



BRITISH INTERNATIONAL SCHOOL
OF CHICAGO, SOUTH LOOP
A NORD ANGLIA EDUCATION SCHOOL

IB Curriculum Guide 2023-2024

Year 12 (Grade 11)

Year 13 (Grade 12)





Welcome to the High School Curriculum guide! As Head of High School, it is my role to ensure that we are delivering a consistent, challenging, and engaging curriculum to our high school students. We know that it is essential to nurture academic knowledge and skills in all our students, alongside supporting the development of communication, research, and social skills. Our internationally respected and rigorous curriculum offer creates significant opportunities for us to achieve those goals and develop students who own their learning and consistently move on to their first-choice colleges and universities.

The nature of our curriculum offer means students can access both a broad range of subjects, and embrace the challenge that provides, but also engage with a curriculum with depth. Students will build a deeper understanding of their subject material and identify how individual packets of knowledge build to a bigger interlinked understanding of the world. Alongside this the various tracks available to our students ensure that they can engage with their learning in a way which more specifically works for them and differentiates the challenges according to the individual's strengths and needs.

I hope you find this guide informative and useful, but I'm sure that from it will arise additional individual questions. My team and I look forward to working with you in helping answer those questions and in providing the individual guidance you need to make the best decisions for your learner.

Russell Potepa
HEAD OF HIGH SCHOOL



As the IBDP Academic Coordinator I will play a pivotal role in assuring your child is able to thrive academically throughout their Junior and Senior years. Adopting the International Baccalaureate's philosophy of teaching and learning is at the heart of the programs of study we offer our students. All classes are designed to support the growth of our students into reflective, forward thinking and internationally minded young people who are prepared to tackle the challenges associated with life beyond our school.



At the center of our curriculum are the core components that all students undertake. This involves taking the class "Theory of Knowledge", writing an independently directed extended essay or research project, and completing the "Creativity, Activity, Service" requirements. These three core components provide opportunities to consider new perspectives, think critically and creatively, and consider their impact upon the wider community. Engaging effectively with the core develops valuable skills that go beyond the classroom, and one facet of my role is supporting the students during the completion of these core components.

Beyond the mandatory core components students have the flexibility to choose a wide variety of subjects. I work in collaboration with the students, teaching staff and college counsellors, to ensure that every individual is exposed to a suitably rigorous suite of subjects that allows them to work towards their aspirations, whilst ensuring personal success and enjoyment. Recognizing that every student is an individual, results in a unique timetable of study being developed for every student, where class selection and level of study is done to allow each to thrive academically during these informative and fundamental years in their education.

My aim is to ensure that every student is successful and happy through constructing an appropriately challenging and rewarding pathway for each and every one of them. Everyone's future looks different, and therefore it is important that we reflect this in our curriculum offer – *one model certainly does not fit all*. I look forward to working with everyone to develop a personalized pathway for your child which allows them to thrive and be excited to come to school every day.

Jennifer Taylor
HEAD OF IB

Understanding the Curriculum

The International Baccalaureate provides a rigorous **2-year program**, assessed through external exams at the end of the two years in May.

Students are required to select one course from each of the six disciplines with the option to substitute their arts option for an additional Sciences, Individuals and Societies, or Languages course.

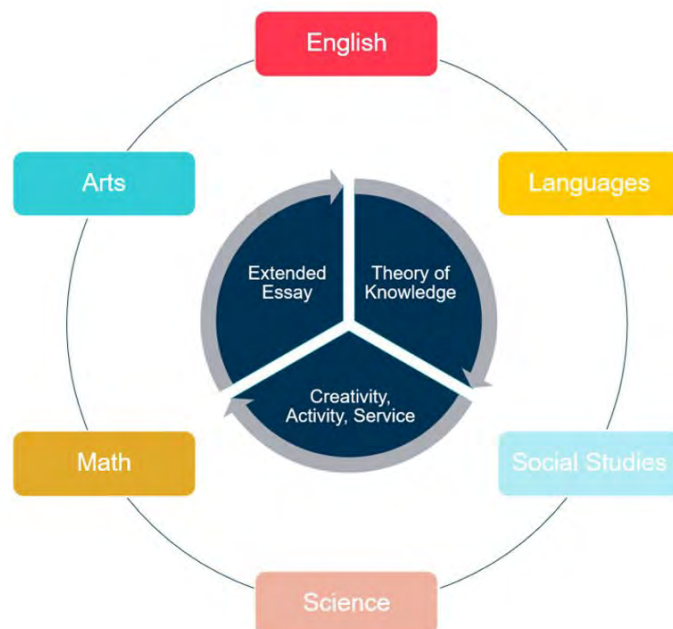
Aside from the subject groups, there are **3 compulsory core elements**: Theory of Knowledge (**TOK**), the Extended Essay (**EE**), and Creativity, Action, Service (**CAS**).

Course Routes

All students will begin Year 12 by undertaking 6 IB courses, one from each of the 6 subject disciplines, that cover both Standard level and Higher level content. This enables the High School leadership team to help each student identify which of the three IB pathways below best meets their needs:

IB Diploma

- Participation in six courses, each from a different subject group, during Year 12 and 13 and an average score of at least 24 points across all six courses.
- No score lower than a 4 in any course in Year 12 and 13.
- Meeting expectations in externally assessed TOK, CAS and Extended Essay requirements.
- Maintains a minimum 90% attendance in each course each year.



IB Certificates

- Participation in 4-6 courses, each from a different subject group, during Year 12 and 13.
- No score lower than a 4 in any course taken.
- Meeting expectations in school based TOK, CAS and Extended Essay requirements.
- Maintains a minimum 90% attendance in each course they wish to take a certificate in.

High School Diploma

- Participation in 4-6 courses during Year 12 and 13.
- Awarded grade C or above in all classes taken.
- Meeting expectations in school based TOK, CAS and Extended Essay requirements.
- Maintains a minimum 90% attendance in any course they wish to take a certificate in.

English Literature and English Language and Literature

About the Course

At BISC-SL we offer two routes through the group one English course. Whichever course students choose, they will experience a pre-college course aimed at both students who intend to pursue English or related studies in college, and students whose formal study of English will not continue beyond this level.

Both courses are concerned with our conceptions, interpretations, and experiences of the world. The study of language and literature can be seen as a study of all the complex pursuits, anxieties, joys, and fears that human beings are exposed to in daily life. It enables exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for independent, original, critical, and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of both literary and non-literary works. The discussion of language and literature is itself an art that requires the clear expression of ideas orally and in writing.

IB English also incorporates the study of global issues through literature. The global issues element of the course

does not aim to cover the history of literature or the so-called “great works” of humanity; it is envisaged as having the potential to enrich the international awareness of students and help develop attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

Assessment Objectives

All English students must demonstrate a/an:

- Ability to engage in independent literary criticism in a manner that reveals a personal response to literature
- Ability to express ideas with clarity, coherence, conciseness, precision, and fluency in written and oral communication
- Command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in written and oral communication
- Sound approach to literature through consideration of the works studied
- Thorough knowledge of the individual works studied and of the relationships

between groups of works studied

- Appreciation of the similarities and differences between literary works from different ages/cultures
- Ability to engage in independent textual commentary on familiar and unfamiliar pieces of writing
- Wide-ranging appreciation of structure, technique, and style as employed by authors, and of their effects on the reader
- Ability to structure ideas and arguments, orally and in writing, in a logical, sustained, and persuasive way, and to support them with precise and relevant examples.

Across both courses, students will develop their skills of critical literary analysis across a range of text types including poetry, novels and play scripts as well as song lyrics, advertisements, speeches, political cartoons and more.

WORLD LANGUAGES

About the Course

Speaking a foreign language is a valuable skill, and the World Languages Department empowers students with skills that they can continually develop throughout their lives. We believe learning a foreign language helps develop awareness of our own languages, cultures, and customs, encouraging students to become more sensitive to others and developing more confident communicators.

Students can choose to study German, French, Mandarin or Spanish. For students wishing to take an additional language, they can select this in group 6, in place of an Arts based subject.

Students study five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. These allow students to communicate about matters of personal, local or national, and global interest.

Students take part in lively debates and discussions and interact with fluency and spontaneity. They follow a rigorous grammatical program and learn to accurately use the language descriptively and in detail.

Students at Higher Level also read two works of literature, an enjoyable journey into the cultures studied, helping students develop fluent reading skills, promoting

interpretative and inferential skills, and contributing to inter-cultural understanding.

Assessment Objectives

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organize ideas on a range of topics in a clear, coherent, and convincing manner
- Understand, analyze, and respond to a range of written and spoken texts
- **Higher Level:** Understand and use works of literature written in the target language of study.

There is also an Ab Initio course available aimed at students who have little or no prior knowledge of the target language. However it is unusual for this to be the appropriate course for students so if you think this may be the best choice for your child, please make an appointment to discuss this with Mr. Cosgrove and Ms. Taylor.

Ab Initio: About the Curriculum

In addition to language acquisition, developing an intercultural understanding is at the heart of the course, and it is expected that students are able to compare and contrast aspects of their own culture with those of countries that speak the target language. Students will understand and produce a variety of spoken, written, and visual materials. The course encourages the use and adaptation of authentic materials wherever possible. It aims to enable students to understand and use the language in a range of contexts and for a variety of purposes. It also aims to provide students with a basis for further study, work, and leisure through the use of an additional language.

Ab Initio: Assessment Objectives

- Demonstrate awareness and understanding of the intercultural elements of the topics covered
- Communicate clearly and effectively in a range of situations
- Understand and accurately use the basic structures of the language
- Understand and use an appropriate range of vocabulary
- Use a register and format that are appropriate to the situation

BUSINESS MANAGEMENT

About the Course

IB Business Management is a dynamic course that examines business decision-making processes and how these decisions affect and are affected by internal and external environments. The course is designed to develop students' understanding of business theory and their ability to apply business principles, practices, and skills. The ideals of international cooperation and responsible citizenship are at the heart of the course, and students apply analysis tools and techniques to appreciate complex business activities.

The course considers a range of business organizations and activities, and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management, and finance. Links between the topics are central to the course, promoting a holistic overview of business activity.

Topics of study include:

- Business environment
- Human resources management
- Finance
- Marketing
- Operations management

All students are also expected to incorporate an understanding of four basic concepts in business that underpin each of the five topics:

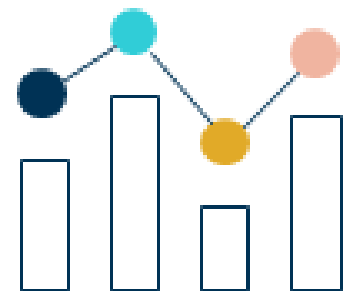
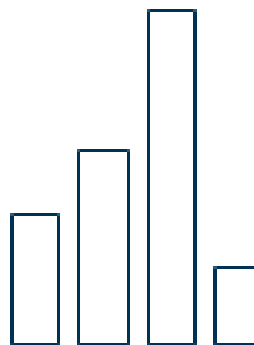
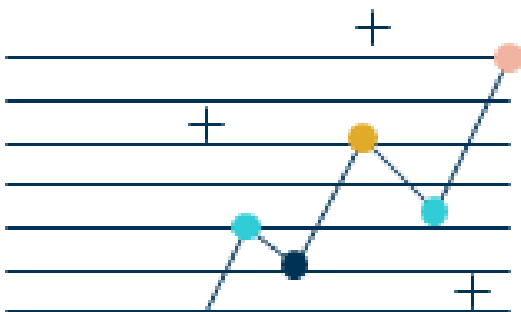
- Creativity
- Change
- Ethics
- Sustainability

Both Standard Level and Higher Level students study all five of the Business Management topics.

Higher Level students will also complete extension sub-topics within each unit of study.

Assessment Objectives

- Demonstrate knowledge and understanding of business terminology, concepts, principles, and theories
- Make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
- Analyze and evaluate business decisions using a variety of sources
- Evaluate business strategies and/or practices showing evidence of critical thinking
- Apply skills and knowledge learned in the subject to hypothetical and real business situations
- Communicate business ideas and information effectively and accurately using appropriate formats and tools
- Develop a framework for strategic business decision-making





GEOGRAPHY

About the Course

IB Geography provides students with the opportunity to investigate major issues that face today's global citizens, such as climate change and resource depletion. The study of Geography has never been more relevant, and the careers connected with Geography never more plentiful. Geographers become cartographers, climatologists, geographic information systems specialists, meteorologists, real estate developers, surveyors, and urban planners, to name just a few. Geographers think critically and globally – key skills that today's employers seek.

The course focuses in on multiple topics that both combine knowledge from the traditional discipline of Geography but also allow students to investigate major

issues that face today's global citizens:

- The course teaches about geopolitics, the changing roles of the world's superpowers
- The course teaches about how trade and economies operate in a globalized world and how to evaluate the choices being made about our future
- In this way, Geography is a rigorous academic subject which helps us, through the integrated nature of the discipline, to examine complexity and to think critically

Students that study geography cover a broad range of disciplines and transferable skills that both colleges and employers seek. Studying geography at IB lends itself to multiple college courses, including political science, economics, environmental

science, anthropology, and climatology.

Topics Studied

Students will study two (SL) or three (HL) options units. These units focus on topics such as Oceans, Hazards, Urban environments and global health

Assessment Objectives

- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation
- Use and application of appropriate skills
- Fieldwork and enquiry skills

HISTORY

About the Course

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying History develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) History course is a World History course based on a comparative and multi-perspective approach. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking,

and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

There are six key concepts that have particular prominence throughout the history course; Change, Continuity, Significance, Causation, Consequence, and Perspectives.

Topics Studied

All students will study:

- One prescribed subject from a choice of four – options include;
 - Rights and Protest and the Move to Global War
- The study of two World History topics from a choice of twelve – options include:
 - Authoritarian States, 20th Century Wars and the Cold War
- A historical investigation on a topic of the student's choice

Additionally Higher Level students will study:

- All of the previous units, plus a study of three sections from the HL Americas regional paper- options include the Americas during World War 2 and Civil Rights in the Americas

Assessment Objectives

- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation
- Use and application of appropriate skills





PSYCHOLOGY

About the Course

IB Psychology provides students with the opportunity to study the mental processes and behaviors of humans. Students study human behavior from a multidisciplinary approach while developing practical skills as researchers and social scientists. At the core of the program is an introduction to understanding human behavior from three approaches: Biological, Cognitive and Sociocultural Psychology. Students then study up to two areas of applied Psychology.

Throughout their studies, students also develop research skills enabling them to design, implement, analyze, and evaluate their research.

This is a useful subject for any student thinking of pursuing research at college or who wishes to understand themselves and the people around them in greater depth.

Assessment Objectives

- Know and understand key concepts
- Apply findings and conclusions of research
- Evaluate and think critically
- Apply research methods and ethical principles to own research.

Topics Studied

- Research Methods and ethics
- Biological approach to understanding behavior
- Cognitive approach to understanding behavior
- Sociocultural approach to understanding behavior
- At least one topic from: Relationships, Abnormal Psychology and Developing Identity.
- Higher level students will study two of the above options in addition to studying research methods in greater depth and completing at least one higher level extension of a standard level approach.

BIOLOGY

About the Course

Have you wondered how life began on Earth? How you are an amalgamation of your parents' characteristics? How future technology can cure disease and improve human health? If so, then biology could be a course for you. Our course aims to build a strong understanding of the foundational knowledge of a wide range of areas of life sciences, with a focus on applying your understanding to explain data and observations.

A recent update of the course has introduced a new approach to learning for biology, with the use of key themes to link together biological knowledge. These themes are unity and diversity, form and function, interaction and interdependence, and continuity and change.

As well as introducing new and exciting content, these themes also provide a structure for students to build their knowledge around.

The improvement has led to a reduction in the subject content, making the course more manageable, but also providing more lesson time for discussing and exploring the context of the biology to better develop a depth of understanding.

In addition to the subject content, students also complete an internal assessment project in the form of an individual investigation. This investigation involves framing and investigating a scientific question. The project is the same for both SL and HL students. The project can be a traditional experiment exploring how one factor impacts an outcome, or it can

involve an analysis of secondary data. For example, extracting data from a health data base and assessing the impact of given factors on incidence of disease.

Assessment Objectives:

The course tests the following skills.

- Demonstration of knowledge
- Understanding and application of knowledge
- Analysis, evaluation, and synthesis
- Application of skills to carry out investigations

HL Only

HL students have additional content which they learn to extend and deepen the knowledge they acquire through the common core of the course. In addition, their final examinations are longer, giving more opportunity to demonstrate their skills and knowledge.



CHEMISTRY

About the Course

Chemistry is the central science which brings together the branches of the natural sciences through the development of models and laws which explain and predict the behavior of materials at the macro- and microscopic level.

A recent update of the course has introduced a new approach to learning for chemistry, structuring the course around key central themes. These two themes, which are structure, and reactivity, are then further broken down into sections, such as models of bonding and structure, as well as key questions e.g., what drives chemical reactions? This new model of learning ensures that you are able to make links between each section of the course which supports more

effective learning. In addition, the removal of some of the content from previous iterations of the course means there is more time to explore and discuss your learning during scheduled classes. Chemistry is a course which is often required for those looking to study life sciences, medicine, dentistry and other related courses at college or university. It is a subject which will challenge your problem solving skills and develop your analytical skills, all of which are highly desirable traits for an array of college courses. It is also an investigative subject where there will be lots of opportunities to use experimental techniques to generate data from which you deduce conclusions. The internal assessment for the course requires you to generate and investigate a research question devised by

you. This can involve carrying out experiments directly, or it can make use of secondary data which you then process and analyze. This flexibility means you can choose themes in your strongest areas of knowledge

Assessment Objectives:

The course tests the following skills:

- Demonstration of knowledge
- Understanding and application of knowledge
- Analysis, evaluation, and synthesis
- Application of skills to carry out investigations

HL Only

HL students have additional content which they learn to extend and deepen the knowledge they acquire through the common core of the course. In addition, their final examinations are longer, giving more opportunity to demonstrate their skills and knowledge.

PHYSICS

About the Course

Physics takes students on a fundamental journey through the fabric of life itself, into the cosmos and through time. You will gain insight into the history and culture of great civilizations, as well as creativity and imagination, as you experience the development of models and laws which explain and predict the behavior of physical objects at the macro- and microscopic level.

A recent update of the course has introduced a new approach to learning for physics, structuring the course around key central themes. There are five themes which are: space, time and motion, the particulate nature of matter, wave behavior, fields and nuclear and quantum physics. These are then further broken down into sections, such as forces and motion, as well as key questions e.g., How can the position of a body in space and time be predicted? This new model of learning ensures that you are able to make links between each section of the course which supports more effective learning.

In addition, the removal of some of the content from previous iterations of the course means there is more time to explore and discuss your learning during scheduled classes. Physics is a course which is often required for those looking to study courses in physics, engineering, accountancy and economics, as well as courses such as politics and history. It is a subject which will challenge your problem-solving skills and develop your analytical skills, all of which are highly desirable traits for an array of college courses. It is also an investigative subject where there will be lots of opportunities to use experimental techniques to generate data from which you deduce conclusions. The internal assessment for the course requires you to generate and investigate a research question devised by you. This can involve carrying out experiments directly, or it can make use of secondary data which you then process and analyze. This flexibility means you can choose themes in your strongest areas of knowledge.

Assessment Objectives:

The course tests the following skills:

- Demonstration of knowledge.
- Understanding and application of knowledge.
- Analysis, evaluation, and synthesis.
- Application of skills to carry out investigations.

HL Only

HL students have additional content which they learn to extend and deepen the knowledge they acquire through the common core of the course. In addition, their final examinations are longer, giving more opportunity to demonstrate their skills and knowledge.

MATHEMATICS

About the Course

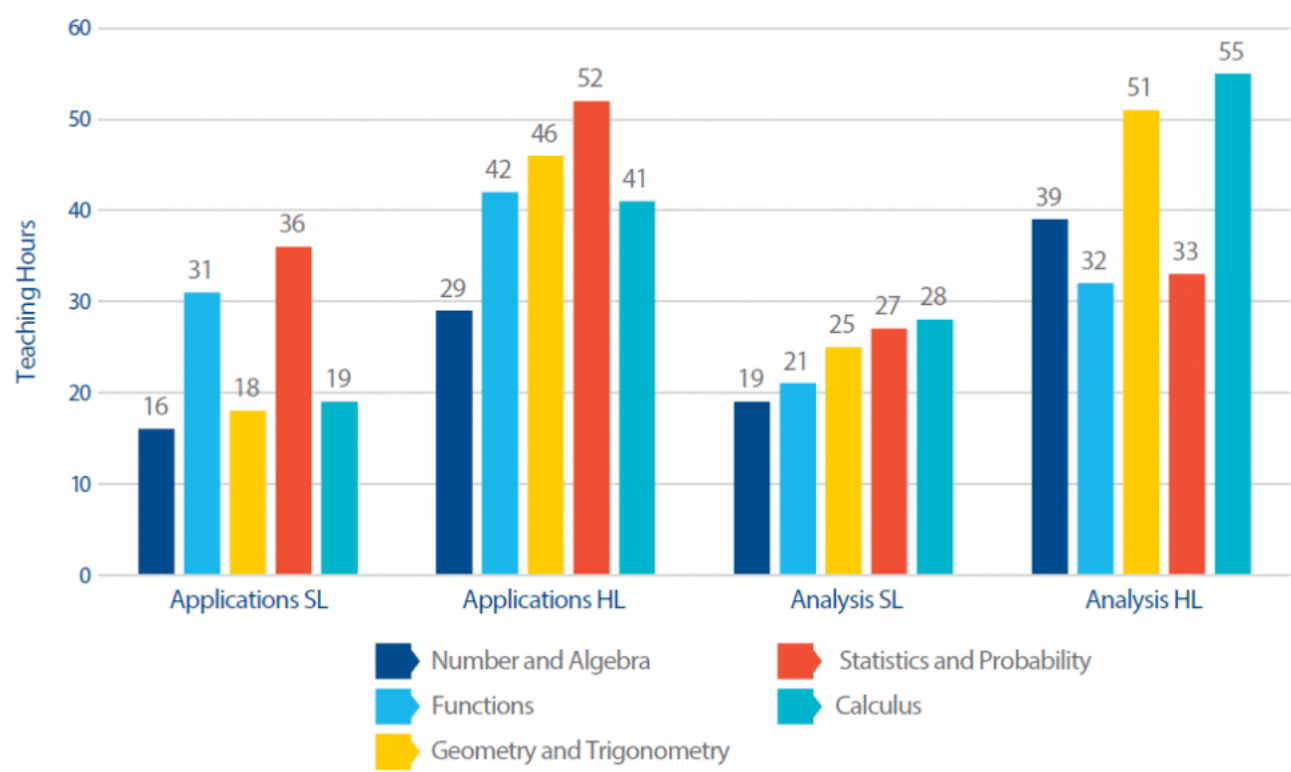
At IB (International Baccalaureate) two different mathematics courses are available that focus on different aspects of mathematics. The Analysis and Approaches course is driven by abstract concepts and generalization and is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas strongly

related to mathematics. Meanwhile, the Applications and Interpretations course explores the side of mathematics that is based on describing our world and solving practical problems and is often carried out in the context of another area of study.

Analysis & Approaches HL/SL

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and

Mathematics Subject Breakdown



proof, for instance the study of sequences and series at both SL (Standard Level) and HL (Higher Level), and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Which students should take Analysis and Approaches HL?

The strongest math students who are interested in studying courses heavily reliant on math after High School (math, engineering) should take HL. It is recommended that students have achieved an A or A+ in the advanced math course in Year 11.

Which students should take Analysis and Approaches SL?

Students who are strong at math and interested in studying courses involving math after high school (economics, sciences)

Applications & Interpretations SL

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Which students should select Applications & Interpretations SL?

Students who are moderate at mathematics, and do not plan to study a math-based course after High School should take HL. It is strongly recommended that students have completed an honors course to a good standard in Year 11.

College Prep

The College Prep course is designed to equip students with the knowledge, understanding and skills to prepare them for core mathematics at college and in real life. Its focus is on mathematical topics that are useful in our contemporary world such as critical thinking, logic, sets, financial management, measurement units and conversions as well as some algebra, geometry, and statistics topics.

Assessment

For SL students, the final IB grade is comprised of a mathematical exploration and two examinations. A&I students are allowed a Graphical Display Calculator (GDC) for both assessments; A&A students are permitted a GDC for the second paper only. HL students will sit an additional calculator paper.



COMPUTER SCIENCE

About the Course

IB Computer Science is a Group 4 Science course, but we offer it in Group 6 to give students more course options.

IB Computer Science is engaging, accessible, inspiring, and rigorous, and draws on a wide spectrum of knowledge. The course enables and empowers innovation, exploration, and the acquisition of further knowledge, teaching students how Computer Science interacts with and influences cultures and society, and how individuals and societies behave.

The course requires understanding of fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Students explore ethical issues and learn to use computational thinking, which involves the ability to think procedurally, logically, concurrently, abstractly, recursively, and in advance. Students utilize an experimental and inquiry-based approach to problem-solving, appreciating how theoretical and practical limitations affect the extent to which problems can be solved computationally.

In the course, students develop computational solutions, which involves the ability to identify a problem or unanswered question; design, prototype, and test a proposed solution; and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Topics of study include:

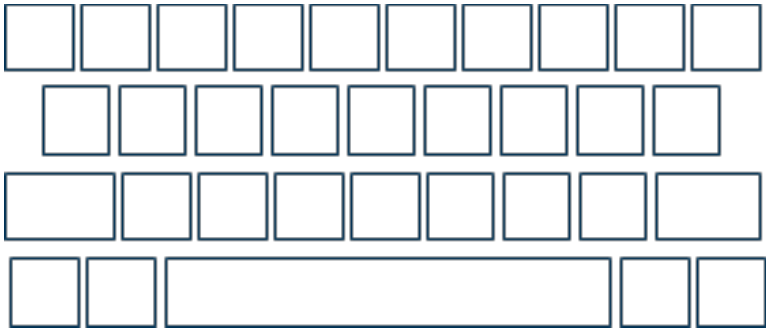
- System fundamentals
- Computer organization
- Networks
- Computational thinking, problem-solving, and programming.
- Object-oriented programming (OOP)

Higher Level students also study:

- Abstract data structures
- Resource management
- Control case study

Assessment Objectives

- Know, understand, apply, and use relevant facts and concepts
- Know, understand, apply, and use appropriate methods and techniques
- Know and understand science terminology, and apply and use it to communicate effectively
- Know, understand, apply, and use methods of presenting information
- Construct, analyze, evaluate, and formulate success criteria and solution specifications, including task outlines, designs, and test plans
- Construct, analyze, evaluate, and formulate appropriate techniques within a specified solution



DESIGN TECHNOLOGY

About the Course

IB Design Technology is a Group 4 Science course, but we offer it in Group 6 to give students more course options.

The scientific study of Design Technology focuses on the links between materials science, human nature, innovation, and creativity. Design is human-centered and focuses on the needs, wants, and limitations of the end user. IB Design Technology students focus on the analysis, development, synthesis, and evaluation required during the design process. The course is structured on three core elements: the nature of design; the role of science and technology in design; and the characteristics of a good designer. The technological study of materials, manufacturing processes, and the changes these have brought to society are the focus of this part of the course.

Students develop an understanding of the possibilities offered by science in order to realize the full potential of what they can design in terms of utilizing new technologies, products, and systems. Inquiry and problem-solving are at the heart of the subject, and students learn to utilize the Design Cycle Model through

the development of their work.

All Design Technology students must demonstrate knowledge of:

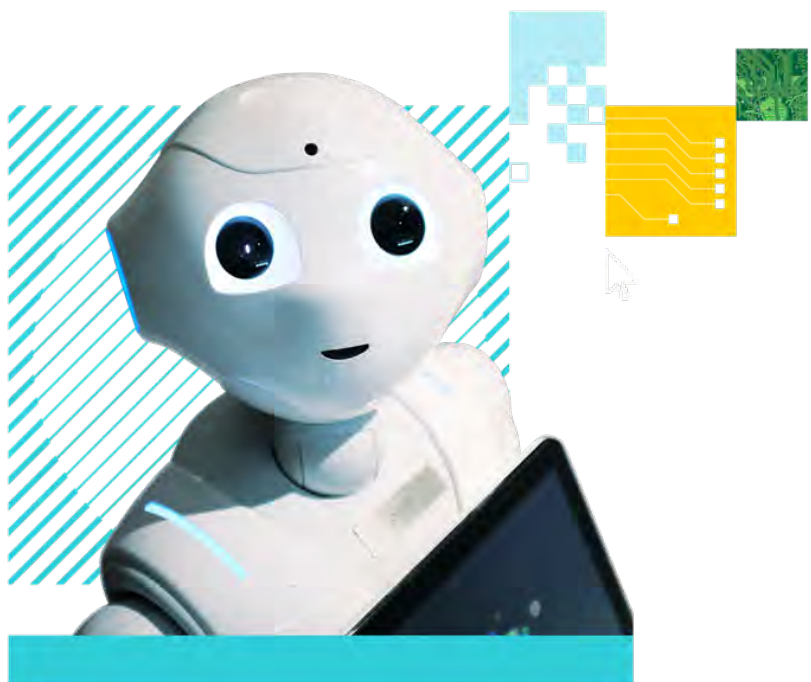
- Human factors and ergonomics
- Resource management and sustainable production
- Modeling
- Final production
- Innovation and design
- Classic design

Higher Level students must also demonstrate knowledge of:

- User-centered design
- Sustainability
- Innovation and markets
- Commercial production

In addition, students must also produce a coursework portfolio to meet the following criteria:

- Analysis of a design opportunity
- Conceptual design
- Development of detailed design
- Testing and evaluation
- Detailed development of a commercial product (HL only)
- Making choices for commercial production (HL only).



FILM

About the Course

Film is one of the most powerful and stimulating art forms in today's world. The Film course aims to develop students as proficient interpreters and makers of film. They study an eclectic range of film texts – from the very first films to modern masterpieces – fostering an appreciation of the development of film across time, space, and culture. They examine film concepts and theories from multiple perspectives, challenging their own viewpoints and biases in order to understand and value others. Students develop research skills that are transferable to their other IB subjects and prepare them for essay-writing at college.

Through practical exercises in film production, students develop their appreciation of artistic, cultural, historical and global perspectives in film. Film students experiment with film and multimedia technology, developing creative skills to successfully communicate through individual and group productions. They develop an artistic voice and learn how to express personal perspectives through film.

At the core of the Film course lies the need for creative exploration and innovation.

Film students require courage to experiment and create, passion to research, formulate, and communicate ideas, and curiosity about the limitless possibilities of human expression through film.

Assessment Objectives

Film Production Roles:

- Students research three film production roles of their choice (e.g. director, cinematographer, editor). In small groups and using a wide variety of films as inspiration, they produce and exhibit their own 1–3-minute films.
- In a written reflection, with screenshots and photographs as visual evidence, students evaluate their experience, identifying successes and targets for their next productions.

Comparative Study

- Students research a chosen area of film focus (e.g., a genre, film theory, or tradition), identifying and comparing two films from within that area and presenting their discoveries as a 10-minute recorded multimedia comparative study.

Textual analysis:

- Students choose one of three prescribed films and write a 1750-word analytical essay. They closely analyze a 5-minute extract and relate this to the wider film and contexts.

Collaborative Film Project (Higher Level only)

- Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create a 7-minute original completed film, along with a 2000-word project report.



MUSIC

About the Course

Music is a practical subject that encourages discovery through experimentation, risk-taking, and the presentation of ideas. The IB Diploma Programme Music course is multifaceted and gives students the opportunity to actively engage in music as creators, performers, and researchers. It emphasizes working both individually and collaboratively.

Throughout the course, students embody three roles:

- The researcher
- The creator
- The performer

In these roles, they inquire, create, perform, and reflect on the course's three musical processes:

- Exploring music in context
- Experimenting with music
- Presenting music

Students and teachers have the flexibility and agency to personalize their own approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through four lenses:

- Music for sociocultural and political expression
- Music for listening and performance

- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age

Engagement with these Areas of Inquiry takes place across three contexts: Personal, Local, and Global.

Assessment Objectives

Each assessment submission links directly to one of the course's three musical processes and requires candidates to evidence engagement with that process through the three (or four for HL) musical roles:

Exploring music in context

- Students select samples of their work for a portfolio submission (maximum 2,400 words)

Experimenting with music

- Students submit an experimentation report with evidence of their musical processes in creating and performing, focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process

Presenting music

- Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry

The contemporary music-maker (Higher Level Honors only)

- Students submit a continuous multimedia presentation documenting their real-life project

The Music course at both Standard Level Honors and Higher Level Honors preferably requires the student to be at least ABRSM Grade 5 on an instrument/voice and have a comprehensive understanding of reading western notation.

The course is designed to allow students to experience music on a personal level while expanding their musical identity. The individual student's prior experiences will determine the student's pathways through, and engagement with the course.

SPORTS, EXERCISE and HEALTH SCIENCE

About the Course

Sports, Exercise & Health Science for both Standard Level and Higher Level involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition.

Students cover a range of topics and carry out practical investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance.

Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise, and health relative to the individual in a global context.

All students must demonstrate knowledge in the following topics:

Year 12

- Nutrition and Energy Systems
- Human Anatomy
- Exercise and Performance Physiology
- Skill Acquisition
- Cardiorespiratory Physiology
- Measuring Human Performance in Sport

Year 13

- Biomechanics
- Optimizing Physiological Performance in Sport
- Nutritional and Non-Nutritional Ergogenic Aids
- Environmental Physiology
- The Mind and Sports Performance
- Exam preparation

In addition, the course for Higher Level students includes:

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

Assessment Objectives

- Demonstrate understanding of scientific facts and concepts; methods, techniques, and terminology; and methods of presenting scientific information
- Apply and use facts, concepts, methods, techniques, and terminology to effectively communicate and present scientific information
- Construct, analyze, and evaluate hypotheses, research questions and predictions; scientific

methods and techniques; and scientific explanations

- Demonstrate the personal skills of cooperation, perseverance, and responsibility appropriate for effective scientific investigation and problem-solving
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.



VISUAL ARTS

About the Course

The Visual Arts have been a vital part of our everyday lives affecting the way we communicate, understand, and express ourselves. The Visual Arts are built into our communities and cultures through traditional crafts and modern practices. They may have a sociopolitical impact as well as ritual, spiritual, decorative, and functional value.

The IB Programme allows students to explore their creativity and challenge their cultural expectations. Students learn to be active thinkers, highly engaged in the world around them and will gain a better understanding of historical contexts surrounding art movements and historical moments. They will develop strong analytical skills whilst building their technical skills

and creative art-making practice.

In addition to exploring and comparing Visual Arts from different perspectives and contexts, students are expected to engage in, experiment with, and critically reflect on a wide range of contemporary practices and media. Through inquiry, investigation, reflection, and creative application, Visual Arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment Objectives

Comparative Study (20%)

- Analyze formal qualities
- Interpret function and purpose
- Evaluate cultural significance

- Make comparisons and connections
- Present and appropriately use subject-specific language
- Make connections to own artmaking practice

Process Portfolio (40%)

- Demonstrate solid skills, techniques and processes
- Conduct critical investigations
- Clearly communicate ideas and intentions
- Demonstrate ability to review, refine and reflect on work

Exhibition (40%)

- Produce a coherent body of work
- Demonstrate technical competence
- Showcase conceptual qualities



Making your decisions...

Now you have finished reading through our brochure and meeting our teachers, the time has come to make your choices. Below, you will find a summary of the options in each group that you can choose from:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English Literature	French	Business	Biology	Math A&A	Chemistry
	German	Geography	Computer Science	Math A&I	DT (SL Only)
English Literature & Language	Mandarin	History	DT		Film
	Spanish	Psychology	Physics		History (SL Only)
					Music
					SEHS
					Visual Art

Elective choices need to be submitted to Ms. Able, Head of Secondary, by no later than March 31, 2023. Submissions after this time will be accepted but may limit the likelihood of students being offered their first choice of subjects. Please be aware that there is a minimum number of students required to run each subject so we ask students to state second choices just in case.

To make your choices, please go to:

<https://forms.office.com/r/UAuKruNmQs> or scan the QR code.

If you have any further questions, please do not hesitate to reach out to our High School team and subject specialists:

- English: Emma.Habgood@bischicagosl.org
- Languages: Samuel.Cosgrove@bischicagosl.org
- Social Studies: Lucinda.Wain@bischicagosl.org
- Science: Ryan.Allen@bischicagosl.org
- Math: Julie.Connor@bischicagosl.org
- Performing Arts: Eleanor.Samson@bischicagosl.org
- Creative Arts: Matthew.Davies@bischicagosl.org
- Athletics: Jack.Bartlett@bischicagosl.org
- Head of IB: Jennifer.Taylor@bischicagosl.org
- Head of High School: Russell.Potepa@bischicagosl.org
- Head of Secondary School: Nicola.Able@bischicagosl.org





BRITISH INTERNATIONAL SCHOOL OF CHICAGO

A NORD ANGLIA EDUCATION SCHOOL



Questions?

Ms. Jennifer Taylor

HEAD OF IB

Jennifer.Taylor@bischicagosl.org

Mr. Russell Potepa

HEAD OF HIGH SCHOOL

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Ms. Nikki Able

HEAD OF SECONDARY

Nicola.Able@bischicagosl.org



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