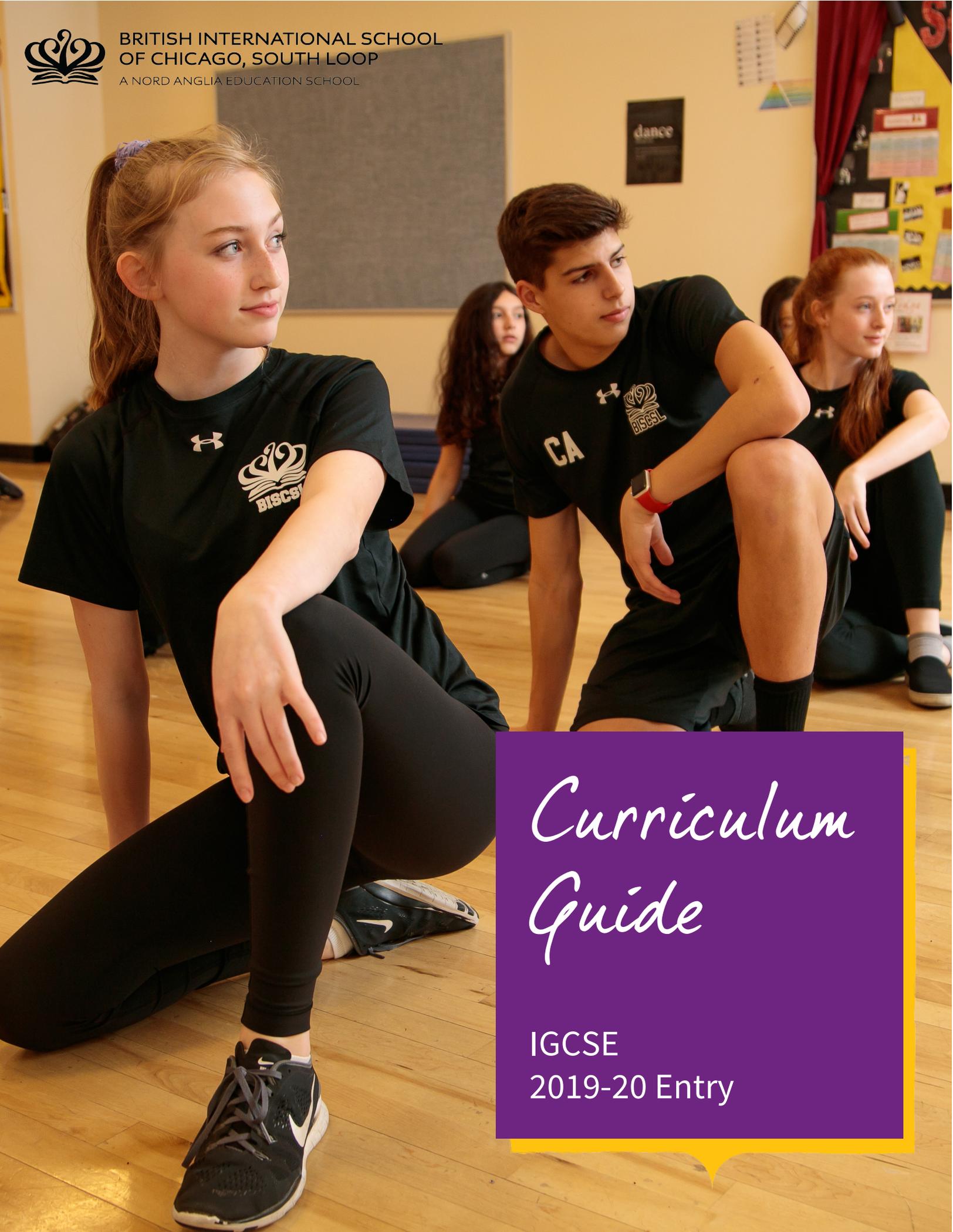




BRITISH INTERNATIONAL SCHOOL
OF CHICAGO, SOUTH LOOP
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Guide

IGCSE
2019-20 Entry

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 Year 10 and 11 aims to support academic, social, and personal growth through robust lessons in and out of the classroom.

In the classroom, students pursue the International General Certificates of Secondary Education (IGCSE), the world's most popular international qualification for 14- to 16-year olds. The IGCSE encourages students to engage with a variety of subjects and make connections among them. Upon completion of this two-year program, students have developed skills in creative thinking, inquiry and problem-solving. Teachers continue applying a personalized approach to instruction, ensuring every student feels confident to step outside their comfort zone and achieve beyond what they may have thought possible.

Learning outside 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 they will face in higher education and beyond.

In Year 10, students meet for the first time with the College Counselor to discuss course selections and extracurricular and career interests. As students move on to Year 11, the College Counselor plays 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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Understanding the Curriculum

Course Routes

In Year 10 & 11, students follow one of three course routes. At the start of Year 10, students begin on the Honors or College Prep route in each subject, depending on prior learning and attainment.

Double Honors

Students study 10 courses at the Honors Level, plus Physical Education & Kinetic Wellness and U.S. History. This route prepares students to pursue the International Baccalaureate (IB) Diploma in Year 12 & 13.

Single Honors

Students study 10 courses at the Honors or College Prep Level, plus Physical Education & Kinetic Wellness and U.S. History. Students pursue IB Certificates in Year 12 & 13.

College Prep

Students study 10 courses at College Prep Level, plus Physical Education & Kinetic Wellness and U.S. History, and pursue the BISC High School Diploma in Year 12 & 13.

Course Options

In addition to compulsory courses, students select one course in each of four electives. At least one course must be a Social Studies subject. Students may change options the first week of Autumn Term. After this, students pursue their options through Year 11. The options you select determine the curriculum route followed in Years 12 & 13 (International Baccalaureate Program).

The two-year IGCSE program culminates with comprehensive exams. Honors exams are assessed by boards in England, and students' attainment may earn IGCSE Certificates for individual subjects. College Prep exams are marked internally.



Compulsory

Biology
Chemistry
English
Mathematics
Physical Education & Kinetic Wellness
Physics
U.S. History

World Languages

French
Mandarin
Spanish

Elective A

Business Studies*
Psychology*

Elective B

Business Studies*
Engineering & Design
Music

Elective C

Dance**
Computer Science
History*
Physical Education

Elective D

Geography*
Media Studies**
Physical Education
Spanish (as an additional language)
Visual Arts

*Social Studies Subject

**This course is not currently offered at IGCSE; however, it is taught at a comparable level and still considered an Honors course.

Biology, Chemistry & Physics

About the Courses

The study of Science is a cornerstone of a modern education and a gateway subject to solving many challenges that humanity may 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 take three Science courses
- Biology, Chemistry and Physics
- with specialist teachers.

They gain knowledge through practical experiment techniques, scientific writing, and research collaboration. The course routes provide an extensive foundation for future learning and application within a scientific field and are the perfect bridging courses to IB Sciences.

The Honors route follows the IGCSE course for Triple Science, resulting in three external internationally recognized IGCSE qualifications in Biology, Chemistry and Physics. There is the capacity for students to complete a College Prep route in each of the three Science courses. These are assessed through internal exams. A combination of IGCSE and College Prep Science courses is also possible.

Honors

Recommended Prior Learning

Honors Science courses accommodate students with great knowledge of fundamental scientific concepts. An excellent foundation in Science is expected. Students must have achieved an average of “Meeting” or “Exceeding” in Science on their final Year 9 report.

Assessment Objectives

Students must demonstrate knowledge of the following topics.

IGCSE Biology:

- Nature and variety of living organisms
- Structure and function of living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources
- Experimental and investigative skills

IGCSE Chemistry:

- Atomic structure
- Chemical bonding & properties
- Periodicity & trends
- Reactivity and metal extraction
- Stoichiometry
- Energetics, rates and equilibria
- Organic chemistry
- Chemistry in industry
- Electrolysis
- Acids, ions and chemical tests
- Experimental and investigative skills

IGCSE Physics:

- Forces and motions
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics
- Experimental and investigative skills

College Prep

Recommended Prior Learning

College Prep (CP) Science courses accommodate students with a more superficial background in Science. These courses cover key scientific concepts required to advance to college-level education. No previous study is required.

Assessment Objectives

Students must demonstrate knowledge of the following topics.

CP Biology:

- Nature and variety of living organisms
- Structure and function of living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources
- Experimental and investigative skills

CP Chemistry:

- Atomic structure
- Chemical bonding
- The Periodic Table
- Metal reactions
- Key chemical calculations
- Products from oil
- Following chemical reactions
- Acids, ions and chemical tests
- Experimental and investigative skills

CP Physics:

- Forces and motions
- Electricity
- Waves
- Energy resources and transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics
- Experimental and investigative skills



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 employees and colleagues, as well as colleges and institutions. English is more than a set of rules to be followed but a way of exploring culture, places and people.

Recommended Prior Learning

Students should possess confident knowledge of English language skills and writers' techniques in fiction and non-fiction texts. Students should already possess knowledge of literary devices and concepts, and be equipped with the skills needed to analyze characters and themes as well as the historical contexts of poetry and prose.

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
- The Scarlet Letter, Nathaniel Hawthorne

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
- Macbeth, William Shakespeare
- 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

PE & Kinetic Wellness

About the Course

Students will undertake two lessons a week, one lesson for Kinetic Wellness and Health and the other Team Block. The following information about the courses is outlined below:

Core Elective 1: Kinetic Wellness

Kinetic Wellness is an integration of physical, mental and social wellness. Students will elect from the following electives:

resistance training; interval training; training to optimize sports performance; boxercise; spinning; kettle bells; performance rowing; strength and conditioning; HIT training; athletics; plyometrics; power yoga; core and more; and meditation.

The foundation of Kinetic Wellness 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



PE. & Kinetic Wellness Mathematics (continued)

Core Elective 2: Team Block

This year-long course is perfect for the student who wishes to engage in competitive team activities and games. Skills, strategies, rules and sportsmanship are taught within each unit.

The foundation of team block courses are included in the following essential understandings:

- Develop an appreciation of the use of sports as a driver to develop health and fitness
- Develop teamwork and leadership
- Develop problem solving skills
- Develop self-discovery and personal challenge

Activities offered in the first semester include: invasion sports (basketball, soccer, flag football, and floor hockey), net activities (volleyball and nitro ball) and team building.

Activities offered during the second semester include: racket sports (badminton, pickle ball, short tennis), alternative sports (ultimate Frisbee, softball, spike ball).

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 Math Recommended Prior Learning

This course caters to students who demonstrate exceptional mathematical ability.

Assessment Objectives

Year 10 students complete the topics in the Single Honors course. Year 11 students have the opportunity to study the AP Math course or an enriched curriculum in preparation for the IB.

Single Honors Recommended Prior Learning

Students should possess knowledge of mathematical concepts and be equipped with 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

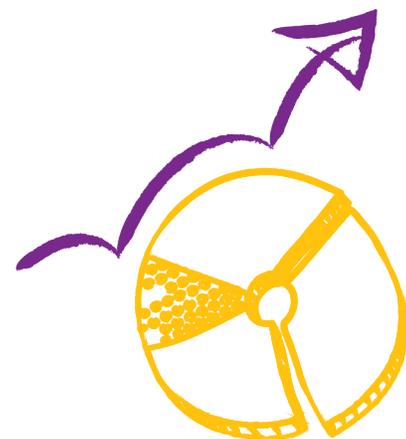
College Prep Recommended Prior Learning

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



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 written assignment.

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



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, 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

Recommended Prior Learning

Students must have achieved a B grade or higher in their target language on their Year 9 final report to manage the expectations of this 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

Recommended Prior Learning

No previous study is required.

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 Notes

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.

If you are currently studying two languages, one of which must be Spanish, select Spanish for Block 4 and the second language as your World Languages option.



Business Studies

About the Course

IGCSE Business Studies provides students deep understanding of the business world and useful skills to carry them throughout their lives. These skills include the ability to understand different forms of business organizations, the environments in which businesses operate, as well as business functions like marketing, operations and finance. Students also learn how to calculate and interpret business data, develop persuasive arguments and negotiate, and the skills necessary to analyze business situations and reach decisions. Students develop these skills through study of several topics, including HR management, legal issues, finance and accounting, production and globalization.

Honors

Recommended Prior Learning

Students must have achieved an average of “Meeting” or higher in Mathematics and English on their Year 9 final report.

Assessment Objectives

- Make effective use of relevant terminology, concepts and methods to recognize strengths and limitations of ideas
- Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts
- Distinguish between facts and opinions, and evaluate data to craft arguments and make informed judgments
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise
- Develop knowledge and understanding of the major groups and organizations within and outside businesses, and consider ways in which they are able to influence objectives, decisions and activities
- Develop knowledge and understanding of how the main types of businesses and commercial institutions are organized, financed and operated, and how their relations with other organizations, consumers, employees, owners and society are regulated
- Develop skills of numeracy, literacy, inquiry, selection and employment of relevant sources of information, presentation and interpretation
- Develop awareness of the nature and significance of innovation within the context of business activities

College Prep

Recommended Prior Learning

No previous study is required.

Assessment Objectives

- Make effective use of relevant terminology and concepts
- Apply knowledge to current issues and problems in appropriate contexts
- Distinguish facts and opinions to make informed judgments
- Appreciate various perspectives about the environment, individuals, society, government, and enterprise
- Develop knowledge of the major groups and organizations within and outside businesses
- Develop knowledge and understanding of how the main types of businesses and commercial institutions are organized, financed and operated, and how their relations with other organizations, consumers, employees, owners and society are regulated
- Develop skills of numeracy, literacy, inquiry, selection, employment of relevant sources of information, presentation, and interpretation



Engineering & Design Computer Science

About the Course

IGCSE Engineering & Design (formerly Design Technology) teaches students the skills and background knowledge required to become engineers, designers and architects. It develops the critical thinking and analytical skills required of anyone moving into the creative sector. Engineering & Design students are curious, imaginative and ambitious, with passion for learning why and understanding how the world around them functions. The course focuses on teaching the wide range of skills expected of students wishing to progress to a college-level entry course. There is emphasis on the design process, and students are expected to complete an individual design project during the second year of the course.

Honors

Recommended Prior Learning

Students must have achieved an average of “Meeting” or higher in Design Technology, Mathematics and Science on their Year 9 final report. Students should also have a keen interest in design.

College Prep

Recommended Prior Learning

Students should have a keen interest in design. They must also have achieved the following on their Year 9 final report:

- Average of “Meeting” or higher in Design Technology
- Average of “Developing” or higher in Mathematics
- Average of “Developing” or higher in Science

Assessment Objectives

Students must demonstrate knowledge of the following topics:

- Principles of Design
- Graphics
- CAD/CAM
- Mechanisms
- Material Properties & Manufacturing
- Tools and Equipment

About the Course

IGCSE Computer Science is delivered in two sections: Theory of Computer Science and Practical Problem-Solving & Programming. By studying both, students develop understanding of the main principles of problem-solving with computers, as well as the theory knowledge to go with it. Students can apply their understanding to develop computer-based solutions to problems using algorithms and to learn a high-level programming language such as Python. Students also develop a range of technical skills and the ability to effectively test and evaluate computing solutions. Studying IGCSE Computer Science helps students appreciate current and emerging computing technologies and the benefits of their use, and helps them recognize potential risks.

Honors

Recommended Prior Learning

To be successful in this course, students must have achieved an average of “Meeting” or higher in ICT and Mathematics on their Year 9 final report. Students should also have interest in computer programming.

College Prep

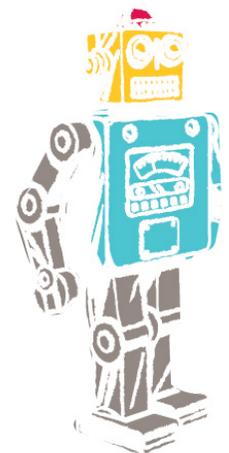
Recommended Prior Learning

To be successful in this course, students must have achieved an average of “Developing” or higher in ICT and Mathematics on their Year 9 final report. Students should also have interest in computer programming.

Assessment Objectives

Students are assessed on their understanding of the following topics:

- Data representation: binary systems; hexadecimal and data storage
- Communication and Internet technologies: data transmission; security aspects; Internet principles of operation
- Hardware and software: logic gates; computer architecture and the fetch execute cycle; input and output devices; memory and storage devices and media; operating systems; high-level and low-level languages and their translators
- Security
- Ethics
- Algorithm design and problem solving: problem solving and design; pseudocode and flowcharts
- Programming: programming concepts; data structures and arrays
- Databases



Music

About the Course

IGCSE 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. Although the majority of the syllabus examines Western European music, music of other cultures is always represented.

Honors

Recommended Prior Learning

Students should be able to: read staff notation (bass and treble clef and perform to a good standard on an instrument or voice; aim for a level 5/6 ABRSM standard by the end of the course; and regularly participate in one school extracurricular ensemble.

College Prep

Recommended Prior Learning

Be able to read basic music (treble clef, middle C one octave) and demonstrate commitment to pieces performed for an audience.

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 of Western music
- 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

About the Course

Dance students develop technical and expressive skills as well as knowledge and understanding of movement through performance, choreography, and critical appreciation. This subject is not currently offered at IGCSE; however, it is taught at a comparable level and still considered an Honors course.

Recommended Prior Learning

No previous study is required for Honors or College Prep.

Assessment Objectives

- Demonstrate increased confidence and self-esteem.
- Employ the skills of problem-solving and creativity
- Make knowledgeable decisions about dances
- Learn to choreograph, perform and appreciate dance as an art form
- Inform development as creative and artistic individuals, and broaden aesthetic, social and cultural experience through a holistic engagement with dance



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.

Honors

Recommended Prior Learning

Students must have achieved an average of “Meeting” or higher in Geography on their Year 9 final report.

College Prep

Recommended Prior Learning

This course caters to students who require additional support with their Geography studies. No previous study is required.

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.

Honors

Recommended Prior Learning

Students must have achieved an average of “Meeting” or higher in History on their Year 9 final report.

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

College Prep

Recommended Prior Learning

No previous study is required.

Assessment Objectives

- Demonstrate sound knowledge of events in the past
- Understand and analyze sources
- Write appropriate historical responses with scaffolding and support
- Describe and explain events in the past, showing knowledge of cause and effect/change and continuity

Film and Media Studies

About the Course

In our media-saturated world, the growth and evolution of media often outstrip our ability to understand and reflect upon it. In Media Studies, students acquire the specialist language necessary to formally analyze and discuss print and electronic publishing, film and television, radio, web-based technologies, and new media. They learn how institutions produce these media, ways they represent people and places, and methods institutions use to interact with intended audiences. Students also learn how to plan, produce, and evaluate their own media, and research and reflect upon the ideas of key media theorists. This subject is not currently offered at IGCSE; however, it is taught at a comparable level and still considered an Honors course.

Honors

Recommended Prior Learning

It is very likely that students will not have learned about the media as a discrete subject prior to Year 10. However, to be successful in this course, students must demonstrate a record of skill and ability to perform articulate textual analysis in English. Students must have achieved a B grade or higher in that subject.

College Prep

Recommended Prior Learning

No previous study is required.

Assessment Objectives

- Develop appreciation and critical understanding of the media and its role in daily life
- Develop practical skills through opportunities for personal engagement and creativity
- Understand how to use key media concepts to analyze media texts and their various contexts
- **Honors:** Understand ideas of a range of media and narrative theorists, including Propp, Todorov and Freytag

Psychology

About the Course

IGCSE Psychology introduces students to specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological inquiry. This course serves as good taster experience when considering 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, criminal psychology and sleep and dreaming.

Honors

Recommended Prior Learning

Students should have achieved a B grade or higher in Math and Science on their Year 9 final report.

College Prep

Recommended Prior Learning

This course caters to students who require additional support with Psychology studies.

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

Physical Education

About the Course

IGCSE Physical Education provides students with an opportunity to study both the practical and theoretical aspects of Physical Education. It's designed to encourage enjoyment of physical activity through a range of activities and help develop understanding of safe and effective physical performance.

Recommended Prior Learning

No previous study is required for Honors or College Prep. Students demonstrate deep participation in sports in and out of school as well as interest in human anatomy and physiology, psychology and history.

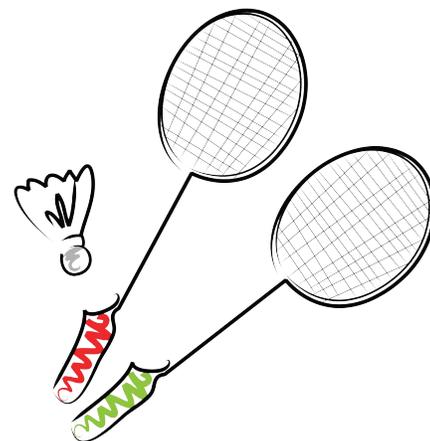
Assessment Objectives

- Develop detailed knowledge of human anatomy and physiology, and the effects on performance
- Understand factors that affect participation and performance in physical activity

Coursework assesses candidates' physical performance. This component is worth 50% of the total marks for the qualification. It focuses on Assessment Objective 3: Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities. Candidates are assessed and internally standardized by the Centre. Centre marks are externally moderated.

The coursework component requires candidates to offer four physical activities from at least two of seven categories. Each activity is marked out of 25 marks. The physical activities are:

- Game activities: Association football, badminton, baseball, rounders, softball, basketball, golf, hockey, table tennis, tennis, volleyball
- Gymnastic activities: artistic, rhythmic, individual figure skating
- Dance: contemporary dance
- Athletic activities: cross-country, cycling, rowing, weight training, track and field
- Outdoor adventurous activities: skiing, snowboarding
- Swimming: swimming, personal survival, life saving
- Combat activities: judo, Taekwondo



Visual Arts

About the Course

The nature of IGCSE Visual Arts centers on students' passion for and interest in the subject. We nurture and develop each student's skills by stimulating imagination, sensitivity, conceptual thinking, powers of observation from primary resources, and analytical ability. Students gain confidence and enthusiasm as they develop technical skills in form and composition. They identify and solve problems in visual and tactile forms. We paint and draw with purpose, and also learn how to develop ideas from initial attempts to final solutions. Throughout the course, students take part in workshops and visit museums and galleries to deepen their knowledge and understanding of art history, practice and culture.

Through this course students will have the opportunity to study and explore two endorsements: Art & Design - Textiles and Art & Design - Fine Art.

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibers, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail.

Knowledge, understanding and skills in Textile Design

There are many skills, techniques, materials, processes and concepts essential to all areas of study in Textile Design. In addition to any specialist requirements listed under the chosen area(s) of study, students should develop a practical knowledge and understanding of:

- Characteristics of materials such as natural and synthetic, functionality, recyclability and sustainability
- Properties of color, texture and light
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications

Fine Art can be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply observation and records of people, places and things in new and unique ways. Fine art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making.

Knowledge, understanding and skills in Fine Art

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Fine Art. In addition to any specialist requirements listed under the chosen area(s) of study, students should develop a practical knowledge and understanding of:

- Characteristics of media and materials such as wet and dry, malleable, resistant and digital
- Properties of color and light such as hue, tint, saturation and tone
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications



Visual Arts

Honors

Recommended Prior Learning

Students must have achieved an average of “Meeting” or higher in Art on their Year 9 final report. It is also recommended that students achieved an average of “Meeting” or higher in English, due to the annotation and analytical requirements of the course. Also required is experience with acrylic, oil and watercolor painting, a strong analytical interpretation of Art, passion, and the ability to independently meet assessment objectives.

Assessment Objectives

- Gather and record knowledge, and conduct research and investigations
- Work from a range of primary resources
- Demonstrate communication and expression in sketchbook
- Explore and develop ideas using found and recycled materials, textile and structural works, and many painting techniques
- Organize high-quality visual forms and written contextual works
- Demonstrate selection and control of materials, and understanding of media and processes
- Demonstrate ability to take ownership of works and meet deadlines
- Demonstrate clear personal vision and ensure high-quality presentation of work
- Produce personal responses that are original and creative

College Prep

Recommended Prior Learning

No previous study is required.

Assessment Objectives

- Gather and record knowledge, and conduct research and investigations
- Work from a range of primary resources
- Develop a basic explanation of work and inspiration behind each piece
- Explore and develop ideas, consistently learning and developing new skills each term
- Develop understanding of the organization and relationships among a range of visual art works
- Demonstrate selection and control of materials, and understanding of media and processes
- Understand teacher-led interpretations and directions
- Demonstrate clear personal vision and presentation of work with teacher guidance



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

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

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