

| IB Number | International Baccalaureate Exams | ICEEB 9223C IB Score Requirement | Credits | ESU Equivalent Course | Attributes | SL-Stands | Course Description |
|---|---|----------------------------------|---------|--|------------------------|--|---|
| Group 1: Language & Literature | | | | | | | |
| IB 0161 | Language A: Literature | 7-Apr | 3 | ENGL 163: GN: The Study of Literature | AEL, C, G, I | SL,HL | The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry and beauty of literature, and develop the skills to reflect on their reading, overcomes literary evals especially through both oral and written communication. |
| IB 0641 | English A: Literature HL | 5-7 Scores | 6 | ENGL 103: English Composition | ENGL 162: HUEN, AEL, C | ENGL 103: ENGLISH COMP REQUIREMENT MET | The literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. |
| IB 0651 | English B HL | 4-7 Scores | 6 | ENGL 162: GN: Intro Literary Analysis and Interpretation | ENGL 162: HUEN, AEL, C | | |
| IB 0711 | Language A: Language and Literature | 7-May | 6 | ENGL 103: English Composition | ENGL 162: HUEN, AEL, C | ENGL 103: ENGLISH COMP REQUIREMENT IS SL,HL | The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary and non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. |
| IB 0781 | Literature and Performance | 7-Apr | 3 | ENGL 103: English Composition | ENGL 162: HUEN, AEL, C | SL | The course is organized into three parts, each focussed on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of performance, and learn how to evaluate and respond to different forms of performance. |
| Group 2: Language Acquisition | | | | | | | |
| IB 0291 | Classical Language: Latin HL | 7-May | 6 | MLLN 166: GN: Latin I | AML,C,G,HUFL | SL,HL | The Diploma Programme course in classical languages provides opportunities for students to explore the language, literature and cultures of ancient Rome and Greece. The course is designed to enable students to study classical languages in higher education, and also welcome those students who seek to develop an awareness and appreciation of the different perspectives of peoples from classical cultures through the study of texts in the original language. |
| IB 0421 | Classical Language: Greek (Ancient Greek) HL | 7-May | 6 | MLNG 199: GN: Elementary Ancient Greek | AML,C,G,HUFL | SL,HL | The Diploma Programme course in classical languages provides opportunities for students to explore the languages, literature and cultures of ancient Rome and Greece. The course is designed to enable students to study classical languages in higher education, and also welcome those students who seek to develop an awareness and appreciation of the different perspectives of peoples from classical cultures through the study of texts in the original language. |
| IB 0362 | Mandarin as Int'l-Foreign Languages For Beginners | 7-May | 6 | MCHI 199: GN: Elementary Chinese | AML,C,G,HUFL | SL | Mandarin is an innovative course for students who have little or no previous experience of Chinese. It will enable them to communicate with people from a new culture and make a success of their life spent in a part of the world where Mandarin is commonly spoken. |
| IB 0383 | French as Int'l-Foreign Languages For Beginners | 7-May | 6 | MLFR 116: GN: French I | AML, C, G, HUFL | SL | French as an international language which has little or no previous experience of French. It is designed to be challenging, engaging and a positive educational experience for each student. Taking French as an int'l. will enable students to develop their receptive, productive and interactive skills; team with students and teachers from around the world and function successfully in a French-speaking environment. |
| IB 0384 | Spanish as Int'l-Foreign Languages For Beginners | 7-May | 6 | MLSP 199: Spanish AB | AML, C, G, HUFL | SL | Spanish as int'l. is a course for students with no previous formal experience of learning Spanish. It will enable them to communicate with people from a new culture and make the most of any time they spend in Spain and Latin America. |
| Language B | | | | | | | |
| IB 0211 | French B HL | 7-May | 6 | MLFR 299: GN: Intermediate French | ADVD, AML, C, G | HL | Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed. |
| IB 0251 | German B HL | 7-May | 6 | MLGR 299: Intermediate German | ADVD, AML, C, G | HL | Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed. |
| IB 0431 | Italian B HL | 7-May | 6 | MULT 299: GN: Intermediate Italian | ADVD, AML, C, G | HL | Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed. |
| IB 0381 | Spanish B HL | 7-May | 6 | MLSP 299: GN: Intermediate Spanish | ADVD, AML, C, G | HL | Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed. |
| IB 0441 | Portuguese B HL | 7-May | 6 | MLPG 299: GN: Intermediate Portuguese | ADVD, AML, C, G | HL | Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed. |
| Group 3: Individuals and Societies | | | | | | | |
| IB 0111 | Business Management | 7-Apr | 3 | MGT 200: Principles of Management | none | SL,HL | Students learn to analyse, design and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate. The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. The course encompasses the application of ethical concepts at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically, make ethically sound and well-informed decisions; appreciate the scope, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. |
| IB 0151 | Economics | 7-Apr | 3 | ECON 111: GN: Principles of Macroeconomics | ECON 111: SSEC, CEC, G | SL,HL | Allows students to develop an understanding of the complexity and interdependence of economic activities in a rapidly changing world. |
| IB 0201 | Geography | 7-Apr | 3 | EGEO 101: GN: Global Environment | SSGO, G, SPPS | SL,HL | EGEO 101: GN: Global Environment. Examines global issues, such as: economy, sustainability, and peace. |
| IB 0222 | Global Politics | 7-Apr | 3 | POLS 117: GN: Intro Global Politics | CPS, G, SPPS | SL,HL | Explores fundamental political concepts such as: power, equality, sustainability, and peace. Allows students to develop an understanding of global politics. |
| IB 0261 | History | 7-Apr | 3 | HIST 113: GN: World History since 1500 | SSHI, CHL, G | SL,HL | A world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as: cause, change, causation, and significance. Involves the study of a variety of types of history, including political, economic, social, and cultural. |
| IB 0461 | History | 7-Apr | 3 | HIST 113: GN: World History since 1500 | SSHI, CHL, G | SL,HL | A world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as: cause, change, causation, and significance. Involves the study of a variety of types of history, including political, economic, social, and cultural. |
| IB 0271 | Information Technology in Global Society | 7-May | 3 | QFSC 109: GN: Intro to Information Technology | NSCS, BCS | SL,HL | Framework uses an integrated approach, encouraging students to make informed judgments and decisions about the role of information and communication technologies in contemporary society. Based on three interconnected strands: social and ethical significance, application to specified scenarios, and IT systems. |
| IB 0321 | Philosophy (HL) | 7-Apr | 3 | PHIL 110: GN: Intro to Philosophy | HUPL, APL, C | SL,HL | A systematic critical inquiry into profound, fascinating, and challenging questions such as: Is it better to be rich or poor? What do we mean when we say something is right or wrong? |
| IB 0331 | Psychology | 7-Apr | 3 | PSYC 101: GN: Psychology | NSPPS, BPS | SL,HL | Provides an introduction to the field of psychology. Examines the principles of psychology, explores its methodology, and discusses its applications. |
| IB 0351 | Social and Cultural Anthropology | 7-Apr | 3 | SOCC 102: GN: Intro Cultural Diversity | SSSO, CSO, G | SL,HL | Offers an opportunity for students to explore and understand humanised in all its diversity through the comparative study of culture and human societies. Contributes to an understanding of contemporary issues, such as war and conflict, the environment, poverty, justice, inequality, and human and cultural rights. |
| IB 0361 | World Religions | 7-Apr | 3 | PHIL 100: GN: Intro to Religion | APN, G, HUPL | SL,HL | A systematic, analytical, yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. Seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. |
| Group 4: Sciences | | | | | | | |
| IB 0101 | Biology | 7-May | 4 | BIOL 141: GN: Introductory Biology I | NSBI, BBI | SL,HL | Biology investigate the life world at all levels and many different organisms and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic pathways. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. |
| IB 0121 | Chemistry | 7-May | 4 | CHER 129: GN: General Chemistry I | CHEM 121: NSCH, BCH | SL,HL | Chemistry is a remarkable science. It can combine students with the creation of new materials and the understanding of the composition and interaction of other materials with the environment. |
| IB 0131 | Computer Science | 7-May | 4 | CPSC 130: GN: Intro Computer Programming I | CPSC 130: NSCS, BCS | SL,HL | CPSC 130: GN: Intro Computer Programming I. A rigorous and practical problem-solving discipline. Computational thinking lies at the heart of the course and is intended to be developed in the context of the real world. |
| IB 0141 | Design Technology | 7-May | 3 | CPSC 299: Design Technology | SL,HL | CPSC 299: Design Technology. Computational thinking lies at the heart of the course and is intended to be developed in the context of the real world. | |
| IB 0331 | Environmental Systems and Societies | 7-Apr | 3 | BIOL 210: GE: Environmental Biology | NSBI | SL | Students will be provided with a comparative perspective of the interrelationships between environmental systems and societies. One that enables them to add an informed personal resource to the wide range of pressing environmental issues that will inevitably come to face. |
| IB 0331 | Physics | 7-May | 3 | PHYS 131: GN: Fundamentals Physics I | PHYS 131: NSPH, BPH | SL,HL | The most fundamental of the experimental sciences, as it seeks to explain the universe from the very smallest particles to the vast distances between galaxies. |
| IB 0331 | Science, Exercise & Health Science | 7-Apr | 4 | EXSD 100: Intro to Exercise Science | none | SL,HL | Incorporates the disciplines of anatomy and physiology, biomechanics, pharmacology, and nutrition, which are studied in the context of sport, exercise, and health. |
| Group 5: Mathematics | | | | | | | |
| IB 0301 | Mathematics (HL) | 7-Apr | 3 | MATH 135: GN: Pre Calculus | NSMA, BMA | HL | Having followed the mathematics higher level course, students will be expected to demonstrate the following: Knowledge and understanding; recall, select and use knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts; Problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems; Communication and interpretation: transform common realistic contexts into mathematical; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardised notation; Technology: use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems; Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical symbols, terms and expressions. |
| IB 0302 | Mathematics Studies (SL) | 7-Apr | 3 | Math 299: Mathematics Studies | none | SL | The SL mathematics standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine procedures embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to explore important mathematical ideas through a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking (course includes: Statistics and probability; Sets, relations and graphs; Calculus; Discrete mathematics.) |
| IB 0303 | Mathematics (SL) | 7-Apr | 3 | Math 199: GE: Mathematics | NSMA | SL | The SL mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensive and coherent way, rather than insisting on an mathematical rigour required for the higher level course. The SL mathematics standard level (SL) course focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine procedures embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to explore important mathematical ideas through a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking (course includes: Statistics and probability; Sets, relations and graphs; Calculus; Discrete mathematics.) |
| IB 0304 | Further Mathematics (HL) | 7-Apr | 3 | MATH 199: GE: Future Mathematics (HL) | none | SL | The SL mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensive and coherent way, rather than insisting on an mathematical rigour required for the higher level course. The SL mathematics standard level (SL) course focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine procedures embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to explore important mathematical ideas through a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking (course includes: Statistics and probability; Sets, relations and graphs; Calculus; Discrete mathematics.) |
| IB 0601 | Further Mathematics (HL) | 7-Apr | 3 | MATH 199: GE: Future Mathematics (HL) | none | SL | The SL mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensive and coherent way, rather than insisting on an mathematical rigour required for the higher level course. The SL mathematics standard level (SL) course focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine procedures embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to explore important mathematical ideas through a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking (course includes: Statistics and probability; Sets, relations and graphs; Calculus; Discrete mathematics.) |
| Group 6: The Arts | | | | | | | |
| IB 0621 | Dance | 7-Apr | 3 | DANC 115 | AFKA, A | SL,HL | The course focuses on the composition, performance and analysis of dance, or "expressive movement," which is practised amongst peoples of various backgrounds, and for a variety of purposes, throughout the world. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. |
| IB 0181 | Film | 7-Apr | 3 | ENLG 299: Literature & Performance | SL,HL | Aims to develop students as critical interpreters and makers of film texts. Through the study and analysis of film texts, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical, and global perspectives in film. | |
| IB 0301 | Music | 7-Apr | 3 | SL 300 | HUFA, AFA, A | SL,HL | Students learn to analyse and evaluate music, both personally and collaboratively. Express students to form, states, and fractions of music from a wide range of historical and socio-cultural contexts. |
| IB 0391 | Theatre Arts | 7-Apr | 3 | THR 100 | HUFA, AFA, A | SL,HL | Encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. Gives students the opportunity to make theatre as creators, designers, directors, and performers. Emphasizes the importance of working both individually and collaboratively as part of an ensemble. |
| IB 0411 | Visual Arts | 4-7 Scores | 3 | ART 201 | HUFA, AFA, A | SL,HL | Encourages students to challenge their own creative and critical, and analytical and expressive, boundaries. 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. |