

2017

Saint George's School Secondary School Course Catalog



PLEASE NOTE:

The information that follows is accurate as the catalog goes to press. Saint George's School reserves the right to make changes subsequent to the date of publication.

2017-18 Daily Schedule

Monday, Tuesday, Friday

A
8:20am - 9:00am

B
9:05am - 9:45am

Break
9:45am - 10:05am

C
10:05am - 10:45am

D
10:50am - 11:30am

E
11:35am - 12:15pm

Lunch
12:15pm - 12:55pm

F
1:00pm - 1:40pm

G
1:45pm - 2:25pm

H
2:30pm - 3:10pm

Wednesday

A
8:20am - 9:45am

B
10:00am - 11:25am

Lunch
11:25am - 12:00pm

C
12:05pm - 1:30pm

D
1:45pm - 3:10pm

Thursday

E
8:20am - 9:45am

F
10:00am - 11:25am

Lunch
11:25am - 12:00pm

G
12:05pm - 1:30pm

H
1:45pm - 3:10pm

Mission Statement

Saint George's School inspires scholars, athletes, and artists to serve and lead others.

In an atmosphere of honesty, respect, generosity of spirit, and best efforts, we strive to give students the academic and social foundations that will allow them to pursue higher education successfully and live happy, productive, and magnanimous lives.

The Academic Curriculum

The curriculum of Saint George's School comprises a required core of studies that we believe are fundamental to lifelong learning combined with elective courses and co-curricular activities designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements are designed to ensure that SGS graduates successfully complete a course of study in a broad range of disciplines and skills that, in our judgment, provides the appropriate foundation of a liberal arts education. The requirements are further specified as to skill level and content by the academic departments with the oversight of the administration. Certain requirements vary in keeping with the length of time a student attends SGS.

Classroom groups are small enough to permit individual attention. In specific disciplines, mathematics and world languages, students are placed in courses that fit their skill levels. The courses offered to students allow them the opportunity to progress at a rate commensurate with their ability and ambition. SGS encourages students to strive for high achievement and independent learning. We focus on finding the zone of proximal development¹ for all students. SGS believes that student success relates more to a narrower and deeper understanding and application of ideas and skills than to a wider but shallower acquaintance with them.

Topics, texts, and materials occasionally may not win the full approval of all students and parents. However, they will be selected thoughtfully and carefully within our academic departments, then presented and considered in managed contexts.

CAS

The CAS program aims to provide the individual student with a challenge in three areas:

- **CREATIVITY:** Exploring and extending ideas leading to an original or interpretive product or performance.
- **ACTIVITY:** Physical exertion contributing to a healthy lifestyle.
- **SERVICE:** Collaborative and reciprocal engagement with the community in response to an authentic need.

¹ "The area between the comfort zone and the frustration zone is the one where learning will take place. It is the area where a learner will need some help or will need to work hard to understand the concept or complete the task. This is the zone proximal development. A learner is neither bored nor frustrated, but appropriately challenged. " http://giftedkids.about.com/od/glossary/g/proximal_dev.htm, accessed April 10, 2014

CAS occurs throughout a student's time in the Upper School. In the Middle School, service is incorporated into the curriculum as a precursor to CAS.

The Academic Year

The academic year is separated into two semesters. Each semester is made up of two quarters. Within a given week, classes are scheduled to meet four times: three 40-minute periods and one 85 minute block period. Grades are reported each quarter; however, only semester grades appear on a transcript. Most courses are offered for the full year and earn one credit. A semester-long course earns .5 credits. Diploma requirements are stated in terms of credits and years.

May Term (Upper School only)

The May Term project occurs at the end of the year after final exams. Students take one course during May Term. Courses are project-based, giving teachers and students the latitude to explore something outside their regular strengths. Courses are designed with the following goals in mind:

Students will engage in a project that is:

- Meaningful – they care about this beyond grades
- Iterative – they have a chance to improve it through multiple “drafts”
- Challenging – they may not succeed
- Multi-faceted – even though there is a set project, they can find different ways to contribute
- Goes beyond school – their work will impact people other than themselves; they may continue their work after school ends
- Demonstrably creative – they will create something to exhibit
- Collaborative – they will work with others to meet the challenge

Since May Term is a required part of our curriculum, there will be no extra charge for the courses.

Placement

Students are placed according to their grade level and previous success. The school reserves the right to place students where they will be most successful. We rely heavily on teacher recommendations and take student requests into consideration. In some cases, students may not be able to take a class due to scheduling constraints. The school will offer an alternative for a required class. We appreciate your flexibility in these cases. For other classes, the school will entertain proposals from the student and family, including online learning and other for-credit classes, and will try to be flexible, too.

Placement of Newly Admitted Students

We place students in sections according to their grade level, the classes they have previously completed, and placement tests that we administer. In some subjects, such as English and History, course-level placement aligns directly with grade level. In other subjects, such as math and world languages, students are placed based on diagnostic tests and background.

We review placements through the first quarter that a student is enrolled and will make adjustments as appropriate. We welcome student input on changes. Students should talk to their teachers or advisor if they think they need to move to a different class.

Skipping Levels

The faculty at SGS is committed to placing students in classes that will challenge and encourage. As a school with high expectations for all of our students, we encourage them to stretch themselves in their choices. However, we do not want to place students in classes for which they are not prepared or in which we think they will be stymied and discouraged. Too often, when students try to jump ahead, they end up with poor grades and low self-confidence. Sometimes, parents ask for a student to skip a level. In such cases, we will allow the student to take the timed final exam of the class to be skipped. Earning an 80% or higher will be a requirement for but not a guarantee of skipping the class. Placement will be based on an instructor's recommendation, the reasons for the skip, and the plan to support the student in moving ahead, as well as the exam score.

Typical Course of Study at Saint George's

SGS students typically follow the programs below. Variations, when they occur, are due to specific student placement and scheduling constraints. Our goal is that our graduates have a foundation in the skills and ideas that will help them choose and gain admittance to a successful path in higher education.

6th Grade

Seven credits: English 6, Spanish IA, World Cultures, Life Science, Mathematics (at appropriate level), Art Exploration, Physical Education 6, and "Tutorial", a proctored study hall with advisors

7th Grade

Seven Credits: English 7, Spanish IB or Chinese I, US History, Earth Science, Mathematics (at appropriate level), Art 7 or Choir 7/8, Physical Education 7 and "Tutorial", a grade-level proctored study hall

8th Grade

Seven Credits: English 8, Spanish II or Chinese II, World Geography, Physical Science, Mathematics (at appropriate level), Art 8 or Choir 7/8, Physical Education 8, and "Tutorial", a grade-level proctored study hall

Freshman Year

Seven credits: English 9, Topics in World History, Physics, mathematics (at appropriate level), world language (Spanish or Chinese at appropriate level), Choir or art, Fitness and Health. All students should have a free block for a study hall.

Sophomore Year

Six credits: English 10, The Rise of the American Government, Chemistry, mathematics (at appropriate level), world language (at appropriate level), Choir or art. Some students also choose to take Leadership.

Junior Year

Six and a half credits including courses in English, history, science (Biology), mathematics, world language, Theory of Knowledge (TOK) (.5) plus one more.

Senior Year

Six and a half credits including courses in English, history, science (Biology, if not taken previously), Mathematics, World Language, TOK (.5) plus one more.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least two years must be at Saint George's School. The students must be in good standing academically (not on probation or under suspension) and financially (all accounts current) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Credits (including transferred credits) required to earn an SGS diploma:

23 for entering 9th graders

21 for entering 10th graders

20 for entering 11th graders

All four-year students are required to earn four credits in English, mathematics, social science, and science. In addition, they are required to earn three credits in world language, two in art, and one in physical education. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

Student admitted after 9th grade will be subject to modified requirements based on the credits previously earned. The division head will assess each transcript individually; however, most will be granted standard SGS diploma credit for the years prior to enrolling at SGS.

In order to be eligible for a diploma, all students must satisfy the CAS requirement.

Certain diploma requirements vary with the class level at which the student enters SGS. All student entering in 9th grade must pass Fitness and Health, offered by the Department of Physical Education. Some modifications of the world language requirement are made for students with no previous world language experience or for whom English is a second language.

Students are subject to the following diploma requirements in the visual and performing arts:

- Entering 9th graders must earn no fewer than two credits in art, music, or debate combined. Students should have completed one of these credits by the end of their 10th grade year.
- Entering 10th graders must earn at least one credit in art, music, or debate.
- Entering 11th graders may elect to take art, music, or debate at Saint George's.

All students must earn a minimum of five credits each year. Independent projects may be counted as graded courses with permission from the division head.

Saint George's diploma requirements provide a solid liberal arts foundation for further study in a broad range of areas and are written such that graduating seniors will have fulfilled the course requirements for the most selective colleges. However, students should be aware that some specific programs require or expect coursework beyond our diploma requirements. For example, students applying to Foreign Service programs may be required to take four years of world language and students applying to arts programs may need more than two years of art credit. We advise students to consider thoughtfully the program recommendations from colleges in which they have interest.

Study Halls and Free Blocks

All students are expected to have at least one free block each year in order to take advantage of opportunities for extra help with teachers. 9th grade students, students whose quarter or semester GPA is below 3.0, and those who need extra structure will be placed into proctored study halls. These are considered academic commitments.

Advisory

An advisor is assigned to all students in grades 6-12. In 6th grade, advisors are from the 6th grade team. In 7th grade, student are assigned an advisor from the Middle School faculty they will stay with for the next two years. In 9th grade, students are assigned an advisor from the Upper School faculty for their high school years. Middle School advisors are assigned by the Assistant Head of Middle School. Upper School advisors are assigned by the Dean of Students. Advisors may be switched with the agreement of the student, advisor, and Dean of Students.

Attendance

Regular and consistent attendance is an obvious and necessary foundation for success at Saint George's. While the school works hard to accommodate all unavoidable situations, students who miss a significant number of classes should expect that their grades will reflect this regardless of the effort they may put into making up work.

Course Enrollments and Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the first week of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

SGS Diploma Requirements (including transferred credits)

	4-year student	3-year student	2-year student	1-year student
English	English 9 and English 10 plus two years of IB English	English 10 plus two years of IB English	Two years of IB English, one year of other English	One Year of IB English, two years of other English
World Languages+ (requirement waived for English Language Learners (ELLs))	Three years of any second language in High School.	Two years of any second language in High School.	Two years of any second language in High School.	One year of any second language in High School.
Social Studies	Topics in World History, The Rise of the American Government, plus two more years of Social Studies	The Rise of the American Government, plus two more years of Social Studies	Two years of Social Studies including study of US History.	Two years of Social Studies including study of US History
Sciences	Physics, Chemistry, Biology plus one other credit of science	Chemistry*and Biology* plus one other credit of science	Biology** plus two other credits of science	One year of science. Must have at least two other credits of science on transcript
Mathematics	Four years of math including Algebra II	Three years of math including Algebra II or higher	Three years of math including Algebra II or higher	Three years of math including Algebra II or higher
Art, Music	2 credits of Art	1 credit of Art	1 credit of Art	1 credit of Art
PE and Health	Must pass Fitness and Health	Must have Health on transcript	Must have Health on transcript	Must have Health on transcript
CAS	Yearly engagement			

+ Students who have not earned any world languages credits previous to high school may take IB Spanish Ab Initio in 11th and 12th grade.

*Physics may be substituted if other courses have already been taken.

**Physics or Chemistry may be substituted if other courses have already been taken.

IB Diploma

Starting with the class of 2016, Saint George’s School has been authorized to offer the International Baccalaureate (IB) curriculum in preparation for the IB Diploma. Students choosing to pursue the IB Diploma must take a specialized curriculum in their 11th and 12th grade years, including six core courses each year plus the Theory of Knowledge (TOK) class, an Extended Essay (EE), a 4000-word, independently written research paper, and CAS. Of the six core courses, at least three and no more than four must be taken at the Higher Level (HL).

Students choose this challenging program at the end of their 10th grade year in consultation with their teachers and advisor.

Requirements for students pursuing an IB Diploma (No option for one year students)

	4-year student	3-year student	2-year student
English	English 9 and English 10 or two years of Pre-IB English for ELLs, plus two years of IB English	English 10 or Pre-IB English for ELLs, plus two years of IB English	Two years of IB English A ELLs: Two years of IB English B
World Languages+¶¶	Three years of any second language in High School. ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language	Two years of any second language in High School. ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language	Two years of any IB Language ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language
Social Studies ¶¶	9 th and 10 th grade history classes, IB History or Economics	10 th grade history class, IB History or Economics	IB History or Economics
Sciences	Physics, Chemistry, Biology plus any IB Science Course	Chemistry*, Biology* plus any IB Science Course	Any IB Science Class. May add a second IB science.
Mathematics	Four years of math including Algebra II	Three years of math including Algebra II	Two years of IB Math
Art, Music, ¶¶	2 credits of Art	1 credit of Art	Two years of IB Art OR May double up on IB History or IB Science so long as SGS Art requirement is fulfilled
Physical Education and Health	Must pass Fitness and Health	Must have a health course on transcript	No IB requirement
Other Requirements	CAS	CAS	IB Core: Theory of Knowledge, CAS, Extended Essay

+ Students who have not earned any world languages credits previous to high school may take IB Spanish Ab Initio in 11th and 12th grade.

*Physics may be substituted if other courses have already been taken.

¶¶ - The IB also offers additional online courses in some disciplines. If you are interested in taking an online class to fulfill IB Diploma requirements, please see the IB Coordinator for more information.

English

English 6

English and World Cultures (6th grade history) are taught in parallel, each course reinforcing the other. In English 6, students will use appropriate short stories and literature to develop their confidence and ability to dissect, discuss, and write about ideas. A main focus is on the structure and mechanics of writing, including writing conventions and narrative, expository, and persuasive writing. The writing process (brainstorming, outlining, drafting, revising, and proofing) is reinforced. Students work on vocabulary through an online tool with a goal of adding 150-200 words. Books read have included: *Wonder*, *The Giver*, *Thin Wood Walls*, and *The Man who Planted Trees* as well as selected short stories and poems.

Prerequisites: None; All 6th grade students are automatically scheduled into this course.

English 7

Throughout the school year, students will strengthen their ability to express ideas, thoughts, and opinions effectively within the avenues of writing and speaking. We will focus on basic grammar such as parts of speech and punctuation, while easing into the more sophisticated world of complex and compound sentences. Students will learn to read critically by relating characters, situations, and timeless themes to their lives, making logical predictions, and interpreting complex writing. Students work on vocabulary through an online tool with a goal of adding 150-200 words. In addition, students are introduced to critical and personal reflection writing. Books read have included *Inventing Elliot*, *The Book Thief*, *American Born Chinese*, and *The Princess Bride*.

Prerequisites: None; All 7th grade students are automatically scheduled into this course.

English 8

In this course, students will unlock the magical world of grammar through the exploration of sentence fluency, independent and dependent clauses, and punctuation. They will sharpen their abilities to read critically for both understanding and interpreting by becoming residents of Harper Lee's Maycomb, befriending a young part-time Indian, and acting out Shakespeare's world where nothing is ado. They will learn the fine art of writing thesis statements, supporting details, and conclusions and will work together and alone to write, revise, and edit a variety of essay, while developing their knowledge of MLA in-text and end-of-text citations in preparation for the Upper School. Students work on vocabulary through an online tool with a goal of adding 150-200 words. In addition, students spend time developing their ability to write critical and personal reflections. Books read have included *The Book Thief*, *A Mid Summer's Night's Dream*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *The Absolutely True Diary of a Part Time Indian*, and selected short stories and poems.

Prerequisites: None; All 8th grade students are automatically scheduled into this course.

World Languages

Spanish IA

Students enrolled in Spanish 1A are in the first part of Spanish 1. The course introduces the fundamental communication skills necessary to develop the four basic skills of language: listening, writing, reading,

and speaking. This course emphasizes vocabulary, grammar, and an understanding of Hispanic culture. Students will be encouraged initially to provide choral responses, small groups or partner activities, and gradually moving toward more individual responses. The course is divided into four theme-based lessons. At the end of this course, students will be able to use vocabulary about basic greetings, farewells, courtesy expressions, numbers, people and places at the university and school, courses of study, family relationships, professions, pastimes, and places in the community. Students will learn the fundamentals of grammar: gender and number agreements among nouns and adjectives, forming questions, present tense of regular verbs and irregular verbs, verbs “to be” and “to have”, stem-changing, and verbs with irregular “yo” forms. In addition, students will learn to describe people and things, future plans, time, and likes and dislikes. Furthermore, they will be able to identify and communicate the Spanish-speaking countries, customary greetings, the concept of time, college life, family traditions, and recognize popular sports in the Hispanic culture. The objectives of this course are for the students to develop their communicative proficiency in Spanish and to expand their views of the Hispanic world.

Prerequisites: None; This course is intended for 6th grade students. The text, Aventuras, will be used through Spanish II.

Spanish IB

This course is a continuation of Spanish 1-A. The second year of Spanish 1 focuses on the development of the students’ communicative proficiency and cultural awareness of Hispanic culture, and it continues to emphasize the four basic skills of language; listening, writing, reading, and speaking. Students will be able to comprehend more complex grammatical structures while expanding their vocabulary of the language. Students will be encouraged to provide individual responses and to expand their answers in the target language. Spanish 1B is divided into four theme-based lessons. At the end of this course, students will be able to use vocabulary about words related to transportation, vacations, seasons, weather expressions, clothing, personal hygiene, and food. Students will be able to bargain, pay for items, express their preferences while shopping, and communicate their daily routines. In grammar, students will learn to use direct object pronouns to avoid repetition, indirect and double object pronouns to replace nouns, numbers 101 and higher, the preterite tense, demonstrative adjectives and pronouns, and comparatives and superlatives. Furthermore, students will learn about the Incan trail that leads from Cuzco to the ancient city of Machu Picchu in Peru, the concept of “La siesta” as a popular ancient custom, identify and communicate popular dishes in the Spanish-speaking countries, and the concept of open-air markets as an integral part of commerce and culture in the Hispanic culture. The objectives of this course are for the students to develop their listening and reading comprehension skills, to be able to write in paragraphs, and to proficiently communicate in Spanish outside of the classroom.

Prerequisites: Successful completion of Spanish 1A; This course is intended for 7th grade students. Students will use the text they had in Spanish IA.

Spanish II

Spanish II continues where Spanish IB leaves off, focusing on skill development in the four language domains of reading, writing, speaking, and listening. Review of concepts and vocabulary learned in Spanish I leads into the study of additional tenses, conjugations, vocabulary, and grammar. In addition to language acquisition, Hispanic history and culture is taught. Building vocabulary, solidifying understanding of grammatical concepts, adding new concepts, and increasing fluency are main foci. Students use the same text as they did in Spanish IA and IB.

Prerequisites: Successful completion of Spanish 1B; This course is intended for 8th grade students. Students will use the text they had in Spanish IB.

Chinese I

See Description in Upper School Section

Prerequisites: none; Open to students in grades 7-10. This is considered an Upper School course. Expectations (Homework and in class participation) are with that in mind.

Chinese II

See Description in Upper School Section

Prerequisites: Successful completion of Chinese I; This is considered an Upper School course. Expectations (Homework and in class participation) are with that in mind.

History

World Cultures

Students in World Cultures study different types of cultures around the world using the book, *Material World, A Global Family Portrait*, By Peter Menzel, as well as additional texts and other materials. They will analyze the different ways people live, eat, consume, dream, pray, and other interesting aspects. The course is designed to challenge the student to analyze different cultures and draw conclusions using the cultural universals. There will be a focus on many cultures, with an emphasis on world religions. Due to the great amount of material that could be covered, the approach will be topical and selective, rather than strictly chronological and comprehensive. Material will be disseminated through in-class lectures, discussions, readings, and audio-visual supplements. This class is structured to develop or hone critical analysis, reading, writing, and note-taking skills.

Prerequisites: None; All 6th grade students are automatically scheduled into this course.

MS US History

The course will pay particular attention to people, geography, economics, religions, and social factors that have affected U.S. History, beginning with the discovery of the Americas. The first goal of the course is to help students develop knowledge and cultural understanding. In meeting this goal, students will be able to incorporate what they have learned in history with other humanities, geography, social sciences and to develop historical and ethical empathy for the past. The second goal is to understand the diverse cultures that have helped shape American society and to respect the many different groups in America today. Another goal is to help students develop democratic understanding and civic values. Key to mastering this goal is an understanding of our constitutional and democratic heritage. The last goal is to help students develop basic study skills, critical thinking skills, and social participation skills.

Prerequisites: None; All 7th grade students are automatically scheduled into this course.

World Geography

World Geography is divided into eight units. The first unit introduces key concepts that will guide students through the study of seven regional units. In each unit, students will learn about the region's geography, history and traditions, economics, daily life, literature and the arts, as well as the role of the region in the world today. Additionally, the students will be required to map each region that is studied. The goal of mapping is to provide students with an essential tool, and a foundation for analyzing and solving real problems, making-real world inferences, and understanding real-world issues and decisions.

Prerequisites: None All 8th grade students are automatically scheduled into this course.

Science

Life Science

The focus of this course is on the basis of scientific study, what characterizes something as alive, what is needed to keep an organism alive, how organisms are organized and function internally, and as groups, and finally how organisms interact with their environment. Specific concepts taught include: Scientific Thinking, Forensic Science, Characteristics of Living Things, Scientific Method, Data Representation (graphing and charts), Cells, Genetics, Classification, Six Kingdoms, and Ecology.

Prerequisites: None; All 6th grade students are automatically scheduled into this course.

Earth Science

Students will study the components of Earth as a system, the scientific method and the tools used by Earth scientists. We will then focus on different projections used to make maps and interpretation of topographic maps. Students will next learn about Earth's structure and motion and the scientific theory of Earth's formation, followed by principles of chemistry, including matter, elements, and atomic structure. We will learn about the formation and identification of minerals, the rock cycle, and how to identify specific rocks by category and name. Students will complete individual experimental science projects. Each student will select and research a topic, then develop and carry out an experiment. Finally, students will prepare a display and present their findings to the class. Students will become knowledgeable about the driving force behind earthquakes and volcanoes, namely, plate tectonics. Students will study streams and rivers, and factors affecting groundwater supply. Finally, students will learn about how the history of the Earth is told in the rock record and through fossils, as well as about the Geologic Time Scale. Students will have a chance for hands-on learning during a fossil dig at Stonerose, in Republic, WA.

Prerequisites: None; All 7th grade students are automatically scheduled into this course.

Physical Science

Physical Science is a lab science course focusing on the application of the scientific method. Specific topics covered include: Volume and mass, mass changes in closed systems, characteristic properties, solubility, and the separation of mixtures. The year is completed with a unit on marine biology in preparation for a weeklong capstone trip to the Olympic Peninsula, the *Coast Trip*, where students put their knowledge and skills to work identifying and cataloging organisms found in tide pools. A main focus of the course is on keeping detailed and organized logbooks in preparation for the Upper School and IB science courses. All students complete a science fair project and a Coast Trip project.

Prerequisites: None; All 8th grade students are automatically scheduled into this course.

Math

MS Math Preamble

Students find math classes at SGS accelerated compared to public schools. We emphasize algebraic thinking and problem solving and find that our students have a strong foundation when they progress to higher levels of mathematics, such as calculus, as a result. All three classes in Middle School teach and reinforce problem solving specifically. Teachers design their curricula to introduce and review concepts by



building on students' prior knowledge. Complexity comes in multi-step solutions in which students must apply what they have learned in combinations. While each grade has two levels of advanced math, students who pick up concepts more rapidly and who actively pursue mathematical learning independently are grouped together. We avoid mixing grade levels in the same class.

We use a slightly different terminology for our sequence of courses than public schools. The textbook that the 6th grade class uses is Transitions Mathematics, a pre-algebra curriculum. The Pre-Algebra course offered at SGS was developed by a revered teacher, Errol Schmidt, and is unique to SGS. Elsewhere, it would be labeled an algebra course. Algebra I solidifies the foundations that students have been developing in the previous two years. Advanced Algebra has the same goal, using advanced topics. We have found the students learn best when placed in a level that challenge without overloading. The progression of Middle School math is either: Transitional Math, Pre-Algebra, Algebra I or Pre-Algebra, Algebra I, Advanced Algebra. Students are reassessed going into 9th grade and may be recommended to either Geometry or Advanced Geometry depending on aptitude and attitude. More than 85% of our students graduate having studied calculus. Over 60% will have studied it at a level recognized for credit by colleges. Students are expected to pass with a B or higher in order to progress to the next level.

Transitional Math

This course places an emphasis on problem solving and application – we will be building on skills learned in past math classes with the objective of students feeling confident in their ability to read story problems for pertinent details, set up and show their work, and to review their answer to determine if it is reasonable. These skills are vital for success in pre-algebra next year. Concepts covered include: Measurement, Very Large and Small Numbers, Fractions, Decimals, Numeric and Algebraic Expressions, Geometry, Inequalities, and Probability.

Prerequisites: None; This class is intended for 6th grade students. Placement determined by testing and teacher recommendation.

Pre-Algebra 6

This is an advanced class for 6th graders, which means that the class moves at a quicker pace; there is an expectation that students have demonstrated their proficiency with concepts requiring abstract thought, are motivated, and are able to work independently.

This course is designed to reinforce prior math knowledge, introduce new concepts and allow students to apply their understanding using a variety of problem types. Many examples are given, but students will need to think for themselves and try different strategies in order to apply the concepts they have learned in order to solve each problem as the level of complexity increases. Students will review topics such as decimals, integers, and fractions throughout the year as they learn how to solve increasingly difficult equations and story problems. Other topics include graphing on the coordinate plane, exponents, ratios, and proportions. Problem solving is a key component of Pre-Algebra.

Prerequisites: Placement by school; This class is intended for 6th grade students. Placement determined by testing and teacher recommendation.

Pre-Algebra

Pre-Algebra is a rigorous class that requires maturity, the ability to understand abstractions, and to work independently. This course is designed to reinforce prior math knowledge, introduce new concepts and allow students to apply their understanding using a variety of problem types. Many examples are given, but students will need to think for themselves and try different strategies in order to apply the concepts they have learned in order to solve each problem as the level of complexity increases. Students will review topics such as decimals, integers, and fractions throughout the year as they learn how to solve increasingly



difficult equations and story problems. Other topics include graphing on the coordinate plane, exponents, ratios, and proportions. Problem solving is a key component of Pre-Algebra. Students are presented with a wide range of story problems that apply many of these concepts. The class takes a national test, the American Mathematics contest, which promotes problem-solving skills with a wide variety of math problems.

Prerequisites: Transitional Math; This class is intended for 7th grade students.

Algebra I

The Algebra I class begins the year studying linear equations and word problems that require charts. Word problems are used to help students develop problem solving skills and organizational abilities. Students work with polynomials using addition, subtraction, multiplication, and division. The chapter of polynomial factoring follows and is quite challenging as students develop numerous methods to help them with this task. Topics also include simplifying and solving complex algebraic fractions including performing all four basic operations using them. This is followed with a section on graphing equations, which later expands into graphing inequalities using a number line and on a coordinate plane. Students solve linear equations with the substitution and addition/subtraction methods. Lastly, irrational numbers are introduced as well as solving quadratic equations using the quadratic formula.

Prerequisites: Pre-Algebra; Students are grouped according to grade.

Advanced Algebra

The Advanced Algebra class evaluates and rewrites formulas, simplifies expressions using field properties, definitions, or theorems derived from the distributive property, uses counterexamples to show errors in reasoning, and states the domain for particular functions. Students investigate the graphs of polynomials on their graphing calculator and how they relate to previous concepts they know. Matrices are explored which will help familiarize them with various topics in high school and college especially with the increasing importance on linear algebra and technology today. Students also extend their methods of solving systems of equations from first-year algebra and are introduced to two new concepts: solving systems using matrices and linear programming. The quadratic equation is analyzed and the different approaches on how to graph and solve them which includes real and imaginary numbers. There is a review of Algebra I concepts of simplifying, adding, subtracting, multiplying, and dividing algebraic fractions and factored polynomials using various methods. Basic trigonometry topics studied include: sine, cosine, tangent, Pythagorean Theorem, and properties of similar triangles. The class takes two national tests, the American Mathematics contest, which promotes various problem solving skills with a wide variety of math problems, and the Math Fax contest, which emphasizes logical reasoning. Taking notes and studying them are important steps in the learning process and a huge part of being successful in this class.

Prerequisites: Algebra I; This class is intended for 8th grade students.



Art

Art Exploration

This course is a required class for all 6th grade students. They will split their time between Choir and Art each week. The students will be exposed to many different musical styles, preparing works from classical to Jazz and Pop. An emphasis of learning musical rudiments will be emphasized in this class and the students will also be performing on tone chimes. There will be a Winter and Spring concert for this group as well as the Large Group Festival and a Musical performance at the end of the year. Daily practice is expected. In Art, choice-based art education supports multiple modes of learning, promotes differentiation, and encourages student responsibility, problem-solving, and self-reflection. Most importantly, it engages students in subjects and art media that target their individual goals. Class time will be structured with weekly mini-lessons, individual conferencing with the instructor, peer-to-peer teaching, as well as individual and group reflection. Students will be using a wide variety of materials to create their work including drawing, painting, paper arts, sculpture, architecture, digital art, clay, fibers, printmaking, and clay.

Prerequisites: None; All 6th grade students are automatically scheduled into this course.

Art 7

The seventh-grade students will explore a wide range of media, techniques, and styles of art while learning to communicate about art using a common visual language. They will have the opportunity to expand their creativity and gain confidence with making artistic decisions and find the connections between art and the surrounding world. Students will work in both two and three-dimensional formats as they delve deeper into developing their own individual imagery and critical thinking. Each studio project will provide the opportunity for students to work in more challenging mediums to explore visual problem solving and refine their skills.

Prerequisites: None

Art 8

8th grade art introduces students to a wide variety of techniques, media, concepts, and movements. The goal of the class is to build skills and knowledge while instilling a love for art and the artistic process that will carry students through high school. In addition to completing studio projects that reinforce techniques and concepts, students will practice art criticism, keep visual journals, participate in reflective writing, class critiques, and field trips.

Prerequisites: None

Choir 7/8

This course is open to all students in the 7-8th grades. The students will be exposed to many different musical styles, preparing works from Classical – Jazz and Pop. The students will perform at several competitions and concerts throughout the year including a musical. Emphasis will be placed on three-part reading, counting Rhythms and some improvisation. Listening and sight reading skills are also developed. Daily practicing is required for this course.

Prerequisites: None



Physical Education

Physical Education 6

Saint George's middle school PE and Health emphasizes the importance of a balanced lifestyle in order to promote lifelong health. Through the sixth, seventh, and eighth grades, students take part in both PE and Health units. The course work is progressive so that each year builds upon the last. Sixth Grade PE offers seven distinct units of study including: football, volleyball, floor hockey, basketball, track, soccer, and baseball. Students focus on the rules, skills, and strategies of each. The Health portion of the class introduces hygiene, communication skills, and human growth and development.

Prerequisites: None; All 6th grade students are automatically scheduled into this course.

Physical Education 7

Saint George's middle school PE and Health emphasizes the importance of a balanced lifestyle in order to promote lifelong health. Through the sixth, seventh, and eighth grades, students take part in both PE and Health units. The course work is progressive so that each year builds upon the last. Seventh grade PE offers the following units: lacrosse, orienteering, floor hockey, volleyball, basketball, pickle ball, bowling, track, and baseball. The Health portion of the class addresses the following topics: alcohol and tobacco, healthy relationship skills, and human growth and development.

Prerequisites: None; All 7th grade students are automatically scheduled into this course.

Physical Education 8

Saint George's middle school PE and Health emphasizes the importance of a balanced lifestyle in order to promote lifelong health. Through the sixth, seventh, and eighth grades, students take part in both PE and Health units. The course work is progressive so that each year builds upon the last. Eighth grade PE offers the following units: lacrosse, archery, team building, volleyball, basketball, fitness, track, and baseball. The Health portion of the class includes these topics: nutrition, healthy relationships, physical fitness, medicine, illegal drugs, and human growth and development (with a unit on STD prevention.)

Prerequisites: None; All 8th grade students are automatically scheduled into this course.

Other

Tutorial

All Middle School students have a scheduled study hall/advisory block called "Tutorial." It is a time to work on assignments and get extra help. 6th grade students meet in their advisors' rooms and use part of the time to work on an executive functions curriculum focusing on organization, time management, and study skills. 7th and 8th grade students meet with their advisors or have a proctored study hall or class meeting with their grade.



Upper School

Group One - First Language

English

In its study of literature, the Upper School English curriculum combines breadth and depth, encouraging students to investigate ways in which authors create meaning with the smallest elements of texts and ways in which texts spring from and contribute to great, sometimes universal and timeless, literary traditions. Writing assignments, numerous and challenging, ask students to develop skills in several modes of composition, such as argument, research, exposition, and creative writing. Above all, assignments prompt students to think for themselves, to develop their own critical questions, and to defend cogently their own ideas. Regular lessons in grammar, vocabulary, and broader conventions of writing further aid the department's mission of fostering confidence, precision, and power in students' reading, writing, and thinking.

The English department maintains native and non-native English speaking curriculums 9-12. The first culminates in English A: Literature, fulfilling the Group 1 (Studies in Language and Literature) requirement of the IB Diploma program, and the second normally culminates in English B, fulfilling the Group 2 (Language Acquisition) requirement of the IB Diploma. Non-native speakers may satisfy their Group 1 requirement through an IB Language and Literature course in their native language).

Students must take four years of English.

English 9

English 9 students practice several types of writing, primarily in response to what they read. They write at times in narrative, expressive, and creative modes, but their efforts focus more and more on critical analysis. They learn to conceive of writing as a craft to be practiced and as a process to be followed. Through frequent assignments, both formal and informal, English 9 students come to value writing as a means of making sense of what they read and think. Attending carefully to their writing at the levels of the sentence, paragraph, and full essay, they learn to appreciate the power of the written critical argument. Reading works from several periods and cultures, students explore patterns of ideas that appear in literature across the world and throughout the centuries. Especially close attention is paid to the ancient hero's quest and its role in the modern world. Syllabi have included Homer's *Odyssey*; *Beowulf*; Milton's *Paradise Lost*; Cervantes' *Don Quixote*, Shakespeare's *The Tempest*, *As You Like It*, and *Henry IV, Part I*; Wu Ch'eng'en's *Monkey*; Luo Guozhong's *Three Kingdoms*; Dickens' *Great Expectations*; Tolkien's *The Hobbit*; Greene's *The Third Man*; Satrapi's *Persepolis*; Garcia-Marquez's *Chronicle of a Death Foretold*; and Okri's *The Famished Road*. Whenever possible, the course seeks to complement the freshman history curriculum.

Prerequisites: None; All 9th grade students are automatically scheduled into English 9.

Pre-IB English

Pre-IB English prepares students to pursue an IB Diploma by developing listening, reading, speaking, and writing skills for everyday and academic purposes. The first semester focuses on fundamental skills-building through the use of literature, writing assignments, classroom discussions, and cultural studies. Students will also study various grammatical structures, vocabulary terms, and idiomatic expressions. The second semester continues the above studies, with the final quarter focused on learning key strategies for



success on the TOEFL exam. Along with specific skills-building, students will review the different tasks and sections of the TOEFL. Students will practice each of the four sections (listening, reading, speaking, and writing) in short practice tests, although they will not take an actual TOEFL iBT during the course. Students taking this course for a second year will study the same skills and concepts at a more advanced level.

Prerequisites: None; New 9th and 10th grade international students will be automatically placed in this course for both years.

English 10

English 10 is designed to acquaint students with the finer points of the rhetoric and composition of several general forms of argumentative and expository writing, as well as literature and literary criticism.

Consequently, students study a variety of nonfiction texts by renowned authors such as Plato, Thoreau, King, and Montaigne, as well as diverse essays from currently practicing writers. And the novels and plays they read – such as *A Doll's House*, *Measure for Measure*, *1984*, *Brave New World*, and *Frankenstein* – offer not only excellent examples of literary merit, but also complex issues to discuss and debate. In the second semester, the course focuses more strictly on Argument and includes introductory study of formal logic, logical fallacies, and argumentative structure.

Prerequisites: English 9; All 10th grade students are automatically scheduled into English 10.

IB English A 1- Literature

English A: Literature (11th and 12th) fulfills the Group 1 “Studies in Language and Literature” requirement of the IB diploma program. The course “encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches . . . The study of works in translation is especially important to introducing students, through literature, to other cultural perspectives” (IB Language A: Literature Subject Outline, 2011). English A Literature is offered at Standard and High levels. The Higher level course involves more reading, more contact hours, and more challenging assessment objectives and criteria.

Prerequisites: English Fluency; For native English speakers or non-native English speakers who are already fluent in English - Intended for juniors and seniors

IB English A 2 - Literature

IB English A 2 is a continuation of IB English A. In the Senior year, we cover two more of the four parts of the IB syllabus – the Detailed Study, a unit emphasizing close reading and detailed analysis of texts on a fairly microscopic level; and Literary Genres, in which we will study the conventions of the novel and the styles and techniques of individual novelists. Detailed Study will occupy the entire first semester and perhaps a couple of weeks of the second semester. For those seeking an IB Diploma or an IB certificate in English (HL or SL), it will end with the Individual Oral Commentary. The Literary Genres unit comes last because it contributes directly to Paper 2 of the final IB Exam, which all HL and SL students will take. Any students who are not seeking a diploma or a certificate in English will take semester exams in lieu of the aforementioned IB assessments.

Prerequisites: IB English A 1; SL & HL Intended for seniors. IB exam fees are included in tuition.

IB Chinese A 1 - Literature

IB Chinese A is taught in Chinese as an option for non-native English speakers. It satisfies the IB requirement as a primary language, allowing students to take IB English B as their second language. If there are at least three students, this class is taught by a native Chinese speaker and covers traditional Chinese literature. Exams and papers are written in Chinese. This class meets twice a week and requires



students to work independently. All native Chinese speakers will be placed in this course unless their 10th grade English teachers recommends otherwise.

Prerequisites: Must be a native Chinese speaker; SL & HL Intended for juniors and seniors. IB exam fees are included in tuition.

IB Chinese A 2 - Literature

IB Chinese A 2 is a continuation of IB Chinese Literature 1 and prepares students to sit for the IB Chinese A exam in May of the senior year. With a little supplementary study, students in this course may elect to take an AP Chinese exam in addition to the IB exam.

Prerequisites: Successful completion of Chinese IB Chinese A 1; SL and HL, Intended for seniors. The cost of the IB exam is included in tuition.

Debate

The debate class seeks to deepen students' abilities as readers, analysts, speakers, and listeners. It attempts to give them a lens through which to examine political and social issues, and to enable them to participate effectively in the political world around them. Students will select a partner in the class and prepare to debate a single topic for the duration of the year; they will research the topic; select, write, and rewrite arguments that they believe are the most viable; finally, they will debate other teams (inside and outside of school) who are similarly prepared. The class will be graded on participation, on understanding of the issues related to the year's topic, on written and oral arguments, and on basic preparedness. Some tests will be given. Students who work particularly hard will be rewarded not only with superior grades but with the opportunity to travel to local, regional, and national debate tournaments throughout the year.

Debate earns students an elective credit. However, students who excel in debate for two years may opt to take an Advanced Policy Argument course in their third year or senior year, whichever is later.

Advanced Policy Argument will build heavily upon the skills learned in debate; students will earn one year's worth of English credit for Advanced Policy Argument.

Prerequisites: None; This course counts as an art credit due to the performane nature. It may be taken more than one year.

Group Two - Second Language

World Languages

Three years of foreign language study is required in the Upper School*, though four years are suggested. Repeated years in a single language fulfill this requirement. Students can switch languages to complete their requirement after finishing the third level of a language.

All language placement is at the discretion of the school. Grades in previous classes, final exam grades, admissions tests and oral proficiency will all be considered for placement. Any student seeking a waiver from the foreign language graduation requirement must have a full assessment from a qualified educational specialist with this as a recommendation based on a diagnosis. All language placement decisions are agreed on by the teacher, department chair and Head of Upper School. Students must pass each class with a C or higher to progress to the next level.

*Prerequisites: ; *Students entering the Upper School without any previous second language experience may only be required to take two years of Ab Initio language in the 11th and 12th grades.*

Chinese I



This course is an introduction to Mandarin Chinese. Using the text "Chinese Made Easy Volume 1", students learn the pinyin system and use acquired oral language skills in a variety of activities. Our focus is primary on oral proficiency, but students also learn to read and write very basic Chinese characters and to recognize these in context. At the end of this level, students will have acquired the following language skills: asking and answering questions, describing likes and dislikes, making short oral presentations in Chinese and engaging in short reading activities. These skills are employed within the framework of greeting, exchanging time and date, describing family, identifying language and nationalities and talking about family members' jobs. Major Chinese holidays and their customs will also be introduced.

Prerequisites: None; Open to students in grades 7-10

Chinese II

This course is for students who have successfully passed Chinese I and are interested in learning Chinese in more sophisticated contexts. Vocabulary and grammar are emphasized. Using the text "Chinese Made Easy Volume 2", students will develop speaking, listening, reading and writing skills within the framework of color and clothing, weather and holidays, hobbies, daily routines and school subjects. Students are expected to become more proficient at handwriting and reading paragraphs using Chinese characters. Chinese culture continues to be an important aspect of this class, primarily through assigned presentations.

Prerequisites: Chinese I with a C or higher; May be taught concurrently with other levels.

Chinese III

The first semester of Chinese III will focus on a comprehensive review of previously learned Chinese vocabulary and grammar. Students will be challenged to use characters to accomplish writing and reading tasks. During the second semester of this level, using the text "Chinese Made Easy Volume 3", students continuously build speaking, reading, listening and writing skills within the thematic frameworks of food and health, shopping, and house descriptions. The focus in this level continues to be on increasing oral proficiency and fluency, along with continued focus on Chinese grammatical patterns and more intensified practice of Chinese characters. Students also begin to write short narrative paragraphs in Chinese. Class discussion and presentations focusing on comparing and contrasting the differences between Western and Eastern values in daily life help students understand cultural differences.

Prerequisites: Completion of Chinese II with a C or higher; May be taught concurrently with other levels.

Chinese IV

The Chinese IV course is designed for students who have successfully completed three years of Chinese and want to challenge themselves with a more advanced level of proficiency. The goal of this course is to help students integrate the four skills of speaking, listening, reading and writing to undertake advanced tasks in a more fluent and confident way. Intensive language training is given in class time and students are expected to pre-study and complete assignments independently before and after class. After this course, successful students may be encouraged to take the IB Chinese B course at the Higher Level (HL).

Prerequisites: Completion of Chinese III with a C or higher; May be taught concurrently with other levels.



IB Chinese B Ab Initio 1

This course is designed for students who have had some experience learning Mandarin. It will develop students' linguistic abilities through the development of receptive, productive, and interactive skills. In an effort to guide students into acquiring international open-mindedness, those enrolled in this two-year course will also be exposed to cultures of Mandarin speaking communities worldwide. The course is organized into three themes: individual and society, leisure and work, urban and rural environment. The specific topics include: daily routines, shopping, holidays, sports, weather, global issues, etc.... During the course, students will be taught to understand and produce a variety of works, spoken, written, and visual. These could be advertisements, articles from journals or magazines, or emails, to name a few. By the end of the course, students must understand written texts in characters, produce two pieces of writing from a choice of prompts, and complete a written assignment in Chinese under teacher supervision. In addition, students are given oral exams in which they discuss their written work or respond to a picture prompt. All students in this course will also take an external reading and writing exam in their second year.

Prerequisites: One or two years of experience studying Mandarin is recommended; SL only Intended for juniors and seniors. May be taught concurrently with other levels.

IB Chinese B Ab Initio 2

This course is a continuation of IB Chinese Ab Initio 1 and prepares students to take the assessments in March - May of their senior year.

Prerequisites: IB Chinese B Ab Initio 1; May be taught concurrently with other levels. The Ab Initio exam may only be taken as a senior and is included in tuition.

IB Chinese B 1

This course is designed for students who have at least three years of Mandarin learning experience. While acquiring vocabulary words and grammatical structures in Mandarin language, students will explore Mandarin cultures. The course will develop students' linguistic abilities in Mandarin through the development of receptive, productive and interactive skills. The course is organized into three cores and two options. The specific topics are as such: social relationships, communication and media, global issues, customs and traditions and leisure. The course will be primarily conducted in Mandarin to provide a monolingual environment for students. Small group reading, interviewing native speakers, presentation on given topics, and a research paper are a few of the activities used to integrate various aspects of language acquisition. By the end of this course, students must read four written texts based on the core topics, complete one writing exercise of 250-400 words from a choice of five prompts, complete a written exercise of 300-400 words plus a 100-word rationale, conduct a 10-minute presentation and discussion with the teacher, and provide three classroom oral activity recordings.

Prerequisites: Recommendation from current Chinese teacher; SL and HL. Intended for juniors and seniors. May be taught concurrently with other levels.

IB Chinese B 2

This course is a continuation of IB Chinese B 1 and prepares students to take the assessments in March - May of their senior year.

Prerequisites: IB Chinese B 1; SL and HL. The cost of the IB exam is included in tuition.



Spanish I

See description in the Middle School catalog as this is considered a Middle School class. This class is subject to enrollment and scheduling.

Prerequisites: None; IB Spanish Ab Initio may be recommended instead of Spanish I.

Spanish II

This is a course offered in the Middle School open to new Upper School students if it fits in their schedules. See the description in the Middle School catalog for details.

Prerequisites: Spanish IB or equivalent; IB Spanish Ab Initio may be recommended instead of Spanish II.

Spanish III

Spanish III includes a continuation of the listening, speaking, reading and writing skills begun in Spanish I and II. Using the same text, the students will acquire more advanced grammar skills while reviewing and mastering those previously learned. Students entering this course will already be versed in the present, simple future, preterite, and present progressive verb tenses. Participants in this course will be encouraged to speak in Spanish during the planned activities and to integrate their grammar skills in daily writing assignments and homework. Cultural components will also be presented including the history, art, literature and celebrations of Spanish speaking countries and communities.

Prerequisites: Spanish II or equivalent; This class is intended for 9th grade students.

Spanish IV

This is an advanced language Spanish course and students entering should already be versed in the use of the present, preterite, simple future, present progressive, imperfect, present perfect, and subjunctive tenses. In order to be successful in this course, the student's knowledge of these tenses must be in place in order to use them in more advanced reading, writing, listening and speaking activities. Aside from more advanced grammar instruction which may be done in English, the instructor will aim to present all other lessons and activities in the target language and will expect the students to respond and also converse with other students in the same target language. Authentic materials, such as periodicals, movie clips and literature will be used to hone the students' skills and to help them in their quest to master the grammar skills they have acquired in their previous courses.

Prerequisites: Successful completion of Spanish III or equivalent; This class builds the grammatical foundations needed for IB Spanish.

IB Spanish B Ab Initio 1

This course is for the student who has limited or no knowledge of the Spanish language. Over a two year period the student will be instructed in basic Spanish grammar and through well-planned reading, writing, listening and speaking activities will acquire a basic knowledge of the target language. In an effort to guide our students in acquiring international open-mindedness, those enrolled in this two-year course will also be exposed to the history, art and culture of Hispanic countries and communities worldwide. Students will be assessed on their reading comprehension and oral communication, as well as written skills through periodic exams, quizzes and projects. A final assessment on these skills will be given at the end of each school year.

Prerequisites: None; SL only Intended for juniors and seniors



IB Spanish B Ab Initio 2

This course is a continuation of IB Spanish Ab Initio 1.

Prerequisites: IB Spanish B Ab Initio 1; The cost of the IB exam is included in tuition **IB Spanish B 1**

In this two year course the students will work toward the goal of becoming competent communicators in a student centered environment. The students will not only receive instruction in advanced grammar but will also explore aspects of the art, history, literature and culture of the Spanish-speaking world through selected readings, film, video clips, and visiting speakers. International open-mindedness will be a focus as students compare and contrast their own culture with those in Hispanic countries and communities. Upon completion of this course, students will be expected to possess the ability to communicate in both the spoken and written word in a competent manner with the realization that only through this competent communication with others will they be able to truly become global citizens.

This course is offered as both an HL and SL class. With both levels taught in the same classroom with the same instructor. More will be expected of the HL student with more in-depth writing assignments and oral assessments. Additional requirements for outside projects and classroom presentations will also be obligatory.

Prerequisites: Recommendation from current Spanish teacher; SL and HL Intended for juniors and seniors.

IB Spanish B 2

This course is a continuation of IB Spanish B 1 and prepares students to take the assessments in March - May of their senior year.

Prerequisites: IB Spanish B 1; SL and HL. The cost of the IB exam is included in tuition.

IB English B 1

English B (11th and 12th) fulfills the Group 2 “language acquisition” requirement of the IB diploma program. The course is intended for non-native English speakers who have previous experience with the language and who are fulfilling their Group 1 “Studies in Language and Literature” requirement in their native language (e.g. Chinese A: Literature). Students will study and practice diverse forms of written and spoken English in order to achieve a general and high degree of aptitude in the language while exploring the relationship between the language and the cultures in which it is spoken. English B is offered at Standard and Higher levels. The Higher level course involves the study of literature, more contact hours, and more challenging assessment objectives and criteria. This course is for the non-native English speaking student who is seeking to improve his or her usage of the English language. As all of their other courses will be instructed in English, this course will help the non-native English speakers improve their reading, writing, listening and speaking skills. Through the use of literature, writing assignments, classroom discussions as well as some grammar instruction, the students are expected to improve their English skills with the target goal of heightened success in their other courses. Through the use of two American literary works the students will discuss cultural differences and influences and will strive to improve their global understanding.

Prerequisites: None, though intended for students who have been exposed to English instruction before this class.; SL and HL, Intended for juniors.

IB English B 2

IB English B 2 is a continuation of IB English B 1 and prepares students to sit for the IB English B exam in May of the senior year. This is a two year course.



Prerequisites: IB English B 1; SL and HL, Intended for seniors. The cost of the IB exam is included in tuition.

Group Three - Individuals and Societies

Social Studies

The Social Studies Department strives to broaden the intellectual horizons of its students through various interdisciplinary means:

Our students are exposed to the cultural, economic, intellectual, political, and social histories and heritage of the peoples they study.

In partaking in these explorations, our students pursue a number of objectives: acquiring an appreciation for the richness of other cultures, for the contribution made by great and lesser known individuals and groups, and for the interrelationship between past and contemporary events and conditions.

In the process, they acquire skills in the organization of material and thought, comparative analysis, research methodology, time management, effective note-taking, logic, and writing.

In the classroom, students are exposed to lectures, seminar discussions, debates, oral presentations, and various group orientated activities.

In the long term, we hope through these various means to foster within our students a greater curiosity about and a better understanding of the complex world we live in and to encourage their desire to maintain this appreciation for the duration of their lives.

Four years of social studies, including a course including US History, are required for graduation.

Topics in World History

This class looks at early Western Civilization to examine a number of questions. How did civilization arise? What are the origins of war? Was Greece the first democracy? What explains the rise and fall of the Roman Empire? What are the effects of trade upon civilization? Was the European Renaissance unique? The class places an emphasis on discussion of the ideas learned through assigned readings, along with research through the HomerX project.

Prerequisites: None; Returning 9th grade students are automatically scheduled into this class.

Pre-IB History

All incoming international students are entered in this class, which seeks to add the background knowledge of the basics of U.S. History and government necessary for success in the future IB curriculum. It also seeks to raise the comfort level of students at speaking in class, rendering opinions and overall writing ability in English. The specific subject matter of class rotates from year to year so that students may repeat the class as necessary.

Prerequisites: None; New 9th and 10th grade international students will be automatically placed in this course for both years.

The Rise of the American Government

This course picks up on the themes studied in 9th grade. Beginning with the role of mercantilist policies in the Age of Exploration and colonization of the Americas, it then focuses on the Revolutionary War and the founding of the American government based the ideas of the European Enlightenment. It then follows American history through the Civil War. Along the way, an emphasis is placed upon present-day civics and



American government. The class places an emphasis on discussion and upon research through a mandatory History Day project.

Prerequisites: None; Intended for 10th grade students. Student who took Topics in World History will automatically be scheduled into this class.

IB History 1

IB History year 1 examines selected topics in the history of the Americas. The class focuses primarily on the history of the United States after the Civil War, but will contextualize those events in the Western Hemisphere. Students also practice the craft of history, including the analysis, interpretation, and organization of historical data. They will be asked to consider the different ways that historians approach the subject of history and how that can lead to diverging interpretations. IB History year 2 will focus on the 20th Century World History, particularly the rise and fall of the USSR, the ascension of authoritarian China, and the Cold War.

IB History is offered as both an HL and SL course. Students will be in the same classroom and will complete the same assignments. The department expects HL and SL students to develop the same skills and understandings of history. Students who take the class as an HL will need to be able to use information from IB History year 1 on the IB exam, whereas students taking the class as a SL will draw their information primarily from IB History year 2. IB year 1 is a prerequisite for IB year 2 due to skills taught in IB Year 1.

Prerequisites: Be enrolled in 11th grade; SL & HL Intended for juniors and seniors.

IB History 2

This course is a continuation of IB History Route Two 1 and prepares students for the IB Exam.

Prerequisites: IB History Route 2 1; The cost of the IB exam is included in tuition.

IB Economics

IB Economics aims to provide students with the core knowledge of economics, encourage critical thinking, and promote awareness of internationalism. It includes the study of microeconomics, macroeconomics, international economies and developmental economics. Teacher permission is required due to the math proficiency requirement.

Prerequisites: Teacher recommendation; SL only. For seniors only. The cost of the exam is included in tuition. 2017-18 is the last year that this course will be offered as a one-year SL option.

IB Economics 1

IB Economics aims to provide students with the core knowledge of economics, encourage critical thinking, and promote awareness of internationalism. It includes the study of microeconomics, macroeconomics, international economies and developmental economics. Teacher permission is required due to the math proficiency requirement. This is the first year of a two year course.

Prerequisites: Teacher recommendation; SL and HL - Open to Juniors. The cost of the exam is included in tuition.



Group Four - Experimental Sciences

Science

Science at Saint George's focuses on how to understand the natural world. All students are expected to take at least one year of science in each area so that they recognize how the different approaches relate and contribute to each other and can apply their knowledge to the world around them. All science classes in the Upper School have a lab component, as giving students hands-on experience is one of the goals of this department. Four credits of science are required for graduation, normally in the following sequence: 9th - Physics, 10th - Chemistry, 11th - IB Biology, 12th – choice.

Physics

The focus of this class is learning the process of science by doing science. Students use a hands on approach to learn how scientists build models while working as a scientific learning community. Multiple representations are used to describe and model natural phenomenon. Labs form the backbone to understanding and study of kinematics, dynamics and energy. Skills taught include graphing, writing laboratory reports, lab technique and methods, spreadsheets, modeling, and experimental methods.

Prerequisites: None; Intended for 9th graders. This course or its equivalent is required for graduation.

Chemistry

The nature of matter, how different chemicals behave and interact, the role of energy conversions, the application of chemistry in the “real world” and quantitative calculations make up the study of chemistry. In the laboratory, students develop understanding by investigating and solving problems. The course prepares students for basic college-level general chemistry or IB Chemistry and is required for graduation.

Prerequisites: Physics; Intended for 10th graders. This course or its equivalent is required for graduation.

IB Physics 1

International Baccalaureate Physics programme is a two year rigorous pre-university course which is internationally well recognized. The focus of this programme is to impart in students the knowledge and skills required to excel in their university studies. By design this course allows students to experience the challenges which are normally felt at undergraduate level. The course introduces the students to scientific methods and techniques which are needed for scientific investigations. Students are made aware of the moral and ethical social responsibility in the use of scientific knowledge. Students are encouraged to understand the relationship between the various scientific disciplines and carry out an interdisciplinary project. Practical investigations are an integral part of the curriculum. Students are required to research a scientific problem, develop a hypothesis, design an experiment, conduct investigations and draw conclusions. Special emphasis is given to manipulative skills required to carry out scientific investigations. Student assessment is conducted both externally through written examination and internally by means of practical investigations and an interdisciplinary project. Strong problem solving skills and being concurrently enrolled in IB Math SL or higher strongly recommended.

Prerequisites: Previous experience with Physics and enrollment in Math SL or higher; SL & HL Intended for juniors and seniors - Previous Physics class and Math SL as a minimum suggested.



IB Physics 2

IB Physics 2 is a continuation of IB Physics 1 and prepares students to sit for the IB Physics exam in May of the senior year. Students in this course may elect to take an AP Physics exam in addition to the IB exam.

Prerequisites: IB Physics 1; The cost of the IB exam is included in tuition.

IB Chemistry 1

IB Chemistry 1 is the first year for both IB Chemistry HL and SL. This first year IB course covers the first 9 core topics (SL topics), so students do not have to choose between HL and SL until fall of their senior year.

HL Chemistry is recommended for students who are looking for more of a challenge or who plan to pursue a science major in college. Both the SL and HL courses include a significant section on Organic Chemistry, which will be very valuable to future Pre-Medicine students. Students who want their IB course to possibly count as a Chemistry credit at their future college should enroll in HL rather than SL.

In addition to the topics listed above, HL students in IB Chemistry 2 must cover Topics 12 – 19, which are the same topics covered in SL (IB Chemistry 1) but in more depth. Therefore HL students must attend class every day. They will be given some class time to work on their IA, but will likely have to spend time outside of class as well.

Prerequisites: 10th grade Chemistry. Transfer students may enroll in IB Chemistry 1 as juniors without any previous Chemistry classes but should expect to have extra work in order to keep up.; SL & HL Intended for juniors and seniors.

IB Chemistry 2

IB Chemistry 2 (senior year) finishes the topics required for SL students (Organic Chemistry, Measurement and Data Processing, and Medicinal Chemistry.) SL students in IB Chemistry 2 are then released from day-to-day class to work on their Internal Assessment (IA) projects. In April of the second year, SL students will be given review assignments which they will be required to complete as part of the coursework.

HL Chemistry is recommended for students who are looking for more of a challenge or who plan to pursue a science major in college. Both the SL and HL courses include a significant section on Organic Chemistry, which will be very valuable to future Pre-Medicine students. Students who want their IB course to possibly count as a Chemistry credit at their future college should enroll in HL rather than SL.

In addition to the topics listed above, HL students in IB Chemistry 2 must cover Topics 12 – 19, which are the same topics covered in SL (IB Chemistry 1) but in more depth. Therefore HL students must attend class every day. They will be given some class time to work on their IA, but will likely have to spend time outside of class as well.

Prerequisites: IB Chemistry 1; The cost of the IB exam is included in tuition.

IB Biology 1

The IB biology course will be for both students at the high level (HL) and standard level (SL). The first year will focus on the dominant paradigms in biology like cell theory, the central dogma, genetics, and evolution. The second year will apply that knowledge to concepts such as neuroscience and behavior and human physiology. The course will incorporate a lot of molecular and biochemical laboratory techniques, giving students a hands on understanding of how science is currently done in research laboratories. Specific skills that will be emphasized throughout the course include effective hypothesis generation, experimental design, data collection, data analysis, critical thinking, collaborative efforts, and scientific writing.



Both the high level (HL) and the standard level (SL) will be taught in the same class. The class will be the same for both types of students in the first year, but the assessment and expectation of knowledge mastery will be higher for HL students in the second year. The first year will cover 70% of the IB Biology Core curriculum and have 40+ hours of investigations. We will also do the biology internal assessment (IA) at the end of this year.

Prerequisites: None; SL & HL Intended for juniors and seniors.

IB Biology 2

IB Biology 2 is a continuation of IB Biology 1 and prepares students to sit for the IB Biology SL or HL exam in May of the senior year. The students will cover the topics of physiology, anatomy, speciation, and plants (HL only). They also get to choose (democratically) one of the 4 optional topics, Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, or Human physiology. Students who want their IB course to possibly count as a Biology credit at their future college should enroll in HL rather than SL.

Prerequisites: IB Biology 2; The cost of the IB exam is included in tuition.

IB Sports, Exercise, and Health Science SL 1

This course incorporates the traditional disciplines of Anatomy, Physiology, Biomechanics, Psychology and Nutrition, and will be studied in the context of Sport, Exercise, and Health. Students will study a range of core and option topics. They will undertake practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of internationalism and ethics by considering Sport, Exercise, and Health relative to the individual and in a global context. This class is offered as a two-year option at the Standard Level (SL) only. This sequence fulfills the SGS Biology requirement.

Prerequisites: None; SL only. Students in IB Sports, Exercise, and Health Science SL 1 are expected to take IB Sports, Exercise, and Health Science SL 2. Intended for juniors and seniors.

IB Sports, Exercise, and Health Science SL 2

This is a continuation of IB Sports, Exercise, and Health Science SL 1.

Prerequisites: IB Sports, Exercise, and Health Science SL 1; The cost of the IB exam is included in tuition.

Mathematics

Mathematics

Graduation Requirements

Students must be enrolled in a math class for all semesters during which they are in Upper School. Students begin the mathematical sequence at the appropriate level, based upon prior coursework, teacher recommendations, test scores, and motivation. Students are required to complete a math course with a passing grade for each year they are enrolled at Saint George's School. In addition, credits for Geometry, Algebra I and II are required for graduation.

The study of mathematics is a systematic development of reasoning and problem solving techniques and strategies. In order for students to be successful in a course they must have mastered the material from



previous courses. For this reason, a student receiving a grade lower than a C- in both semesters of an Upper School math course will be required to repeat that course. Students receiving a grade below a C- in one semester, but a C- or above in the other semester are required to obtain Math Department permission before enrolling in the next course in the progression. Passing grades (D- or higher) will earn a student credit for the course. All courses taken by a student will be reported on a student's school transcript. Repeated courses will not replace grades from previous coursework.

Students in an advanced level course receiving a grade lower than a B- will be required to obtain permission from the Math Department before enrolling in the following advanced course. This policy also applies to students who are enrolled in courses above the normal progression for their grade level.

Algebra I

The first year of high school algebra is offered both at the Middle School and ninth-grade levels. See the description in the Middle School catalog.

Prerequisites: None; 9th grade students will be placed in a course where the school feels they will find the most success.

Geometry

The study of Geometry begins with fundamental Euclidean axioms and postulates and progresses to more advanced problem solving and reasoning. The material is presented as a relevant mathematical system. Students will use the computer often as a tool for discovery. The ability to read and interpret mathematical materials, the need for clarity and precision of language, and competency in mathematical proofs are necessary. Placement in the regular section puts no restriction on future math courses.

Prerequisites: Algebra 1; Intended for 9th graders.

Advanced Geometry

Geometry/Advanced Geometry. The study of Geometry begins with fundamental Euclidean axioms and postulates and progresses to more advanced problem solving and reasoning. The material is presented as a relevant mathematical system. Students will use the computer often as a tool for discovery. The ability to read and interpret mathematical materials, the need for clarity and precision of language, and competency in mathematical proofs are necessary. Students selecting Advanced Geometry will study the same topics as Geometry students but should be looking for additional challenge.

Prerequisites: Algebra 1 and instructor's endorsement. Intended for 9th graders.

Algebra II

Many topics encountered in Algebra I are reconsidered with a higher degree of sophistication. Additionally, the concept of a function is introduced, the study of irrational and complex numbers is extended, and treatment is given to conic sections, exponents, logarithms, and the beginning work in Trigonometric functions is undertaken.

Prerequisites: Geometry; To receive a SGS diploma, students must complete this course at a minimum. This course is intended for 10th grade students.

Algebra II with Trigonometry

Algebra II with Trigonometry. Students in this course are expected to think deeply about abstractions and patterns in coordinate algebra, analytic geometry, and trigonometric functions. It is necessarily the case that strong homework and study skills are essential for success. Completion of Advanced Geometry with a B- or higher or Department permission is required to enroll in this course



Prerequisites: Advanced Geometry or Instructor Endorsement.; This course is intended for 10th grade students.

IB Mathematical Studies 1

IB Mathematics Studies SL - is a two-year course for juniors and seniors who are planning to go to college and major in Business or any other professional fields or in the liberal arts. Algebra II is a prerequisite. The focus of Mathematical Studies SL is to introduce important mathematical concepts through the development of mathematical techniques and understanding, not necessarily rigor. It will focus on solving real life problems and situations and will include one project per year. Topics in this course: 1) introduction to the graphic display calculator, 2) number and algebra, 3) functions, 4) financial mathematics, 5) statistics, 6) sets, logic, and probability, 7) geometry and trigonometry, 8) introductory differential calculus. These topics will prepare students for the International Baccalaureate Math Studies Standard Level Exam. In studying these topics, students will utilize the SI (Systeme International) units of length, mass and time, and their derived units. Additionally, each student will create a research project that includes the collection of information or the generation of measurements, and the analysis and evaluation that information and measurements. The length of the research project is 2000 words or less, excluding diagrams, graphs, appendices and bibliography.

Prerequisites: Geometry or teacher recommendation; SL only Intended for juniors and seniors.

IB Mathematical Studies 2

This course is a continuation of IB Math Studies 1 and will prepare students for the IB Math Studies exam in the spring of the senior year.

Prerequisites: IB Math Studies 1; The cost of the IB exam is included in tuition.

IB Mathematics SL 1

IB Mathematics SL - is a two-year course for juniors and seniors who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Algebra II is a prerequisite. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Some students will take this class just for the intellectual challenge. Topics include Algebra, Functions and equations, Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus.

Prerequisites: Algebra II and teacher recommendation; SL Intended for juniors and seniors.

IB Mathematics SL 2

This course is a continuation of IB Math SL 1 and will prepare students for the IB Math SL exam in the spring of the senior year. Students may also opt to take the AP BC Calculus AB exam.

Prerequisites: IB Math SL 1; The cost of the IB exam is included in tuition.

IB Mathematics HL 1

IB Mathematics HL - is a two year course for juniors and seniors with a very good background in mathematics who are competent in a range of analytical and technical skill, and who are willing to dig in and work tirelessly for two years. A top grade (A/A-) in Algebra with Trig is a prerequisite. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a major/minor, or within a complementary course of study, such as physics, engineering or technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging mathematically with other Students. Students will experience



mathematical internationalism by having directed discussions of a) the differences in notation, b) the lives of mathematicians set in a historical and/or social context, c) the cultural context of mathematical discoveries, d) the ways in which specific mathematical discoveries were made and the techniques used to make them, e) how the attitudes of different societies towards specific areas of mathematics are demonstrated, f) the universality of mathematics as a means of communication.

Students will experience fully integrated mathematics e.g. when they learn matrices and then learn statistics they will then see statistical problems using matrices, everything they learn can be crossed with anything else they have learned in the past. This will result in continual review of past material and an attitude of learning full mastery not just passing this week's test. Each type of problem will be analyzed from an algebraic approach, from a numerical approach and from a graphical approach to enhance full mastery.

Prerequisites: Algebra II with Trig and teacher recommendation; HL Intended for juniors and seniors.

IB Mathematics HL 2

This course is a continuation of IB Math HL 1 and will prepare students for the IB Math HL exam in the spring of the senior year. Students may also opt to take the AP BC Calculus (AB or BC) exam.

Prerequisites: IB Math HL 1; The cost of the IB exam is included in tuition.

IB Mathematics Furthers 1

IB Mathematics Furthers HL -- is a two year course for juniors and seniors with a fabulous background in mathematics, a huge desire to learn, apply, and think about new ideas, and who are extremely competent in a full range of analytical and technical skill. IB Mathematics HL is a prerequisite. Students in this course will continually review past material with an attitude of learning full mastery not just passing each week's test. Each topic and type of problem will be analyzed from an algebraic approach, from a numerical approach, and from a graphical approach to enhance full mastery. This is the most demanding Group 5 (Mathematics) course offered in the IB sequence. All Math Furthers students will be in the same class. This is taught as a seminar, requiring significant independent inquiry.

Prerequisites: IB Math HL and teacher recommendation; Some students may take this in their senior year and choose to sit for the HL Math exam.

IB Math Furthers 2

This course is a continuation of IB Mathematics Furthers 1 and will prepare students for the IB Mathematics Furthers exam in the spring of the senior year. In some cases students may be advised to sit for the IB Mathematics HL exam. Students may also opt to take the AP BC Calculus BC exam.

Prerequisites: IB Math Furthers 1; The cost of the IB exam is included in tuition.

Arts

Fine and Performing Arts

The Art Department has a rich offering of curricular and extracurricular opportunities. In the performing arts, the Upper School has an award winning choir, accomplished small group vocal ensemble, and every year, produces a fall musical, a drama, and a larger spring production. Private piano, string, and voice lessons are often available on campus. If you are interested, please speak with the appropriate



department head. In visual arts, students are exposed to a wide variety of media, including painting, drawing, photography, ceramics, sculpture, etc. Two years of art are required for graduation.

Introduction to Studio Art

This is the foundation course for all other visual art classes including, photography and ceramics. Students will begin to develop a foundation of visual language and skills that will provide tools for being successful in future art courses. They will be introduced to a wide variety of media, techniques and movements. In addition to completing studio projects, students will practice art criticism, keep visual journals, participate in reflective writing, class critiques, and field trips.

Prerequisites: None

2D Studio Art

Over the course of the year, students will continue to develop foundations and technical skills while exploring a wider variety of media and techniques. Students will be expected to be increasingly more self-directed, complete background research for projects and be artistic risk-takers. They will continue to keep visual journals, participate in self-evaluation and class critique, and complete reading/response assignments related to topics in art.

Prerequisites: Introduction to Studio Art

Ceramics I

This introductory class covers both hand-built and wheel thrown forming techniques. In addition to building ceramic pieces, students experiment with multiple methods of creating surface decoration, including the use of slips, glazes, sgraffito, and more. Students will be introduced to the work of various ceramic artists and are expected to use a sketchbook. The class consists of beginning ceramic students and advanced students.

Prerequisites: Introduction to Studio Art

Ceramics II

Ceramics II stresses the creative process. Research of past and contemporary artists will be a large part of this class. Using a sketchbook and methods learned in Ceramics I, students will research, plan and complete projects given minimal parameters. Since this class requires extra work in the studio, students must have a free period in their schedules.

Prerequisites: Ceramics I or Instructor's Permission

Ceramics III

Ceramics III is about finding your personal voice using clay. Research, writing and self critique are key elements in discovering what your work is about. The Final project will be a small series of work and a written statement about it. Since this class requires extra work in the studio, students must have a free period in their schedules.

Prerequisites: Ceramics II or Instructor's Permission; Full year course. May be taken more than once with instructor's permission.

Photography

Students will learn the history of photography and its importance and influence in shaping our world. Students will learn the operating fundamentals of 35mm photography. They will learn the composition elements of what makes a good photograph, i.e. simplicity, leading lines, rule of thirds, balance, framing,



and avoiding mergers. Camera handling, focus, and shutter control will also be stressed. The emphasis will be on black and white film. Students will learn how to roll their own film, develop, proof, and accomplish darkroom techniques to make finished enlargements for display. A unit on digital photography may be included.

Prerequisites: Introduction to Studio Art; This course is limited to 12 students. Priority is given to older students.

Advanced Photography

This class is a continuation of Photography. It will go into more depth and allow students to concentrate on the skills they learned in Photography. Students planning on creating a photographic portfolio in AP Art may start working on their portfolios. Since this class requires extra work in the darkroom students must have a free period in their schedules.

Prerequisites: Photography; May be taken more than one year with instructor's permission.

IB Visual Art 1

Through the study of the visual arts, students will understand that expression is characterized by forms of visual representation, which reflect the cultures of different societies. This course will provide students with opportunities to make personal, socio-cultural, and aesthetic experiences meaningful through the production and understanding of art. IB Visual Arts will provide students with an opportunity to develop a critical and personal view of themselves in relation to the world. Students will learn to use a variety of materials to express their sense of identity. By evaluating each candidate's body of work as a whole, both the finished products and the processes of artistic research and development will be assessed. Growth and commitment are primarily assessed through studio work, whereas the integration of process and product will be judged through the Investigation Workbooks, aka sketchbooks. HL Students should expect to spend more time, produce more final pieces, and demonstrate a deeper understanding of visual art. Students in this course may also choose to submit a portfolio for the AP Art Exam.

Prerequisites: Intro to Art or equivalent; SL & HL Intended for juniors and seniors.

IB Visual Art 2

This course is a continuation of IB Visual Art 1 and prepares students for the IB Visual Art exam. Students may also choose to take the AP Visual Art exam. Both levels of Visual Art are taught at the same time.

Prerequisites: IB Visual Art 1; The cost of the IB exam is included in tuition.

Choir

Upper School students are given the opportunity to participate in a performing ensemble. Selections and types of music performed will vary from classical to Broadway show tunes to jazz. There are a number of required performances and festivals scheduled throughout the year. Daily practice is required for the course. Although no audition is required for this class, students must have the ability to sing back pitches. Grading is primarily based on attendance and participation in performances and festivals.

Prerequisites: None; May be taken more than one time. Being in the choir requires a significant investment of time outside of class for concerts and competitions.

Chamber Choir

This is a select choir comprised of members of the school choir. This group is by audition only. This group practices three or more times per week in addition to regular choir practices. The Jazz Ensemble has the opportunity to work on more sophisticated repertoire and to perform more frequently. Daily practicing is



required for this course. Grading is primarily based on attendance and participation in performances and festivals.

Prerequisites: Audition required, must be enrolled in choir; Scheduled during lunch.

Instrumental Music

This course is open to students with a musical background. This course is by audition only. The students will be exposed to many different musical styles, preparing works from jazz to pop. Emphasis will be placed on reading music, counting rhythms, and improvisation. Listening and sight-reading skills are also developed. Daily practice is required for this course.

Prerequisites: Admission by audition only. Please contact the instructor. This course may be taken more than once. Audition required. Requires a significant investment of time outside of class.

Physical Education

Fitness and Health

Fitness and Health is a course designed to give students the tools to live a healthy life, and understanding of how their decisions can impact their lives. Topics covered include the following: components of health, nutrition, mental and emotional health, addiction types and consequences, and human sexuality. Throughout the year, an emphasis on fitness development, and training methodologies will be learned and practiced so that the students will be able to pursue life-long fitness. Fitness and Health is a graduation requirement usually taken in the ninth grade. Students transferring into Saint George's tenth, eleventh, and twelfth grades without a similar course on their transcripts will need to enroll in this course, or make other arrangements to fulfill the requirement. NOTES: This class is intended for 9th grade students.

Prerequisites: None; This class is intended for 9th grade students.

Leadership

This is a course to explore leadership theory within the context of contemporary leadership philosophy to examine and develop the components of leadership through academic study, empowerment, experiential learning, community outreach, and personal growth. This course combines lessons and activities in the academic classroom with skill development, by providing students with opportunities of practical applications of leadership. Our leadership curriculum includes, but is not limited to, facilitations, public speaking, collaboration, group project planning and implementation.

Prerequisites: None; May be taken more than once.

IB Core

IB Core

The IB Core helps to integrate a student's education experience. TOK is an interdisciplinary exploration. The EE is a research paper similar to what a student will be expected to do in college. CAS ensures that students explore their interests and how they can contribute to the world outside of the classroom. All three are required for IB Diploma students, which we expect will be the vast majority of our 11th and 12th grade students. We expect all students to complete the CAS requirements in order to earn an SGS



diploma. TOK is the only one of the three that will be scheduled as a class. The others are completed independently.

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) asks students to reflect on the nature of knowledge, and on how we know what we claim to know.

TOK is part of the International Baccalaureate® (IB) Diploma Programme (DP) core, and is mandatory for all students pursuing an IB Diploma. The TOK course is assessed through an oral presentation and a 1600 word essay. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point.

Prerequisites: Pursuing IB Diploma; This class is a half-credit class. It meets twice a week for both years of the IB.

Extended Essay (EE)

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. It is part of the IB Core and is required for all students pursuing a full IB Diploma. Students will start to investigate topics in their junior year and choose a faculty supervisor. At the beginning of the senior year, students must be prepared to submit an outline and a bibliography. By February 15, students must submit a draft of the essay to their supervisor for comments. Final essays are due at the beginning of March. Sara Smith is the Extended Essay coordinator and is available year-round to help find sources and direct research.

Prerequisites: Pursuing IB Diploma; Required for all IB Diploma Candidates. Begins in the junior year.

Creativity, Activity, and Service (CAS)

The Creativity, Activity, Service (CAS) program enables students to enhance their personal and interpersonal development through experiential learning. It provides the student with the chance to develop a balanced, healthy and ethical lifestyle and to reflect upon those values. CAS is something that allows students to develop new talents and at the same time to exercise responsibility within the communities they live in. Through thoughtful reflections, our goal is to have students be able to demonstrate their personal growth and development as a result of their CAS experiences. Yearly CAS experiences are required for an SGS diploma. For IB Diploma candidates, it is crucial to understand that the CAS program is an 18 month continuum that requires regular and consistent reflections and evidence detailing student's CAS experiences which also includes a student initiated CAS project of significant duration. Through these varied experiences, students will be able to demonstrate the 7 learning outcomes of CAS.

Prerequisites: This credit is required for all students; CAS is required of all Upper School students each year.