

English

English 1

English 1-Team: English/History

ELL Writing/Reading 1, 2, 3, 4

ELL English Resource

Advanced Journalism

English 2

English 3

AP Language and Composition: English 3

English 3-Team: American Studies

IGSS Junior English

Reading and Writing Strategies

Reading and Writing Support

Senior Electives

Advanced Journalism

AP Literature and Composition: English 4

AP Literature and Composition: Great Books

Creative Writing

English 4-Enriched

Global Voices

Good and Evil in Literature

Great Books

Humanities

IGSS Senior English

Literature and Film

Literature and Psychology

Myth and Mind

Publications

Senior Writers' Seminar

Shakespeare's Literary Traditions

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 the junior research paper (the Junior Theme). **In all English courses, students must complete all major writing assignments in order to receive credit. All courses in this department receive major credit (1.0) except Publications, Reading and Writing Support, and Reading and Writing Strategies (.5 credit).**

ENGLISH COURSE SEQUENCE

- Freshman English 1, 1-Team or 1-Enriched
- Sophomore English 2 or 2-Enriched
- Junior English 3, 3-Enriched, American Studies Team, 4-level or 9-level, 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: English/History | levels 4, 9 |

Sophomore English

| | |
|--------------------------|----------------|
| English 2 | levels 4, 3, 2 |
| English 2-Enriched | level 2 |

Junior English

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|--|--------------|
| 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 |
| English 4-Enriched | level 2 |
| 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 | levels 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 |

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. 44).

ELL ENGLISH COURSES

ELL English 1/Writing

ELL English 1/Reading

level 9

This *double-period* course focuses on expanding social English and introducing general academic language skills for the beginning group of English language 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.

ELL English 2/Writing

ELL English 2/Reading

level 9

This *double-period* course focuses on building general academic language skills for the developing group of English language 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.

ELL English 3/Writing

ELL English 3/Reading

level 9

This *double-period* course focuses on expanding social English and building general academic language skills for the bridging group of English language 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.

ELL English 4/Writing

ELL English 4/Reading

level 9

This *double-period* course focuses on expanding social English and building general academic language skills for the bridging group of English language 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.

ELL English Resource

level 8

This course serves advanced English Language 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 proofreading 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 ELL Coordinator.

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.

English 1-Team: English/History level 9

1 CREDIT ENGLISH / 1 CREDIT SOCIAL STUDIES

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 frequently 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: English/History level 4

1 CREDIT ENGLISH / 1 CREDIT SOCIAL STUDIES

The English and World History team-taught 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 civilizations of the Middle East, China, Greece, Rome, and Africa. In the first semester, with an eye on ancient civilizations, students explore the central theme of the course, A Sense of Self and Place, 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 theme of Justice and Equity, 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 English 2-Enriched level 2

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 compare and contrast authors' treatment of ideas, explore character motivation and discover thematic 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 idea and organizing it coherently.

English 2 level 3

This course focuses on characteristics of the literary genres in 18th through 21st century works, 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. Language and composition emphasize logical, concrete, and expanded development of a thesis and address the major modes of written expression. The study of grammar and usage is in the context of accurate, precise, and convincing expression.

English 2 level 4

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.

Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

This course does **NOT** substitute for required English. This full-year course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students applying for editor positions on these publications in their senior year.

Junior Courses

English 3 English 3-Enriched level 2

English 3, level 2 is arranged by skill and genre and focuses on American literature, including film. The units covered include topics such as American Individualism, Social Injustice, the Family, War, the American Dream, and American Heroes. Composition focuses on relevant issues in these areas. Students are expected to develop skills in reading, responding, and applying material covered in these units. Multi-media skills are also employed. A research paper relevant to either controversial topics in U.S. history or American artists develops the skills of research, organization, and synthesis.

English 3: American Dreams and Realities level 3

This course considers the dreams to which Americans have aspired and the realities they have encountered as they tried to fulfill their dreams. Texts, class discussions, and projects focus on the rich cultural, philosophical, and political diversity of a people trying to realize their dreams. Composition emphasis focuses on the proof of an arguable thesis and the development of persuasive arguments. Attention is paid to the development of a cogent and clear style. An analytical research paper relevant to American culture and ideas develops the skills of research, organization, and synthesis.

AP Language and Composition: English 3 level 4

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 class prepares students for the AP® English Language and Composition Examination.*

English 3-Team: American Studies levels 9 & 4

PREREQUISITE: ENGLISH 2 AND WORLD HISTORY
1 CREDIT ENGLISH / 1 CREDIT SOCIAL STUDIES

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

American Studies is a *team-taught, 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, 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, and students receive grades in both courses. As in all junior English courses, American Studies students are required to complete a junior theme experience, an independent research paper synthesizing literature and history.

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 (Science, English, and Social Studies). 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.

Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

This course does **NOT** substitute for required English. This full-year course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students applying for editor positions on these publications in their senior year.

Publications level 8

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENTAL 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*, *Examiner*, and *Trevia*, allowing them to work on these publications with the support of a journalism teacher. The editors conduct meetings to make story assignments, design the newspaper or yearbook, report and write stories, edit stories, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on these publications.

Senior Courses

All senior courses have equivalent requirements in composition and reading and include instruction in advanced language skills appropriate to each level. With the exception of Journalism, 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

AP English 4, level 4 is a course in world literature that uses modern critical methods and class discussion to illuminate ancient and contemporary texts and to explore the issues and ideas that emerge. The course is a college-preparatory writing course that exposes students to a variety of kinds of writing. The first semester of the course examines the individual journey toward self-expression and definition and the subsequent movement toward the understanding of the isolating forces present in the universe. The second semester explores the nature of conflict as the individual asserts creative energies in the process of change and achieves a sense of liberation through a growth in consciousness. This course prepares students for the AP Exam in Literature and Composition. *This course meets the demand, pace, and expectations of the senior 4-level program.*

AP Literature and Composition: Great Books level 4

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 Exam in Literature and Composition. *This course meets the demand, pace, and expectations of the senior 4-level program.*

Creative Writing level 3

Creative Writing is a workshop course in which students discover, analyze, and apply the methods used in various forms of memoir, fiction, poetry, and dramatic writing. 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 for providing constructive criticism to their peers. 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.

English 4-Enriched level 2

English 4-Enriched is a literature and composition course in which students examine the nature of human conflict through the integrated study of classical and contemporary literature, graphic novels, art, and cinema. Themes 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. The course culminates with a senior demonstration project that engages students in creative autobiographical storytelling or in a project related to individual interests.

Global Voices level 4

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

This course wrestles with the concepts of Good and Evil and the ways in which 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 ranging from classic works to contemporary novels. The objective of this course is for students to establish compelling answers to key questions by applying literary texts to their own lives. Do Good and Evil exist? Are they created by humans, or by something outside of us? Why do bad things happen to good people? 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 or family? Through studying literature from many different genres, cultures, and time periods and engaging ourselves in debate, writing, and small-group projects, students explore these issues and their implications for their own ethical viewpoints.

Great Books level 3

Through active reading of literature and philosophy, students in this course grapple with the great ideas of Western civilization. Great Books is designed for students who enjoy reading both fiction and nonfiction, engaging in intellectual inquiry, and participating in dynamic discussions of complex issues. In addition to practicing the Great Books' methods of close reading and leading discussions, students evaluate authors' arguments in critical essays.

Humanities level 9

This course addresses the skills common to all English courses by looking closely at the disciplines that make up the Humanities, including literature, art, religion, philosophy, architecture, and film. The definition of art, original artistic message, creative expression, and the human impulse to create are topics that guide the reading, writing, and classroom discussion. Students are required to articulate original critiques of artifacts and compose effectively supported arguments. Assessment takes the form of traditional English assignments as well as student-driven creative artifacts.

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 levels 2 & 3

Literature and Film expands students' critical reading skills to combine the analysis of film texts alongside that of literary texts from classical works to contemporary literature. The course helps students explore several expansive questions such as "Do we shape the future or does the future shape us?" and "How do decisions shape identity?" Carefully sequenced literature and film pairings guide students to attend to not only the content of each medium but also to how elements of film style and literary style are instrumental in creating meaning. Through guided discussions and a variety of challenging writing experiences, students are encouraged to think critically about what it means to be a citizen of the world in the 21st Century. All students are required to attend a once-a-month movie night held at school or at the Wilmette Theatre. The films are a part of the curriculum and form a basis for discussions, assignments, and assessments throughout the year.

Literature and Psychology level 2

This senior elective is divided into units that address the following questions: What makes a good hero/ villain? Why do our parents drive us crazy? What makes a romantic relationship successful or destructive? and How does therapy work and contribute to happiness? These questions help students analyze the nature of personality, human motivation, sexual attraction, and the search for identity. The literature of the course addresses some sensitive issues such as suicide, abuse, and depression. Application of psychological theories, especially those of Freud and Jung, to the literature deepens and enriches speculation and understanding. Students not only write literary essays but also create visual art, short stories, and autobiographical journals.

Literature and Psychology level 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 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

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

This yearlong 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

This is a yearlong 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

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.

Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

This course does **NOT** substitute for required English. This full-year course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students applying for editor positions on these publications in their senior year.

Publications level 8

OPEN TO JUNIORS AND SENIORS
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENTAL 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*, *Examiner*, and *Trevia*, allowing them to work on these publications with the support of a journalism teacher. The editors conduct meetings to make story assignments, design the newspaper or yearbook, report and write stories, edit stories, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on these publications.

Reading and Writing Support Program

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 level 8

.5 ELECTIVE CREDIT
NORTHFIELD CAMPUS

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 level 8

.5 ELECTIVE CREDIT
WINNETKA CAMPUS

The Reading and Writing Strategies program at the Winnetka Campus provides assistance for sophomore students who can use extra support with reading and writing assignments in all subject areas. Student work with the Reading and Writing Center teachers to build their understanding of reading 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 the 1st quarter, 3 days per week, during off-science lab periods. Enrollment may be continued in subsequent quarters of the year.

ENGLISH

Course Classifications

Each course has a six-digit number. For example, the course number for freshman English, English 1, at level 4 is “200134.” The first three digits, “200,” identify the department. The fourth digit, “1,” indicates the year the course is usually taken. 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, “4,” indicates the level.

| | |
|---|--------|
| Eng 1-T: English/History | 190134 |
| Eng 1-T: English/History | 190139 |
| English 1 | 200132 |
| English 1 | 200133 |
| English 1 | 200134 |
| ELL English Resource..... | 200138 |
| English 1-E | 201132 |
| ELL English 1 Writing/Reading | 201039 |
| ELL English 2 Writing/Reading | 202039 |
| ELL English 3 Writing/Reading | 203039 |
| ELL English 4 Writing/Reading | 204039 |
| English 2 | 210232 |
| English 2 | 210233 |
| English 2 | 210234 |
| English 2-E | 211232 |
| Eng 3-T: American Studies..... | 190334 |
| Eng 3-T: American Studies..... | 190339 |
| English 3 | 220332 |
| English 3 | 220333 |
| AP Lang & Comp (English 3)..... | 220334 |
| IGSS Jr Integ English..... | 270334 |
| IGSS Jr Integ English..... | 270339 |
| English 3-E | 221332 |
| Literature and Film..... | 232432 |
| Literature and Film..... | 232433 |
| Adv Journalism | 224233 |
| English 4-E | 231432 |
| AP Lit & Comp (English 4) | 230434 |
| Creative Writing..... | 233433 |
| Great Books | 234433 |
| AP Lit & Comp (Great Books)..... | 234434 |
| Sr Writers’ Seminar..... | 235434 |
| Sr Writers’ Seminar..... | 235439 |
| Humanities | 236439 |
| Lit & Psych..... | 237432 |
| Lit & Psych | 237433 |
| Myth & Mind | 238433 |
| Global Voices | 239434 |
| Good & Evil in Lit | 240439 |
| Shakespeare’s Literary Traditions | 241439 |
| IGSS Sr Integ English | 270434 |
| IGSS Sr Integ English | 270439 |
| Read/Write Strategies (Winnetka)..... | 290138 |
| Read/Write Support (Northfield) | 291138 |