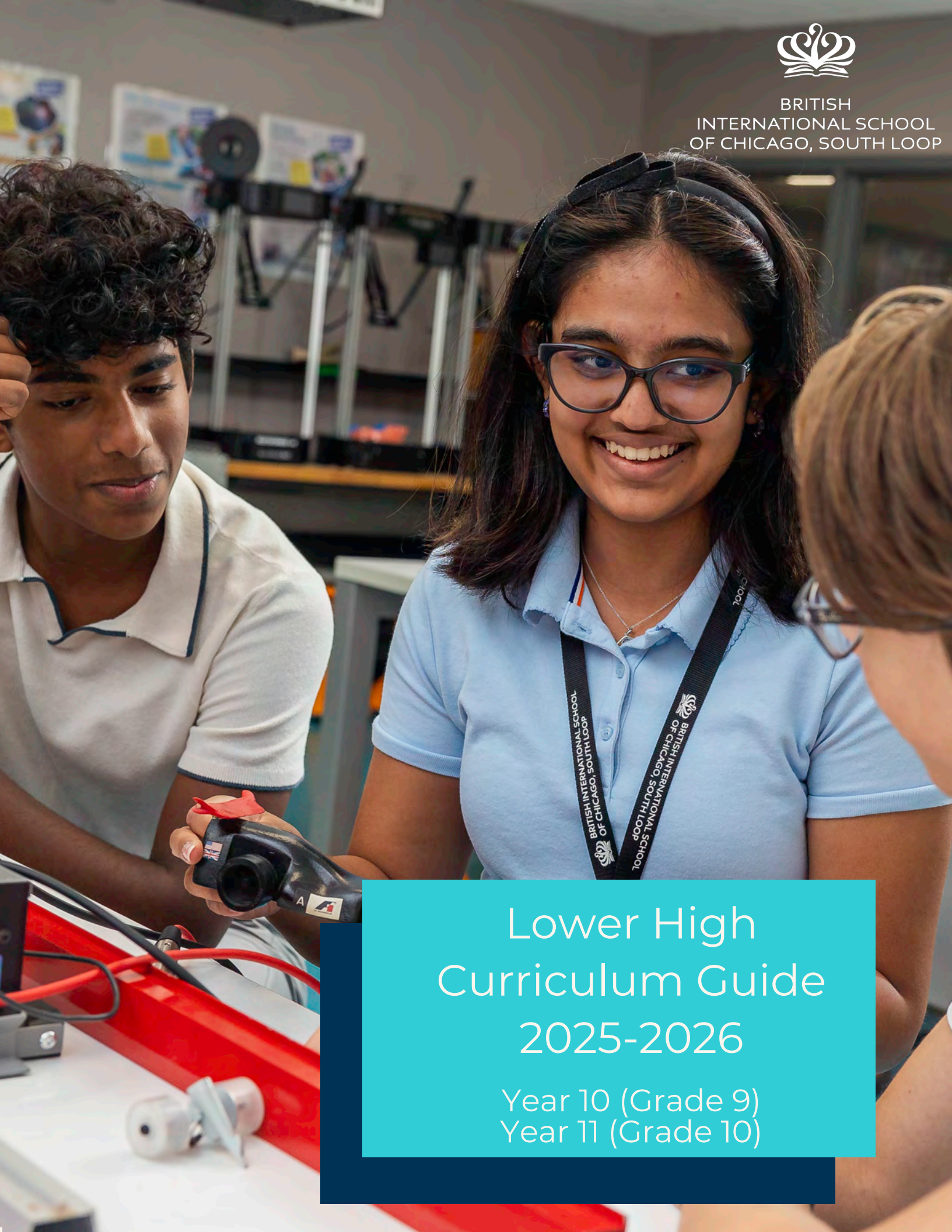

Lower High Curriculum Guide 2025-2026

Year 10 (Grade 9)
Year 11 (Grade 10)

Questions?

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BRITISH
INTERNATIONAL SCHOOL
OF CHICAGO, SOUTH LOOP

A NORD ANGLIA EDUCATION SCHOOL

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

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

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

SAMUEL COSGROVE
ASSISTANT HEADTEACHER - CURRICULUM AND ACADEMICS

Understanding the Curriculum

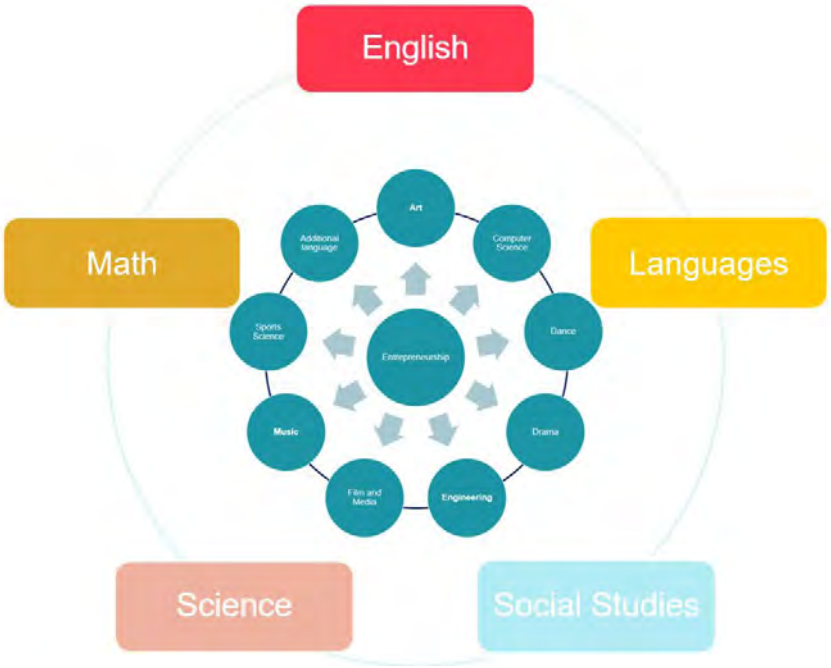
In Year 10 and 11, students embark upon a two-year program of study that culminates in a series of both internal and external examinations and assessments. The program of study is divided into the following components:

The Core Curriculum:

- English - Students will be placed based on prior attainment
- Math - Students will be placed based on prior study
- Science – Students will be placed based on prior study
- Language - Students will be placed based on prior study
- In addition, all students will take courses in the following areas: Games, US Studies, Study, Entrepreneurship, PSHE and CASE

The Elective Curriculum:

- All students will choose ONE subject from Social Studies:
  - Geography
  - History
  - Psychology
- All students can then choose to study one double elective (4 lessons per week) or two single electives (2 lessons of two different subjects per week):
  - Computer Science
  - Dance
  - Drama
  - Engineering and Design
  - Film and Media
  - Music
  - Sports Science
  - Visual Art
  - Language 2



ENGLISH

About the Course

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

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

Assessment Objectives

Language:

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

Speaking and Listening Skills:

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

Literature:

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

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

Drama

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

Non-fiction

- From The Danger of a Single Story, Chimamanda Ngozi Adichie
- From A Passage to Africa, George Alagiah
- From The Explorer's Daughter, Kari Herbert
- Explorers or boys messing about? Either way, taxpayer gets rescue bill, Steven Morris
- From Between a Rock and a Hard Place, Aron Ralston
- Young and dyslexic? You've got it going on, Benjamin Zephaniah
- From A Game of Polo with a Headless Goat, Emma Levine
- From Beyond the Sky and the Earth: A Journey into Bhutan, Jamie Zeppa
- From H is for Hawk, Helen Macdonald
- From Chinese Cinderella, Adeline Yen Mah

Poetry

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

MATHEMATICS

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

Honors
This academically rigorous course is the preferred pathway for the majority of our strong mathematicians. Students will sit the IGCSE exam at the end of Year 11. This course caters to students who possess knowledge of mathematical concepts and are equipped with the skills to correctly apply mathematical techniques of varying difficulty.

Assessment Objectives
Students must demonstrate knowledge of the following topics:

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

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

Assessment Objectives

Year 10 students compete the entire honors program and sit the IGCSE exam at the end of this year. Year 11 students study the advanced math course, consisting of further pure math topics including:

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

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

Assessment Objectives
Students must demonstrate knowledge of the following topics:

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

SCIENCE

About the Course

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

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

The Advanced Honors route follows the Edexcel IGCSE course for Triple Science, resulting in three separate external and internationally recognized IGCSE qualifications in Biology, Chemistry, and Physics – targeted at the students passionate about the Sciences who wish to continue study to Higher Level IB.

Alternatively, the Honors route culminates in the attainment of two external and internationally recognized Combined Science IGCSEs, a perfect foundation for Standard Level IB Science.

Additionally, we offer an internal course with the objective to secure a fundamental understanding of all three Sciences and is assessed internally.

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

Topics of study include:

Biology

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

Chemistry

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

Physics

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

Assessment Objectives

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

  Assessment: 3 external IGCSEs achieved

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

  Assessment: 2 external combined Science IGCSEs achieved

- College Prep Science accommodates students with a general background in science, and therefore this course covers key scientific concepts required to advance to college-level education.

  Assessment: No external IGCSE associated, assessed internally only.

WORLD LANGUAGES

About the Course

Speaking a foreign language is a valuable skill, and we empower students with skills they can continually develop. We believe learning a foreign language helps develop awareness of our own languages, cultures, and customs, encouraging students to become more sensitive to others and developing more confident communicators.

We offer French, German, Mandarin, and Spanish. We do not offer courses for native speakers; bilingual students must elect to study a language in which they are not fluent. In IGCSE World Languages courses, students cover a variety of areas that enable them to cope confidently during a visit to a target language country. They learn to discuss current affairs and other topics, providing a sound foundation for the International Baccalaureate course: Home and Abroad, Education & 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 lessons. 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. Students are also introduced to popular music and film in the target language.

This course is available at both the Honors and College Prep level. To study at Honors level, some previous study is required prior to taking the course. 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

GEOGRAPHY

About the Course
IGCSE Geography students investigate major issues that face today's citizens, like climate change and resource depletion. The study of Geography has never been more relevant, and the careers connected with Geography never more plentiful. Geographers become cartographers, climatologists, geographic information systems specialists, meteorologists, real estate developers, surveyors, and urban planners, to name a few. Geographers think critically and globally – key skills that employers seek. This course is available at both the Honors and College Prep levels.

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

PSYCHOLOGY

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

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

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

HISTORY

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

Assessment Objectives

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

COMPUTER SCIENCE

About the Course

This course is structured to provide a broad introduction to the computing fundamentals that form a career path for Computer Science, Programming and Graphical Design. Students will develop an appreciation of design thinking, practical programming, and an understanding of how computers work at a technical hardware level.

Throughout the course they will have the opportunity to develop practical skills in areas such as creating their own simple programs to designing websites and utilizing photo manipulation software, as well as learning fundamental programming such as Python.

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

The Computer Science course is split into many topics of study across the 2 years. These areas are seen as fundamental in developing the skills which lead into the IB and a career beyond.

Topics of study include:

Introduction to Programming

- Students will learn to code using the programming language Python and Java.

Algorithms, Variables and Control

- Through programming languages Python and Java, students will learn how to write algorithms using sequence, selection and iteration to bubble sorts and binary searches.

Web Development

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

Image Manipulation

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

Video Editing

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

Data transmission and Cyber Security

- Students will learn about how data is transmitted over the Internet and Networks and how we can ensure data is kept safe and secure.

Hardware and software

- Students will learn about how CPUs, RAM and data storage works at a technical hardware level.

Logic Processing and Logic Gates

- Students will learn how data is processed in the CPU and how calculations occur using logic gates AND, OR, NOT, NAND, NOR, XOR.

Data Representation

- Students will learn the fundamentals of how data is interpreted by computers in the form of binary and hexadecimal.

Assessment Objectives

Unit Test

- Some units will have a test designed to assess how students have developed understanding of the topic covered. Tests will be for theory style topics such as Hardware and Software

Project Work

- Some units will be assessed using project work. Students will be expected to work on both group and individual projects during the course and demonstrate a clear understanding of the content studied, e.g., programming projects or group work.

ENGINEERING AND DESIGN

About the Course

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

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

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

Topics of Study

Principles of Design and the role of the Designer

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

Modelling and Prototyping

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

Materials and the Tools and Equipment we use

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

Sustainability and Environmental Responsibility

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

Classic Design, Mechanics, and Mechanical Design

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

Invention, Innovation, Patents, and Copyright

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

Assessment Objectives

Continuous Assessment

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

Unit Test

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

Project Work

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

MUSIC

About the Course

Music learners listen to, perform and create music through a variety of means, encouraging aesthetic and emotional development, self-discipline, project management skills, and most importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement which forms an ideal foundation for future study and enhances lifelong 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.

All students taking music in year 10 will complete core units in music analysis, composition and will participate in ensemble performances throughout the course, forming 75% of their assessments. They will then select one specialism to support this; either:

Music (Performance Focus)

Students taking this specialism will perform a range of music on their instrument as a soloist, considering performance conventions and musical styles present in music for their instrument.

Music (Music Technology Focus)

Students will learn to sequence performances using technology, and develop their skills in audio editing.

Students will make the decision about which specialism they will follow at the end of term 1, and will all have had the chance to sample the skills needed to complete both specialisms prior to making their decision.

Assessment Objectives

- Acquire and consolidate a range of musical skills, knowledge and understanding, through analyzing, performing and creating.
- Develop a perceptive and critical response to a range of musical styles and genres, from a range of local and global contexts
- Create a foundation for further study of music at a higher level.
- Understand the use and importance of technology in musical development and production

Pre-requisites:

- It is recommended to have achieved at least an A grade in Year 9 to be successful at Honors Level
- Students taking Music with Performance should be confident performing on an instrument and/or voice, and should ideally be taking lessons on a regular basis.
- Students taking Music with Music Technology, should ideally have some simple skills on keyboard and/or another instrument, though they may not be taking regular lessons.
- All students should have some understanding of western classical notation (treble and bass clef).

Double Elective

Students who select the double elective in music will fulfil the requirements of the single elective, and then will develop their skills in music and music technology through a range of real-world, collaborative projects to support their learning. This highly practical element will allow students to gain a deeper understanding of how music is used in today's environment, and to engage with a variety of roles in the music industry.

DANCE

About the Course
Dance students develop physical, technical, and expressive skills as well as knowledge and understanding of movement through performance, choreography, and critical appreciation. This course is taught at Honors level, and created to enable interested students to take the IB dance course. A strong interest in watching/analyzing dances as well as creating movement studies, choreographies, and performing is recommended.

Assessment Objectives

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

DRAMA

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

Assessment Objectives

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

FILM & MEDIA

About the Course
In the Film and Media course, students will develop the skills in both media analysis and creative production over two years.

In year one, they study a range of media, such as advertisements, podcasts, news media, and documentaries. Each study leads to students working in groups to create and exhibit their own productions, also justifying key creative decisions.

Year two focuses on television and film. Analysis and evaluation skills are developed, especially targeting historical and geographical contextual factors. Students also produce their own short narrative films, applying the typical characteristics of a specific genre, and of a groundbreaking film movement. In each project, students work in a small production team, performing a specific role (e.g. director, editor) across all three phases of film production.

No pre-requisites are required, but students must be prepared to be team players, collaborating in small groups with all students in the class

Assessment Objectives
- Presentation skills – effectively communicating ideas both visually and verbally
- Film production – understanding specific genre conventions and applying them to the creation of podcasts, documentaries, and fictional genre film.
- Analyzing how filmmakers affect audiences through visual and aural techniques
- Evaluating how contextual factors shape meaning and influence media production
- Creating a strong foundation of both written analytical and creative production skills, ready for the study of IB Film in upper high school

SPORTS, EXERCISE & HEALTH SCIENCE

About the Course

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

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

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

Assessment Objectives

Students will be assessed in four areas:

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

Attitude towards learning

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

Practical performance in sport

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

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

Knowledge of theoretical concepts

Students must demonstrate knowledge in the following topics:

- Health and Wellbeing
- Exercise Physiology
- Human Anatomy
- Optimizing Performance in Sport
- Global Issues in Sport
- Psychology in Sport
- Skill Acquisition
- Biomechanics
- Assessment is carried out via end of unit tests, presentations, individual and group research projects.

Independent Research Study

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

VISUAL ARTS

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

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

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

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

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

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

Assessment Objectives
Students will be assessed throughout the course through the following:

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

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

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

2024 UNIVERSITY DESTINATIONS

American University
Arizona State University
Augustana College
Babson College
Ball State University
Bard College
Bates College
Baylor University
Belmont University
Boston University
Bradley University
Brown University
Bucknell University
Butler University
Carnegie Mellon University
Case Western Reserve University
Chapman University
Clark University
Clarkson University
Clemson University
College of Charleston
College of the Holy Cross
Colorado School of Mines
Colorado State University-Fort Collins
Connecticut College
Cooper Union - Science and Art
Cornell University
Depaul University
Depauw University
Dickinson College
Drexel University
Durham University
EHL
Esade Business School
Florida State University
Fordham University
Franklin and Marshall College
George Mason University
George Washington University
Georgia Institute of Technology
Grinnell College
Harvard University
Harvey Mudd College
Howard University
Illinois College
Illinois Institute of Technology
Illinois State University
Illinois Wesleyan University
Indiana University-Bloomington(2)
Iowa State University
Ithaca College
Johns Hopkins University
Keele University
Lafayette College
Lake Forest College
Landmark College
Lehigh University
Lewis & Clark College
Loughborough University
Loyola Marymount University
Loyola University Chicago
Macalester College
Manhattan College
Marquette University
McGill University
Michigan State University
Michigan Technological University
Morehouse College
New York University
Newcastle University
North Carolina State University
Northeastern Illinois University
Northeastern University
Northern Illinois University
Northwestern University
Ohio State University
Ohio University
Ohio Wesleyan University
Pennsylvania State University
Pepperdine University
Point Park University
Pomona College
Pratt Institute
Purdue University
Reed College
Rose-Hulman Institute of Technology
Rutgers University
Saint Louis University
Saint Xavier University
Santa Clara University
Southern Illinois University
Southern Methodist University
Stanford University
Stevens Institute of Technology
Syracuse University
Temple University
Texas A & M University
Texas Christian University
The Posse Foundation
The University of Alabama
The University of Tennessee
The University of Texas
Trinity College
Tufts University
Tulane University of Louisiana
University College London
Union College
University of Arizona
University of California-Davis
University of California-Los Angeles
University of California-San Diego
University of California-Santa Barbara
University of Chester
University of Chicago
University of Cincinnati
University of Colorado Boulder
University of Denver
University of Florida
University of Georgia
University of Hartford
University of Hawaii
University of Illinois Chicago
University of Illinois Springfield
University of Illinois Champaign(9)
University of Iowa
University of Liverpool
University of Louisville
University of Manchester
University of Maryland
University of Massachusetts
University of Miami(4)
University of Michigan
University of Missouri
University of North Carolina
University of Notre Dame
University of Oxford
University of Pittsburgh
University of Rhode Island
University of Richmond
University of Rochester
University of San Diego
University of South Carolina
University of Southern California
University of Vermont
University of Virginia
University of Warwick
University of Washington
University of Wisconsin(2)
Vanderbilt University
Villanova University
Virginia Polytechnic Institute
Wake Forest University
Washington State University
Washington University In St Louis
Wesleyan University
Western Illinois University
Whitman College
Wichita State University

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