

IB Course Descriptions 2026-27

Students enrolled in the IB Diploma Programme take a course from each of the six subject groups and are also required to complete the IB Diploma Programme Core (CAS, Extended Essay and TOK). Students choose courses within the following subject groups:

Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Laboratory Science

Group 5: Mathematics and The Arts

Group 6: The Arts (Visual Arts or Music) **OR** students may opt to study an additional course in the area of Laboratory Sciences, Individuals and Societies or Language Acquisition in place of a course in The Arts.

Generally, students take three Higher Level courses (HL) and three Standard Level courses (SL). On occasion, a student may be recommended to take four HL subjects depending on the student and their overall program. HL and SL courses comprise the same core content and skills, with HL courses engaging students in further topics, projects and assessments. Standard level courses take a minimum of 150 instructional hours over two instructional years while Higher Level courses comprise 240 instructional hours over two years.

Group 1: Language and Literature

English IB HL (two years, junior and senior):

A word after a word after a word is power. —Margaret Atwood

There is no story that is not true. —Chinua Achebe

The study of literature generates appreciation for the power of language and inspires exploration of humanity's complex pursuits, anxieties, joys, and fears. During this two-year IB Literature course, with the help of writers from around the world and from many time periods, students develop a lifelong interest in language and literature and a critical appreciation of the richness of human expression and experience. By studying the language of literature, students appreciate literary expression across cultures throughout history. The course aims to understand the factors that contribute to the creation and reception of great writing: the imagination of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response.



Critical outcomes of the course include:

- a personal appreciation of language and literature
- critical-thinking skills employed in interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through close analysis of a range of literary texts and forms from different times and places, students will consider their own interpretations as well as the critical perspectives of others. Students will contemplate how such positions are shaped by cultural belief systems. IB Literature enables students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

Learning Outcomes:

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or dramaturgical techniques



- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ethically and responsibly using many media.

The intention of assessment in this course is that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- ideas, emotion, character and atmosphere through performance opportunities.

Curriculum:

HL students must study at least 13 works over two years (7 in junior year and 6 in senior year), of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed reading list
- four can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation. There must be a minimum of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents



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Preparation for assessments:

Students prepare for IB assessments during both their junior and senior year. Across both years, students compose literary analyses during each 4-6 week book unit. In year one, they also prepare a mock Individual Oral and complete three original multi-draft analytical essays, followed by revision of one essay for IB submission in January of year two. In year two, students complete the official Individual Oral which takes place in the fall of Year Two. Paper Two is introduced, practiced, and taken in the second semester of Year Two.

Representative Texts:

Map by Wislawa Szymborska

Short Stories by Anton Chekhov

Medea by Euripedes

Antigone by Sophocles

The Refugees by Viet Than Nguyen

Selected Poems by Pablo Neruda

Fences by August Wilson

Klara and the Sun by Kazuo Ishiguro

The Things They Carried by Tim O'Brien

The Diving Bell and the Butterfly by Jean-Dominique Bauby

Hamlet by William Shakespeare

Blind Willow, Sleeping Woman by Haruki Murakami

Song of Solomon and *Beloved* by Toni Morrison

Angels in America by Tony Kushner

Poems by Elizabeth Bishop

To the Lighthouse by Virginia Woolf

Ceremony by Leslie Marmon Silko

The Sixth Extinction by Elizabeth Kolbert

Chronicles of a Death Foretold by Gabriel Garcia Márquez

Poetry by Anne Sexton, Ada Limón, and Terrence Hayes

The Man with the Compound Eyes by Wu Ming-Yi

Group 2: Language Acquisition

Latin IB SL (two years, junior/senior)

This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students will also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary



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world, and further their understanding of Greco-Roman antiquity.

Prerequisite: Latin II or its equivalent.

Assessment: After reading about 50 lines of poetry, students will take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

Latin IB HL (two years, junior/senior)

This course focuses on the reading of unadapted Latin literature. Students read selections of Vergil's *Aeneid* and develop proficiency at reading previously unseen Latin poetry. They also complete a dossier of original research on a topic of their choosing that uses primary sources from the Roman world. In addition to developing their skills at translation, students also hone their skills of textual analysis, foster an appreciation for how ancient texts remain relevant to our contemporary world, and further their understanding of Greco-Roman antiquity.

Prerequisite: successful of Latin III or its equivalent and/or departmental approval

Assessment: After reading about 50 lines of poetry, students take a mock Paper 2 written exam that assesses translation skills, knowledge of rhetorical devices, poetic meter (if applicable), and historical, cultural, and/or mythological allusions. As students practice sight reading, they take formative sight reading translation exams and written mock Paper 1 exams that assess reading comprehension, grammatical and syntactical knowledge, and translation. A 100 word composition written in Latin is worked on during the course of study. At the end of their first year, students begin a research paper that uses primary sources to support an original argument. This paper is completed in the second year of the program.

French or Spanish IB SL (two years, junior/senior)

This is an intermediate course in which students establish a strong communicative foundation across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts & sciences), social organization, and global issues. They describe and analyze images and express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice.

Prerequisite: Level II



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Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

French or Spanish IB HL (two years, junior/senior)

Building on the skills practiced in previous levels, this advanced course emphasizes a high degree of fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as diary entries, letters, emails, blogs, and articles. They read a variety of literary and nonfiction texts for comprehension and analysis. Course content includes media with a global emphasis, organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in the target language, and students fine-tune their use of register, diction and intonation.

Prerequisite: Level III

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

Mandarin IB SL (two years, junior/senior)

This is an intermediate course in which students establish strong communicative skills across the interpretive, interpersonal, and presentational modes of communication. Via authentic and varied texts, audio and video, students explore the themes of identity, experiences, human ingenuity (arts &



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sciences), social organization and global issues relevant to the Chinese-speaking world and beyond. Students develop proficiency in increasingly complex functions such as narrating past events, describing future plans, expressing opinions, hypothesizing, synthesizing information and giving advice. They describe and analyze images and express themselves in writing via a variety of text types such as journals, emails, blogs and articles. The course emphasizes acquisition and application of more sophisticated vocabulary. This is the only Language offering in the IB programme where students may take the SL level but sit for the ab initio exam.*

Prerequisite: Mandarin II

*Because of the complexity of the Chinese language system, Ab Initio IB SL in Mandarin may be taken by students who have completed Level 1 or Level 2 of Mandarin in high school. The Ab Initio SL offering is an exception for Mandarin students only.

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, music, audio / video). A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral analysis and discussion of thematic imagery

Mandarin IB HL (two years, junior/senior)

Building on the skills practiced in previous levels, this upper intermediate course aims to develop fluency in written and spoken communication. Students express themselves in writing via a variety of text types such as formal persuasive essays, emails, blogs and articles. Students read two novels for comprehension and literary analysis. Course content is comprised of authentic texts and media with a global emphasis, and organized around the themes of identity, experiences, human ingenuity (arts & sciences), social organization and sharing the planet. This course is conducted entirely in Mandarin, and students fine-tune their use of register, diction and intonation. A major capstone is the internal oral evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May. **Prerequisite:** AP Chinese Language & Culture

Assessment: Formative written evaluations that mirror the aforementioned IB text types and integrate the topics being explored occur multiple times per quarter. Oral production and listening and reading comprehension are also assessed formatively through class discussion and multimodal reactions to different inputs (text, film, music, audio files). A major capstone is the internal oral

evaluation that students complete during their senior year and the three IB external evaluations that conclude the program in May.

Modality of assessments will include:

- Multiple choice reading and listening comprehension
- Written text types including diary entries, letters, emails, blogs, and articles
- Oral literary analysis and discussion

Group 3: Individuals and Societies

History IB HL/SL: Topics in Early Modern World History (two years, junior/senior)

Topics in Early Modern World History is a two-year world history course that explores the transition from the medieval period in Europe and the Middle East into the early modern era. Cataclysmic shifts in religious, political, economic, and cultural thought and practice will be explored at the inflection point of a world altered by epidemics, scientific discovery, and new beliefs. Topics covered include the development of feudal kingdoms and the royal houses of Europe; the emergence of Islam and powerful caliphates in the Middle East and Spain; the Crusades in the Holy Land, as well as the Reconquista, Renaissance, and Spanish Inquisition; the indigenous history of Central and South America and the Spanish conquest of the Aztec and Inca civilizations. Essential questions include: What events, beliefs and structures signified a shift to modernity? How did cross-cultural contact in the age of exploration impact the political and religious landscape of Europe and the Americas? How did individuals and groups peripheral to the central narrative influence society, and what methods do historians use to study these groups? Fostering international mindedness, both HL and SL students will investigate case studies and multiple perspectives.

Assessment: Each unit includes a formative, content-based assessment in which students will practice articulating nuanced explanations of historical events, processes, and concepts in writing. Units conclude with a summative assessment that mirrors the IB exam. Homework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question and writing a research paper on a historical topic of their choosing in response to primary and secondary sources.

Representative Texts:

- Stephen Greenblatt's *The Swerve: How the World Became Modern*
- The Great Mosque-Cathedral of Córdoba
- Ambroise L'estoire *de la Guerre Sainte* (The History of the Holy War)
- *School of Athens*, Raphael



- *Os Lusíadas* by Luís Vaz de Camões
- Martin Luther's *95 Theses*
- Hernan Cortes, *Letters from Mexico*

History IB SL/HL: Topics in Modern World History (two years, junior/senior)

Topics in Modern World History is a two-year world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. HL students begin the two year program with an investigation of reaction, nationalism, and reform in 19th Century Europe, with a focus in Italy, Germany, and Russia. Both SL and HL students then proceed to study the causes and effects of various 20th century wars in Europe and East Asia including types of war, the use of technology, and the impact these factors had upon the outcome. Both HL/SL will focus on authoritarian leaders in East Asia, Germany and the Soviet Union at comparative junctures. Students write a research paper on a topic within the content area.

Assessment: Each unit includes a formative, content-based assessment in which students practice articulating nuanced explanations of historical events, individuals, and concepts in writing. Units conclude with a summative assessment that mirrors the IB exam: a series of short-answer questions analyzing primary and secondary sources, followed by an in-class essay. Homework consists of reading assignments and occasional writing exercises geared towards building skills for the exam. At the end of Year 1, students complete the Internal Assessment (IA) by developing a research question and writing a research paper on a historical topic in response to primary and secondary sources.

Representative Texts:

- Imperial German Constitution of 1871
- *Quotations from the Chairman Mao Zedong* (aka *The Little Red Book*)
- Selections from the writings of Mussolini and Hitler
- Lenin's thoughts on Marxism
- Kim il-Sung on Juche thought
- Dostoyevsky and Gogol on Russian peasant life

Global Politics IB SL/HL (two years, junior/senior)

This course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Students in the HL course pursue an additional research topic examining two contemporary global political challenges.



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Representative Texts:

- IB Global Politics textbook
- Selected Articles on student/faculty selected Case Studies
- Quantitative and Qualitative Data international data sets
- International Charters and Treaties such as the Universal Declaration of Human Rights
- Current newspaper articles, opinion pieces, and scholarly articles on various aspects of international relations:
- The use of oil gas exports as a power tool ([link](#))
- Globalization and its economic consequences ([link](#))
- Nuclear Weapons and the global threat they pose ([link](#))

Assessment: In class, students are assessed with essay-based exams that mirror the format and expectations of the IB exams in May of their senior year. The students also produce a substantive research paper with an experiential component on a policy question of their choice. Students in the higher level course additionally make two extemporaneous presentations on political science case studies.

World Religions IB SL (two years, junior and senior in the IB programme)

The World Religions IB SL course is a systematic, analytical study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The nine world religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how followers of a religion understand the world, and relate and respond to others. This course focuses on understanding the manner in which world religions answer several key questions: (1) What is the human condition? (2) Where are we going? (3) How do we get there? In order to answer these questions, this course thoroughly analyzes the various core sacred texts of each religion.

This course fulfills the junior year fall semester RTS elective.

*This course fulfills Group 6 within the IBDP at Convent & Stuart Hall. It may be taken **in addition to** an IB Group 3 Individuals and Societies elective.*

Assessment

First Semester: There will be four unit tests covering Daoism, Jainism, Islam, and Buddhism. Each test will cover a specific religion and will occur approximately every four to five weeks. At the end of the first semester, there will be a cumulative final exam that will cover each of the four religions studied throughout the semester. There will be consistent pop quizzes throughout the semester as well. Additionally, students will be required to complete the first section of their internal assessment,



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the rationale and preliminary research. Finally, consistent and productive participation is an absolute requirement and will be factored into students' grades.

Second Semester: There will be three unit tests covering the Bahá'í Faith, Sikhism, and Christianity. Each test will cover a specific religion and will occur approximately every four to five weeks. Unlike the first semester, this semester includes a cumulative midterm exam that will assess the knowledge of Daoism, Jainism, Islam, Buddhism, the Bahá'í Faith, Sikhism, and Christianity. During the second half of this semester, we will begin an in-depth study of Hinduism. This will include two unit tests specifically covering Hinduism. Additionally, there will be a cumulative exam covering all previously studied religions. Students will be required to complete the second section of their internal assessment, the plan for study. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Third Semester: There will be one unit test covering the final sections of Hinduism. After concluding our study of Hinduism, we will begin an in-depth study of Judaism that will include two unit tests. Each of these tests will occur approximately every four to five weeks. This semester will include a small group presentation approximately 12–16 weeks into the semester. This semester will conclude with a final cumulative exam that parallels the IB exam almost identically. Students will be required to complete the third section of their internal assessment, the summary of significant findings. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Fourth Semester: There will be daily online review quizzes. These take approximately ten minutes. In early April, students will take a final exam modeled after the IB exam. Students will be required to complete the fourth and fifth sections of their internal assessment, the critical reflection and evaluation, and references. A significant amount of time will be dedicated to finishing the internal assessment during the fourth semester. Students will submit their final IA in the middle of March. Again, consistent and productive participation will be factored into students' grades along with their pop quizzes.

Group 4: Laboratory Science

Physics IB SL/HL (two years, junior/senior)

Physics seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students engage in the scientific method of observation and experimentation, developing models to test observations and derive theories, and use manipulative skills to design investigations, collect data, analyze and evaluate results, and communicate their findings. Core topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy

production. While the skills and activities are common to students in both SL and HL, students taking the HL course are required to study some topics in greater breadth and depth and are required to take additional assessments.

HL Prerequisite: Honors Physics and Honors Chemistry. It is recommended that students enroll in the summer physics course in preparation for the HL course

Chemistry IB SL (two years, junior/senior)

The Chemistry IB SL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. Core topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics (thermodynamics), kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing.

Prerequisite: Chemistry or Honors Chemistry

Chemistry IB HL (two years, junior/senior)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the twenty-first century. By studying chemistry, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings. Core topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics and thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

Prerequisite: Honors Chemistry

Success in the HL course requires strong algebraic skills, including solving logarithmic equations.

Note: This course is co-seated with AP Chemistry, so well-suited candidates may opt to sit for the AP Exam at the end of year one.

Biology IB SL (two years, junior/senior)



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In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

Biology IB HL (two years, junior/senior)

In this course, students master both the practice of the scientific method and topics in cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, and animal physiology. They will become aware of how scientists work and communicate with each other. Students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

Prerequisite: It is recommended that students who have not completed a high school biology course (or its equivalent) enroll in the summer biology course in preparation for the HL course, or take another summer course equivalent to prepare for the HL Biology curriculum.

Environmental Systems & Societies IB HL/SL (two years, junior/senior)

The IB Environmental Systems & Societies (ESS) course provides students with a coherent perspective of the interrelationships between environmental systems and human societies. Through the course students will learn about ecosystem interactions, biodiversity and conservation, water resources and security, soil systems and agriculture, atmosphere and climate change, use of natural resources, and human populations. The HL course also includes lessons on environmental law, environmental economics and environmental ethics. Skills in data analysis, collaboration, and inquiry will be cultivated. Students also learn to evaluate the scientific, ethical and socio-political aspects of the field of environmental science. ESS is an interdisciplinary course in the IBDP and qualifies as a laboratory science in the school's graduation requirement.

Group 5: Mathematics

Mathematics: Analysis & Approaches IB SL/HL (two years, junior/senior)

The IB Mathematics: Analysis & Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on understanding important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students can expect to develop insight into mathematical form and structure, and should be intellectually equipped to



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appreciate the links between concepts in different topic areas. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and an emphasis on advanced calculus topics. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet.

SL Prerequisite: Algebra II

HL Prerequisite: (Honors) Precalculus

Mathematics: Applications & Interpretations IB SL/HL (two years, junior/senior)

The IB Mathematics: Applications & Interpretations course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and practical concepts in mathematics. Topics of study include Algebra, functions and equations, circular functions and trigonometry, vectors, calculus, probability, and an emphasis on advanced statistical analysis of data sets. Content of the SL course is a complete subset of the HL course. HL coursework includes extended topics and requires additional papers and exams. Students are assessed via unit assessments and cumulative exams that include questions in the IB-style. They will require students to apply formulas and rules from each unit using the IB formula packet.

SL Prerequisite: Algebra II

HL Prerequisite: Honors Algebra II

Group 6: The Arts

**Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. IB Computer Science, listed below, falls within this category.*

Visual Arts IB SL/HL (two years, junior/senior)

The Visual Arts IB course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Prerequisite for HL: departmental recommendation



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Assessment:

- Weekly Formative Assessment through peer critiques and in-progress feedback throughout projects
- Development Visual Art Journal used in class and at home that includes notes, explorations, sketches, collages and ideas (1-2 sketchbooks)
- Development of a digital Process Portfolio (25-35 screens) demonstrating skills, techniques, critical investigation, communication of ideas and intentions, reflection in a minimum of five media
- Final Exhibition presenting a coherent body of work (7-11 artworks) demonstrating mastery in both technical and conceptual skills and the ability to curate work for an audience
- An Artist Project and Connection Study examining the work of other artists and how it might influence the students artistic development.

Representative Texts:

- Concerning the Spiritual in Art by Wassily Kandinsky
- Ruth Asawa Life & Legacy by Marilyn Chase
- Zapantera Negra- Art, Revolution and the Cosmos by Emory Douglas
- Invisible Cities by Italo Calvino
- Learning by Heart: Teachings to Free the Creative Spirit by Corita Kent and Jan Steward
- Art in the time of War by Howard Zinn
- Sixty Innovators Shaping our Future by Lucas Dietrich
- Art21, Ted Talks, Museum, Gallery and Artist Website

Music IB SL/HL (two years, junior/senior)

Through the IB Music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, this course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Both SL and HL music students are required to study musical perception. SL students in music are then required to choose one of three options: creating, solo performing or group performing. HL students are required to present both creating and solo performing.

Prerequisite: departmental recommendation and/or assessment

Computer Science IB SL/HL (two years, junior/senior)

The Computer Science IB course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The



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course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences culture, society and individuals and the ethical issues involved. During the course, the student develops computational solutions. This 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. In addition to other assessments, students complete multiple projects, including simple games and cross-disciplinary java calculators that align with the IB Internal Assessment.

Prerequisite for HL: Intro to Coding and/or departmental recommendation

IB Diploma Programme Core

Extended Essay

The Extended Essay is a 4,000 word research paper in a specific subject area. Students must design a research question, and a rough draft of the essay is submitted at the start of their senior year and further developed throughout the fall with the assistance of a faculty supervisor who assesses the final draft. The production of the essay from research proposal to final draft is the work of the student, and a series of reflection meetings with the EE Supervisor supports and guides the student in their research and writing, in conjunction with a faculty supervisor. The student is paired with their faculty supervisor, as identified by the IB Coordinator and Extended Essay Library Research Consultants. Successful completion of the EE is essential for fulfillment of the Diploma Programme.

Theory of Knowledge (spring semester, junior and fall semester, senior)

****Required** for all IBDP students in the fall semester of senior year; optional to other seniors not in the IBDP*

Theory of Knowledge (ToK) in the International Baccalaureate Diploma Programme (IBDP) invites students to reflect on how knowledge is created, tested, and shared across different areas of learning. TOK asks students to examine the assumptions, evidence, and perspectives that shape what people accept as true, including how language, culture, and bias influence understanding. Students compare ways of knowing and ways of building knowledge in disciplines such as the sciences, mathematics, the arts, history, and the human sciences, using real-world situations to explore questions about certainty, ethics, and responsibility. The aim is to strengthen critical thinking and communication while helping students connect their academic studies to bigger questions about meaning and truth.

At the completion of the course, students will identify and explore knowledge issues raised by substantive real-life situations that are of interest to them, and complete a 1600-word essay on a prescribed title exploring the fundamental components of the ToK curriculum.

Creativity Activity Service (CAS)

Successful completion of CAS – Creativity Activity Service - is a requirement for the award of the International Baccalaureate Diploma. Progress in CAS is assessed by meetings between the student and CAS Coordinator throughout their junior and senior years. Students must document their activities and provide evidence that they have:

- Increased their awareness of their own strengths and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

Fulfillment of CAS includes ongoing reflection of their CAS experiences (as outlined above) along with completion of a CAS project that is a collaborative effort in response to one of the areas of CAS, or a combination of Creativity, Activity and Service. The CAS coordinator guides students in their CAS project proposal and students must work with a CAS project supervisor once their proposal is approved. The CAS project must be a month long, at minimum.