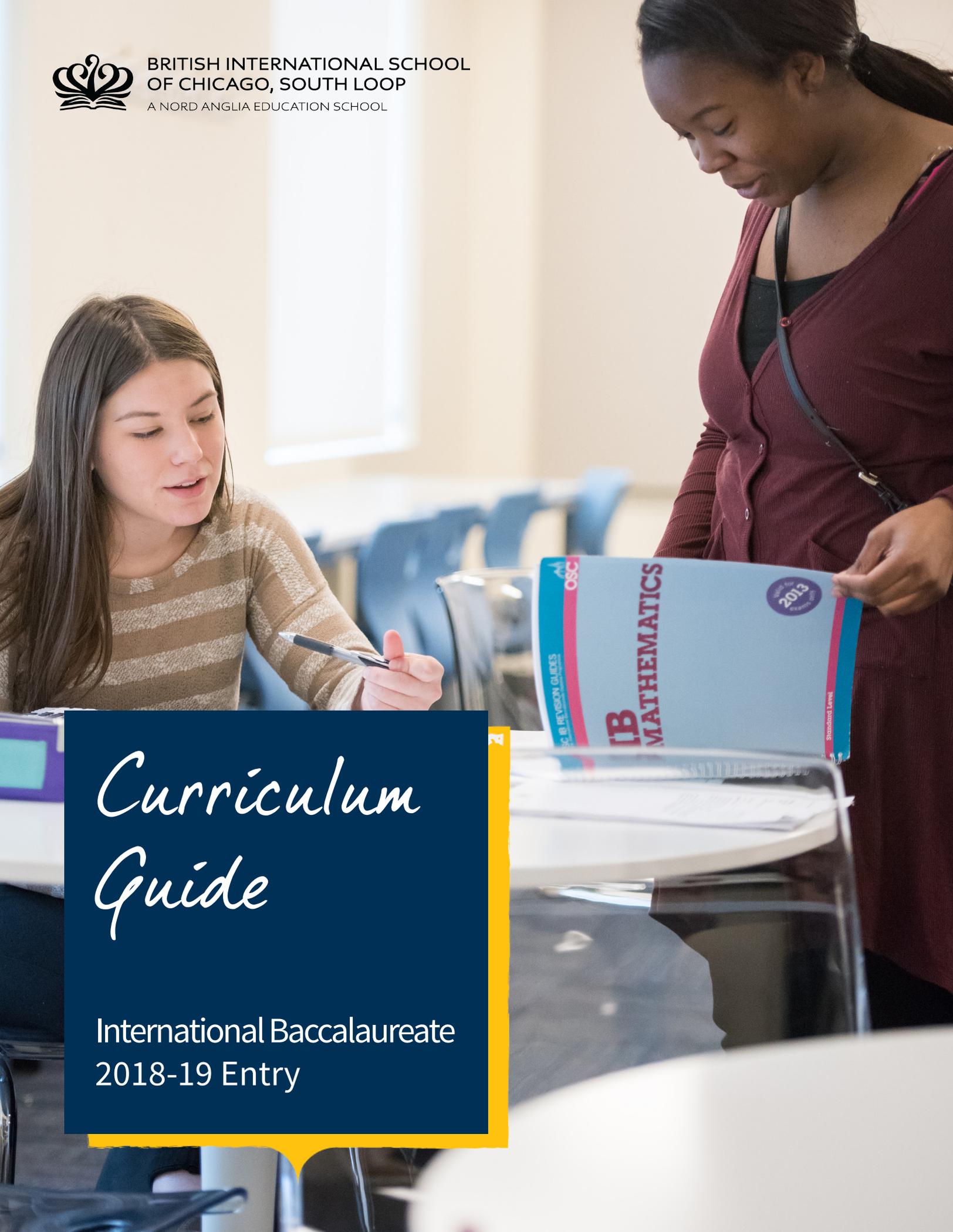




BRITISH INTERNATIONAL SCHOOL
OF CHICAGO, SOUTH LOOP
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Guide

International Baccalaureate
2018-19 Entry



Oh, the Places You'll Go

The last two years of High School present an ambitious and rewarding chapter for students. They are faced with coursework that is rigorous, but also wholly tailored to their unique interests and aspirations for college and beyond.

Studying the International Baccalaureate Diploma Program, students work towards earning an internationally recognized qualification that is respected throughout the United States and by the world's top colleges and universities. The program provides a variety of curriculum choices designed to fully prepare students for college studies and help them develop to their full potential.

Students go beyond the collection of facts and learn how to flourish in our interconnected and globalized world. They ask challenging questions, discover what it means to learn, develop a strong sense of identity and culture, as well as the ability to communicate with and understand people different from them.

Time spent with peers during Form Time and C.A.S.E. (Creativity, Action, Service and Enrichment) continues to spark students' holistic growth through leadership opportunities, collaborative work and community service. We also see students lending the knowledge they have acquired over the years to younger peers in support sessions and clubs.

In Year 12 and 13, students become especially engaged in the college planning process, attending our annual College Fair as well as trips to local higher education institutions. They continue to meet regularly with our College Counselor, receiving guidance and support with college applications, essays and transcripts.

On the other side of Year 13 is a new phase for students. Empowered by our personalized instruction and international curriculum, they graduate from BISC South Loop equipped with the knowledge, skills and ambition to achieve beyond what they may have thought possible - academically, socially and personally.

Understanding the Curriculum

Course Routes

Based on their IGCSE course route and prior attainment requirements, students in Year 12 and 13 follow one of three IB course routes.

IB Diploma

Graduating with Double Honors

Students study six IB subjects, three at Standard Level Honors and three at Higher Level Honors. They must also successfully complete the IB Diploma Program Core Requirements, Games, and U.S. Studies. Successful completion results in the IB Diploma and High School Double Honors Diploma.

IB Certificates

Graduating with Single Honors

Students study six IB subjects. Up to six subjects can be at Standard Level Honors, with a maximum of two at Higher Level Honors. Any of the six subjects not at Honors Level are at College Prep Level. Students are also required to successfully complete Creativity, Action, Service (CAS) hours, Games, and U.S. Studies. Students can opt for additional certification in Theory of Knowledge, CAS, and Extended Essay. Successful completion results in IB Certificates and the High School Diploma.

High School Diploma

Students study six subjects, all at College Prep Level. They also complete Creativity, Action, Service hours; Theory of Knowledge (100 hours, essay, and presentation); a project-based piece of research, as well as Games and U.S. Studies. Successful completion results in the High School Diploma.

Course Options

Students take Games, U.S. Studies, and one subject in each of Groups 1-6, ensuring breadth of experience in languages, social studies, the experimental sciences, mathematics and the arts.

In addition, the IB Diploma Program is comprised of three Core Requirements - Extended Essay, Theory of Knowledge, and Creativity, Action, Service - that aim to broaden students' educational experience and challenge them to apply their knowledge and skills to real-world situations.

**This course is part of Group 4 Science, but we offer it in Group 6 to give students more course options.*

***This course is part of Group 3 Individuals & Societies, but we offer it in Group 6 to give students more course options.*



Compulsory Courses

Games
U.S. Studies

IB Core Requirements

Extended Essay
Theory of Knowledge
Creativity, Action, Service

Group 1: Literature

English

Group 2: Language Acquisition

French
French AB
German
German AB
Mandarin
Mandarin AB
Spanish
Spanish AB

Group 3: Individuals & Societies

Business Management
Geography
History
Psychology

Group 4: Sciences

Biology
Chemistry
Physics

Group 5: Mathematics

Mathematics
Math Studies

Group 6: The Arts

Chemistry*
Computer Science*
Design Technology*
Film
Information Technology in a Global Society**
Music
Sports, Exercise & Health Science*
Visual Arts

Games

About the Course

Games is a compulsory course that provides students with knowledge of personal health and fitness to develop and maintain a healthy lifestyle.

Topics

The Athletics Department offers a range of physical activities in Games lessons, which help students become confident and committed team players. Students with medical excuses must have a written letter from a parent or a physician for prolonged circumstances. Please note that Games is not assessed on academic reports.

- Badminton
- Baseball
- Basketball
- Cricket
- Dance
- Gymnastics
- Health and skill-related fitness
- Indoor rowing
- Soccer
- Softball
- Track & Field
- Volleyball
- Yoga
- Pickeball
- Pop lacrosse
- Rounders'

U.S. Studies

About the Course

U.S. Studies is a compulsory College Prep course and takes place during one lesson each week. The course is designed to ensure students develop deep understanding of American history and politics, starting with the formation of the Thirteen Colonies right through to the examination of modern political trends.

IB students build on previous knowledge developed in the course, progressing on to U.S. government and political philosophy, with a focus on the study of the executive, legislative and judicial branches of the United States Federal Government. Time is also spent analyzing the influence of political theories on American thought, from the Renaissance, Enlightenment and Modern Eras. In Year 12, students are required to complete the school's U.S. Constitution Test, which is a graduation requirement for the State of Illinois.

Following each topic of study, students are assessed through written exams, essays, pop quizzes, homework, levels of participation, and group work. This enables students to prepare for college classes in the United States, which use similar methods of assessment, while also ensuring they have a requisite knowledge of U.S. history and government upon graduation from high school.

Topics

Year 12: U.S. Government

- State of Nature and Political Theory
- Legislative Branch
- Executive Branch
- Judicial Branch
- U.S. Constitution Test

Year 13: Political Philosophy

- Romanticism and the New England Transcendentalists (1800-50)
- Civil Rights Movement (1950-60)
- Radical Counterculture (1960-70)
- American Exceptionalism (1980s)
- New American Century (1990-2000s)

Assessment Objectives

- Study the geography of the United States and its place in the world.
- Explore the movement of people to and throughout the United States (immigration and migrants).
- Investigate how social, economic and technological changes have molded U.S. society and governmental policies.
- Examine values, beliefs, ideas, and institutions that exist in U.S. society (past and present).
- Use chronology of important historical events to explain and analyze causes and effects.
- Tell the story of the United States using important events, places and people from the past to support claims.
- Analyze primary and secondary sources to examine the past from a variety of viewpoints.
- Judge decisions from the past from two perspectives: 1) as an individual in history (as a person living in the United States during a certain era); and 2) a contemporary point of view.
- Partake in small-group and whole-class discussions that require participation through active listening and group-discussion.
- Study current events and their effect on U.S. society.

Extended Essay

About the Course

The Extended Essay is an independent, self-directed piece of research that culminates in a 4,000-word paper. Students engage in research through an in-depth study of a question that relates to one of the subjects they are studying and then produce an Extended Essay with support and guidance from faculty.

Following are examples of recent essay titles, which demonstrate the diverse range of topics.

- “An analysis of costume as a source for understanding the inner life of the character”
- “A study of malnourished children in Indonesia and the extent of their recovery after a period of supervised improved nutrition”
- “Doing versus being: language and reality in the Mimamsa school of Indian philosophy”
- “The effects of sugar-free chewing gum on the pH of saliva in the mouth after a meal”
- “To what extent has the fall in the exchange rate of the US dollar affected the tourist industry in Carmel, California?”
- “What level of data compression in music files is acceptable to the human ear?”

Theory of Knowledge

About the Course

In Theory of Knowledge (TOK), students reflect on the nature of knowledge and how we know what we claim to know. It is designed to encourage critical thinking by examining different ways of knowing (sense perception, emotion, language and reason) and different areas of knowledge, including mathematics, natural science, human science, history and ethics.

TOK is assessed through an oral presentation that looks at the student’s ability to apply TOK thinking to a real-life situation. Students must also write a 1,600-word essay, which takes a more conceptual starting point. Students choose one essay title from six issued by IB. Past questions include:

- “To what extent are areas of knowledge shaped by their past? Consider with reference to two areas of knowledge.”
- “There is no reason why we cannot link facts and theories across disciplines and create a common groundwork of explanation. To what extent do you agree with this statement?”
- “There is no such thing as a neutral question. Evaluate this statement with reference to two areas of knowledge.”
- “The task of history is the discovering of the constant and universal principles of human nature.’ To what extent are history and one other area of knowledge successful in this task?”

Creativity, Action, Service

About the Course

Creativity, Action, Service (CAS) requires students to actively learn from the experience of doing real tasks beyond the classroom. Students complete a project related to the concepts of creativity, action and service, combining two of the components, and complete activities related to each one of them separately. For example, to complete a “creativity” activity, a talented musician may learn a particularly difficult piece or a different style of playing. While CAS gives students the opportunity to develop activities of interest to them, all activities should always involve:

- Real, purposeful initiatives, with significant outcomes.
- Personal challenge.
- Thoughtful consideration, such as planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

English

About the Course

IB English is primarily a pre-college course in literature aimed at students who intend to pursue literature or related studies in college, and students whose formal study of literature will not continue beyond this level. The former normally follow the Higher Level program and the latter Standard Level. The College Prep route enables students to gain a firm understanding of literary concepts and how to apply them, and a secure command of language and formal essay-writing skills.

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of 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 literary works. The discussion of literature is itself an art that requires the clear expression of ideas orally and in writing.

IB English also incorporates the study of world literature, which is important to students because of its global perspective. It can play a strong role in promoting a “world spirit” through unique opportunities to grow appreciation of the ways cultures influence and shape the experiences of life common to all humanity. The World Literature 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.

Prior Learning

Higher Level Honors

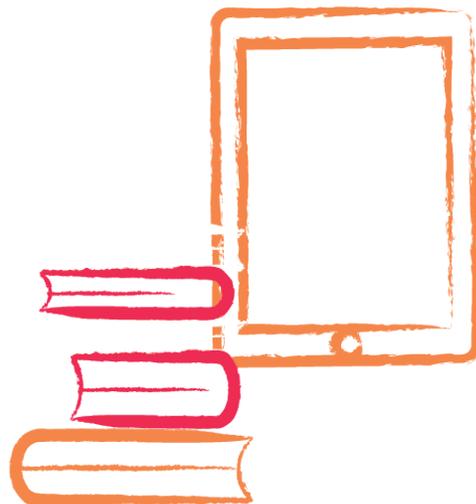
This course is recommended for students who achieved an A grade or higher in English on their Year 11 final report. Students are expected to demonstrate confidence in their approach to independent literary analysis of challenging texts. They should also be keen to expand their wider reading.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in English on their Year 11 final report. Students should be keen to expand their wider reading and study “classic” literary texts. It is also essential that students have a firm understanding of the components of literary analysis.

College Prep

This course is recommended for students with varied backgrounds and abilities in English. It is designed to build confidence in formal essay writing and literary analysis, encourage appreciation of English, and prepare students for college studies.



English (continued)

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.

Reading List

Prose

- F. Scott Fitzgerald, *The Great Gatsby*
- Truman Capote, *In Cold Blood*
- Angela Carter, *The Bloody Chamber*
- J. M. Coetzee, *Waiting for the Barbarians*
- Cormac McCarthy, *The Road*
- Free choice (Higher Level)

Short Stories

- William Faulkner, *A Rose for Emily*
- Kate Chopin, *Desiree's Baby*
- Lorna Moon, *Silk Both Sides*
- Janice Galloway, *Someone Had To*
- Margaret Atwood, *Pretend Blood*
- Doris Lessing, *The Old Chief Mshlanga*
- George Orwell, *Shooting an Elephant*

Drama

- William Shakespeare, *Macbeth* or *Othello*
- Henrik Ibsen, *A Doll's House*
- Federico Garcia Lorca, *Blood Wedding* (Higher Level)

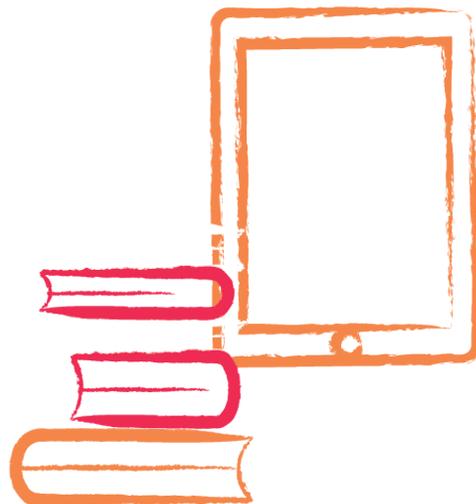
Graphic Novel

- Marjane Satrapi, *Persepolis*

Poetry

- T.S. Eliot, *The Love Song of J Alfred Prufrock*
- Robert Frost, *Stopping by Woods on a Snowy Evening*
- Christina Rossetti, *Goblin Market*
- Wilfred Owen, *Mental Cases*
- Gary Snider, *Axe Handles*
- Liz Lochhead, *Favourite Place*
- Liz Lochhead, *Photograph, Art Student, Female, Working Class*
- Amy Lowell, *Patterns*
- Edwin Muir, *The Horses*
- Robert Browning, *Porphyria's Lover*
- Maya Angelou, *Pretty Woman*
- Roald Dahl, *Television*
- Percy Bysshe Shelley, *Ozymandias*
- Ben Jonson, *On My First Son*
- Lawrence Ferlinghetti, *Two Scavengers in a Truck, Two Beautiful People in a Mercedes*
- Carol Ann Duffy, *The World's Wife* (collection of poems) (Higher Level)

These texts may change, depending on the teacher or year of study.



World Languages

About the Courses

Speaking a foreign language is a valuable skill, and the World Languages Department empowers students with skills 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.

Honors

Prior Learning

Higher Level and Standard Level are for students with background in the target language. Higher Level students should have four to five years of prior learning, while Standard Level requires two to five years.

About the Curriculum

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 inter-cultural 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.

Ab Initio Honors

Prior Learning

Students may have little or no prior knowledge of the target language.

About the Curriculum

In addition to language acquisition, developing an inter-cultural 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.

Assessment Objectives

- Demonstrate awareness and understanding of the inter-cultural 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.

College Prep

Prior Learning

Students may have little or no prior knowledge of the target language.

About the Curriculum

The College Prep course follows similar themes to those studied in Ab Initio Honors. Students are encouraged to develop the key skills of listening, speaking, reading and writing, and are assessed internally in these four skill areas. Students develop understanding of basic grammar and key vocabulary that enable them to converse during a visit to a target language country.

Assessment Objectives

- 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.

Prior Learning

There are no subject-specific requirements. However, success in Business Management requires solid skills in Mathematics and English, so the course is recommended for students who achieved a C grade or higher in Mathematics and English on their Year 11 final report.

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.
- **Higher & Standard Level:** Communicate business ideas and information effectively and accurately using appropriate formats and tools.
- **Higher & Standard Level:** 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.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved an A- grade or higher in Geography on their Year 11 final report.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in Geography on their Year 11 final report.

College Prep

This course is recommended for students who have interest in and enthusiasm for the study of Geography, but are not prepared for the rigors of Standard Level.

Assessment Objectives

All Geography students must demonstrate clear understanding of the following core themes.

- Geographic perspectives - global change
- Population distribution - changing population
- Global climate - vulnerability and resilience
- Global resource consumption and security

Higher and Standard Levels also require students to demonstrate understanding of two to three of the following themes.

- Freshwater - drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Higher Level also requires students to demonstrate understanding of the following themes.

- Geographic perspectives - global interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience



History

About the Course

Courses in the Individuals & Societies group explore the interactions between humans and the environment in context of time, space and place. IB History focuses on these interactions in the past, enabling students to make links between events and better understand the world in which we live. Students develop the skills of analysis, empathy, interpretation and debate, which are integral to further academic study and a number of vocational pathways. To understand the past, students must engage with it through exposure to primary historical sources and through the work of historians. Topics covered include the Cold War, Party States, International Relations 1918-1936 and Tsarist Russia.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved an A- grade or higher in History on their Year 11 final report.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in History on their Year 11 final report.

College Prep

This course is recommended for students who previously studied History; although previous study is not compulsory.

Assessment Objectives

All History students must demonstrate:

- Knowledge and understanding of events in the past.
- Understanding and evaluation of sources.
- The ability to analyze and interpret the significance of events.
- The ability to write historical essays and reference accordingly.
- Knowledge and understanding of “The Causes, Course and Effects of 20th Century Wars” and “The Rise, Rule and Fall of Single Party States in the 20th Century”.
- **Higher Level:** Understanding of studies in Europe and the Middle East, Tsarist Russia, Mussolini’s Italy and the Cold War.



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. 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 an incredibly useful subject for any student thinking of pursuing research at university or any student who wishes to understand themselves and the people around them in greater depth.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved an A- grade or higher in English, Math and Biology on their Year 11 final report.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in English, Math and Biology on their Year 11 final report.

College Prep

This course is recommended for students who have interest in and enthusiasm for the study of Psychology, but are not prepared for the rigors of Standard Level.

Assessment Objectives

All Psychology Students

Demonstrate clear understanding of the following core themes.

- Research and ethics
- Biological approach to understanding behavior
- Cognitive approach to understanding behavior
- Sociocultural approach to understanding behavior

Higher and Standard Level Honors

Demonstrate understanding of one (Standard Level) to two (Higher Level) of the following themes:

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Higher Level Honors

Demonstrate understanding of the following areas:

- The role of animal research in understanding human behavior
- Cognitive processing in a digital world
- The influence of globalization of individual attitudes, identities and behavior

Biology

About the Course

Have you wondered how life began on Earth? How you are an amalgamation of your parents' characteristics? How future technology could cure diseases? IB Biology answers many of these questions, providing an excellent foundation of knowledge and understanding. It has a focus on precision experiments, report writing, scientific practice and subject content.

The course aims to create not only a good understanding of but also an appreciation for the subject. With many creative laboratory experiments and integrated projects, it builds important key skills including creative and critical thinking, logical reasoning, presenting ideas to an audience, analyzing and interpreting data, and the ability to evaluate your own work.

Higher Level Honors

Prior Learning

Students should have extensive experience in Biology, have excelled in all assessments, and have achieved an A- grade or higher on their Year 11 final report.

Assessment Objectives

- Statistical analysis, including chi-squared tests, standard deviation & t-tests.
- Cell theory, the functions of organelles, membranes and cell division.
- Biochemistry, structures of biological molecules and some cell chemistry, including photosynthesis and respiration.
- Genetics, including molecular and theoretical genetics, genetic engineering, dihybrid crossing & polygenic inheritance.
- Ecology and classification, population dynamics, ecological surveillance, natural selection, evolution and speciation.
- Human health and physiology, including the immune system, transport, communication, digestion, gas exchange, circulation.
- Neurobiology and behavior.

Standard Level Honors

Prior Learning

Students should have good understanding of Biology and have achieved a grade C or higher on their Year 11 final report.

Assessment Objectives

- Cell theory, the functions of organelles, membranes and cell division.
- Biochemistry, structures of biological molecules and some cell chemistry.

- Genetics, including molecular and theoretical genetics, and genetic engineering.
- Ecology and classification, population dynamics, ecological surveillance, natural selection and evolution.
- Human health and physiology, including the immune system, transport, communication, digestion, gas exchange and circulation.
- Neurobiology.

College Prep

Prior Learning

Students may have limited background in Biology. Students should have some existing knowledge but may not have taken recent courses.

Assessment Objectives

- Cell theory, the functions of organelles, membranes and cell division.
- Biochemistry; some aspects of structures of biological molecules and some cell chemistry.
- Genetics, theoretical genetics and genetic engineering.
- Ecology and classification, ecological surveillance, natural selection and evolution.
- Human health and physiology, including the immune system, transport, communication, digestion, gas exchange and circulation.

Chemistry

About the Course

Chemistry is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. IB Chemistry is an experimental science that combines academic study with the acquisition of practical and investigation skills dealing with the real building blocks of life.

Aside from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine, veterinary science, dentistry, biological science and environmental science. It can open up a range of careers and higher education courses in optometry, physiotherapy, pharmaceutical sciences, forensic science, biomedical sciences, environmental health and food science.

Higher Level Honors

Prior Learning

Students should have extensive experience in Chemistry and achieved an A- grade or higher on their Year 11 final report.

Assessment Objectives

- Quantitative chemistry, Avogadro's constant, chemical equations and formulas.
- Atomic structures, mass spectrometry, electron arrangement and configuration.
- Periodicity, including basic properties and trends and first row d-block elements.
- Bonding, including ionic and covalent bonding, hybridization and delocalization.
- Energetics, including endo/exothermic reactions, enthalpy change, Hess's Law, Born-Haber cycles and spontaneity.
- Kinetics, acids and bases, and equilibrium.
- Oxidation and reduction including electrolysis.
- Organic chemistry, including nucleophilic reactions, elimination reactions and reaction pathways.
- Data processing.

Standard Level Honors

Prior Learning

Students should have good understanding of Chemistry and achieved a grade C or higher on their Year 11 final report.

Assessment Objectives

- Quantitative chemistry, Avogadro's constant, chemical equations and formulas.
- Atomic structures, mass spectrometry, electron arrangement and configuration.

- Periodicity, including basic properties and trends.
- Bonding, including ionic and covalent bonding.
- Energetics, including endo/exothermic reactions, enthalpy change and Hess's Law.
- Kinetics, acids and bases and equilibrium.
- Oxidation and reduction.
- Organic chemistry.
- Data processing.

College Prep

Prior Learning

Students may have limited background in Chemistry, some existing knowledge, but may not have taken recent courses.

Assessment Objectives

- Quantitative chemistry, Avogadro's constant, chemical equations and formulas.
- Atomic structures and electron arrangement.
- Periodicity.
- Bonding, including ionic and covalent bonding.
- Energetics, including endo/exothermic reactions.
- Kinetics, acids and bases and equilibrium.
- Oxidation and reduction.
- Organic chemistry.

Physics

About the Course

What does Albert Einstein have in common with Angela Merkel, Chancellor of Germany and Brian May, lead guitarist of Queen? The answer is that they all have physics-related degrees! Physics degrees are among the most prized degrees in the world.

IB 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 learn about mechanics, electricity and magnetism, astrophysics, relativity, the principles of engineering and the commerce of material science. It will equip you with key skills prized by many around the world. Thinking of studying a different subject at college? Physics offers insights into politics, history and culture, and many universities and employers actively seek out high-level physics students.

Higher Level Honors

Prior Learning

Students must have extensive experience in Physics and Mathematics, have excelled in all associated assessments, and have achieved an A- grade or higher on their Year 11 final report.

Assessment Objectives

- Demonstrate knowledge of mechanics forces, electronics, climate science, nuclear and atomic physics, astrophysics and particle physics.
- Demonstrate knowledge of projectiles, force fields, electromagnetic induction, relativity and medical physics.
- Enhance and compliment mathematical skills in algebra, calculus and statistics.
- Develop theory knowledge, exploring ideas behind physics, such as theories, laws, and paradigm shifts; and the economical, philosophical, political and cultural development of science.
- Develop personal and group skills in the interdisciplinary Group 4 project.

Standard Level Honors

Prior Learning

Students should have good understanding of Physics and achieved a grade C or higher on their Year 11 final report.

Assessment Objectives

- Demonstrate knowledge of mechanics forces, electronics, climate science, nuclear and atomic physics, astrophysics and particle physics.
- Utilize understanding of ideas in mathematics, such as Algebra.
- Develop theory knowledge,

exploring ideas behind physics, such as theories, laws, and paradigm shifts; and the economical, philosophical, political and cultural development of science.

- Develop key skills such as debate and scientific writing.
- Develop personal and group skills in the interdisciplinary Group 4 project.

College Prep

Prior Learning

This course is recommended for students who have a limited background in Physics. Students should have some existing knowledge but may not have taken recent physics courses.

Assessment Objectives

- Demonstrate knowledge of mechanics forces, electronics, climate science, nuclear and atomic physics, astrophysics and particle physics.
- Utilize understanding of ideas in mathematics, such as Algebra.
- Develop key skills such as debate and scientific writing.

Mathematics

About the Course

The nature of Mathematics can be summarized in a number of ways; it 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 in which we live. Some people enjoy the challenges offered by the logical methods of Mathematics and the adventure in reason that mathematical proof has to offer.

Higher Level Honors

Prior Learning

Students must possess detailed knowledge of mathematical concepts and the skills needed to correctly apply complex techniques. Students must have achieved a grade of A* in Mathematics on their Year 11 (Grade 10) final report.

Assessment Objectives

Demonstrate knowledge of:

- Arithmetic and geometric sequences and series
- Exponents and logarithms
- Binomial theorem
- Complex numbers
- De Moivre's theorem
- Functions and transformations
- Quadratic equations
- Circular functions
- Trigonometric equations and identities

- Vectors
- Normal distributions
- Probability
- Mean, variance and standard deviation
- Differential and integral calculus
- **In addition:** statistics and probability; OR sets, relations and groups; OR further calculus; OR discrete mathematics

Standard Level Honors

Prior Learning

Students must possess detailed knowledge of mathematical concepts and the skills needed to correctly apply complex techniques. Students must have achieved a grade of A in Mathematics on their Year 11 (Grade 10) final report.

Assessment Objectives

Demonstrate knowledge of:

- Arithmetic and geometric sequences and series
- Exponents and logarithms
- Binomial theorem
- Functions and transformations
- Quadratic equations
- Circular functions
- Trigonometric equations and identities
- Normal distributions
- Probability
- Mean, variance and standard deviation
- Differential and integral calculus

Math Studies

Standard Level Honors

Prior Learning

Students must possess knowledge of mathematical concepts and the skills needed to correctly apply simple mathematical techniques. Students must have achieved a C grade or higher in IGCSE Mathematics or an A grade in College Prep Mathematics on their Year 11 final report.

Assessment Objectives

Demonstrate knowledge of:

- Number and algebra
- Arithmetic and geometric sequences and series
- Financial applications
- Interpreting statistics
- Mean, variance and standard deviation
- Logic sets and probability
- Normal distributions
- Bivariate data
- Chi-squared tests
- Trigonometry
- Functions and equations
- Introductory differential calculus

College Prep

Prior Learning

This course caters to students with varied backgrounds and abilities in Mathematics. It is designed to build confidence and prepare students for college studies. Students taking this course are assumed to have studied Mathematics in the past, but there are no prior learning requirements.

Assessment Objectives

Demonstrate knowledge of:

- Number and algebra
- Arithmetic and geometric sequences and series
- Financial applications
- Interpreting statistics
- Averages
- Probability
- Triangular trigonometry
- Functions and equations
- Introductory differential calculus

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. Computer Science has links with related subjects, notably Information Technology in a Global Society (ITGS), but it should be noted there are clear differences between the subjects.

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: developing algorithms

and expressing them clearly, and 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.

Prior Learning

Higher Level Honors

Students must have achieved an A grade or higher in Mathematics and IGCSE Computer Science on their Year 11 final report. They should also have an overall interest in computer programming.

Standard Level Honors

Students must have achieved a B grade or higher in Mathematics and IGCSE Computer Science on their Year 11 final report. They should also have an overall interest in computer programming.

College Prep

Students must have achieved a C grade or higher in Mathematics and IGCSE Computer Science on their Year 11 final report.

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.
- Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem solving in developing a specified

Design Technology

About the Course

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.

Prior Learning

Higher Level Honors

Students must have good prior knowledge of design and materials. Suitable preparation at this level should include the successful study of a course such as IGCSE Design Technology, Mathematics and Physics to an A grade or higher at Honors Level.

Standard Level Honors

It is recommended that students have previously completed a Design Technology or Product Design course to a minimum of a C grade.

College Prep

Students are not required to have any prior knowledge of design or materials, although some scientific background is recommended. They should possess a basic understanding of Mathematics and Science to a B grade or higher at College Prep Level.

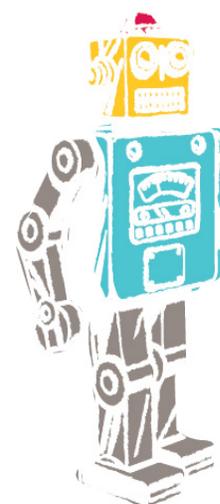
Assessment Objectives

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



Film

About the Course

Film is both an art form and powerful medium for communication. IB Film aims to develop students' skills so they become adept at interpreting and making film texts. Emphasizing the importance of working individually and collaboratively, the course enables students to develop the professional and technical skills (including organization) needed to creatively express themselves in film. A challenge for students following this course is to become aware of their own perspectives and biases, and to learn to respect those of others.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved a B grade or higher in Media Studies on their Year 11 final report.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in Media Studies on their Year 11 final report.

College Prep

This course is recommended for students who achieved a B grade or higher in Media Studies on their Year 11 final report.

Assessment Objectives

- Understand the variety of ways in which film creates meaning.
- Understand and effectively use appropriate film language.
- Show originality and creativity in developing an idea through the various stages of film-making, from conception to finished production.
- Demonstrate technical skills and appropriate use of available technology.
- Draw together knowledge, skills, research and experience, and apply analytically to evaluate film texts.
- Understand the historical, theoretical, sociocultural, economic and institutional contexts of film in more than one country.
- Research, plan and organize working processes.
- Reflect upon and evaluate film production processes and completed film texts.

Information Technology in a Global Society

About the Course

IB ITGS is a Group 3 Individuals & Societies course, but we offer it in Group 6 to give students more course options.

ITGS is the study and evaluation of the effects of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for students to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical factors common to other subjects in Group 3. ITGS offers an opportunity for students to systematically study these considerations, whose range is such that they fall outside the scope of any other discipline.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved a B grade or higher in Mathematics, English and Science on the Year 11 final report.

Standard Level Honors

This course is recommended for students who achieved a C grade or higher in Mathematics and a B grade or higher in English on the Year 11 final report.

College Prep

This course is recommended for students who achieved a C grade or higher in Mathematics, English and Science on the Year 11 final report.

Assessment Objectives

ITGS students must demonstrate knowledge of:

- Specified content
- Use of ITGS skills
- **Honors:** Application and analysis
- **Honors:** Synthesis and evaluation



Music

About the Course

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. Music and all of its associations may vary considerably from one musical culture to another, yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds.

Prior Learning

Higher Level Honors

Students must have achieved an A grade in Music on their Year 11 report, or achieved a Grade 6 or higher on the ABRSM Instrumental and Theory tests.

Standard Level Honors

Students must have at least two years of experience with an instrument or instrumental teacher, or have followed the ABRSM course in Year 10 & 11.

College Prep

Students must have achieved a C grade or higher in Year 11 Music. It is advisable that students pursuing this course are also passionate about music and play an instrument, sing or compose music.

Assessment Objectives

All Music Students

- Demonstrate knowledge, understanding and perception of music in relation to time, place and cultures.
- Use appropriate terminology to describe and reflect critical understanding.
- Perform comparative analysis in relation to time, place and cultures.
- Showcase creative skills through exploration, control and development of musical elements.

Higher Level Honors

- Create a portfolio of compositional work inspired by the different areas studied.
- Perform a recital based on solo instrumental music.
- Perform comparative analysis in relation to time, place and cultures, in response to pieces not previously studied.

Standard Level Honors

- Create a portfolio of compositional work inspired by the different areas studied OR perform a recital based on instrumental music, consisting of solo and ensemble pieces.
- Perform comparative analysis in relation to time, place and cultures.

College Prep

- Compose a piece inspired by the different areas studied OR perform two contrasting pieces.

Sports, Exercise & Health Science (SEHS)

About the Course

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

Attaining excellence in sports is the result of innate ability or skill, the dedicated pursuit of a program of physical and mental training, and appropriate nutrition. The design of training programs should not be left to chance; rather, it should be approached thoughtfully, analytically and with careful consideration of the physiological, biomechanical and psychological demands of activity.

This is the role of the Sports and Exercise Scientist, who, regardless of the athletic event, should be equipped with the necessary knowledge to competently perform this task. In a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the Sports and Exercise Scientist should be equally proficient in prescribing exercise for the promotion of health and wellbeing.

Scientific inquiry, conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sports and exercise. IB SEHS involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which students explore in the context of sports, exercise and health.

Students cover a range of core and optional topics, and carry out practical (experimental) investigations in laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course addresses issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Prior Learning

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in Honors Physical Education and a C grade or higher in Honors Science courses on their Year 11 final report.

College Prep

It is recommended that students have previously studied Physical Education or Biology at Honors or College Prep Level.

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 nature of Visual Arts is central to developing capable, inquiring, and knowledgeable young people, and encourages students to explore their ideas within international contexts. Supporting the principles of the IB mission statement (to foster students' appreciation of diverse world cultures and traditions), IB Visual Arts fuels respect for cultural and aesthetic differences, and promotes creative thinking and problem-solving. Students engage in practical exploration, artistic production and independent contextual, visual and critical investigation. The course prepares students to study arts in higher education and also welcomes students who seek life enrichment through arts.

Prior Learning

Higher Level Honors

This course is recommended for students who achieved an A grade or higher in Art and B grade or higher in English on their Year 11 final report. Students should demonstrate passion for Visual Arts and the ability to independently produce work that meets assessment objectives.

Standard Level Honors

This course is recommended for students who achieved a B grade or higher in Art and B grade or higher in English on their Year 11 final report. Students should demonstrate the ability to analytically interpret artwork.

College Prep

No previous study is required, but students should have genuine interest in Visual Arts. To be considered for this course, students must submit a portfolio of work that meets the school's requirements. They must also finish a related project over the summer break preceding entry to the course.

Assessment Objectives

Comparative Study

- 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 art-making practice.

Process Portfolio

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

Exhibition

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

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 son/daughter's progress.

IB Assessment

The IBDP culminates in written examinations marked by external IB examiners. Students also complete assessment tasks in school, which are initially marked by teachers and then moderated by external examiners, or sent directly to external examiners. IB subjects are assessed using a points system from 1 to 7. The IB Diploma is awarded to students who achieve at least 24 points (subject to minimum levels of performance across the whole program) and satisfactorily complete the Extended Essay and Creativity, Action and Service requirements. The highest total an IBDP student can achieve is 45 points.

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.



Assessment (continued)

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 the consultation dates.

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.



September - December



January - June

Guidance

Form Groups

Every student is part of a Form Group led by a teacher (Form Tutor) that meets daily for meetings, notices and Personal, Social and 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.

- **Health:** physical, mental and emotional wellbeing; drug, alcohol and tobacco education
- **Career Choices:** enterprise, business and finance
- **Managing Risk:** financial and career choices; personal safety; Internet safety and violent incidents
- **Loss:** bereavement, separation and divorce
- **Relationships:** developing and maintaining positive relationships; dealing bullying and sexual violence
- **Personal Finance:** savings, debt and budgeting
- **Change:** managing transition, adversity and developing resilience
- **Service Learning:** volunteering and civic responsibility

Advisors

Advisor groups are comprised of six to eight students from across the high school. Each group is assigned a faculty Advisor and meets once per quarter. Advisors are students' first point of contact for mentoring and academic guidance. When possible, Advisors remain the same throughout students' high school careers.

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.

Questions?

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