



Updated 10/1/2022

N:VISION Overview

N:Vision is a Competency Based Education program offered at Northside College Prep. The N:Vision program is centered around big, messy questions that are interdisciplinary, authentic, and project-driven. N:Vision rethinks high school with unique schedules, community partnerships, experiential learning, and nontraditional evaluation to solve real problems.

The program began in 2019, and in spring of 2022 we are currently seeking our fourth cohort of 9th graders to continue this exciting new way to learn! Feel free to check out our program [preview video](#).

N:VISION A Hybrid Model

When students elect to be in N:Vision, they will become part of a cohort of students. All students in the cohort will be enrolled in English, Science and Social Science together for Years I, II, and III as well as a culminating Year IV program. The programming of these courses together ensures that students are able to benefit from flexible programming that allows students to engage in field trips, cross-curricular activities, community partnerships, and more throughout the year.

N:Vision Interdisciplinary Courses *All N:Vision Students*	Traditional Courses and Programs
English Science Social Science	Computer Science Math Fine Arts World Languages Physical Education Colloquium

N:VISION Program of Studies

Year I (3 Credits) - Interdisciplinary - H. Survey of Literature, H. Physics, H. World Studies

At the start of the N:Vision program, students are scheduled into a cohort for their English, Science, and Social Science courses. Within these core subjects students are introduced to the core knowledge and skills for each discipline as well as engaged in interdisciplinary activities, explorations and mini-units. Students also complete a year-long interdisciplinary research project guided by a big question of their choosing. Another key element of the year I experience is to build the culture and community-oriented nature of the program.

Year II (3 Credits) Interdisciplinary - H. American Literature, H. Chemistry, H. U.S. History

As students continue in Year II, they are once again part of the interdisciplinary cohort for their Science, Social Science, and English courses. The interdisciplinary nature of the program levels up to building thematic and interdisciplinary units of study and explorations that call upon students to use and apply knowledge and skills across disciplines.

Year III (3 Credits) Interdisciplinary - H. World Literature, H. Biology, H. Civics/Advanced Level Learning Laboratory (Double-weighted, commensurate with increased applications and/or obligations)

As students move into year III, the interdisciplinary focus continues and broadens to encompass a focus on the community. Students continue to engage in interdisciplinary units, projects, and explorations within their Science, Social Science, and English classes. In the second semester, students transition into the Learning Laboratory from their Civics course where students will engage in experiential and project-based learning (PBL) opportunities within our school and with community partners. These projects will focus on authentic issues and problems. Students will divide their time between at least two different project teams. Within those project teams, students divide their time between meeting, research, planning and executing their projects in conjunction with their community partners.

Year IV (2 Credits) Interdisciplinary - Advanced Level Experiential Think Tank (Double-weighted, commensurate with increase applications and/or obligations)

The Experiential Think Tank course is the capstone experience of the N:Vision program. Students engage in extensive, year-long experiential and project-based learning opportunities with community partners. These projects focus on authentic issues and problems within the community. This course follows Years I, II, and III of interdisciplinary coursework. In Unit 1, students generate and present a detailed, multi-step proposal for their year-long community partnership. In Unit 2, students execute their proposal with support and feedback from their community mentor(s), teacher-facilitators and peers. In Unit 3, students collaboratively plan a public symposium to showcase their learning. In Unit 4, students formally present in a public symposium.

N:VISION Testimonials

Teams of experienced and energetic teachers lead the N:Vision program and are excited about the abundance of opportunities created by its interdisciplinary and competency-based approach to learning.

“What excites me most about N:Vision is the way that students can collaborate and connect ideas between disciplines. In our courses, we have designed projects that explicitly show students how the content and skills they learn in our courses translates and can be interpreted in many contexts. For example, in Year I, we focus a lot on making and defending claims. The students are able to compare and contrast how they can use different types of evidence and reasoning in Science, Social Science and English. As a result, students' claims are strengthened in all of our disciplines. One example of an interdisciplinary project we did this year was about climate change in Chicago. The students analyzed many types of evidence, read testimonials and identified community stakeholders to write and defend action plans to solve local problems. It was a powerful project in which students could clearly see how what they've been learning has real-world applications for them.”

Ms. Deming, Year I Science

“The greatest benefit of this program is how well students are able to understand and articulate where they are in their learning, and that students may also be in very different places and it is okay! I feel like all my conversations with students, even in conferences, are about learning, not about scores or grades which unfortunately dominate the conversation in too many other situations.”

Ms. Hetler, Year I Social Science

“Teaching and working with students in N:Vision English has been really exciting. Because I structure the units around the skills, students get to demonstrate those skills in unique ways. My students have also taught me not to second guess what I might consider to be lesser forms of media, as they bring their skills of thematic and literary analysis to films like Deadpool, video games like Devil May Cry, and horror podcasts like Welcome to Nightvale, and prove to me that these media are capable of having meaningful literary content.”

Mr. Jung, Year I English

“My favorite part about teaching in the N:Vision program has been the sense of community that develops among the students. I am proud to teach a group of students who trust one another and care about each other. When students have that sense of community built they assume greater responsibility over the learning that occurs in the classroom and are more willing to support one another. The students in this type of learning community are more willing to share and explore their curiosities, which leads to a much more fun classroom.

Mr. Golden, Year II Social Science

N:VISION FAQ

Please check out our [FAQ](#) for additional information about N:Vision or preview materials from our N:Vision Overview at our 5.14.2022 Open House for incoming students and families ([Link](#)). If you would like to know more you can also fill out the [N:Vision Interest Form](#).