

IB Course Descriptions

Group 1

IB English Literature

This course runs for two years to develop an understanding of the techniques involved in literary criticism and promote the ability to form independent literary judgments. The course exposes students to a wide variety of texts in the subject's language, as well as texts in translation from other cultures. Students use these texts to study how literary conventions shape response to texts. This course enhances students' cultural perspectives while developing analytical skills and augmenting argumentative skills in clearly expressed writing. The texts for this course are selected from the International Baccalaureate's Prescribed List of Authors (PLA) and Prescribed Literature in Translation (PLT). The course's objectives include: encouraging a personal appreciation of literature and developing an understanding of the techniques involved in literary criticism; developing the students' power of expression, both in oral and written communication, and provide the opportunity of practicing and developing skills involved in writing and speaking a variety of styles and situation; introduce students to a range of literary works of different periods, genres, styles, and contexts; broadening the students' perspective through the study of works from other cultures and languages; introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationship between different works; develop the ability to engage in close, detailed analysis of written text; and promote in students an enjoyment of, and lifelong interest in, literature.

Group 2

IB Spanish B

This language acquisition course builds upon previous experiences of the target language and provides students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Students develop the ability to communicate by studying language, themes, and texts. The International Baccalaureate's five prescribed themes of study include identities, experiences, human ingenuity, social organization, and sharing the planet. The course's objectives include: developing international-mindedness through the study of languages, cultures, and ideas and issues of global significance; enabling students to communicate in the language they have studied in a range of contexts and for a variety of purposes; encouraging, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures; developing students' understanding of the relationship

between the language and cultures with which they are familiar; developing students' awareness of the importance of language in relation to other areas of knowledge; providing students, through language learning and the process of inquiry, with opportunities for intellectual-engagement and the development of critical—and creative—thinking skills; providing students with a basis for further study, work, and leisure through the use of an additional language; fostering curiosity, creativity, and a lifelong enjoyment of language learning.

Group 3 **IB History: The Road to Global War (U.S. History)***

This course examines the changing world dynamics in the later 19th and 20th centuries as The United States rose to global prominence. The course will examine the path to World War I, World War II and the Cold War from both an American and global perspective. This International Baccalaureate world history course is based on a comparative and multi-perspective approach to history, which includes studying various historical topics such as politics, economics, social and cultural, to provide a balance of structure and flexibility. The course encourages students to think historically, develop historical skills, and gain factual knowledge. The course enriches students' ability to think critically and understand multiple interpretations of history. The objectives of this course includes: developing an understanding of, and continuing interest in, the past; encouraging students to engage with multiple perspectives and to appreciate the complex natures of historical concepts, issues, events, and developments; promoting international-mindedness through the study of history from more than one region of the world; develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical skills, including engagement effectively with sources; increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

*In order to meet the International Baccalaureate course requirements, students may need to participate in class experiences outside of regular class time.

Group 3 **IB Psychology**

This course runs for two years and may only be selected as an alternative to the IB Group 6 class, Dance HL. This course introduces three different approaches to understanding behaviors: the biological, cognitive, and sociocultural perspectives. Students study and critically evaluate knowledge, concepts, theories, and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity and commonality between their own behavior and that of others. This course also develops students' understanding of

both qualitative and quantitative approaches to research, which they critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of their own investigations. The objectives of this course include: develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior; apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study; understand diverse methods of inquiry; understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries; ensure that ethical practices are upheld in all psychological inquiry and discussion; develop an awareness of how psychological research can be applied to address real-world problems and promote positive change; provide students with a basis for further study, work and leisure through the use of an additional language; and foster curiosity, creativity and a lifelong enjoyment of language learning.

Group 4

IB Environmental Science and Societies

This two-year course combines various methodologies, techniques, and knowledge associated with the sciences, individuals, and societies. This course engages students in the challenges of 21st-century environmental issues. Students develop a scientific approach through explorations of environmental systems they'll also acquire the understandings and methods from individuals and societal subjects while studying sustainability issues within social, cultural, economic, political, and ethical contexts. Students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local to the global level. The objectives of this course include: develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere; develop knowledge of diverse perspectives to address issues of sustainability; engage and evaluate the tensions around environmental issues using critical thinking; develop a systems approach that provides a holistic lens for the exploration of environmental issues; and be inspired to engage in environmental issues across local and global contexts.

Group 5

IB Math: Analysis and Approaches

This two-year course that develops an understanding of important mathematical concept in a comprehensible, coherent, and rigorous way achieved by a balanced approach. Students solve abstract problems as well as those set in a variety of meaningful and applicable contexts. The course has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments and students should expect to develop insight into mathematical form and structure. The objectives of this course include: develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power; develop an understanding of the concepts, principles and nature of mathematics; communicate mathematics clearly, concisely and confidently in a variety of contexts; develop logical and creative thinking, and patience and

persistence in problem-solving to instill confidence in using mathematics; employ and refine their powers of abstraction and generalization; take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities; appreciate how developments in technology and mathematics influence each other; appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics; appreciate the universality of mathematics and its multicultural, international and historical perspectives; appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course; develop the ability to reflect critically upon their own work and the work of others; and independently and collaboratively extend their understanding of mathematics.

Group 6

IB Dance

This course runs for two years and takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future.

Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The objectives of this course include: understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge; experience dance as an individual and collective exploration of the expressive possibilities of bodily movement; understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar; recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

IB CORE

Theory of Knowledge

This course runs for two years and is a requirement for Diploma Program candidates. This course examines how we know what we claim to know and achieves this by encouraging students to analyze knowledge claims and explore knowledge questions. sent to a different explanation. The Theory of Knowledge course has been designed to develop skills that will help students investigate the origin and reliability of the knowledge they have acquired. It explores how students, the individual or knower, utilize emotions, reason, language, and sense perception to come to know what they know. In this course, students will explore how they have learned what they know in the areas of the Natural Sciences, Human Sciences, History, Arts, Ethics, and Mathematics. Students will be asked to scrutinize their knowledge by comparing the ways of knowing and knowledge claims across disciplines, and by becoming aware of how personal and cultural views impact the knowing process for themselves and for others.