

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

Curriculum Guide

Year 10 and Year 11
(Grade 9 and Grade 10)
2021-22

Thrilling Opportunities for Holistic Growth



With college on the horizon, the entrance to High School is an exciting time. High School opens doors to further opportunities for students to demonstrate their growing independence and study subjects that appeal to their interests. The curriculum for students in Years 10 and 11 aims to support academic, social, and personal growth through robust lessons in and out of the classroom.

Students have the opportunity to tailor their individual learning program by selecting from a range of elective classes. Upon completion of this two-year program, students will have developed skills in creative thinking, inquiry, and problem-solving. Teachers continue applying a personalized approach to instruction, ensuring that every student feels confident to step outside of their comfort zone and achieve beyond what they may have thought possible.

Learning outside of the classroom is equally important. Through a full roster of extracurricular activities, peer mentoring, leadership opportunities, and community service initiatives, students apply their academic learnings to the real world and learn to manage the challenges and responsibilities that they will face in higher education and beyond.

In Year 10, students meet for the first time with the College Counselors to discuss course selections and extracurricular and career interests. As students move on to Year 11, the College Counselors play a key role in developing a long-term, individualized plan for standardized testing, college selection, and admissions.

This holistic approach to learning helps students feel safe and secure to fulfill their full potential, and enables them to thrive in a world of opportunity.



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Our Curriculum

Course Routes

In addition to our program of core learning, students will choose one subject from the World Languages group, one subject from the Social Sciences group, and two subjects from the Electives group (unless selecting the dual Visual Arts elective). These courses are designed as two-year programs of study, and provide the foundations for success within our Junior and Senior years.

Tracks

Students can complete each course by following the Honors or College Prep route, with Honors offering deeper academic challenge. It would be typical at the British International School of Chicago, South Loop for students to begin each course on the Honors route, with careful review after the first six weeks of delivery. Regardless of the combination of tracks followed, it is our intention to prepare all of our learners for success on the IB program, and beyond.

Guidance and C.A.S.E.

Advisory Groups

Every student is part of an Advisory Group led by a teacher (Advisor) that meets daily for meetings, notices, and Personal, Social, Health Education (PSHE). PSHE helps students acquire the knowledge, understanding, and skills needed to manage their lives now and in the future. The wide-ranging curriculum prepares students to manage the most critical opportunities, challenges, and responsibilities they will face and helps them connect and apply their knowledge in all school subjects to practical, real-life situations.

C.A.S.E.

Creativity, Action, Service, and Enrichment (C.A.S.E.) boosts students' holistic learning, enabling them to develop new skills, take on new challenges, and perform community outreach. Every half-term, students may select one of five C.A.S.E. projects to pursue. They range from documentary filmmaking and MIT challenges, to Philosophy 101 and initiatives with local community organizations. Students work on projects, vertically in Middle and High School, on Friday afternoons during the last two lessons of the day.



Core Program

English*
Mathematics*
Science*
U.S. History
Physical Education & Kinetic Wellness
Entrepreneurship

World Languages

French*
German*
Mandarin*
Spanish*
Dual French/Spanish*

Social Sciences

Geography*
History*
Psychology

Electives

Engineering & Design
Programming & Design
Music
Dance
Drama
Visual Arts (Single or Dual)
Sports Science

*This course follows the International GCSE (Edexcel) curriculum, and culminates with a series of final externally assessed examinations.

English

About the Course

English skills are of great importance in all subject areas that a student will study. As well as communication, grammatical, and analytical skills, English also provides students with the opportunity to enhance their confidence and critical thinking. English helps students develop their ability to write formal essays, solve problems, deliver presentations, and express their ideas persuasively.

English is a challenging and rewarding subject that allows students to experience classical literature along with contemporary texts. Students will develop skills of discussion, essay-writing, and presentation. Whether a student decides to pursue a career in the arts, sciences, or humanities, the English skills applied will make a great impression upon peers and colleagues, colleges and institutions. English is more than a set of rules to be followed but a way of exploring culture, places, and people.

Assessment Objectives

Language:

- Use fluent, accurate expression and appropriate terminology
- Demonstrate sophisticated control and understanding of grammar and language mechanics
- Use a range of punctuation for effect
- Use sophisticated structures of English expression
- Write with impact for a variety of audiences/purposes, including writing to inform, explain, describe, and persuade
- Demonstrate expertise and creativity in response to questions
- Show sophisticated control and understanding of non-fiction and journalism techniques

Speaking and Listening Skills:

- Demonstrate compelling and sustained performances while working in role
- Deliver presentations with striking effect, demonstrating sophisticated control of rhetorical techniques
- Respond to questions, demonstrating sharp focus and a perceptive understanding

Literature:

- Analyze a contemporary play as a representation of tragedy
- Study Aristotle's features of tragedy
- Analyze classic American prose fiction
- Analyze non-fiction writing
- Study a range of poetry from seminal poets
- Thematically link poetry from a range of historical contexts
- Evaluate the significance of contextual factors and effects of production/reception of texts
- Evaluate the effect of writers' language choices
- Evaluate the significance of how writers choose to structure their texts
- Select evidence that is pertinent to the question and evaluate its significance
- Make cross references to produce a balanced and sharply focused response to the question



English (continued)

Reading List

In addition to the following texts, students prepare for the unseen element of their language and literature exams by exploring a range of unseen poems and non-fiction texts.

Prose

- Of Mice and Men, John Steinbeck

Prose (short stories/extracts)

- The Story of an Hour, Kate Chopin
- The Necklace, Guy de Maupassant
- Significant Cigarettes (from The Road Home), Rose Tremain
- Whistle and I'll Come to You (from The Woman in Black), Susan Hill
- Night, Alice Munro

Drama

- A View from the Bridge, Arthur Miller
- Romeo and Juliet, William Shakespeare

Non-fiction

- From The Danger of a Single Story, Chimamanda Ngozi Adichie
- From A Passage to Africa, George Alagiah
- From The Explorer's Daughter, Kari Herbert
- Explorers or boys messing about? Either way, taxpayer gets rescue bill, Steven Morris

- From Between a Rock and a Hard Place, Aron Ralston
- Young and dyslexic? You've got it going on, Benjamin Zephaniah
- From A Game of Polo with a Headless Goat, Emma Levine
- From Beyond the Sky and the Earth: A Journey into Bhutan, Jamie Zeppa
- From H is for Hawk, Helen Macdonald
- From Chinese Cinderella, Adeline Yen Mah

Poetry

- Disabled, Wilfred Owen
- 'Out, Out-', Robert Frost
- An Unknown Girl, Moniza Alvi
- Still I Rise, Maya Angelou
- If-, Rudyard Kipling
- Prayer Before Birth, Louis MacNeice
- Blessing, Imtiaz Dharker
- Search For My Tongue, Sujata Bhatt
- Half-past Two, U A Fanthorpe
- Piano, D H Lawrence
- The Bright Lights of Sarajevo, T Harrison
- Hide and Seek, Vernon Scannell
- Sonnet 116, William Shakespeare
- La Belle Dame sans Merci, John Keats
- Poem at Thirty-Nine, Alice Walker
- War Photographer, Carol Ann Duffy
- The Tyger, William Blake
- My Last Duchess, Robert Browning



Mathematics

About the Course

The nature of Mathematics can be seen as a well-defined body of knowledge, an abstract system of ideas, or a useful tool. For many people, it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world. Some people enjoy the challenges offered by the logical methods of Mathematics and the adventure in reason that mathematical proof has to offer. IGCSE Mathematics caters to students with previous knowledge at all levels.

Accelerated Honors

This course enhances the learning for students who demonstrate exceptional mathematical ability. It extends mathematical techniques by broadening and deepening students' skills and supports progression to IB Higher Level Mathematics.

Assessment Objectives

Year 10 students complete the topics in the Honors. Year 11 students have the opportunity to study the Advanced Mathematics course.

Students must demonstrate knowledge of the following topics:

- Surds and logarithmic functions
- The quadratic function including roots and products of quadratic functions
- The binomial series
- Scalar and vector quantities
- Differentiation including chain, product, and quotient rules
- Matrices including arithmetic, determinants, and inverse matrices
- Integration including volumes of revolution and kinematics

Honors

This course caters to students who possess knowledge of mathematical concepts and are equipped with the skills to correctly apply mathematical techniques of varying difficulty.

Assessment Objectives

Students must demonstrate knowledge of the following topics:

- Basic trigonometry involving right-angled triangles
- Statistical diagrams and calculations
- Operations involving ratio and proportions
- All transformations of shapes
- Rounding with decimal places and significant figures
- Quadratic functions and equations
- Basic calculus, including differentiation
- Trigonometry, including non-right angled triangles and trigonometric equations
- All graphical data
- Graphing quadratic, cubic, exponential, and reciprocal curves
- Pythagoras' theorem
- Vectors and vector arithmetic
- Sequences and series
- 3D geometry
- Constructions and bearings
- Circle theorems
- Sets and probability

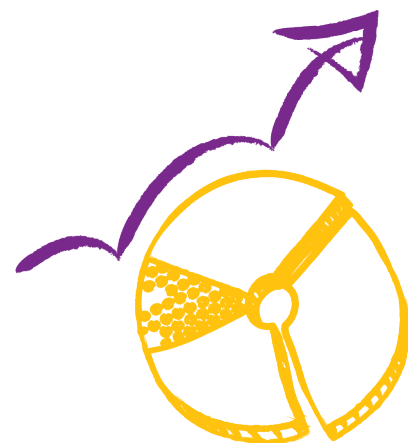
College Prep

This course caters to students with varied backgrounds and abilities. It is designed to build confidence and prepare them for college studies.

Assessment Objectives

Students must demonstrate knowledge of the following topics:

- Linear functions and equations
- Basic trigonometry involving right-angled triangles
- Statistical diagrams and calculations
- Operations involving ratio and proportions
- All transformations of shapes
- Rounding with decimal places and significant figures



Science

About the Courses

The study of Science is a cornerstone of modern education as well as a gateway subject to solving many of the challenges that humanity might face in the future. Every learner has, at some stage, wondered about how the world around them works, and the answers to these musings can be found in Science.

Students study the three Sciences, Biology, Chemistry, and Physics, and gain knowledge through practical experiment techniques, scientific writing, and research collaboration. The course routes provide students with extensive foundations for future learning and application within a scientific field, which is the perfect bridge to the IB Sciences.

The Advanced Honors route follows the Edexcel IGCSE course for Triple Science, resulting in three separate external and internationally recognized IGCSE qualifications in Biology, Chemistry, and Physics – targeted at the students passionate about the Sciences who wish to continue study to Higher Level IB. Alternatively, the Honors route culminates in the attainment of two external and internationally recognized Combined Science IGCSEs, a perfect foundation for Standard Level IB Science. In addition, a College Prep course is offered with the objective to secure a fundamental understanding of all three Sciences and is assessed internally.

All three routes focus on the same fundamental topics, but the level of depth, complexity, challenge, and assessment strategy differs for each.

Topics of Study

Biology

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources
- Experimental and Investigative Skills

Chemistry

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry
- Experimental and Investigative Skills

Physics

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids, and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics
- Experimental and Investigative Skills

Advanced Honors

Advanced Honors Science is aimed to challenge the most motivated young Scientists out there, providing them with a great knowledge and in-depth understanding of the fundamental scientific concepts.

Please note this route is aimed at students wishing to focus on the Sciences moving forward and therefore planning on taking double or single Higher Level Science at IB.

Assessment

3 external IGCSEs achieved

Honors

Honors Science is the perfect prerequisite to Standard Level Sciences at IB as it provides an insight into the fundamental concepts into each Science.

Please note this route is aimed at students wishing to take double or a single Standard Level Science at IB.

Assessment

2 external combined Science IGCSEs achieved

Assessment	Weight	
Biology Paper	33.3%	*The 3 papers contribute to 33% of each of the two Science IGCSEs awarded.
Chemistry Paper	33.3%	
Physics Paper	33.3%	

College Prep

College Prep Science accommodates students with a more superficial background in Science, and therefore no previous study of the Sciences is required. This course covers key scientific concepts required to advance to college-level education.

Assessment

No external IGCSE associated, assessed internally only.

Assessment	Weight
Biology Paper	100%
Chemistry Paper	100%
Physics Paper	100%

U.S. History

About the Course

U.S. History is a compulsory College Prep course for all High School students, and takes place during one lesson each week. This course allows students to develop a coherent understanding of the history of the U.S.A.

The curriculum content provides for historical study in breadth from a variety of perspectives. This gives students the opportunity to: understand key issues, ideas, people, and events that shaped the emergence and development of the U.S.A., understand connections between them, and understand their significance.

Following each topic of study, students are assessed through a pop quiz and an extended project.

Course Topics

Year 10

- From colonies to independence
- The making and breaking of the U.S. 1776-1865
- The re-making of the U.S. 1865-1917

Year 11

- Independent Historical Investigation
- The emergence of a world power 1917-1945
- The U.S. as a superpower 1945-2000

Assessment Objectives

- Accurately recall, select, and deploy relevant historical knowledge to support a coherent and logical argument
- Communicate in a clear and coherent manner using appropriate historical terminology
- Demonstrate an understanding of the complexity of historical concepts
- Distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- Show an understanding of individuals and societies in the past
- Understand the importance of trying to establish motives
- Interpret and evaluate a wide range of historical sources and their use as evidence
- Identify precisely the limitations of particular sources
- Compare and contrast a range of sources and draw clear, logical conclusions

Entrepreneurship

Overview

The aim of Entrepreneurship course is to engage students to learn and understand the fundamental aspects of entrepreneurialism and then combine them into real world, practical applications. There are two objectives for students to achieve:

- Improve their Business theory knowledge
- Develop transferable, entrepreneurial skills

Students will work in teams to develop businesses that Angel Investors would want to invest in. As the course progresses more will be expected from the students in terms of the pitches and business plans produced. It is important that the students understand their own value proposition, making sure that their contributions to the company are tangible and that their own personal brand is clearly identifiable and important to the team.

A key aspect for the course will be the links created within Chicago industry. Students will learn from speakers who will frequently join us during the year, industry mentors will oversee project teams offering counsel and advice, and our Angel Investors to whom students will pitch their ideas, prototypes, and businesses.

Topics of Study

Entrepreneurship Skills/ Experiences

- Risk Taking
- Responding to Failure
- Pitching
- Networking
- Personal Branding

Business Knowledge

- Human Resources
- Finance
- Marketing
- Production
- Business Plans

Assessment Objectives

Entrepreneurship is run as a Pass/Fail course. This is so that students can develop their risk-taking skills without the fear of achieving a poor grade that will be reflected in their transcript. Feedback will be qualitative rather than quantitative so that students are able to work on feedback from their pitches and business development plans.

P.E. & Kinetic Wellness

About the Course

Students undertake one lesson each week of Physical Education as part of the Y10 and Y11 High School program. Attendance in this class is a compulsory component of the High School course. Appropriate sports kit and footwear should be worn to each lesson to ensure students are eligible to take part in physical activity. Any injuries or exemptions from physical activity should be communicated to the School Nurse and Athletic Director in advance of the class. A physician's letter is required for any injuries which exclude students from taking part in physical activity for more than a one week period.

Essential Understandings

Physical Education at BISC-SL is an integration of physical, mental, and social wellness. Students will have the opportunity to elect into a variety of physical activities each week. One of the electives will be team games. We offer both competitive and recreational levels of play in volleyball, basketball, and soccer, to name a few. In individual sports and fitness activities, there are options such as: resistance training; interval training; training to optimize sports performance; boxercise; cardio; spinning; rowing; strength and conditioning; HIIT; plyometrics; yoga; flexibility training; and track. In the Summer, we will include activities such as rounders, softball, and cricket which is always a popular choice with our Year 10 and Year 11 students.

The foundation of Physical Education courses are included in the following essential understandings:

- The connection between mind and body is crucial to personal growth and development
- Participation in a wide variety of activities provides the opportunity for enjoyment, self-expression, and social interaction
- Knowledge, competency and application of movement, fitness and wellness concepts encourage healthy lifestyle choices
- Self-assessment, self-reflection, and a sense of responsibility toward others contribute to individual growth and to the positive climate of the class

Be a Bulldog!

Students have the opportunity to suggest new activities in our P.E. program and extra-curricular sports program. There are also opportunities to lead sports clubs for younger Year groups. High School students have the opportunity to play in the IHSA Lakeshore Athletic League in the following sports: soccer, basketball, volleyball, and tennis. We host an annual 'Sports Awards' evening to celebrate our sporting excellence, contribution towards school sport, and sporting achievements throughout our three seasons of sport. We encourage all of our High School students to 'Be a Bulldog' and get involved with the competitive sporting opportunities we have on offer at BISC-SL.



World Languages

About the Course

Speaking a foreign language is a valuable skill, and we empower students with skills they can continually develop. 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.

We offer French, German, Mandarin, and Spanish. We do not offer courses for native speakers; bilingual students must elect to study a language in which they are not fluent. In IGCSE World Languages courses, students cover a variety of areas that enable them to cope confidently during a visit to a target language country. They learn to discuss current affairs and other topics, providing a sound foundation for the International Baccalaureate course: Home and Abroad, Education and Employment, Personal Life and Relationships, The World Around Us, Social Activities, Fitness, and Health. Students are expected to use a wide range of grammatical tenses and vocabulary to discuss and justify their opinions and interests.

They are expected to take part in group, pair, and individual tasks and activities during each lesson. Students are provided with online study tools and are encouraged to use resources independently to supplement their language skills. Reading authentic texts can also be an enjoyable journey towards developing understanding of the culture, as well as the language studied, and will broaden students' vocabulary. The World Languages Department makes good use of modern technology and iPads. Students are also introduced to popular music and film in the target language.

Honors

To study at Honors level, some previous study is required prior to taking the course. Mandarin students should be able to confidently use three tenses or time frames.

Assessment Objectives

- Identify, note, and communicate effectively at a complex level
- Understand without difficulty and use a wide range of complex language
- Express - with detail and originality - thoughts, feelings, and opinions, and effectively deal with unpredictable elements
- Communicate with ease and fluency using authentic pronunciation and intonation

High achieving students will have an opportunity to study AP in a World Language.

College Prep

No previous study is required in order to take the chosen language option at College Prep level.

Assessment Objectives

- Identify, note, and communicate main points at a basic level
- Use and understand a range of basic language in prepared conversations on familiar topics
- Express and justify simple opinions on familiar topics
- Convey a simple message with correct pronunciation

Important Note

Not all languages on offer can be taken without previous study. If you have no previous experience studying the World Languages options, please speak with a member of the World Languages Department before completing the Course Options Form.



Geography

About the Course

IGCSE Geography students investigate major issues that face today's citizens, like 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 a few. Geographers think critically and globally – key skills that employers seek.

This course is available at both the Honors and the College Prep levels.

Assessment Objectives

- Actively engage in the process of geographical inquiry
- Develop as effective and independent learners, and as critical and reflective thinkers with inquiring minds
- Develop a framework of spatial awareness to appreciate the importance of the location of places and environments from a local to global scale
- Develop and apply inquiry skills
- Develop and apply learning to the real world through fieldwork
- Develop awareness of global issues and recognize the need for a sustainable future
- Demonstrate knowledge of Physical Geography: river; coastal; hazardous environments
- Demonstrate knowledge of Human Geography: economic activity and energy; rural and urban environments; development and human welfare

History

About the Course

IGCSE History students are fearless explorers of the past. This course equips students with transferable skills such as source inquiry, essay writing, and debate, which are valued by colleges and employers. The course covers a range of 20th century topics that focus on some of the most exciting and pivotal moments in history. From the First World War to the Civil Rights Movement, students learn how we are shaped by our past.

This course is available at both the Honors and the College Prep levels.

Assessment Objectives

- Demonstrate detailed and thorough knowledge of events in the past
- Understand, analyze, and evaluate sources
- Write appropriate historical responses under timed conditions
- Describe and explain events in the past showing knowledge of cause and effect/change and continuity
- Evaluate interpretations of the past and analyze the significance of events
- Make supported and sustained judgments on complex historical questions

Psychology

About the Course

The Internal Honors GCSE Psychology course introduces students to specialist vocabulary, psychological concepts, terminology, and convention to engage in the process of psychological inquiry. There is no external examination in this subject, but students will follow the Edexcel GCSE program with some extensions to create a course which provides an excellent basis for the study of IB Psychology.

Students will gain knowledge and understanding of psychology, developing an understanding of self and others, and understand how psychological understanding can help explain everyday social phenomena as well as an understanding of how psychological research is conducted. Topics include development, memory, the brain and neuropsychology, psychological problems, social influence, criminal psychology, and sleep and dreaming.

This course is available at both the Honors and the College Prep levels.

Assessment Objectives

- Demonstrate knowledge and understanding of psychological ideas, processes, and procedures
- Apply knowledge and understanding of psychological ideas, processes, and procedures
- Analyze and evaluate psychological information, ideas, processes, and procedures to make judgments and draw conclusions

Engineering & Design

Overview

The Engineering & Design course is structured to provide a broad introduction to the fundamentals that form a career path for Engineering and Product Design. Students will develop an appreciation of design thinking and engineering through the study of a broad range of topics that introduce them to the skills required and the practical methods used to bring their ideas to life.

Throughout the course they will have the opportunity to develop practical skills in areas such as Rapid Prototyping, CAD and CNC as well as the more traditional skills associated with the development of a prototype or idea. Students will have the opportunity to work in teams and on individual projects throughout the course and will be expected to develop these critical interpersonal skills.

The Engineering & Design course is split into 6 Topic of Study across the 2 years. These 6 areas are seen as fundamental in developing the skills which lead into the IB and a career beyond.

Topics of Study

Principles of Design and the role of the Designer

The key principles and considerations that form a designer and a look at the responsibilities that come with this.

Modelling and Prototyping

The role of model making and a look at how we use models in both the 2D/3D physical world as well as in the 3D virtual environment.

Materials and the Tools and Equipment we use

Understanding the physical and mechanical properties of materials and learning about how we use these in manufacturing.

Sustainability and Environmental Responsibility

Investigating the responsibility held by the engineer and designer. Looking into the importance of starting this conversation at the client stage.

Classic Design, Mechanics, and Mechanical Design

What is a design Classic? What does this mean and how does the concept of timeless design continue to impact our lives and the products we buy.

Invention, Innovation, Patents, and Copyright

So you have a great idea for a product, but what now? How do you launch a product and does the thought of becoming a lone inventor fill you with unease?

Assessment Objectives

Continuous Assessment

Every piece of work produced is valued and counts toward the assessment, not only for the specific project or topic, but also feeding into the overall outcome of the course.

Unit Test

Each unit will have a test, designed to help in developing understanding of how the theory is applied. It may take the form of a problem, short assignment task, or challenge but is set within a controlled environment.

Project Work

Fundamental to growing as an Engineer or Product Designer – students will be expected to work on both group and individual projects during the course and demonstrate a clear understanding of the content studied.



Programming & Design

Overview

The Programming & Design course is structured to provide a broad introduction to the fundamentals that form a career path for Programming and Graphical Design. Students will develop an appreciation of design thinking and practical programming through the study of a broad range of topics that introduce them to the skills required and the practical methods in creating, coding, and designing.

Throughout the course they will have the opportunity to develop practical skills in areas such as creating their own gaming device, to creating apps and websites, as well as learning fundamental programming such as Python.

Students will have the opportunity to work on both individual and team projects throughout the course and will be expected to develop these critical interpersonal skills.

The Programming & Design course is split into 6 Topic of Study across the 2 years. These 6 areas are seen as fundamental in developing the skills which lead into the IB and a career beyond.

Topics of Study

Web Development

Students will learn to create a website using HTML, CSS, and Java Script, and will use a range of multimedia applications.

Image Manipulation

Students will be design and creating their own images using image manipulation software such as Photoshop.

Introduction to Python

Students will learn to code using the programming language Python.

Introduction to Game Making

Using the key principles and considerations that form a game console, students will look at creating and coding their own game and creating their own personal console.

Introduction to App Development

Students will learn to create apps, using software tool and coding.

Video Editing

Students will learn how to edit footage and make transitions using video editing software.

Assessment Objectives

Continuous Assessment

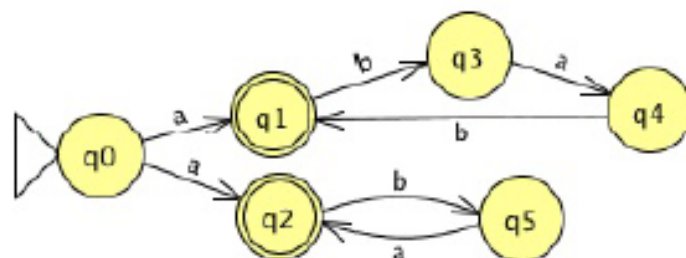
Every piece of work produced is valued and counts toward the assessment, not only for the specific project or topic, but also feeding into the overall outcome of the course.

Unit Test

Each unit will have a test/project, designed to help in developing understanding of how different parts of coding and design work together.

Project Work

Fundamental to growing as a Graphic Designer/Programmer – students will be expected to work on both group and individual projects during the course and demonstrate a clear understanding of the content studied.



Performing Arts

Music

Music learners listen to, perform, and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive, and critical when listening.

Students should be able to:

- read staff notation and perform to a good standard on an instrument or voice
- regularly participate in one school extracurricular ensemble where appropriate

Assessment Objectives

- Acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing, and composing
- Develop a perceptive and critical response to the main historical periods and styles
- Recognize and understand the music of selected non-Western traditions, and thus form an appreciation of cultural similarities and differences
- Begin to develop an informed appreciation of music
- Create a foundation for further study in music at a higher level

Dance

Dance students develop physical, technical, and expressive skills as well as knowledge and understanding of movement through performance, choreography, and critical appreciation. This course is taught at Honors level, and created to enable interested students to take the IB dance course.

A strong interest in watching/analyzing dances as well as creating movement studies, choreographies, and performing is recommended.

Assessment Objectives

- Demonstrate increased confidence and self-esteem
- Employ the skills of teamwork, communication, problem solving, creativity, leadership, dedication, humility, and perseverance as well as a wide range of physical and technical skills
- Make knowledgeable decisions regarding choreography, fitness for dance, performance skills, and the history of a range of dance genres from all over the world
- Learn to choreograph, perform, and appreciate dance as a holistic art form
- Broaden aesthetic, social, and cultural appreciation of art through a dance lens

Drama

Through practical and theoretical study, Drama learners develop an understanding and enjoyment of the art, honing their group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which forms part of the final assessment. Students will understand the role of actor, playwright, director, and designer in creating a piece of theater.

Assessment Objectives

- Demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realize it in a live performance
- Devise dramatic material and reflect on its effectiveness
- Acting skills: vocal and physical technique, the use of performance space, the ability to vary levels of emotional intensity, the confidence, pace, and consistency of the performance
- Ability to communicate effectively to an audience



Visual Arts

Overview

Imagination is the source of every human achievement. We expect students who have an interest in this course to display dedication, passion, and a love for the Visual Arts. Students should be committed, hardworking, and have a thirst for creativity and knowledge.

Studying the Visual Arts course will provide students with the ability to problem solve as well as build students' resilience and sense of identity. Students will carry these skills forward in many aspects of their lives and across their school careers.

Many careers require students to evidence the following skills: creative thinking; adaptability; problem solving; empathy; collaboration; leadership; and initiative. This course will provide students with opportunities to master and evidence these skills, which are also highly sought after by many Ivy league and Russell Group colleges and universities. This course offers personalized learning, discovering the individual talent of each child, putting students in an environment where they want to learn and where they can naturally discover their true passions.

About the Course

This two-year course enables students to explore a wide range of skills and specialist media to Visual Arts. Throughout the course students will experience 2D and 3D design, Architectural Drawing, Fine Art, Printmaking, Portraiture, Graphic Design, Textiles, and Digital Design. Students will learn about Artists' practice discovering art from a range of cultures and timelines, developing their knowledge of Art history. This will enable them to widen their experience and understanding of society and culture within our world.

Students will develop and enhance their skills in readiness for the IB options later on in High School. This lays the foundation for our IB Visual Arts and Group 6 IB courses here at BISC. Students will gain hands on practical experience through this course, dedicating sustained learning and gaining exposure to the creative industries. Chicago is known famously around the world for its creative industries of Film, Fashion, Architecture, and Art. The skills acquired on this course are central to industries and jobs, and this course enables a wealth of creative options for our students in their future careers.

Course Choices

In this course students will have the unique opportunity to select Visual Arts for either 2 or 4 lessons a week. Students on the 'short course' will develop skills reviewing the elements of Art, and create a mini portfolio at the end of the course. Students who select Art 4 times per week will be encouraged to select Visual Arts for our IB course at Year 12 and Year 13. This option will allow students to gain more in-depth knowledge and skills, and complete an Art History component of the course. Typically, these students would endeavor to pursue a creative area of study at college, or want to work in the creative industries.

Assessment Objectives

Students will be assessed throughout the course through the following:

- A portfolio of work
- Analytical studies
- Reflections and Refinement of work
- Contributing to an end of year exhibition

The course assessment is structured similarly to that of the marking criteria required for Visual Arts IB. Students will be awarded marks based on evidence of their skills, techniques and processes, critical thinking skills, ability to reflect and refine their work, and professional and organizational skills.



Sports Science

About the Course

Our Sports Science course was established in 2020, and aims to create a clear pathway to the IB Sports, Exercise and Health Science (SEHS) course in Year 12 and Year 13. The course provides students with the opportunity to study both the practical and theoretical aspects of Sports Science. It is designed to foster an enjoyment of physical activity through a range of sports, and also help develop an understanding of safe and effective physical performance. In addition to this, students will learn about sport in a global context and learn about nutrition alongside other topics, to optimize sporting performance. Our aim is to ensure our Year 10 and Year 11 students excel, develop a love for our subject, and go on to be successful, confident, and prepared learners if they elect to study IB Sports, Exercise and Health Science in Year 12 and 13.

Learner Profile

Students must be:

- Motivated to challenge their academic growth
- Have a keen interest and genuine enjoyment in participating and spectating in sports
- Organized to conduct group and individual research
- Independent in planning and leading their own exercise programs
- Resilient to meet the challenges of the course

This course is available at both the Honors and the College Prep level.

Assessment Objectives

Students will be assessed in four areas:

- Attitude towards learning
- Practical performance in sport
- Knowledge of theoretical concepts
- Independent Research Study

1. Attitude towards learning

Students are expected to demonstrate and maintain a positive attitude towards their learning. Assessment is based upon effort in both practical and theoretical lessons. This will take into consideration the student's level of resilience and determination; ability to work independently and collaboratively; competitiveness; and sportsmanship.

2. Practical performance in sport

Students will undertake the learning and assessment of specific internally assessed sports/activities. Each student will be assessed on the following:

- Skills in isolation and competitive environments
- Tactical Concepts & Application of Training Principles
- Sports Performance Analysis & Evaluation

3. Knowledge of theoretical concepts

Students must demonstrate knowledge in the following topics:

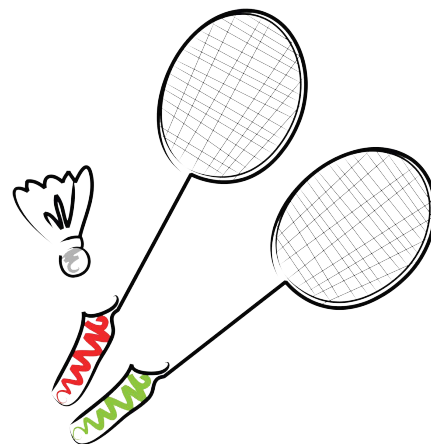
- Health and Wellbeing
- Exercise Physiology
- Human Anatomy
- Optimizing Performance in Sport
- Global Issues in Sport
- Psychology in Sport
- Skill Acquisition
- Biomechanics

Assessment is carried out via end of unit tests, presentations, individual and group research projects.

4. Independent Research Study

Students will conduct their own individual research project in Sports Science which will be delivered in a final presentation. This research task will offer students the experience of analyzing and processing data, exposure to research articles and journals, and the opportunity to review literature in the field of study. This will also help to prepare our Sports Science students for the IB course in the future.

Component	Weight
Attitude towards learning	20%
Practical performance	20%
Theoretical concepts	40%
Research project	20%



Assessment

Purpose of Assessment

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at different stages in the learning process; this information guides teachers in instruction. Assessment is an ongoing and daily part of school life, and the formative comments students receive develop their understanding of the skills and knowledge required to be successful in each course. The aims and purpose of assessment are to:

- Provide information to enhance and improve learning and teaching
- Provide information for target-setting for individuals, groups, and cohorts
- Share learning goals with students
- Involve students in self-assessment
- Help students know and recognize the standards they are aiming for
- Raise standards of learning
- Identify possibilities for academic intervention
- Inform parents of their child's progress

Setting Targets

Regardless of previous academic achievement, students are expected to make appropriate progress and continually improve. Our teachers are highly trained in estimating and setting academic targets that challenge student learning. Teachers use students' results to set challenging, yet achievable academic targets. High School students usually achieve short-term targets by each academic report and long-term targets by the end of the school year or the end of High School. We continually track and monitor the academic achievements of every student in every subject to ensure they are reaching their goals. Students also reflect on their academic achievement during every lesson and after homework assignments and assessments. If a teacher identifies a student whose progress is slowing, the school administers an individual learning plan to help ensure the student is back on track by the next report.

Academic Reports

Academic reports describe students' academic and social development and list targets in all subjects for the student to concentrate on before the next report. Teachers communicate with families about student achievement and progress via four reports during the school year in October, January, March, and June.

Staff use results from the October and March reports to evaluate which course route each student should pursue. The student's course route and attainment grade are detailed on the academic reports in January and June, and entered onto their college transcript. Any transitions between course routes must be discussed among the student, parents, teachers, and School Leadership Team. There are parent consultations with teachers scheduled during the school year. Parents may also meet with teachers outside of consultations.

Grades

There are two semesters during the school year. At the end of each semester, students receive a grade for each subject, which reflects their attainment over the semester. The subject grades for Semester 1 and Semester 2 are published on the students' official college transcript.

Halfway through each semester, students receive a "progress grade". This grade is not published on the college transcript and serves to demonstrate the students' current attainment.

Students receive an assessment map from for each subject at the start of the school year. The map outlines how final and progress grades are determined.



August - December



January - June

Questions?

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

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