INTRODUCTION

This course catalog details the courses offered at Beacon Academy. Our curriculum offers a broad base of knowledge and skills while providing guidance to students as they take initiative to design and build their own education. All our courses are designed to prepare students for the academic rigors of college. More importantly, Beacon students learn to navigate information and the world with a sense of purpose, supported by relationships with engaged faculty and opportunities to forge their own path.

Not all courses listed will run during the 2020-2021 school year; our schedule will be determined by student interest and faculty availability. It is Beacon’s policy to allow students to choose their best-fit educational path, with the guidance and support of teachers, and they are not restricted from taking any course for which they meet the prerequisites. Each student will rank their top three course choices for each discipline as part of the course registration process. Any course must have at least 10 students enrolled to be run.

Unless otherwise designated, all courses are yearlong. IB courses taken for the diploma are two-year courses. However, at the discretion of the department and the Academic Office, Year 1 or Year 1 and Year 2 of these courses may be taken by students not seeking an external IB certificate or diploma for Beacon transcript credit without IB designation. Please consult the Academic Office for further information.

GRADUATION REQUIREMENTS

- 4 Credits of English.
- 3 Credits of Mathematics through Mathematics 3 (4 Credits of math are strongly encouraged).
- 3 Credits of Social Sciences including US History.
- 3 Credits of science. 2 credits must be earned in laboratory-based science courses.
- 2 Credits of Foreign Language. Students must reach a third year of foreign language proficiency in order to satisfy the requirement.
- 2 Credits of fine and/or performing arts*
- 5 Additional Credits

*While it is possible for transfer students to transfer some credits to satisfy these requirements, currently enrolled students must attempt all remaining requirements through Beacon Academy.
ARTS

Digital Art

Digital Arts will explore a variety of computer and digital photography art skills. Topics include layers, masking, compositing multiple images, color correction, retouching, special effects in type, and more. Introduction to the field of photography will include history, definition, purposes, and equipment. We will discover new ways to implement basic Photoshop knowledge to make photographs truly personal works of art. Additionally, we will practice and develop skills in Adobe Illustrator, InDesign, and some additional digital art processes and applications. Prerequisite: ART 1, unless a portfolio is presented.

Music Studio 1

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.

Music Studio 2

Advanced Music Studio class is a continuation of what was learned in Music Studio. Emphasis is placed on collaboration and the deeper exploration of music theory and computer music production. In addition to this, musical instrument performance skills are introduced in order to provide a more tactile, real-time means for students to compose and express their ideas. Prerequisite: Music Studio or permission from instructor. Previous instrumental performance experience a plus, but not mandatory.

Visual Art 1

Art 1 will establish a foundation in the understanding and application of concepts, principles and elements of art as applied to drawing, painting, printmaking, sculpture and digital mediums through themes and prompts. Students will learn; line, one and two-point perspective, shading, color, the proportions of portraiture and figure drawing, still life drawing and painting and landscape drawing and painting, basic printmaking through block printing, and wire sculpture and exploration of other sculptural forms, and photography and art software editing, design and illustration exploration. Prerequisite- Recommended for 9th Graders and all students considering arts for the first time at Beacon.

Visual Art 2

Art 2 is a theme/prompt based art program. Students will be exposed to artists, techniques, and materials when presented with a new prompt. Students will then choose to use the information provided or they will use other materials and techniques that best suit the students’ ideas/artworks. Through research, experimentation, and reflection students will create art work that expresses how they see and how they feel. Prerequisite- Recommended ART 1/portfolio.

Visual Art 3

Art 3 at Beacon is a course designed to provide students with the opportunity to engage in self-directed art-making. Within this class, students will be guided by the teacher and will have to meet certain requirements, but will independently choose the artists that they are inspired by and create art using the materials and processes that best fit their idea. Prerequisite - ART 1/portfolio
IB Visual Arts

Through the IB Visual Arts Program students will explore their interests and their ideas. The greater part of the first year will be used to set the groundwork for independent studio work. As the year unfolds students will begin making choices about processes and techniques that will connect with personal intentions in their work. The 2nd year of the IB Visual Arts Course focuses on the Process Portfolio and the Exhibit: which includes creating a cohesive body of artwork, a Curatorial Rationale (the artist statement), and the Exhibit Text. Students will make choices about the processes and techniques that will connect with personal intentions in their work. This will lead to a meaningful exhibit, which will be displayed at the Senior Arts Exhibition. Prerequisite: ART 1

Theatre 1

Theatre 1 explores the basics of storytelling. Through ensemble building activities, improvisation, and scene study, students will try their hand at performing. Students will also examine how dialogue and elements of design can enhance storytelling. Additionally, students will participate in field trips to see professional productions in Chicago. This class is a hands-on experience in which all students try out onstage and offstage skills; no experience necessary.

Theatre 2

Theatre 2 builds on the fundamentals and centers the creative process around text. Students will hone performance and text analysis skills. They will explore collaboration by trying their hand at advanced work such as directing, playwriting, and designing. This course will follow the specific interests of the students enrolled. Additionally, students will participate in field trips to see professional productions in Chicago. This class is a hands-on experience in which all students try out onstage and offstage skills. Prerequisite: Theatre 1 or permission from instructor.

IB Theatre

IB Theatre is an intensive and exciting project-based course open to juniors and seniors. Over the course two years, Standard Level students complete 3 projects, and Higher Level students complete 4 projects. Overall, the course fosters a deeper understanding of theatrical devising, design, directing, and performance, as well as analyzing theatre as a spectator. Units include collaborative creation of a group performance, directing skills, text analysis, design process, world theatre history, and theatre theory. 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 complete this course or to receive IB credit, but all students do need to have an open mind about participating in all projects. This course is designed to include lessons from guest teaching artists who are working professionally in Chicago, as well as at least 3 field trips to see live theatre and to visit local college theatre program facilities. As the program grows, we hope to begin bringing students to attend the IB theatre fall TAPS conference in New York City, which involves participating masterclasses and seeing 2 professional productions. Prerequisite: One previous theatre course at Beacon or permission from the instructor.

ENGLISH

Interpreting Literature (Compulsory 9th-grade 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.

Topics in Nonfiction: Personalizing History

In this course we discover the art and craft of rhetoric, learning the various styles and strategies that authors use to construct persuasive nonfictional narratives. Following texts such as essays, speeches, graphic memoirs, podcasts, news stories, and popular science, we will pursue a year-long discussion about rhetoric, communication, and the importance of understanding the cornucopia of ways writers can use the English language to report, persuade, illuminate, and more. We will analyze what we read to determine how writers and authors of all kinds communicate information to their audience in effective and compelling ways. You will use this information not only to continue developing skills in analytical paper-writing but also to write nonfiction pieces of your own.

Topics in Genre and Criticism: Colonial and Postcolonial Literature

This course will focus on looking at a single story from multiple perspectives: the colonized and the colonizer. By looking at a story from multiple perspectives, we can look at the motivation, causes, effects, and stories of individuals from a global perspective. Through analytical reading, writing, and discussion we will explore the idea of culture, who creates it and how it is used to create and destroy power.

Topics in American Literature: Trespassing

This course examines the relationship between language and power in a variety of so-called American texts. Literary analysis will drive questions about geography, technology, identity, history, politics, and the present. The novels, short stories, plays, and poems we read will help us consider how trespassing figures in, and is defined by, American literary culture. These tropes, as a centering theme, will launch, not limit, our work on a broad set of vexing American questions.

This course will help students think critically about familiar and unfamiliar American worlds. Discussions, papers, and projects may be interdisciplinary in nature. As students amass stories told about and/or by “Americans”, they will develop the skills of interpretation, comparison, and synthesis.

HISTORY / SOCIAL SCIENCES

American History (Compulsory 9th grade course)

American History is a required course for all 9th grade students. 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 perspective), 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.

American History is taught thematically, with an emphasis on revolutions: political, social, and technological. 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**

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 become leaders within the Beacon Community. First, they will serve as mentors to 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. **Prerequisite: Civics, Equality, and Social Justice**

**Experiential Studies**

This course will offer students the opportunity to explore various facets of community, themselves and their possible future. Students will learn about communities, what it means to be a part of one, and the impact that individuals can have on their communities; develop self-advocacy skills and interpersonal skills as we prepare to enter and explore the community outside of our educational environment, and examine various organizational models and their functionality. Students will spend approximately one-quarter of class days in the classroom considering personal responsibility and a future path, developing self-advocacy, professional outreach, and project planning skills, and checking in on project progress. One-quarter of class days, students will be participating in service-learning. And, finally, students will spend half of the days in the greater community pursuing the student’s post-secondary area of interest. Each student’s experience will be personalized after considering and evaluating student interest and passion. There will be extensive writing, organizational, and reflection components in this project-based course.

**Global History: The Age of Carbon**

This course will explore major themes in Global History since 1750. Between 1750 and today, humans have shifted away from a low-energy diet to a high-energy, carbon-powered diet. As we study that shift, we’ll explore major themes in global history such as empire, industrial technology, communism, the two world wars, HIV/AIDS, and globalization. Rather than focus on one specific nation or region (thus dividing the world up into parts), we’ll explore the deep connections between regions -- and how choices in one region can fundamentally shape another region's future.

**Latino-American History**

American History is almost always studied from east to west, starting with British colonization. What happens when we study American History from the south and west, moving towards the east? That is where this course will start, as we explore how American history is just as much the story of Latino-American culture as it is the story of European culture. The course will cover Indigenous cultures in the American south and west, Spanish colonization of the American continent, American colonization westward, the experience of Afro-Latinas, and Latino immigration into the United States -- with an explicit focus on how Latino culture and history is fundamentally a part of the American story.
IB World History Higher Level (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 Higher Level (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.

IB Environmental Systems and Societies Standard Level (SL)

(This course is also cross-listed as a science 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. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

Contemporary Issues in a Global Society

This unique is devoted to studying the historical origins and development of domestic and foreign political and social issues that confront contemporary humanity. The class will follow events on the local, national, and international level, and students will be expected to understand social, political, and economic issues. While course topics will be chosen in alignment with student interest, categorical subjects will also be addressed. Some of those subjects will be as follows: Technological Implications on Society, Human Rights, Crime and Punishment, Foreign Policy and National Security, Crime and Punishment, and Politics and its Impact. Students will evaluate the issues from a variety of perspectives, form their own opinions, and will then propose and implement solutions. Upon completion of the course, students will be aware of the importance of being an informed and a contributing citizen as they take their place in the panorama of history.
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; coordinate graphing and transformations of geometric figures; general triangle trigonometry; further work with circles (arcs and sectors); and statistics and probability. Students utilize their experience to create models and solve contextual problems.

Math 2 Depth

This course focuses on essential skills of Math 2, allowing for more time for in-depth investigation and practice. Topics such as modeling and transforming functions, problem solving with triangles and circles and simplifying complex expressions are covered throughout the year. It is a course for students who benefit from a slower-paced math class. Students in this course will rely on their calculators for calculations.

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 patterns, communicate about math both verbally and in writing, and apply course content to solve multi-step problems. The course is structured around one of the most essential concepts in mathematics – the mathematical function. In particular, students will explore polynomial, rational, trigonometric, logarithmic and exponential functions. Approximately 40% of the course will be spent on trigonometry and trigonometric functions. To help prepare students for IB math, students will also get to research and write a short paper about a math topic of their choosing.

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.

Mathematics: Applications and Interpretations Standard Level (SL)

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: Analysis and Approaches Standard Level (SL)
Analysis and Approaches Standard Level course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course has a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments.

Mathematics: Analysis and Approaches Higher Level (HL)

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.

Algebra in Finance

This course connects personal to business to political financial literacy. Financial Math offers lessons that challenge students to gain a deeper understanding of how financial institutions work as well as how to manage their own finances. There are many project-based opportunities for learning in this class including investigations into the stock market, consumer loans, the importance of insurance and more. Embedded in this course are skills around problem-solving, using spreadsheets, and data analysis.

Statistics

The primary goal of this class is to help students understand how the process of posing a question and collecting, analyzing, interpreting the data relevant to the question, can help them find answers to real problems in the world. Emphasis will be placed on the understanding of data collection and analysis, rather than mathematical theory. Translation of these processes to Excel will also be covered. The topics we will cover include descriptive statistics (organizing data, tables, graphs, averages, means, central limit theorem), correlation and regression, chance and probability, probability models (normal distribution, binomial distribution, etc.), hypothesis testing, inferences, and chi-squared.

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.
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.

Ecology & Evolutionary Biology

This course takes a multi-dimensional approach to the study of ecology and evolutionary biology. The first part of the course will explore evolution at both the molecular and organismal levels. Topics include the origin of life, the evidence for natural selection and methods for reconstructing evolutionary history. The second part of the course will examine how wild organisms interact with each other, their physical environments, and human societies. The course will include fundamental topics in ecology: herbivory, predation, competition, mutualism, species invasions, biogeographic patterns, extinction, climate change, and conservation.

Forensics

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.

Geoscience

Students will study the origin, evolution, and systems of the Earth through the lens of geology, stratigraphy, mineralogy, meteorology, and other planetary sciences. Their study will inform their understanding of our amazing planet and of naturally occurring hazards such as earthquakes, volcanic eruptions, landslides, and floods. The course will help students understand natural resource challenges, mapping, surface and groundwater, and the exploration and sustainable extraction of energy and minerals. This understanding of geology will help them develop their scientific skills and answer fundamental questions about the origin, history, and dynamics of our planet.

IB Biology*

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 paperwork. 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*

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**

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 Standard Level (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. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world

*Offered Standard Level (SL) or Higher Level (HL) based on demand*

---

**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**

This course is intended for both the beginning French student and students with some prior knowledge. 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.
Spanish 1
This course is intended for both the beginning Spanish students and students with some prior knowledge. Using immersion-based classroom techniques, songs, and games, students take the first steps towards fluency by learning proper pronunciation, accumulating a vocabulary of up to 650 words, and learning the present tense. There is a focus on interactive communication skills related to language in a practical context. Students are also introduced to geography and latino culture through authentic texts i.e. music, literature and the news in Spanish. By the end of the year, students will have read their first novel in Spanish, and they will be comfortable having basic conversation and describing who they are, their family and friends, and what they observe about the people and the world around them.

French 1
This course is intended for both the beginning French student and students with some prior knowledge. Using immersion-based classroom techniques, songs, and games, we will focus on the four major areas of language acquisition: listing, 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.

Arabic 2
Arabic 2 will increase exposure to written Modern Standard Arabic, build students’ vocabulary, and introduce the past and future tenses. The course will continue to focus on oral communication, preparing students to discuss everyday topics such as personal interests, food, daily life, and local culture. Students will apply their classroom learning through several writing and video exchanges with native Arabic speakers. Through their interaction with authentic media from across the Arab world, students will deepen their understanding of the wide scope of the language. By the end of this course, students should feel confident in their foundation of communication skills designed to prepare them to travel in the Arab World.

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 tenses and will learn the past tense, 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. As in Spanish 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. 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.

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.
Arabic 3
This course is designed to develop both students’ written and oral communication skills. In Arabic 3, students will transition to more speaking and writing in Modern Standard Arabic (MSA) and encounter more complex grammar topics with a focus on verb forms and roots. Students will continue to improve their oral communication on daily topics, especially through our ongoing writing and video exchanges with native Arabic speakers. Additionally, students will interact with more advanced authentic texts that address current issues within the Middle East and North Africa region. By the end of this course, students will be able to write paragraph-length texts in MSA and discuss a wide variety of daily topics in colloquial Arabic.

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. The course will include more advanced grammar topics such as the conditional and pluperfect tenses. They will concentrate on writing lengthier compositions and interacting with more advanced authentic materials from the francophone world. Topics include identity, cultural attitudes toward food, tourism and study abroad, and social media. Students will have opportunities for independent work so that content drives their acquisition of new grammar. By the end of this course, students will be able to write and speak in more depth about current issues throughout the francophone world.

Spanish 3
In this advanced course, the focus is on learning content and using the target language as a tool to have discussions, read, and write about culturally relevant topics. Students engage with authentic materials such as articles, films, videos, music, etc. to expand their knowledge of the Spanish speaking world while honing their language skills. Topics include childhood and folktales from the Spanish speaking world and their relevance today, a study of Picasso’s iconic painting Guernica, interpretation of a Spanish song and study of the film, Diarios de Motocicleta. Students will be able to write in-depth responses to open-ended questions and become better verbal communicators of their ideas and thoughts.

IB Arabic Ab Initio
This course resembles Arabic 3 but with more focus on Modern Standard Arabic (MSA) at a faster pace. Students will transition to more speaking and writing in MSA and encounter more complex grammar topics such as verb forms, the Arabic root system, and the past tense. They will interact with more advanced authentic texts that address current issues within the Middle East and North Africa region. At the same time, students will continue to improve their oral communication on daily topics, especially through our ongoing writing and video exchanges with native Arabic speakers. By the end of this course, students will be able to write paragraph-length texts in MSA and discuss a wide variety of daily topics in colloquial Arabic.

IB French Standard Level (SL)
The purpose of this two-year IB course is to foster language acquisition, intercultural understanding, and global citizenship. The course is organized into thematic units that put the French language and the Francophone world into context. These themes include Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. By exploring 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 develop an objective appreciation of the different views of people from other cultures and their cultural legacy.
**IB Spanish Standard Level (SL)**

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 Spanish language into context and encourages the 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 appreciation of the diverse views of people from other cultures.

**IB French Higher Level (HL)**

This two-year advanced IB course shares the aims of the SL curriculum, as well as the themes of Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. At the higher level, however, students will also integrate a study of literature from the Francophone world, including at least two works which may include novels, poems, plays, short stories, folk tales. By exploring 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 develop an objective appreciation of the different views of people from other cultures and their cultural legacy.

**IB Spanish Higher Level (HL)**

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.

**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 an 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.