

# ChiClassical Information Session Sign-in Sheet

September 21, 2017

Chicago Classical Academy Community Forum, 5:30-7PM

Name	Address	Email	Children's ages (if applicable)
Jason Comik	4322 N Kenmore Ave Apt 1A3	themauffild@gmail.com	n/a
Michelle Gomez	1335 S. Prairie #809 Chicago, IL 60605	michelle.morigomez@gmail.com	Errett / 10 months
ZACH MUSSO	21 E HURON ST. 2101 CHICAGO IL 60611	zmusso@gmail.com	n/a
Jonathan Gumpel	600 N Dearborn St.	jonathangumpel@gmail.com	N/A
George Mirov	75 aberdeen st	gmirov@mxotech.com	n/a
Darren W. Armstrong	1322 S. Prairie Ave, Unit 1003 Chicago, IL 60605	darren.armstrong@owen.vanderbilt.edu	N/A
Jonathan Stark	4325 W Hazel St	jstark85@gmail.com	N/A
Chris Varones	4836 N. Paulina St #3E Chicago, IL 60640	varones@yahoo.com	N/A.
Brock/Christi Brockway	1112 E. 44th St. Chicago, IL 60653	brock.a.brockway@gmail.com	5 / 4 / 2 1/2
Shercen Morales	5104 S Le Claire Ave Chicago IL 60638	syassi1@gmail.com	2 1/2 + 5 1/2
Jessica Gombis	2519 S Calumet Ave Chicago IL 60616	jessgombis@gmail.com	3 & 4.5
dina Smilgeviciute	910 S. MICHIGAN #704 CHICAGO IL, 60605	leinuzija@yahoo.com	4 & 5
Anabel Avitce	2418 W. 32nd Pl	anabel.a@me.com	2 & 6

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ROOP D HILLON	1901 S. CALUMET AVE.	roopdhillon@gmail.com	6 & 3.
Lavone Martin	11 17220 S. Michigan Ave.	Lavone_starting@gmail.com	8
Reginald Martin	11	MartinReginald1987@gmail.com	8
IRENA+ROB BELLINSKI	910 S MICHIGAN #1117, 60605	IBELLINSKI@YAHOO.COM	1
Emily Burton	1818 S. Tray Ave 60623	emilyburton7@gmail.com	
KARIN BEGNER	4451 S. Wallace 60609	KBEGNER84@gmail.com	5
TED DABROWSKI	901 OAKWOOD AVE, WILMETTE 60614	tdabrowski@illinoispolicy.org	11
SHERRY STREET	2614 N. Wayne Ave. 60609	SSTREET005@gmail.com	
Josefina Vega	4350 S. Hermitage Ave. CPS	Finavg123@yahoo.com	8, 6
Morgan Mark	42 W madison		
David Lehe	1029 W Diverser	david.lehe@gmail.com	
Nyssa Stone	1726 E. 84th Pl.	nyssa.m.bolden@gmail.com	3
Kasia Fulkerson	1720 S. Michigan Ave. #1506	kasia0981@gmail.com	1 yr. 10 mos.



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Name	Address	Email	Children's ages (if applicable)
ANNA STUNKEL	3355 W MANROE, 60624	akstunkel@gmail.com	
HECTOR MORALES	5106 S. LECLAIRE AVE		
Marilyn Rhames	7343 S. Clyde Ave	msrhames@gmail.com	3 yrs
Christian Teaman	616 W 16 <sup>th</sup> St	Christfeaman@me.com	5yrs 7yrs
* Tamara Franklin	957 E 100 <sup>th</sup> Place	Tymara19@gmail.com	4yrs 10yrs
Ronald Franklin	957 E 10 <sup>th</sup> place	fbscheduling67@gmail.com	4yrs 10yrs
Ted Tabe	515 Superior St, Oak Park	theodore.b.tabe@hotmail.	
Sandra S.	3800 S. Sangamon	senmorais@yahoo	none.
Tiffany Moy	2516 S. Calumet Ave	you.xoxo.tiff@gmail	3,999 + 1 y.o.

**Quick Facts:**

<b>Grades served:</b>	<b>Location:</b>	<b>Grand opening:</b>	<b>Tuition-free &amp; open enrollment</b>
K-12*	Greater South Loop	Aug 2018	
We are proposing to open with six grades, K-5 and adding one grade per year. We will have two classes per grade-level.	This central location is accessible via three CTA train lines and is at the intersection of three main highways.	We are currently in our planning year. We have submitted our application with CPS in September of 2017.	We will be a public school and will not charge tuition. Students are admitted based on seat availability. No testing is required to qualify

**Q: What is a public charter school?**

Charter schools are unique public schools that have the freedom to be more innovative while being held accountable for advancing student achievement. Because they are public schools, they are open to all children, do not charge tuition, and do not have special entrance requirements. Charter schools empower parents to choose a public school with a mission-driven curriculum and a strong school culture that best fits their student. Because of their flexibility, charter schools allow teachers to be leaders in their school and grant them the freedom to be innovative in their classroom to tailor instruction to the needs of their students.

Charter schools are raising the bar on student achievement for schools across Illinois by improving test scores, graduating more students from high school, and increasing college acceptance and persistence rates for all Illinois students.

Please visit The Illinois Network of Charter Schools for more information and a listing of charter schools currently operating in Chicago.

**Q: When will Chicago Classical open and what grades will the school serve?**

Chicago Classical will open for the 2018-19 academic school year. We will serve grades K-5 in our first year of operation and will add one grade per year until we grow to our full K-12 campus. We are initially applying for a K-8 charter, but will submit an application for the high school in YR3 of operations.

**Q: What are the next steps in the approval process?**

We submitted our complete application to Chicago Public Schools on September 8<sup>th</sup>. The application will be reviewed by the Office of Incubation and Innovation. Each charter applicant is also hosting a community forum that will be attended and evaluated by CPS staff. This will be followed by capacity interviews to evaluate our team's ability to execute our proposal. The Office of Innovation and Incubation will use our application, demonstrated community support, and interviews to make a formal recommendation to the Board of Education. In addition, CPS will host a public hearing to hear comments for and against our school. The Board of Education will vote on our proposal in November.

**Q: What is the admission process like? How likely is it that my kid will get accepted?**

The admission process is very simple. Any family residing in Chicago is eligible to apply – there is no neighborhood boundary and no testing is required. Application forms for the 2018-19 school year will be due March 8<sup>th</sup>, 2018. If there are more applicants than available seats, we will hold a lottery on April 4<sup>th</sup>, 2018. Any applications received after March 8<sup>th</sup> will be added to our waitlist and will be offered spots if they become available. Siblings of enrolled students will receive admission preference.

As an open-enrollment school, we cannot guarantee that a specific applicant will receive a spot in our school. We hope to serve as many families as we can, but we are intentionally small. We believe a small, integrated, K-12 campus will foster a strong sense of community within our families and encourage responsibility and dedication among our students.

**Q: How old does my child need to be to enter kindergarten? Do they need to read?**

Students entering Kindergarten must turn 5 by September first of that academic year (6 for First grade). We have no academic expectations for students who are entering Kindergarten or First grade. We will evaluate all incoming students to ensure that they receive the right level of instruction from day one.

**Q: Where will Chicago Classical be located?**

Our team is evaluating two facilities in the Greater South Loop. We will continue to evaluate both locations as we settle on the best option – financially & logistically – for our long-term success. Aldermanic support is key – call and email your alderman to show your support. The Greater South Loop is one of the most accessible neighborhoods in the city – this serves our mission to offer a classical liberal arts education to any family that seeks it. The Near South of Chicago is also home to incredibly diverse neighborhoods that will be part of the core strength of our school.

\* We will initially open as a K-8 campus and will apply for the high school charter in YR3 of operation.  
If you would like to view the application for our proposed new school, it will be publicly posted on [www.cps.edu/2017RFP](http://www.cps.edu/2017RFP)

**Q: What will the demographic makeup be?**

Our mission is to serve a diverse student body, and we have specifically chosen the South Loop as a location for maximum accessibility and area diversity. We have been actively informing residents of Bronzeville, Bridgeport, Chinatown, McKinley Park and Pilsen. We have over 130 intent to enroll forms at this time – these families come from across Chicago, from neighborhoods near and far. We anticipate that our final enrollment will follow this pattern.

**Q: How big are your classrooms?**

We are intentionally a small school. We will be enrolling a maximum of 56 students per grade, 28 students per classroom. A dedicated teacher's aid will be available for grades K-2. At full enrollment, our teacher-to-student ratio will be 16.3:1 and total staff-to-student ration will be 13.3:1.

**Q: What is your approach to discipline?**

CCA is committed to optimizing learning for all students. Our students will be expected to be well-behaved at all times, to respect themselves, others, and property. Discipline policies and procedures should provide guidance and direction for acceptable behavior in order to develop a child's own sense of self-discipline. In *The Schools We Need and Why We Don't Have Them*, E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn." CCA will create a safe, respectful, and responsible environment, where learning takes place.

At CCA, our disciplinary goals are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education and lessons.
3. To reinforce CCA's commitment to treating self and others with fairness, respect, and equality.

**Q: What is classical education?**

A classical education is defined by both content - a thorough and cumulative study of the liberal arts - and by method - a traditional approach to teaching that relies on a child's natural stages of mental development. There are five key elements to our approach:

- **Liberal arts:** In classical antiquity, grammar, logic and rhetoric were considered essential knowledge for an active civic life. Throughout the K-12 program, CCA teachers will emphasize the mastery of basic content (grammar), development of abstract thought (logic), and the art of expression (rhetoric). Within this framework, students will be introduced to the great works of art, music, and literature, to heroes and to legends, to scientific discoveries that have advanced our civilization.
- **Language-based approach:** This is a language-based curriculum. Students learn by reading, writing and speaking. From an early age, students are taught grammar and composition, precision in word choice, and proper form. Language will figure heavily in all academic areas: art and music instruction, science (science biographies) and history (original texts and documents). Latin instruction will help students master English vocabulary, further their understanding of grammar and develop discipline and structure in composition.
- **Structured curriculum:** History is used as organizing principle that structures knowledge from all disciplines into one sensible whole. Literature, art, and science are all studied through a historical lens, helping students build a clearer understanding of the thematic connections in the material being covered. The strong foundation in history allows students to integrate new information into an organized framework.
- **Civics:** A strong civics component throughout the K-12 program ensures that all students graduate with a clear understanding of American history, government and individual rights and responsibilities. Students will study our form of government and the underlying philosophy, will read the original founding documents, study landmark judicial cases, and delve deeply into the U.S. Constitution.
- **Character:** Lastly, a classical curriculum cannot exist without a moral component. Character development will be infused throughout the curriculum, and students will be encouraged to emulate the virtues of the heroes and heroines, scientists, explorers, and historical figures they encounter throughout their studies.

**Q: What are the core elements of the academic program?**

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe CCA's high standards and research-based curriculum will provide students with a rigorous traditional education that will challenge them to excel not only in learning but in character development. At CCA, high academic achievement, personal discipline, ethics and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from CCA highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

To achieve our mission, CCA will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

- **The Core Knowledge Sequence** (a specific, grade-by-grade core curriculum of common learning)

- **Riggs Institute's** (*The Writing & Spelling Road to Reading & Thinking* as supplemented by content from Access Literacy, LLC) for teaching "explicit" phonics, reading and language arts.
- **Singapore Math** (a conceptual approach to mathematical skill building and problem solving.)
- Teachers will be equipped to train upper level students in **Socratic Seminars** to encourage intelligent, logical, and independent thinking.

Core Knowledge, Riggs and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

In addition to academics, CCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (courage, courtesy, honesty, perseverance, self-government, and service) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards.

### **Q: Will you teach a second language?**

Classical education is, at its core, a language-based educational approach. Early exposure to multiple languages is key. Starting in Kindergarten, all students will be taught Spanish. The focus of the K-5 program is communication – understanding, speaking and communicating clearly. Starting in 6<sup>th</sup> grade, students will begin a formal study of Latin. Students will be able to continue their study of Spanish starting in 10<sup>th</sup> grade (or chose a different modern foreign language).

### **Q: What will your sports program be like?**

Physical activity is very important for both the overall health and wellness of our students and for their academic success. Younger students will have two twenty-minute recess breaks during the day (three for Kindergarten). In addition, physical education is scheduled as an alternating block (2 or 3 gym periods per week). The physical education block will challenge our students' endurance, strength and sportsmanship. Sports will be offered in middle school and high school, dependent on staff and parent engagement. If a sport is not available ChiClassical will work with the family to ensure the student has access to it elsewhere. We are excited to partner with our founding families and local community organizations to develop a strong athletic program.

### **Q: Will Chicago Classical serve students with special needs?**

CCA believes every child benefits from a rich, liberal-arts education. CCA is dedicated to meeting the student where they are at in intelligence, ability, physical capacity and social/emotional well-being. CCA will support and guide our students to subject mastery and character development so that they can participate and contribute to their communities free of limitations. It is our goal to demonstrate that every child can and will learn when given the right tools to do so by decreasing the knowledge and performance gap between students eligible for special education (SPED) compared to those who are not eligible for SPED. CCA will educate students with and without special needs and nurture them to take ownership of their own learning and future, no matter the impairments they face.

"The special needs child's humanity- any child's humanity - must determine the education he receives. Some suggest that as many as 1 in 5 children have special education needs. Each of these children is a human being. Shall we assign all of these students to a menial, servile education and deny them the riches of beautiful, humane, liberating education? And, worse, shall we base our deterministic placements on early testing, with no regard to what the child might be able to overcome with the aid of an excellent teacher?"

– Cheryl Swope, *Simply Classical*

### **Q: How will Chicago Classical serve advanced and gifted students?**

CCA believes all students have great academic potential and holds everyone to high standards, providing support to ensure success, and providing access to as much educational enrichment as possible. CCA is able to appropriately challenge all students, including advanced learners, through the flexibility of its program, as well as through the differentiation that happens in all classrooms. Math is ability grouped, allowing advanced learners to excel at their own pace.

If a student is identified and meets the threshold for the creation of an Advanced Learning Plan (ALP), CCA will work actively to develop an ALP designed to accommodate the student's needs. This would include student-specific strategies that teachers would use to ensure the student is appropriately challenged and stimulated.



**Q: Will Chicago Classical require teachers to be licensed?**

*All Chicago Classical teachers will be highly qualified.*

Chicago Classical will hire the most highly qualified teachers for our classrooms and seek out content experts from diverse backgrounds that reflect the makeup of our student body.

Chicago Classical seeks staff with expertise in their content area and the best teachers for each position may or may not be licensed teachers. Highly effective teachers, using an excellent, proven curriculum in the classroom, have the greatest impact on student success.

Though content mastery and previous experience are critical, we will work with our staff to ensure certification requirements are met to support overall professional development. Starting in year one, at least half of our staff will be certified and we will support the certification process for the rest of the academic staff. By year 4 of operations, at least 75% of our staff will be certified.

**Q: Where will you find your teachers?**

The quality of our academic staff will be the backbone of our school. We will seek the best and brightest to teach our students. In search for junior and lead staff positions, we will rely on our network of sister schools across the country, referrals from other classical schools, public and private, and our developing networks within the City of Chicago. We understand the importance of a dedicated and diverse academic staff.

**Q: How did Chicago Classical get started?**

The seeds were planted over four years ago when Heidi and Alice were introduced by the Barney Charter School Initiative. These two young, passionate Chicago residents were both seeking to bring traditional classical education to Chicago. Alice, a mother of four, had experienced first-hand the uncertainty surrounding traditional public school options. She has dedicated herself to bringing more choice to Chicago families. After a 5-year corporate stint, Heidi took a hard pivot into education and has dedicated herself to building a school that teaches students to be independent thinkers, great writers, clear speakers and wise decision makers. Heidi and Alice met Gabriel and JP along the way and the core design team was formed. Gabriel received a classical education in his home country of Argentina. His career moved him to Chicago in the early 90's where he met his wife and raised his family. It didn't take him long to become keenly aware of the disparities in education, especially when comparing it to his own. Realizing that Chicago had very few classical options, Gabriel joined the effort to build CCA. JP's diverse educational background, grounded in a variety of academic models, built the foundation of his passion for the classical liberal arts education model. JP has been responsible for building a budget to fuel the differentiated nature of Chicago Classical Academy's curriculum while maintaining financial strength and operational stability is core to the school's success.

**Q: What is the role of the Hillside College Barney Charter School Initiative?**

CCA will collaborate with Hillside College's Barney Charter School Initiative (BCSI) in design and execution of the educational program. BCSI has collaborated with over twenty other classical schools on this same task, including two schools in the Midwest, and has developed a curriculum that has shown success across a wide variety of student backgrounds. This curriculum is based in part on the curriculum and the success of Ridgeview Classical School in Fort Collins, Colorado, a nationally-recognized leader in charter schools. Dr. Terrence Moore helped develop the curriculum at Ridgeview Classical School (as school principal) prior to bringing his experience and curricular insight to the Barney Charter School Initiative (BCSI). Since that time, BCSI has collaborated with charter schools across the nation, including schools in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, and Nevada. Their experience with these schools continues to inform the curriculum and any curricular changes. BCSI provides initial teacher training in their curriculum, continuing professional development each summer, and annual updates to their curricular and resource recommendations. Their collaboration offers schools the kind of information and experience that is ordinarily available only to large charter management organizations, but without the bureaucratic costs and institutional inertia that accompany CMOs and similar organizations. The collaboration between CCA and BCSI will focus on curriculum and consultation. BCSI is primarily interested in helping charter schools to develop and use good curriculum and instruction, and has no direct financial interest in CCA or any other affiliated schools.

# CHICAGO CLASSICAL ACADEMY COMMUNITY FORUM

WHEN: Thursday, Sept. 21, 5:30-7PM

WHERE: CityPoint Lofts, 110 E 23<sup>rd</sup> St



## AGENDA

**6:00pm** | Introduction & updates for Chicago Classical Academy

**6:15pm** | Stories & opinions: parents, teachers, community members

**6:30pm** | Table talk with facilitators: what do you want to know?

**6:45pm** | Q&A and closing thoughts

## CHICAGO CLASSICAL TEAM



**Gabriel Arc'e**

*Fundraising & Facilities*

[gabriel.arce@chiclassical.org](mailto:gabriel.arce@chiclassical.org)



**Alice Epstein**

*Operations, Curriculum & Facilities*

[alice.epstein@chiclassical.org](mailto:alice.epstein@chiclassical.org)



**James Gurnee**

*Budget & Fundraising*

[jpgurnee@chiclassical.org](mailto:jpgurnee@chiclassical.org)



**Heidi Schroeder**

*Networking & Community Engagement*

[heidi.schroeder@chiclassical.org](mailto:heidi.schroeder@chiclassical.org)

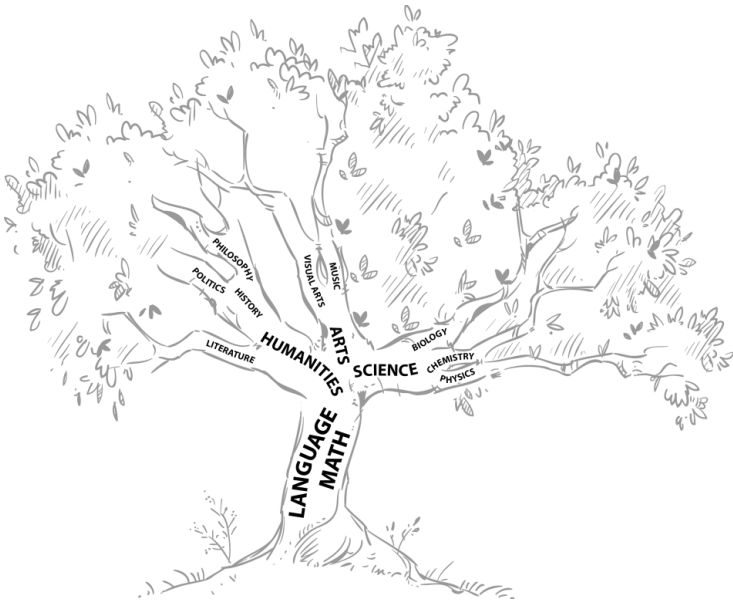


# CHICAGO CLASSICAL ACADEMY COMMUNITY FORUM

CityPoint Lofts: Thursday, Sept. 21, 5:30-7PM



## CHICAGO CLASSICAL ACADEMY: *We ask, WHO do you want your child to be?*



**Character:** At Chicago Classical, we focus on who the student will become, not what they will do. Our students will develop strong moral character and understand the impact they can have on their communities through kindness and perseverance.

**Knowledge:** The goal of a liberal arts education is to free the mind and give our students the essential tools to become masters of their future. Chicago Classical will strive to give every child the kind of education that makes their options limitless.

**Opportunity:** Classical liberal-arts education has historically been available to those who can afford private school tuition. As an open-enrollment, tuition-free school, we seek to provide equitable access to this method of education for Chicago families.

## TWO INTENSE MONTHS AHEAD: *Make your voice heard*

**Spread the word:** tell your friends, family & neighbors about Chicago Classical.

**Call & email the Aldermen:** the Near South Aldermen need to hear from you, tell them you support & want this school.

Alderman Pat Dowell (Ward 3): call 773-373-9273 or email [ward03@cityofchicago.org](mailto:ward03@cityofchicago.org)

Alderman Sophia King (Ward 4): call 773-536-8103 or email [ward04@cityofchicago.org](mailto:ward04@cityofchicago.org)

Alderman Danny Solis (Ward 25): call 773-523-4100 or email [ward25chicago@gmail.com](mailto:ward25chicago@gmail.com)

**Call & email the Chicago Board of Education:** The Chicago Board of Education makes the final decision. The Board will vote in November.

Call and tell the BOD you support and want this school: (773) 553-1600

Attend a BOD meeting, sign-up to speak and tell the BOD you want this school: the next BOD meeting is on September 27<sup>th</sup> at 10:30 am, registration opens Sep 25, 2017 at 10:30 AM. The meetings are held in the Loop at 42 W Madison.

**Support our efforts:** Chicago Classical is a parent-driven, community-based school. We receive no public funding for our start-up efforts. We need your support!

Buy a bag of whole-bean coffee roasted locally by Bridgeport Coffee Company: \$12 per bag, available at the registration desk

Resources: do you have any resources available to you that you can donate?

Donate online: you can easily donate via our website.



# Chicago Classical Academy

*A classical option for Chicago families*

## Chicago Classical Curriculum Overview

	Lower School (K-6)	Upper School (7-12)
	<ul style="list-style-type: none"> <li>• Knowledge-rich curriculum &amp; traditional classroom environment</li> <li>• Language-rich; traditional instruction in phonics, grammar &amp; composition</li> <li>• Conceptual understanding of math and science</li> <li>• Dual-language program</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on logic, classical composition, and rhetoric</li> <li>• Literature and history instruction are rooted in primary sources and in great books</li> <li>• Western tradition occupies a central place</li> </ul>
<b>English</b>	<p><b>Phonics &amp; grammar:</b> Students learn to read and write through traditional instruction in phonics, grammar, and composition using the Riggs program</p> <p><b>Literature:</b> Classic literature that reinforces topics in history, geography and science; emphasis on poetry memorization and recitation</p> <p><b>Textbooks/resources:</b> <i>The Writing and Spelling Road to Reading and Thinking</i> (Riggs Institute), <i>My English Orthography Notebook</i> (Access Literacy), <i>Well-Ordered Language</i>, Tammy Peters and Dan Coupland</p>	<p><b>Literature:</b> classic literature, complete works will be read</p> <p><b>Grammar &amp; composition:</b> <i>Get Smart and Stay Smart</i>, Elizabeth O'Brien</p> <p><b>Literature:</b> Greek &amp; Roman classics, British, American and Modern literature; complete works will be read</p> <p><b>Composition I and Composition II</b></p> <p><b>Senior thesis:</b> based on a topic that emerges from the high school curriculum, a culmination of a classical school education</p>
<b>History &amp; Geography</b>	<p><b>Core Knowledge sequence:</b> In World and American History, students learn stories of major events and figures from prehistory to modern times. Content builds year upon year to help children gain a greater understanding of the development of human civilizations, world cultures, the formation of the United States, and principles of American democracy. Geography will be introduced in kindergarten and will be approached as a distinct subject throughout the elementary years.</p>	<p><b>US &amp; World History:</b> Primary source packets developed by Hillsdale</p> <p><b>Civic education:</b> complete study of US Constitution &amp; founding principles</p> <p><b>US &amp; World history:</b> course will be taught primarily through the study of primary source documents and focused on Western and American political and cultural tradition.</p> <p><b>Government:</b> US Constitution &amp; supporting documents</p>
<b>Foreign Language</b>	<p><b>Greek &amp; Latin:</b> <i>English from the Roots Up</i></p> <p><b>Latin:</b> <i>Wheelock's Latin</i> (teacher led)</p> <p><b>Spanish</b> will be offered starting in kindergarten*</p>	<p><b>Latin I &amp; II:</b> <i>Wheelock's Latin</i></p>
<b>Math</b>	<p><b>Singapore Math:</b> fluency with numbers and operations; focus on problem solving and mathematical reasoning; proof-based geometry; introduction to algebra</p> <p><i>All K-6 students share the same math block to ensure that each student is placed at the appropriate level and achieves fluency before starting the upper school</i></p>	<p><b>Algebra I &amp; II, Geometry, pre-Calculus and Calculus I &amp; II:</b> focus on problem solving and proof-based approach to learning</p> <p><b>Textbooks/Resources:</b> Weeks &amp; Adkins, Euclid's <i>Elements</i>; <i>Trigonometry</i>, Gelfand and Saul; <i>PreCalculus</i>, Sullivan; <i>Calculus</i>, Kline; <i>Calculus</i>, Stewart</p>
<b>Science</b>	<p><b>Core Knowledge sequence:</b> Beginning in kindergarten, students are introduced to the natural world through observation, experience and through book-learning. Topics are presented systematically and provide the essential building blocks for deeper understanding in the upper grades. Heavy emphasis is placed on science biographies.</p> <p><b>Computer Science*:</b> Students are introduced to the basics of both software and hardware in a systematic way, including introductions to programming, coding and theory.</p>	<p><b>Biology, Chemistry &amp; Physics</b></p> <p><b>Computer Science*</b></p> <p><b>Textbooks/resources:</b> Prentice Hall Science Explorer series, Hewitt <i>Conceptual Physics</i>; focus on science biographies</p> <p><b>Biology, Chemistry, Physics, Astronomy</b></p> <p><b>Computer Science*</b></p> <p>Four years of high school science, including Biology and Chemistry are required.</p>
<b>Other required courses</b>		<p><b>Logic:</b> formal course in logic</p> <p><b>Rhetoric:</b> study of classic speeches from Greek, Roman and American political traditions; formal instruction</p> <p><b>Economics:</b> Basic principles of free market, micro and macroeconomics</p> <p><b>Moral Philosophy:</b> formal study of morality; man as moral being</p>
<b>Fine Arts</b>	<p><b>Core Knowledge sequence:</b> a historical survey of major traditions in music and art serves as a backbone for studio art and music class. Students are exposed to fine paintings, great music and other inspiring works of art from the beginning. A good understanding of the arts grows out of an analytical and historical study as much as creative expression.</p>	<p><b>Art History*:</b> a 3-year comparative study of the role of art across different time periods and cultures (includes music, sculpture, and architecture); taught in parallel with history courses</p>
<b>Physical Education</b>	<p>A minimum of one hour of structured physical education will be required in the early grades; additional free time outdoors will be encouraged whenever possible.</p>	<p>Physical ed requirement for students not participating in sports</p>
<b>Electives*</b>	<p><i>Electives will be offered starting in 4th grade to all students in good academic standing. The elective block will be otherwise used for remedial classes.</i></p> <p>Studio Art Band Drama/Theatre (<i>in conjunction with upper school</i>) Choir (<i>in conjunction with upper school</i>) Computer Science</p>	<p>Studio art Band/Orchestra Newspaper Drama/Theatre</p> <p>Writing/Poetry Debate team Choir Shop class</p> <p><i>Additional options based on student interest</i></p>
<b>Athletics</b>		<p>Junior and varsity teams based on interest &amp; coach availability. All students will be welcome to participate in the junior teams.</p>

\*These classes are staffing-dependent; curriculum map is subject to change.



# Chicago Classical Academy

*A classical option for Chicago families*



## Classical Curriculum

A classical education is defined by both content - a thorough and cumulative study of the liberal arts - and by method - a traditional approach to teaching that relies on a child's natural stages of mental development. There are five key elements to our approach:

**Liberal arts:** In classical antiquity, grammar, logic and rhetoric were considered essential knowledge for an active civic life. Throughout the K-12 program, ChiClassical teachers will emphasize the mastery of basic content (grammar), development of abstract thought (logic), and the art of expression (rhetoric). Within this framework, students will be introduced to the great works of art, music, and literature, to heroes and to legends, to scientific discoveries that have advanced our civilization.

**Language-based approach:** This is a language-based curriculum. Students learn by reading, writing and speaking. From an early age, students are taught grammar and composition, precision in word choice, and proper form. Language will figure heavily in all academic areas: art and music instruction, science (science biographies) and history (original texts and documents). Latin instruction will help students master English vocabulary, further their understanding of grammar and develop discipline and structure in composition.

**Structured curriculum:** History is used as organizing principle that structures knowledge from all disciplines into one sensible whole. Literature, art, and science are all studied through a historical lens, helping students build a clearer understanding of the thematic connections in the material being covered. The strong foundation in history allows students to integrate new information into an organized framework.

**Civics:** A strong civics component throughout the K-12 program ensures that all students graduate with a clear understanding of American history, government and individual rights and responsibilities. Students will study our form of government and the underlying philosophy, will read the original founding documents, study landmark judicial cases, and delve deeply into the U.S. Constitution.

**Character:** Lastly, a classical curriculum cannot exist without a moral component. Character development will be infused throughout the curriculum, and students will be encouraged to emulate the virtues of the heroes and heroines, scientists, explorers, and historical figures they encounter throughout their studies.

## Lower School

The elementary grades are devoted to providing students with a core foundation they will fall back on the rest of their life. Students will explore math, science & the humanities in a rigorous and systematic way. Subjects are linked together within their historical context, and primary sources are at the core of the learning from the very beginning. The elementary school curriculum takes advantage of (and further improves) a young student's natural inclination towards memorization and the developing analytical capability during the middle school years.

For the elementary grade, we will adopt the Core Knowledge curriculum. This outlines the precise content that every child should learn in every subject. Core Knowledge is a first-of-its kind effort to identify the foundational knowledge every child needs to reach these goals. It guides how to teach, grade-by-grade, year-by-year, in a coherent, age-appropriate sequence.

Reading is a critical part of a strong education. It is an essential tool that is linked to every measure of success in a student's educational career. Elementary students will be taught to read using a phonics-based program such as Riggs. In addition, grammar will be explicitly taught every year alongside spelling, vocabulary and composition. We will encourage every student to read books that challenge both ability and comprehension. Detailed level-appropriate reading lists will be available for families to use as a guide. The ultimate goal is not only the mastery of skill but to nurture a love of reading and encourage each student to read more, read widely, read often, read for school and most importantly, read for pleasure.

In addition to Core Knowledge & Riggs, Chicago Classical will use a blend of Saxon and Singapore Math curriculums. The math curriculum is designed to teach the concepts behind numerical relations focusing on developing 'number sense' from an early age through practice and memorization. Without mastery of basic operations, students will continue to unnecessarily struggle in any higher level math or science class. A few key principles in the early grades will help eliminate this struggle: (1) No calculators. The human mind is the original calculator. (2) Practice, practice, practice. (3) Material will be repeated and cumulative assessments and reviews ensure that students have truly mastered the material.

## Upper School

In high school, a broad liberal arts curriculum, complete with math, science, humanities, world languages, fine arts, music, and athletics will be offered. In addition, students will be required to study formal Logic, Rhetoric, and Latin. The general curriculum framework will mirror that of the elementary grades but instruction will rely heavily on primary sources, particularly in history and humanities classes. Complete works of great literature will be read. Students will be introduced to the timeless moral dilemmas faced by generations that came before them, gaining insight into their own complex human souls and - we hope - be inspired to be great as well as good.

Students will take formal composition that will solidify their knowledge of grammar and offer an opportunity to put together the elements or writing they have acquired throughout their literature, Latin, and grammar study in elementary grades. For the rhetoric sequence, students will study the classic speeches, from Greece and Rome to those in the American political tradition. History classes will explore human beings' great conflicts and achievements. A great deal of attention will be given to the Western and American political, religious, intellectual, cultural, and economic traditions.

In mathematics, a theoretical or conceptual approach will be taken, enabling students to understand the logic behind the algorithm and not merely to perform the operations. Students will be placed in classes according to ability ensuring that each student masters the required material. This conceptual approach is key to the science curriculum as well. The students should gain a genuine understanding of the physical world.

A distinctive element of a classical high school curriculum is the senior thesis. Every student will write and deliver orally a senior thesis on a topic of his or her choosing that emerges from the curriculum. A satisfactory performance on the senior thesis will be required for graduation. This project will be looked upon as the culmination of their classical school education, demonstrating the knowledge and skills the student has acquired and showing that he or she is ready to truly engage with the world around them.

The senior thesis is more than just a reflection of a student's cumulative knowledge, but the initial step of joining the 'Great Conversation' - the term coined by Mortimer Adler and Robert Hutchins from the University of Chicago describing the ongoing conversation of great minds from the dawn of history all the way to present day. And with that, we can feel confident about letting our students into the world.

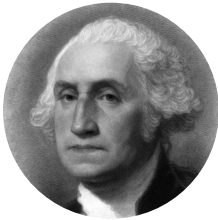


*Who do you want your child to be?*  
**Chicago Classical Academy**

*Join the community of families who seek the intellectual foundation and strength of character that lie at the heart of classical education.*



**Marva  
Collins**



**George  
Washington**



**Alexander  
Hamilton**



**Florence  
Nightingale**



**Hellen  
Keller**



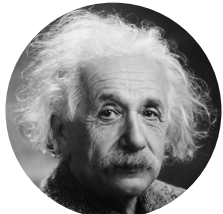
**W.E.B.  
DuBois**



**Marie  
Curie**



**Susan B.  
Anthony**



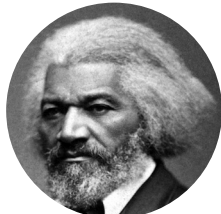
**Albert  
Einstein**



**Martin Luther  
King, Jr.**



**J.R.R.  
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**Frederick  
Douglass**

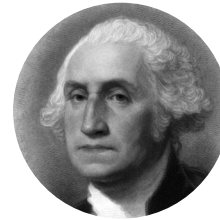
*A child who is limitless and kind*

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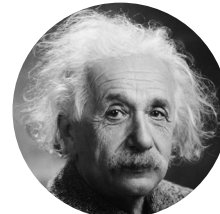
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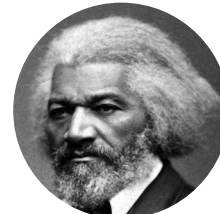
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Prospective, K-12\* **CLASSICAL** charter school

Enrolling **K-5** in the **FALL OF 2018** (pending approval), growing one grade per year

**GREATER SOUTH LOOP** location; growing, vibrant, family-oriented neighborhood

Traditional classical approach emphasizing the centrality of the **LIBERAL ARTS** within a language-driven, highly structured model, supported by a strong **CIVICS** component and **CHARACTER** development

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## TOP TIP:

To stay informed & learn when enrollment opens, fill out an **Intent to Enroll!**

[www.chiclassical.org](http://www.chiclassical.org) | [info@chiclassical.org](mailto:info@chiclassical.org) | [facebook.com/chiclassical](https://facebook.com/chiclassical) | 773-492-1202

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# Chicago Classical Academy

A prospective K-12 classical charter school



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## ChiClassical supporters,

We have met yet another milestone, and we couldn't have done it without you!

***Chicago Classical has completed Tier II of the Charter Application, submitted to Chicago Public Schools last Friday, September 8th.***

*But without your PRESENCE and VOICE we won't be approved!*

***Next steps: Chicago Classical Community Forum: Thursday, Sept. 21, 5:30-7PM***

*Presence and attendance matter! Make it a priority to be there - you are vital! Join us at 5:30PM for some light refreshments; the forum will begin at 6PM. This event is family friendly - child care is provided (please let us know if you will need it). Come and have your questions answered!*

*Please let us know if you can make it, if you can volunteer or if you would like to speak.*

You can RSVP below or via Facebook here: <https://www.facebook.com/events/1248161088626503/>

(<https://shoutout.wix.com/so/6LvnXU03/click?>

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*Here's a taste of what our summer has been about:*

- Received **128 intents to enroll forms** from our future families and **25 letters of support**
- Organized or presented at **19 events** and spoke to **more than 800 people** in the community this summer
- Met with 12 elected officials
- Marched in the **Bud Billiken parade** (what a great time!)

...and, we met you!

We wouldn't be where we are today without your help! We hope to see you many of you on Sept. 21!

## Where

CityPoint Lofts

110 East 23rd Street, Chicago, IL, United States

([https://maps.google.com?](https://maps.google.com?q=110%20East%2023rd%20Street%2C%20Chicago%2C%20IL)

[q=110%20East%2023rd%20Street%2C%20Chicago%2C%20IL'](https://maps.google.com?q=110%20East%2023rd%20Street%2C%20Chicago%2C%20IL)

## When

Thursday, September 21, 2017

5:30 PM — 7:00 PM CDT

## Get in Touch

Alice Epstein

[alice.epstein@chiclassical.org](mailto:alice.epstein@chiclassical.org), 773-816-8032

This event's over. Hopefully we'll see you soon!

773-492-1202 (tel:773-492-1202)

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