Mahfouz), "The Death of Ivan Ilyich" (Tolstoy), *Ida* (Pawlikowski).

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

Creative Writing Level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

stand how writing is structured to create particular effects, and they will see connections between their own writing, their classmates' writing, and the writing of canonical and contemporary authors.

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

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

Cultural Crossroads in Literature Level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

Great Books level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

IGSS Senior Integrated English levels 9 & 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

Literature and Film level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

Core texts and films:

In the Lake of the Woods (O'Brien), *Antigone or Oedipus* (Sophocles), *Do Androids Dream of Electric Sheep* (Dick), *Doubt* (Shanley), *Double Indemnity*, *Get Out*, *Silence of the Lambs*, and *Lady Bird*.

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

Literature and Psychology level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

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

Post-Colonial Literature level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

Texts for this course will introduce students to the concepts of empire, colonialism, and imperialism as well as the relationship between the colonizer and the colonized. Students will then examine how non-western writers examine the effects of colonialism in their works.

Core texts: *The Mountains Sing* (Que Mai), *The Colonizer and the Colonized* (Memmi), *Heart of Darkness* (Conrad), *Balzac and the Little Chinese Seamstress* (Sijie), *Annie John* (Kincaid), and selected poetry of Federico Garcia Lorca, Pablo Neruda, and Octavio Paz.

Through reading journals, discussion, writing, and collaborative projects, students will develop their cultural literacy and awareness, reflecting on how the literature broadens their worldview, and how the patterns of colonialism and post-colonialism apply to American history and current events.

Senior Writers’ Seminar level 9

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

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

Senior Writers' Seminar level 4

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

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

OPEN TO SENIORS
PREREQUISITE: ENGLISH 3

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

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

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

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

Reading and Writing Support Program

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

Reading and Writing Support level 8

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

Reading and Writing Strategies level 8

OPEN TO SOPHOMORES
PREREQUISITE: NONE

The Reading and Writing Strategies program at the Winnetka Campus provides assistance to students who can benefit from extra support in developing their literacy skills. Students work with Reading and Writing Center peer tutors and assistants to build their understanding of vocabulary strategies, reading comprehension strategies, literary analysis strategies, and writing skills. Students are recommended at the end of freshman year by their English teachers and the English Department Coordinator. They are enrolled for first semester, during a half-block period on blue or green day. Enrollment may be continued in second semester.

English: Media and Journalism

Freshman Media Production

OPEN TO FRESHMEN
PREREQUISITE: NONE

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

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

Yearbook Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE

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

Broadcast Journalism 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE

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

Broadcast Journalism 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: BROADCAST JOURNALISM 1

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

TV & Film 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: NONE

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

TV & Film 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: FILM PRODUCTION 1

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

TV & Film 3

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

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

Radio Production 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS
PREREQUISITE: SELECTION FOR THE WNTH BOARD

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

Publications: NT News level 8

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL

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

Publications: Trevia level 8

OPEN TO JUNIORS, AND SENIORS
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL

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

ENGLISH

Course Classifications

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

English

Northfield Campus

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

Winnetka Campus

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

Media and Journalism

Northfield Campus

Freshman Media Production.....	N157138
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Winnetka Campus

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