

INTRODUCTION

This course catalogue details the range of courses offered at Beacon Academy for the 2019-2020 school year. Unless otherwise designated, all non-IB courses are yearlong (IB courses are two-year classes). All IB courses are only for students in the 11th-12th grades. In addition, 11th and 12th grade students can take most courses designated as "IB" as a non-IB class (students will not be responsible for completing some mandatory IB assessments). In such cases, courses will be designated appropriately on the student's report card and transcript (e.g., "World Literature" rather than "IB Literature," "Advanced Topics in Biology" rather than "IB Biology"). Please consult the Academic Dean for further information.

ENGLISH

World Literature (*Compulsory 9th-10th grade two-year course*)

This course will be run seminar style in which students engage each other as they read challenging, thought-provoking literature. The course will follow a workshop approach that emphasizes writing as a process by attending to strategies for generating interpretive ideas for essays, writing effective and authoritative essays, and revising and rewriting essays to sharpen both acuity and expression. Assignments will include informal response papers, in-class critical analyses, longer essays, and class presentations.

IB English Higher Level (HL) (*11th-12th grade two-year course*)

This course is about learning to appreciate the artistry of literature and develop an ability to reflect critically on your reading. The course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. As such, the course focuses on different approaches to reading literary works. It encourages close analysis of language, as well as an understanding of the different perspectives presented through literature and the ways in which these are informed by, and interact with, your own culture(s). Therefore, we will study works in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches.

Utopias, Dystopias, and Other Fantastical Places (*11th-12th grade course*)

Together we will explore literary settings that are nothing like the places we know. When Sir Thomas More coined the term *utopia* many centuries ago, he purposely cobbled together separate Greek elements to make a new word meaning "no place." Utopias have always been both marvelous and impossible, beckoning us with ideal realms whose non-existence is part of the deal. Dystopias are much the same, instead offering realms stuffed full of horror and terror. Paradise. Wasteland. Authors use such settings to explore complex ideas while building memorable worlds and achieving potent literary effects. We will investigate several versions of utopias and dystopias, along with other settings that are notably fantastical, peculiar, or bizarre, in order to consider how and why authors use obviously unreal places to add value. Works that we will study might include *Brave New World*, *Children of Men*, *A Clockwork Orange*, *Do Androids Dream of Electric Sheep?*, *The Road*, *Utopia*, *1984*, *Island*, and *Childhood's End*.

Please note that besides the IB English course, only two of the other 11th-12th grade English courses will be offered next year based on student interest and course enrollment.

SCIENCE

Integrated Science (*Compulsory 9th-10th grade two-year course*)

This course is an integrated study of the sciences. It focuses on lab work and the lives of scientists. Lectures, seminars, group work, lab experiences, and fieldwork combine to create a cross-disciplinary grounding in the sciences. Communication, reading, writing, and current events in science are also an important aspect of this science class. Further, this course will cover planning scientific investigations, evaluating results, and making real world connections. In Year One, specific emphasis will be given to atomic structure and the periodic table and how these atoms and molecules combine to make up the world around us. In Year Two, specific emphasis will be given to the local ecology and the study of native flora and fauna to better orient students to their place in the world. In addition to this integrated approach, this course raises questions about the ethics of science, including environmental issues, research ethics, genetic engineering, and health care ethics.

IB Biology Standard Level (SL) and HL

In line with the IB Diploma Program, this class is a two-year college-level survey course in Biological Sciences. The topics covered over the two years include: cell biology, molecular biology, cellular metabolism, nucleic acids, genetics and evolution, ecology, evolution and biodiversity, plant biology, human anatomy, and physiology. After learning how the basics of Biology work, students will then integrate this knowledge to observe how systems – cell-to-cell; tissue-to-tissue; organism-to-organism – cross and interact through continued learning, labs, activities, and primary paper work. Through both the Nature of Science and Theory of Knowledge, students will enhance and expand understandings, applications, and skills in all topics, as well as engage in the constraints, disciplines, methodologies, and controversies of modern science.

IB Chemistry SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science. Beacon Academy students will examine how the nature of science plays a role in chemistry through studying the development of theories, performing laboratory investigations, and discovering the many interdisciplinary connections of chemistry.

IB Physics SL/HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Students will have opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

IB Environmental Systems and Societies SL (*This course is also cross-listed as a humanities course.*)

Through studying environmental systems and societies (ESS) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Forensics (*11th-12th grade course*)

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Specifically, forensic science deals with the analysis of evidence. This course uses the areas of biology, chemistry, physics and geology to determine the evidential value of crime-scene and related evidence. Specific topics include fingerprints, toxins, hair and fibers, ballistics and DNA. Lab activities accompany each topic and noteworthy cases are discussed throughout the course.

HUMANITIES

American History (*Compulsory 9th-10th grade two-year course*)

American History A and B is a mixed-cohort, two-year cycle that asks students to become historians. Students ask why and how historical change happens over time and learn how to find sources that answer these questions, evaluate those sources (in both their content and their bias), construct an argument that is rooted in the evidence they find, and articulate their argument through verbal and written critical analysis. While these stronger academic skills are one goal the course also embraces a Montessori-based practice to encourage work with the heart, hands, and head while building empathy for those people who lived before us.

Throughout the course, students investigate a number of central themes: political, social, and technological revolutions, rights movements, the movement of peoples, and war and foreign policy. As they master themes and concepts, students also gain a strong grasp of timelines and historical turning points, which in turn shines a light on the nature of cause and effect in historical events. Students are assessed by a number of methods; special attention is given to developing strong academic writing skills, along with the sophisticated reading comprehension skills necessary to work with primary texts.

Civics, Equity, and Social Justice (*10th-12th grade course*)

How do we build communities where everyone belongs, despite our differences? How can we affect positive change within our own communities? In this class, we'll study how communities – big and small, near and far – have tried to do this. By the end of the year, we'll have thought deeply about ourselves, our personal history, Chicago history, US/Global examples of change movements, empathy, and conflict resolution. We'll also learn how to do data collection and statistical analysis; how to do a power analysis; and, most importantly, how to build a community across and through differences. This class is open to 10th-12th graders.

Advanced Topics in Civics, Equity, and Social Justice (*11th-12th grade course*)

For students who have already completed the Civics, Equity, and Social Justice course, this course will apply what they learned in their first year of study to becoming leaders within the Beacon Community. First, they will serve as mentors to the first year students in the Civics, Equity, and Social Justice course. Second, they will create an Individual Learning Plan (with faculty support) for a project that will: use what they learned in year one about building strong communities and solidarity to collaborate with Beacon students, faculty, and administration to effect positive change within the Beacon community. At the end of the year, students will create a report to share the results of their project, what they have learned about Beacon, and suggestions for future projects. They will submit this report to faculty and senior administrators. This class is open to 11th-12th graders.

IB World History HL

IB World History explores the history of the Middle East and Africa after 1914, as well as conflicts and intervention, authoritarian states, and independence movements in the modern world. In this class students will work on the following historical skills: respecting the humanity of all those who have lived through trying to understand their world on their terms; accepting the vast number of historical narratives that can and do exist while rejecting that there is one "truth" of history; at the same time trying to make sense of how and why changes (big and small) have happened over time; being comfortable with not knowing; being resilient in the face of setback; asking historical questions (how and why does change happen over time?); finding and identifying varied sources to help answer those questions; close-reading and analyzing those sources; combining multiple sources to answer a question; articulating those answers as arguments in verbal, written, and other formats; and understanding what other historians have said about question/topics like students' questions and articulating how students' arguments relate to/expand on/contradict those historians' arguments.

IB Philosophy HL

The primary emphasis of this course is actually "doing philosophy" – actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students will be challenged to develop their own philosophical voice and to grow into independent thinkers. The core theme of the course is "Being Human," which provides an opportunity to explore the fundamental question of what it is to be human. This exploration takes place through a discussion of key concepts such as identity, freedom, and human nature, and through a consideration of questions such as what sets humans apart from other species, where the boundaries of being human lie, and whether animals or machines could be considered persons. Students also develop their skills through the study of specific areas of philosophy, such as the philosophy of religion and the philosophy of science. Students will also learn to apply their philosophical knowledge and skills to real-life situations and to explore how

non-philosophical material can be treated in a philosophical way.

Please note that besides the IB History and Philosophy courses, only two/three of the other 11th-12th grade Humanities courses will be offered next year based on student interest and course enrollment.

WORLD LANGUAGES

Beacon World Languages faculty will be working with all current 9th-10th grade students to ensure they are placed in the course that best fits each student's needs, skills, and content knowledge.

Arabic 1

Arabic is a communication-focused course in which students will be introduced to the Arabic language and diverse cultures of the Arab world. The year will begin with a conversational approach that will give students practical tools to interact in the language and develop an understanding of dialects, while beginning to learn the alphabet. Throughout the course, students will gain vocabulary that can be used in the context of friends, family, and their interests. By the end of the year, students will be able to interact with native speakers at a conversational level and read and write short texts in Arabic. The class will also include authentic texts, photos, and videos designed to deepen students' knowledge of the Middle East and North Africa region and scope of the Arabic language, native to over 300 million people in 26 countries.

Arabic 2

Arabic 2 will continue to focus on oral communication, preparing students to engage with native speakers on everyday subjects such as personal interests, daily life, and local culture. In addition, the course will increase exposure to written Modern Standard Arabic and build students' vocabulary, always focused on authentic materials from a variety of written and online sources. Through their interaction with media from across the Arab world, students will begin to discuss cultural comparisons and deepen their understanding of the wide scope of the Arabic language.

Spanish 1

In this introductory course, students take the first steps towards fluency by learning proper pronunciation, accumulating a vocabulary of up to 650 words, and learning the present, present progressive, direct object pronouns, and the beginnings of the preterite tense. Each week students making use of that vocabulary through grammatically correct conversation relevant to the student's high school experience. This course is about learning the language that can be used in the context of friends, family, and in the larger community. By the end of the year students will have read their first novel in Spanish, and they will be comfortable having basic conversation revolving around who they are, what they like, and what they observe about the people and the world around them. Starting in the second semester, the class is taught solely in Spanish.

Spanish 2

This is an intermediate-level course where students review and expand on basic grammar concepts and conversation previously learned. Students will review the present and present progressive tense and will learn the preterite tense, preterite imperfect, reflexive verbs, and commands. Students continue to apply and learn vocabulary relevant to their high school experience and the city of Chicago, and they will now begin to apply what they know to a global context. Lessons will be taught mostly in Spanish, and students are expected to engage with their peers and teacher solely in Spanish. By the end of the year, they will have read a beginner/intermediate Spanish novel and will be writing and able to engage in Spanish conversation using complex sentences.

Spanish 3

In this more advanced course, the curriculum focuses on advanced grammar, such as the future tense, conditional tenses, and the subjunctive. The course begins with a review of previously learned tenses and the addition of specialized vocabulary. All lessons will be taught in Spanish and students are expected to engage with their peers and teacher solely in Spanish. The course incorporates trips to Spanish speaking neighborhoods of Chicago to engage with the community in the Spanish language. Students will also write essays in Spanish, read an intermediate-level Spanish novel, and become eloquent conversational Spanish speakers.

Advanced Topics in Spanish

Designed for very advanced 9th-10th grade students, this course focuses on particular aspects of Spanish (e.g. culture, civilization, literature, linguistics, film) by examining a varied selection of works. Assignments include readings, discussion, and papers in Spanish.

IB Spanish HL, SL, and *ab initio*

The purpose of IB Spanish is to foster the language acquisition process necessary for students to become proficient in Spanish by improving the four languages skills: listening, speaking, reading, and writing. Students will be able to use Spanish effectively and respond spontaneously according to the cultural context of a situation. They will also be able to analyze and respond critically to the topics developed in class. Students will also develop an objective appreciation of the different views of people from other cultures and their cultural legacy.

French 1

This course is intended for the beginning French student; no previous knowledge of the language is necessary. Using immersion-based classroom techniques, songs, and games, we will focus on the four major areas of language acquisition: listening, speaking, reading, and writing. There will be an emphasis on interactive communication skills, and students will be encouraged to focus on how they can use the language in practical contexts. We will also cover cultural topics and authentic texts from the Francophone world, such as short stories, poems, current events, music videos, short films, and social media. Possible areas of focus include French-speaking countries in Europe, Africa, Asia, North America, and the Caribbean.

French 2

Building upon students' previous knowledge of the French language, this course will focus on extending skills and acquiring a deeper understanding of the language. Instruction will be designed to meet students' individual needs, with the knowledge that there may be a variety of levels within the classroom. We will work together on more complex grammatical structures and developing skills in listening, speaking, reading and writing. As in French I, there will be an emphasis on interactive communication skills, and students will be encouraged to focus on how they can use the language in practical contexts. This course will also cover cultural topics and authentic texts from the Francophone world, such as short stories, poems, current events, music videos, short films, and social media. Possible areas of focus include French-speaking countries in Europe, Africa, Asia, North America, and the Caribbean.

French 3

Designed for the student who is extending their knowledge of French, this course puts an emphasis on more in-depth communication and critical thinking skills. Students will have the opportunity to devote class time to their own individual interests so that content drives their acquisition of new, more complicated grammatical structures. They will concentrate on writing lengthier compositions and reading more advanced articles from the francophone world. The course will also integrate a more advanced comparison of cultural contexts between francophone countries and the students' own cultures.

IB French HL, SL, and *ab initio*

The purpose of this course is to foster language acquisition, intercultural understanding, and global citizenship. The course is organized into thematic units that put the French language into context and encourage development of the IB learner profile. By exploring thematic content, students will expand their skills in listening, speaking, reading, and writing. Students will be able to use the language effectively and respond spontaneously according to the cultural context of a situation. They will also be able to analyze and respond critically in the target language to the topics developed in class. Students will also develop an objective appreciation of the different views of people from other cultures and their cultural legacy.

MATHEMATICS

Beacon math faculty will be working with all current 9th-10th grade students to ensure they are placed in the course that best fits each student's needs, skills, and content knowledge.

Math 1

Primary course topics include the study of linear, quadratic, and exponential functions; congruent and similar triangles; the geometric concepts of polygons and circles; the right triangle trigonometric ratios; and probability and statistics. Students utilize their experience to create models and solve contextual problems.

Math 2

Primary course topics include further exploration into quadratic functions; formally defining higher degree polynomial, square root, absolute value, and rational functions with applications; co-ordinate graphing and transformations of geometric figures; unit circle and general triangle trigonometry; further work with circles (arcs and sectors); statistics and probability. Students utilize their experience to create models and solve contextual problems.

Math 2AG

This is first year of a two-year course sequence. Designed for sophomores, the course focuses on solidifying algebra and geometry skills.

Math 2GT

The second year of a two-year course sequence, the course is designed for juniors, the course focuses on solidifying geometry skills, right triangle trigonometry, Law of Sines, Law of Cosines, and Trigonometry Applications. Algebra I and Algebra II skills will also be integrated throughout the course.

Math 3

This course focuses on developing an interconnected, conceptual understanding of the skills, techniques, and habits of mind necessary for mathematical problem solving. Students will grow in their ability to recognize and model patterns, communicate about math both verbally and in writing, and apply course content to solve non-routine problems. The first part of the course addresses one of the most essential concepts in mathematics – the function – including its applications for modeling and problem solving. Students will explore more deeply the quadratic, polynomial, and exponential families, as well as gain exposure to logarithmic and trigonometric functions. The content for the latter portion of the year will be developed according to the needs and interests of the class, and may include analytic geometry, polar and parametric functions, matrix theory, probability, or other advanced topics.

Math 4

This course is intended as a problem-solving seminar that spans several math content areas and makes connections among different concepts and topics. Topics will be chosen according to student readiness and interest, and will combine familiar content from previous math courses (i.e. algebra, geometry, trigonometry) with the exploration of less familiar areas of math. Students will engage in the creative process of problem solving by collaborating with peers and presenting and analyzing different solution methods. Special attention will be given to developing both verbal and written communication skills.

The IB has revised its Mathematics curriculum beginning in the 2019-2020 year. The courses below reflect the new IB curriculum (11th grade only) as well as the curriculum that is being phased out (12th grade only).

Mathematics: Analysis and Approaches HL (11th grade only)

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Mathematics: Applications and Interpretations SL (11th grade only)

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical aspects of mathematics.

Mathematics: Applications and Interpretations HL (11th grade only)

This class moves quickly through the content that the SL course will cover, but will also include new content, including advanced statistics. It is intended to meet the needs of students whose interest in mathematics is more practical than theoretical, but also seek more challenging content.

IB Math Studies SL (12th grade only)

This course focuses on important interconnected mathematical topics: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; and using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. The course is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning, and enhance their critical thinking.

IB Mathematics SL (12th grade only)

This course focuses on developing an interconnected, conceptual understanding of the skills, techniques, and habits of mind necessary for mathematical problem solving. Students will grow in their ability to recognize and model patterns, communicate about math both verbally and in writing, and apply course content to solve non-routine problems. Content will come primarily from the six core areas of mathematics established by the IB curriculum: algebra, functions, trigonometry, vectors, probability and statistics, and calculus. In addition to the external written assessment, students will have the opportunity to engage in a project in which they deeply explore and write about an area of mathematics of personal interest. Where appropriate, students will also learn effective use of mathematical technology, including graphing calculators and Excel. The standard level course is intended for students with a strong interest in math who are looking for a challenging, conceptual treatment of the material.

IB Mathematics HL (12th grade only)

This course focuses on developing an interconnected, conceptual understanding of the skills, techniques, and habits of mind necessary for mathematical problem solving. Students will grow in their ability to recognize and model patterns, communicate about math both verbally and in writing, and apply course content to solve non-routine problems. Special emphasis will be placed on the development of formal mathematical language and notation, as well as rigorous justification and proof of results. Content will come primarily from the six core areas of mathematics established by the IB curriculum – algebra, functions, trigonometry, vectors, probability and statistics, and calculus – as well as the in-depth treatment of an optional topic to be chosen as a class. In addition to the external written assessment, students will have the opportunity to engage in a project in which they deeply explore and write about an area of mathematics of personal interest. Where appropriate, students will also learn effective use of mathematical technology, including graphing calculators and Excel. The HL course is intended for students with a strong interest in and aptitude for math who are looking for a challenging, rigorous treatment of the material.

THEORY OF KNOWLEDGE

IB Theory of Knowledge (TOK) (11th-12th grade course)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge: we will examine how we know what we claim to know. We will do this by analyzing knowledge claims and exploring knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y,” or a statement about knowledge; a knowledge question is an open question about knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares.

ELECTIVES (Unless otherwise indicated, all courses are yearlong.)

Music Studio

This course provides a comprehensive introduction to modern music production and songwriting. Emphasis is placed on understanding fundamental DAW tools and concepts, DIY recording basics, and powerfully simple music theory and composition techniques. Student work - both finished and unfinished - will be reviewed and critiqued during class time.

Coding

This course is an introduction to Computer Science and programming. Students will learn the fundamentals of coding in JavaScript and create interactive applications, games, and websites. Problem solving, analytical thinking, and collaboration will be emphasized. Using introductory software Code Studio, students will learn about fundamental concepts like IDEs, data types, variables, conditional statements, loops, and more. By the end of the year, students will have developed a software project of one's own choosing. Applied math skills are strongly recommended. Students who are serious about studying Computer Science or do well in this course can move on to Coding 2.

Information Technology

This course will help students better understand the technical concepts underlying key developments in information technology. It will also provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society as well as explore safety, security, and ethical issues in computing and networking.

Theatre

Theatre is a hands-on collaborative class in which students will approach theatre as performers, playwrights, directors, designers, and spectators. Throughout the two-year curriculum, students work as a cohort. Curriculum is centered on four major questions, each investigated in a semester-long course. What makes up a successful artistic collaboration? How can theatre enrich a community? What are the possible relationships between theatre and audience(s)? How do you define yourself as an artist? No experience is necessary; returning students will have the opportunity to lead projects and hone their skills through deeper exploration. This class will include field trips to see professional productions in Chicago. This course is intended for 9th-10th graders.

Choir

All together now! In this small choir setting, students will hone their skills as individual singers and thrive as a group of young musicians engaging in an eclectic mix of vocal material, from old school 16th century songs to new school contemporary a cappella arrangements. Group members will grow their knowledge and skills as singers as they are instructed on vocal and breathing techniques and exercises, music reading and ear training -- all while engaging in the collaborative and vibrant experience of making music together.

Practical Life

This class aims to develop and strengthen independence. It's a hands-on course that is both demanding and engaging. The work may be as simple as learning to sew on a button, or as complex as understanding a mortgage application, but it's all intended to give older students confidence and experience in dealing with some of the basic tasks and challenges of the adult world. The term "practical life" is a phrase coined by Dr. Maria Montessori and is used intentionally. In a strict sense it applies to young children, but the basic idea -- that independence, gained through genuine engagement with the environment, is an essential goal of education -- is true of older children as well. Beacon students will soon enter an adult world where they must cope with all kinds of new challenges. For this reason, learning how to negotiate a laundromat is a valid, perhaps even urgent, educational experience.

Studio Art 1

Studio Art 1 is student-centered and places student exploration at the heart of a holistic learning experience. Studio Art students will explore a variety of art media, tools, and techniques while being challenged by thought provoking projects. Students will develop a body of artwork through the process of observation, investigation, critical thinking, experimentation, and reflection. They will be encouraged to explore personal, cultural, political, and social justice topics, while forming themes and ideas for their artwork.

Studio Art 2/3

Studio Art 2/3 is for more advanced art students. In most cases, taking Studio 1 is a prerequisite. Students will have more freedom to explore the materials and techniques of their choice, while they develop personal intentions. They will examine and compare works of art from different cultures and periods of time. These works will inspire and influence artistic decisions that students make. The Studio 2/3 class will also prepare students for the Visual Arts IB Program. Project ideas will be available for those students who would still prefer some guidelines.

IB Theatre SL/HL

IB Theatre is an exciting project-based course (no exams) open to juniors and seniors. Projects will involve group collaboration as well as individual research and writing, and throughout the course students will keep a theatre journal to record their growth as artists. You do not need to consider yourself a performer to succeed in this class; students will emerge with a deeper understanding of theatrical devising, design, directing, and being a spectator. At the Standard Level, units include: collaborative creation of a group performance, directing, theatrical design, and world theatre traditions. At the Higher Level, students complete SL coursework with an additional capstone solo performance based on theatre theory. This course is designed to include lessons from guest teaching artists working professionally in Chicago, as well as at least 3 field trips to see live theatre and to visit local college theatre program facilities. Prerequisite: One semester of 9/10 theatre or permission from the instructor.

IB Visual Arts SL/HL

The IB Visual Arts course takes place over two consecutive years. Like Studio Art, it is student-centered and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select, and explore artists, artworks, cultural contexts, and media and forms for study that interest and excite them. They also have freedom to present their studies in a variety of creative ways, including presentations, demonstrations, and exhibitions. Organization, self-management, and independent study skills are emphasized, as well as higher-order thinking skills, such as analysis and synthesis. Students will also learn to make decisions about

what is relevant and useful for their own investigations and how to put their knowledge and understanding into practice, transforming ideas into action.