Upper School Course Catalog

2026-2027

SAINT GEORGE'S SCHOOL

PLEASE NOTE:

The information that follows is accurate on the Course Catalog publication date. Saint George's School reserves the right to make changes.

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 contribute to the world community.

This Catalog

This catalog focuses on the academic program and requirements for graduation. The Upper School Handbook for Students includes more information about extracurricular activities, student expectations, and other aspects of the Upper School experience.

The Academic Curriculum

The Saint George's curriculum provides a foundation of knowledge and skills to inspire scholars, athletes, artists so that they have a foundation from which to serve and lead others. Students are expected to complete specific requirements and choose from a range of electives to engage in four years of learning. The academic curriculum is flexible enough to provide challenge to all students and firm enough to lay a foundation for any four-year college or university.

The SGS diploma requirements are designed to ensure that SGS graduates successfully complete a course of study that will give them the foundation of a liberal arts education. Six credits per year are the minimum for SGS students. We provide all students with at least one free or study hall block in order to practice what they learn in school. Students earning an SGS diploma will have completed the requirements necessary to prepare them competitive entrance to any college or university. This includes both academic courses and successful completion of our CAS (Creativity, Activity, and Service) program. The academic requirements are further tailored to skill level and content by the academic departments with the oversight of the administration. Requirements vary in keeping with the length of time a student attends SGS.

SGS encourages students to strive for high achievement and independent learning and to employ *Best Efforts,* in alignment with the SGS Core Values. Classroom groups are small enough to permit individual attention. In specific disciplines, such as mathematics and world languages, students are placed in courses that meet their skill and proficiency levels. The courses offered to students allow them the opportunity to progress at a rate in alignment with their ability and ambition. We focus on finding the zone of proximal development1 for all students. While we expect students to develop a broad base of understanding across disciplines, SGS believes that student success relates more to a narrower and deeper understanding of ideas and application of the same.

In the 11th and 12th grades, classes are taught as part of the International Baccalaureate (IB) Diploma Program. Students demonstrating the drive and discipline necessary can take on the additional challenge of pursuing the Full IB Diploma. Regardless of whether students choose to pursue the Full IB Diploma, all SGS classes in 11th and 12th grade are IB syllabus classes. Within the IB Diploma Program courses, students select Standard or Higher Level classes, depending on their interests and what they wish to pursue in depth.

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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

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: one 40-minute period and three 55-minute block period. Progress is reported each quarter; however, only semester grades appear on a transcript. Most courses are offered for the full year and earn a total of one credit. A semester-long course earns .5 credits. Diploma requirements are stated in terms of credits and years. Students must take a minimum of six (6) classes each semester.

If a student passes one semester of a yearlong course and fails the other semester, .5 credits will be given. The other .5 will need to be made up for full credit. Students who do not earn sufficient credits may be in danger of failing to pass to the next grade level.

CAS is graded as Meets/Not Meeting each quarter. Students must be passing in order to be eligible to participate in the co-curricular activities that add so much depth to their experience.

Advisory

An advisor is assigned to all students in Grades 9-12 by the Head of Upper School and the Grade Level Leader & Advisory Team. Students remain with their advisor for four years. Advisors maybe switched at the discretion of the advisor and Head of Upper School.

Attendance and Behavior

Our philosophy about attendance and behavior are informed by our Core Values: Best Efforts. 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.

Students come to Saint George's because they are interested in the best education available and are prepared to make Best Efforts. We expect students to hold themselves to the highest behavioral standards in class and out in order to create the best space and environment for learning.

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, any advertised course in which enrollment is judged to be unacceptably small. The school also reserves the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

College Counseling

SGS prides itself in preparing students for future academic success. Part of that preparation includes exposure to and counseling about the college and university options available. This starts in the Grade 9. Each year, the college counselors take students through developmentally appropriate activities and visits to help them find and apply to schools that will give them the best chance of success.

Creativity, Activity, and Service (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.

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. Monthly and quarterly requirements are determined by the CAS coordinator and may vary based upon student grade level and IB Diploma category (Courses candidate versus Full Diploma candidate). The CAS coordinator and the Head of Upper School schedule students into scheduled blocks to support student learning about CAS experiences.

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. 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 for the diploma are:

24 for entering 9th graders

22 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 languages, two in art, and one in physical education and health.

Students 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 credits for the years prior to enrolling at SGS.

In order to earn an SGS diploma, all students must satisfy the Creativity, Activity, and Service (CAS) requirement.

Certain diploma requirements vary with the class level at which the student enters SGS. All students 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 or music 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 or music.
- Entering 11th graders may elect to take art or music at Saint George's.

All students must earn a minimum of six 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.

IB Diploma

Saint George's School is 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 IB courses each year plus the "Core", which includes a Theory of Knowledge (TOK) class, an Extended Essay (EE), a 4000-word, independently written research paper, and Creativity, Activity, and Service (CAS). Of the six courses, three must be taken at the Higher Level (HL) and three at the Standard Level (SL). All IB classes run for two years, culminating in externally moderated exams in May. Students choose this challenging program at the end of their 10th grade year in consultation with their teachers, parents, advisor, and IB Coordinator.

Requirements for students pursuing an IB Diploma

	4-year student	**3-year student**	**2-year student**
Studies in language and literature	English 9 and English 10, plus two years of IB English	English 10 plus two years of IB English	Two years of IB English A ELLs: Two years of IB English B
Language acquisition	Three years of any world language in High School. ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language or Language B	Two years of any world language in High School. ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language or Language B	Two years of any IB world language ELLs: Two years of IB course School Sponsored Self Taught (SSST) in native language or Language B
Individuals & Societies	9th and 10th grade history classes, IB History, Economics, or Global Politics	10th grade history class, IB History, Economics, or Global Politics	IB History, Economics, or Global Politics
Experimental Sciences	Introduction to Physics and Introduction to Biochemistry and two more science credits	Introduction to Biochemistry and two more science credits (IB)	Any IB Experimental Sciences Class. May add a second IB Experimental Sciences class.
Mathematics	Four years of math including Algebra II	Three years of math including Algebra II	Two years of IB Math
Arts & Electives ∏	2 credits of Art	1 credit of Art	Two years of IB Visual Arts OR

			May double up on an IB course of any other group (1-4)
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

+ There is an option for students transferring to the school who have not taken a world language. Please speak with the division head for details.

∏ - 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.

Independent Studies

Students who are highly motivated and skilled at self-management may pursue Independent Study elective courses for credit. Examples of Independent Studies are online classes with the University of Nebraska Online High School, Brigham Young University Online High School, Spokane Virtual Learning Academy, Coursera, or other online schools who offer credit or certificates upon completion of a course. Parents are responsible for tuition and fees Students may substitute a SGS course with an independent study class. Students are responsible to complete all SGS and Washington State graduation requirements listed in this catalog. Students may develop an Independent Study course in collaboration with an SGS teacher that may or may not be for credit depending on the final products of the course. All Independent Study courses must be approved by the Head of Upper School

Spring Term

The Spring Term experience occurs at the end of the academic year. Students choose one experience during Spring Term. Experiences are project-based, giving teachers and students the latitude to explore pursuits outside of their regular strengths. Experiences are designed so that students can:

- have fun
- be creative
- participate in authentic service learning projects
- engage in hands-on activities
- get outside into nature
- build something
- move and be active
- experience challenge
- work together

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. For returning students, 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. SGS may provide alternatives 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, independent study, and other for-credit classes.

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. All entering Grade 9 students must have completed Algebra 1 as a prerequisite to begin Upper School math classes. Language placement options are listed in Appendix A. We review placements through the first quarter that a student is enrolled and 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.

Requesting Classes

The course catalog detailing classes offered for the coming year is published in the spring. Some courses are required, and students will be automatically enrolled in them. Other classes require recommendations from current teachers. Advisors have time to talk with students about their plans before sign-ups close. Both students and parents are encouraged to ask questions of teachers, department heads, advisors, and division heads in order to ensure the most appropriate placements.

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 our students, we encourage them to stretch themselves in their choices. If a student is interested in skipping a level, 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 possible exam scores. The appropriate division head makes the final decision about placements.

Study Halls and Free Blocks

All Grade 9 students, students whose quarter or semester GPA is below 3.0, and students who need extra structure will be placed into proctored study halls. Students who have not met their CAS requirements may also be placed in a proctored study hall. Free blocks for students in Grades 10-12 are to be managed by the student.

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.

Grade 9

Seven credits: English 9, Topics in World History, Introduction to Physics, Mathematics, World Language: Spanish or Chinese, Music or Art, Fitness and Health. All students are scheduled into a study hall.

Grade 10

Seven credits: English 10, The Rise of the American Government, Introduction to Biochemistry, Mathematics, World Language: Spanish or Chinese, Music or Art. Students also choose to take one of the following electives: Yearbook, Outdoor Pursuits, or Computer Science Principles.

Grade 11

Six to eight credits including courses in Language and literature (English or Spanish), Language acquisition (Chinese or Spanish), Individuals & societies, Experimental sciences, Mathematics, Arts & Electives, and the optional Diploma Program Core: Theory of Knowledge and the Extended Essay. Most courses are taught as part of the IB Diploma Program. Where the schedule allows, students may also choose to take additional arts and music electives.

Grade 12

Six to eight credits including courses in Language and literature (English or Spanish), Language acquisition (Chinese or Spanish), Individuals & societies, Experimental sciences, Mathematics, Arts & Electives, and the optional Diploma Program Core: Theory of Knowledge and the Extended Essay. Most courses are taught as part of the IB Diploma Program. Where the schedule allows, students may also choose to take additional arts and music electives.

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 or Language A	Two years of IB English, one year of other English or Language A	One Year of IB English, two years of other English or Language A
World Languages+ (requirement waived for English Language Learners (ELLs)	Three years of any world language in the Upper School.	Two years of any world language in the Upper School.	Two years of any world language in the Upper School.	One year of any world language in the Upper School.
Social Studies	The Rise of the American Government, the Making of the Modern World, plus two more years of Social Studies	The Making of the Modern World, plus two more years of Social Studies	Two years of Individuals & Societies	Two years of Individuals & Societies
Sciences	Introduction to Physics, Introduction to Biochemistry and two more science credits	Introduction to Biochemistry, and two more science credits	Any IB Science course (2 years) plus at least one more credit of science on transcript	One year of IB Science plus at least two other credits of science on transcript
Mathematics	Four years of math including Geometry and Algebra II	Three years of math including Geometry and Algebra II or higher	Three years of math including Geometry and Algebra II or higher	Three years of math including Geometry and 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 an IB Language B ab initio class in 11th and 12th grade.

UPPER SCHOOL Course Offerings

Group One – Studies in language and literature

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 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 Literature course in their native language).

Students must take four years of English.

Departmental Goals:

SGS graduates will:

- Be able to read various texts of college-level sophistication with confidence, interest, and comprehension
- Understand, be able to identify, and speak to some of the purposes, origins, and conventions of
    - The main literary genres
    - Several forms of expository and argumentative writing
    - Other diverse methods of discourse such as blogs, graphic novels, etc.
    - Literature in various time periods, languages, and cultures
- Communicate clearly, effectively, and convincingly in several modes of written discourse, especially those most prominent in college-level Humanities courses (e.g. argument, exposition, the essay, the essay test, the researched essay)
- Tailor writing to various audiences and occasions and purposes
- Integrate research into writing gracefully, logically, clearly, and honestly while supporting independent theses
- Reflect critically on his/her own writing, recognizing that one can always improve
- Think independently, asking his/her own questions and devising appropriate methods of answering those questions
- Reflect on the value of different ways of knowing and convincing (e.g. logical proof, intuition, artistic inspiration)
- Appreciate the value of different perspectives
- Present ideas clearly, confidently, and respectfully to teachers and fellow students
- Work productively in small groups, understanding and practicing different roles

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.

Ninth graders also work on a yearlong joint English-history research project—"The Homer X Project"—in which they research and narrow a historical topic of their choice, work through a living bibliography, and then write a narrow paper and fictional short story on the topic.

Students can expect to read some novels, although the course is primarily centered around shorter works, which allow for quicker turnaround on reading, discussion, and responsive writing. Recent syllabi have included stories and novels from Ernest Hemingway, Gabriel Garcia Marquez, Flannery O'Connor, Nikolai Gogol, Toni Cade Bambara, Miguel Cervantes, Ben Okri, and others. Selected texts are geared toward discussion and critical analysis above all else.

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

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 – Language and Literature 1 SL / HL

The IB English A: Language and Literature course explores the multifaceted nature of language and its impact on communication, identity, and culture. It combines the study of literary and non-literary texts to develop critical thinking, analytical, and communication skills. Students engage with various text types, literary forms, and global issues, fostering an understanding of how language shapes meaning and influences our perspectives.

Here's a more detailed overview:

Core Focus: The course emphasizes the relationship between language, literature, and the world around us. Students learn to analyze language critically, considering its use in different contexts and its impact on individuals and societies.

Key Components:

- **Literary Texts:**

Students study a range of literary works, including novels, plays, poetry, and short stories, developing skills in literary analysis and interpretation.

- **Non-Literary Texts:**

The course also includes the study of non-literary texts such as advertisements, speeches, films, and journalistic pieces, exploring how language functions in various media and contexts.

- **Global Issues:**

Students explore global issues through the lens of language and literature, examining how texts reflect and shape our understanding of these issues.

- **Analytical Skills:**

The course develops critical thinking, close reading, and analytical skills, enabling students to deconstruct texts and understand their underlying messages.

- **Communication Skills:**

Students hone their written and oral communication skills through essays, presentations, and discussions, learning to express their ideas effectively and persuasively.

Assessment:

- **Paper 1:** Guided analysis of unseen non-literary texts.
- **Paper 2:** Comparative literary essay based on texts studied in class.
- **Individual Oral:** A presentation and discussion based on a chosen text and global issue.
- **Further assessments:** May include written assignments, oral commentaries, and other coursework components.

Levels: The course is offered at both Higher Level (HL) and Standard Level (SL), with HL requiring a greater depth and breadth of study.

Overall, the IB English A: Language and Literature course aims to cultivate students' ability to analyze language critically, appreciate literary artistry, and engage with the world through language and literature, preparing them for university and beyond.

Prerequisites: English Fluency; For native English speakers or non-native English speakers who are already fluent in English.

IB English A – Language and Literature 2 SL / HL

IB English A 2 is a continuation of IB English A

Prerequisites: IB English A 1; IB exam fees are included in tuition.

Group Two – Language acquisition

World Languages

Three years of world 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.

IB Diploma candidates who are fluent in two languages may choose to take both at the "A" level and pursue a Bilingual IB Diploma.

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 world languages 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. *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. The complete matrix of World Languages options for newly admitted students can be found in Appendix A.

Departmental Goals:

In our language classes we strive to assist the students as they:

- Learn, understand, and practice the grammar and vocabulary of the target language. These acquired skills are reinforced through listening, writing, reading and speaking.
- Explore and appreciate the differences of cultural practices in countries where the target language is spoken.

SGS graduates will demonstrate:

- An inquiring mind as they learn the patterns of grammar and how those patterns relate to their current knowledge and view of language.
- Communication skills as they use their newfound knowledge to participate in authentic conversational activities with their teacher and classmates. They will also demonstrate their ability to communicate in the target language through letter writing, short story writing and other written communication activities.
- The willingness to take risks by volunteering to engage in practice activities. They will be encouraged to "put themselves out there" as they realize that the willingness to communicate overrides the need to speak flawlessly.
- Patience and consideration for other students as we practice the language, make errors, correct errors and try again.
- Open-mindedness in our study of a variety of cultures utilizing movies, literature, classroom presentations and guest speakers. The cultural practices will include customs, clothing, food, music, art and literature.
- Integrity in all their work. Use of online translators is discouraged. Students are reminded that any online aid should be used to enhance their learning and not to impede it.
- The ability to reflect on their growing mastery of the language. Students are encouraged to reflect upon returned assignments, to analyze and correct their errors and then to use their reinforced knowledge to advance their skills.
- The ability to make connections through language, to explore the complex relationship between language and culture.

Accelerated Chinese I

Accelerated Chinese 1 is designed for 9th and 10th grade students who are new to SGS or Chinese. It will focus on pronunciation and vocabulary building. In addition to oral proficiency, students will also learn to read and write in Chinese characters. Students will develop speaking, listening, reading and writing skills within the framework of self-introduction, family and school, weather and holiday, hobby and activity. Major Chinese holidays and their customs will also be introduced. Students earning a C or higher will go to Chinese III, others will repeat this class.

Prerequisites: None; For 9th and 10th grade students new to Chinese. It may be recommended for students who have taken Chinese I already and need reinforcement of what they have learned before they move to the next level.

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. May be taught concurrently with other levels.

Prerequisites: Chinese I with a C or higher

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 Accelerated Chinese 1 or Chinese II with a C or higher; Intended for 9th grade students. 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 to an intermdeiate 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, highly successful students may be encouraged to take the IB Chinese B course at the Standard Level (SL).

Prerequisites: Completion of Chinese III with a C or higher; Intended for 10th grade students. May be taught concurrently with other levels.

Chinese V

The Chinese V course is designed for students who have successfully completed four years of Chinese and want to challenge themselves to an internediate high 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. The course will develop students' linguistic abilities in Mandarin through the development of receptive, productive and interactive skills. 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, highly successful students may be encouraged to take the IB Chinese B course at the Higher Level (HL).

Prerequisites: Completion of Chinese IV with a C or higher; Intended for 10th grade students. May be taught concurrently with other levels.

Chinese VI

The Chinese VI course is the continuation of Chinese V. It is designed for students who have successfully completed five years of Chinese and want to challenge themselves to an intermediate high 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. The course will develop students' linguistic abilities in Mandarin through the development of receptive, productive and interactive skills. 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, highly successful students may be encouraged to take the IB Chinese B course at the Higher Level (HL).

Prerequisites: Completion of Chinese V with a C or higher; Intended for 10th grade students. May be taught concurrently with other levels.

IB Chinese B Ab Initio 1 SL

This course is designed for students who have already studied the basics of 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 five themes: identity, experiences, human ingenuity, social organization, and sharing the planet. 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 understand audio passages in the target langauge. In addition, students are given oral exams in which they respond to a picture prompt and has a conversation with the teacher about the prescribed topics. All students in this course will take an internal and an external exam in their second year.

Prerequisites: At least three years of experience studying Mandarin is required; May be taught concurrently with other levels.

IB Chinese B Ab Initio 2 SL

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 SL. 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 SL / HL

This course is designed for students who have at least four 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 intofive themes. The specific topics are as such: identity, experiences, huamn ingenuity, social organization and sharing the planet. 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.

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

IB Chinese B 2 SL / HL

This course is a continuation of IB Chinese B 1 SL/ HL.

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

Introduction to Upper School Spanish

Introduction to Upper School Spanish focuses on the development of the students' communicative proficiency and cultural awareness of Hispanic culture, and while emphasizing the four basic skills of language: listening, writing, reading, and speaking. 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 learn the fundamentals of grammar, including 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, verbs with irregular "yo" forms, and reflexive verbs. Vocabulary covered will include adjectives, family, food, weather, seasons, daily routine, and school supplies and activities. The overarching 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 communicate proficiently in Spanish outside of the classroom.

Prerequisites: None; Open to 9th and 10th grade students who are new to Spanish or need reinforcement of their skills.

Spanish II

Spanish II continues where Spanish I/Accelerated Spanish I 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.

Prerequisites: Completion of Spanish I or Accelerated Spanish I with a C or higher; IB Spanish Ab Initio may be recommended instead of Spanish II. Combined with Spanish II in the Middle School

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 with a C or higher; 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: Completion of Spanish III or equivalent with a C or higher; This class builds the grammatical foundations needed for IB Spanish

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IB Spanish B Ab Initio 1 SL

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 into 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, 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. SL only Intended for juniors and seniors

Prerequisites: None; This class will be combined with other appropriate levels.

IB Spanish B Ab Initio 2 SL

This course is a continuation of IB Spanish Ab Initio 1 SL. *Prerequisites: IB Spanish B Ab Initio 1;This class will be combined with other levels as is appropriate.*

IB Spanish B 1 SL

In this-two year course the students will work toward the goal of becoming competent communicators in a student-centered environment. Student will 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. *Prerequisites: Completion of Spanish 3 with a C or Higher; Some students from Spanish IV may choose this option. Talk with your teacher about placement.*

IB Spanish B 1 HL

In this two-year course the students will work toward the goal of becoming competent communicators in a student-centered environment. Students will 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. Students are also expected to read and critically reflect on Hispanic literature orally and in writing. 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. *Prerequisites: Recommendation from current Spanish teacher; In addition to the work doing in SL, there is a heavy focus on literature in HL.*

IB Spanish B 2 SL

This course is a continuation of IB Spanish B 1 SL. *Prerequisites: IB Spanish B 1 SL; Students planning to take the Ab Inito SL and SL exams will be in this class. The cost of the IB exam is included in tuition.*

IB Spanish B 2 HL

This course is a continuation of IB Spanish B 1 HL. *Prerequisites: IB Spanish B 1 HL or recommendation of current teacher; The cost of the IB exam is included in tuition.*

IB English B 2 SL / HL

IB English B 2 is a continuation of IB English B 1. In this two-year course students will work toward the goal of becoming competent communicators in a student-centered environment. Students will explore aspects of the five Themes of Language B: sharing the planet, identities, social ingenuity, experiences, and social organization through selected readings, film, video clips, and podcasts. International open-mindedness will be a focus as students compare and contrast their own culture with those in Anglophone countries and communities. Students are also expected to read and critically reflect on English literature orally and in writing. 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.
Prerequisites: IB English B 1; SL and HL.The cost of the IB exam is included in tuition.

Group Three - Individuals and societies

Individual & Societies

The Individuals & Societies 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, including acquiring an appreciation for the richness of other cultures, for the contribution made by great and lesser 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.

Departmental Goals:

Based on experience in this department, an SGS graduate will be a proficient historian.
SGS graduates will:

- Be able to undertake proper research, evaluate sources, critique the opinions of scholars, and persuasively present their findings in a variety of ways (papers, presentations, discussions).
- Have a background in different viewpoints of interpreting world events, whether economically, politically or socially.
- Have a solid understanding of American History tempered with a global mindset and knowledge of the world's geography and breadth of culture.

The Rise of American Government

This course explores government and politics through the lens of American Government and US History. Students will learn about the different forms of government, the ways citizens participate in government, the origins and philosophy behind US Government and more. There will be focus on writing, critical analysis, research, and critical online reasoning, or evaluating sources on the internet. A good portion of the class will focus on current events within the United States and internationally as well. *Prerequisites: None; Returning 9th grade students are automatically scheduled into this class.*

The Making of the Modern World

This course bridges the period from the Rise of American Government to the IB History classes in 11th and 12th grade. It focuses on significant events and ideas in World History from the late 18th century to the mid-20th Century, including the Age of Revolutions, 19th and 20th century Imperialism, the formation of new states, and resistance movements, including 20th century decolonization movements. Students will consider how these events shaped the world and the United States today. Students will focus on evaluating sources, research skills, critical thinking, and analytical writing.
Prerequisites: None; Intended for 10th grade students. Students who took The Rise of American Government will automatically be scheduled into this class.

IB History 1 SL / HL

IB History 1 examines selected topics in the History of the Americas and World. The SL portion of the class will focus on major world events, including the rise of authoritarian states, the impact of wars, and the Cold War. HL students will

cover SL content in addition to examing the Great Depression, WWII, and social movements and politics after 1945 in the Americas. All students will also practice the craft of history, including research, source analysis, and the crafting of historical arguments. 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 is offered as both an HL and SL course. Students will usually be in the same classroom and will complete most of the same assignments. The department expects HL and SL students to develop the same skills and understandings of history, but SL students will periodically be excused from class when HL content is covered.

Prerequisites: Be enrolled in 11th grade.

IB History 2 SL / HL

This course is a continuation of IB History 1 SL / HL. *Prerequisites: IB History 1; The cost of the IB exam is included in tuition.*

IB Economics 1 SL / HL

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.

IB Economics 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, but HL should only be considered by students with reasonably advanced math proficiency. *Prerequisites: Teacher recommendation and be enrolled in 11th grade; Please speak with the teacher before signing up. The cost of the IB exam is included in tuition.*

IB Economics 2 SL / HL

This course is a continuation of IB Economics 1 SL/HL. *Prerequisites: IB Economics 1 SL/ HL; The cost of the IB exam is included in tuition.*

IB Global Politics 1 SL / HL

Global Politics examines topics through the critical lens of "people, power, and politics" and considers the four required areas of study:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

The course is generally built around particular, contemporary case-studies in politics. Methods for considering content include: student presentations and detailed discussions on current events; use of gaming scenarios to understand power and politics; and practice with analyzing, contextualizing, and synthesizing documents from a variety of sources. Each student will also work on an Engagement Project outside of class, which gives them an opportunity to deepen their course knowledge through practice.

Global politics is offered at the Standard and Higher Levels. Higher level students will research and give detailed presentations on two of their own case studies—these presentations are submitted to the IB at the end of the course.

In each quarter, students can expect to complete written assignments, discussions, and presentations that directly prepare them for IB exams. Grades will be primarily based on working through and improving performance on these assignments. *Prerequisites: Be enrolled in 11th grade.*

IB Global Politics 2 SL / HL

This course is a continuation of IB Global Politics 1 SL/ HL.

Prerequisites: IB Global Politics 1 SL / HL; The cost of the IB exam is included in tuition.

Group Four - Experimental sciences

Science

Science at Saint George's focuses on the process of science and how that leads to understading 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. The Science Department is committed to exposing students to the scientific method, the paradigms of science, and modern laboratory techniques. Therefor all science classes at SGS, 6th thrugh 12th grade, have a lab component. Four credits of science are required for graduation, normally in the following sequence: 9th - Introduction to Physics, 10th – Introduction to Biochemistry, and 11th and 12th - Choice of classes

Departmental Goals:

SGS graduates will be able to:

- Understand scientific concepts, scientific methods for learning about the physical world, and methods of presenting scientific information.
- Construct, analyze and evaluate hypotheses, research questions, and predictions.
- Design and perform experiments to test hypotheses and answer scientific questions.
  - Work productively in a group to solve problems and construct new understandings.
- Demonstrate principled and balanced leadership skills through long-term research projects, team projects and presentations.
- Intertwine the natural resources available at SGS and their local community into all classes in order to foster open-minded, caring, thinkers on issues of environment and human impact.

Introduction to Physics

This course lays the foundations of physics and chemistry and starts students on the road to developing the science skills they need to succeed in their IB science classes junior and senior years. This will include designing experiments, writing and following experimental procedures, making measurements, observing changes, processing data (calculations), analyzing data (graphing), making conclusions, evaluating errors and uncertainty and then making recommendations to improve the experiment.

The first part of the year will focus on Physics topics:

- Motion and Interactions (qualitative description)
- Kinematics – quantitative motion (velocity and acceleration)
- Dynamics (quantitative interactions, velocity and forces)
- Projectile motion (motion in 2 dimensions)
- Work and energy
- Impulse and Momentum

Students will perform Physics experiments to model the systems they are studying and then use their experimental data to develop equations that mathematically describe the relationships they are investigating.

The last third of the year will cover introductory Chemistry topics:

- Scientific Method (experimental design, theories, models, laws)
- Energy changes and heat transfer
- Atomic structure (including isotopes and electron configuration)
- The Periodic Table (electron configuration, trends of elemental properties, predicting reactivity)

Some of these topics will be taught using Guided Inquiry group projects. Lab exercises generally involve answering a question, such as “How can we use differences in atomic structure to identify metal ions?” Lab reports will emphasize the development of technical and scientific writing skills to prepare students for more advanced science classes.

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

Introduction to Biochemistry

This course will be an introduction to both biology and chemistry. The curriculum will be blended throughout the entire year and retouch on some topics from physics as well. Modern science is interdisciplinary and collaborative, so this class will endeavor to highlight that spirit. This should provide a true understanding of how similar and different each science discipline is from each other and help in the choice of Group 4 science courses to focus on the IB Diploma program.

There are several large themes that all sciences share and those will be the primary focus of this course and then there is more subject specific content. The large themes are experimental design, data handling and processing (Excel), collaborative work, and quantification of uncertainty. The chemistry topics covered are ionic and covalent bonding, molecular structure, intermolecular forces and their effects on physical properties, stoichiometry, solutions, and acid/base chemistry. Labs will include investigating solubility, identifying ionic compounds by their physical and chemical properties, determining limiting reactant, acid and base properties, and acid-base titrations. The biology topics covered are cell biology, molecular biology, genetics, human physiology, and ecology/evolution. Lab investigations will include microscopy lab, osmolarity lab, and introduction to enzymes lab.

Prerequisites: Physics; Intended for 10th grade students

IB Physics 1 SL / HL

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 hypothesis, design an experiment, conduct investigations and draw conclusions. Special emphasis is given to manipulative skills required to carryout 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 are required.

Prerequisites: Previous experience with Physics and enrollment in Math SL or higher; Previous Physics class and enrollment in IB Math Analysis and Approaches SL or HL suggested.

IB Physics 2 SL / HL

IB Physics 2 is a continuation of IB Physics 1 SL / HL.

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

IB Chemistry 1 SL / HL

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 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.

IB Chemistry 2 SL / HL

IB Chemistry 2 (Grade 12) 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 SL / HL; The cost of the IB exam is included in tuition.

IB Biology 1 SL / HL

IB Biology 1 is for 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. Students will also complete a biology internal assessment (IA) at the end of this year.

Prerequisites: None.

IB Biology 2 SL / HL

IB Biology 2 is a continuation of IB Biology 1. 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.

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

the Standard Level (SL) and Higher Level (HL).

Prerequisites: None.

Group Five - Mathematics

Mathematics

Students must be enrolled in a math class for all semesters during which they are in Upper School. Successful completion of Algebra 1 is a prerequisite for all Upper School math courses. 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.

Departmental Goals:

SGS graduates will be able to:

- Access information and demonstrate their knowledge using a variety of assessment tools and technologies.
- Reach reasoned and ethical decisions by applying critical thinking and reasoning skills to complex problems
- Demonstrate intellectual and emotional balance as they seek to become lifelong learners filled with zeal and joy as they pursue intellectual, artistic and athletic passions as modeled by the math department faculty.
- Explore concepts, ideas and ethical issues through the use of labs, real world applications, guest speakers, field trips and experiential outdoor activities. The math faculty will create connections to significant local and global issues.
- Express ideas and information confidently and creatively through the production of presentations and long-term projects as well as through participation in group work, teams and clubs.
- Act with integrity and honesty demonstrating an understanding of fairness, justice and respect.

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

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; This course is intended for 10th grade students. All SGS students must pass Algebra II in order to graduate.*

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

IB Applications and Interpretation SL 1

This course is designed for students who enjoy describing the real world and solving practical problems using math. It is for those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The topics are mathematical notation and algebra, modeling, geometry and trigonometry, statistics, and an introduction to calculus. *Prerequisites: Algebra II and teacher recommendation; Intended for Juniors.*

IB Applications and Interpretation SL 2

This is the second year of the IB Math Applications and Interpretation SL course. *Prerequisites: Successful completion of IB Applications and Interpretation SL 1.*

IB Applications and Interpretations HL 1

Applications and Interpretation HL (Year 1) is a rigorous course blending advanced mathematics with practical, real-world problem-solving. It equips students to model complex phenomena using **statistics**, **calculus**, and **technology**. It is highly suited for students pursuing fields like business, economics, psychology, or the social sciences.

Prerequisites: Algebra II and teacher recommendation; Intended for Juniors.

IB Analysis and Approaches SL 2

This is the second year of the IB Math Analysis and Approaches SL course. *Prerequisites: Successful completion of IB Analysis and Approaches SL 1.*

IB Analysis and Approaches HL 1

This course is intended for students who wish to pursue studies in math at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications. The topics will be the same as in Analysis and Approaches SL 1, but more in depth and with added advanced topics. *Prerequisites: Algebra II with Trig and teacher recommendation; Intended for juniors*

IB Analysis and Approaches HL 2

This is the second year of the IB Math Analysis and Approaches HL course. *Prerequisites: Successful completion of IB Analysis and Approaches HL 1.*

Group Six – Arts and Electives

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, upon request. In visual arts, students are exposed to a wide variety of media, including painting, drawing, photography, Yearbook design, ceramics, and sculpture. Two years of art are required for graduation.

Departmental Goals:

Performing Arts:

SGS graduates will:

- Recognize their skills as singers and actors and strive to improve them
- Appreciate and support the performing arts
- Know and be able to apply a variety of singing and acting techniques
- Know how to prepare for a performance
- Recognize the work required to put on a performance or show
- Be able to collaborate with peers and faculty
- Recognize, appreciate, and be able to perform a variety of musical styles

Visual Arts:

SGS graduates will:

- Be open-minded inquirers as they seek to identify, articulate, and appreciate ways art mirrors and influences cultures—both their own and globally.
- Demonstrate an understanding of a variety of visual media skills, techniques, and concepts and be capable of a continuing and deepening their understanding of the properties within each media they choose to explore.
- Understand the process required for a successful installation of art work within a gallery setting, including: selection of work, collaboration, writing an artist statement, display, marketing, and take down.
- Be knowledgeable regarding vocabulary and concepts related to visual arts and possess the confidence and skills to effectively communicate (verbally and/or written) critical evaluations of art and personal responses to their own work and the work of others.
- Be confident about their potential for developing a personal creative voice and be courageous about trying new techniques, media, ideas and concepts.

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, learn proper citation for using art work in their research.

Prerequisites: none.

Intermediate 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, document their processes, and do reflective writing.

Prerequisites: Introduction to Studio Art.

Independent Study: Art

Students may independently explore a unique passion or develop particular skills in an independent study. This opportunity will be offered to students in grades 10-12 and with teacher collaboration.

Prerequisites: Instructor's Permission

Ceramics I

This intoductory 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 One students will research, plan and complete projects given minimal parameters.

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. Final project will be a small series of work and a written statement about it.

Prerequisites: Ceramics II or instructor's permission.; Full year course.

IB Visual Art 1 SL/HL

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. 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 resarch and evelopment 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 produce more final pieces, and demonstrate a deeper understanding of visual art.

Prerequisites: Intro to Art or equivalent; SL & HL Intended for Grade 11.

IB Visual Art 2 SL / HL

This course is a continuation of IB Visual Art 1 SL / HL.

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

Chamber Choir

This is a select choir comprised of members of the school choir. This group is by audition only. This group practices frequently in addition to regular choir practices. The Jazz Ensemble has the opportunity to work on a sophisticated repertoire and to perform more frequently. Daily practicing is required for this course. Grading is based on attendance and participation in performances and festivals.

Prerequisites: Audition required; Must be enrolled in Choir simultaneously. Scheduled during lunch.

Instrumental Music

This course is by audition only for students with a musical background. The students will be exposed to many different musical styles, 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. Requires a significant investment of time outside of class.*

Physical Education

The Health and Fitness Department creates a safe and caring environment for all students, and students will be expected to approach class in a principled and open-minded manner.

Departmental Goals:

SGS graduates will:

- Be able to apply fitness and health concepts learned to their personal lifestyles
- Participate in a wide variety of recreational activities and sports which includes skill acquisition and refinement.
- Understand healthy practices associated with nutrition, decision making, character development, and communication, illegal drugs and medicines, stress management and lifestyle diseases, and reproductive health.
- Approach challenges in a courageous manner. Opportunities for reflection will occur so that students can self- assess and become more independent in the way they understand and approach their education.
- Demonstrate their knowledge, skills, and creativity while engaged directly in sports, recreational activities, or while in health classes.

Fitness and Health

Fitness and Health is a course designed to give students the tools to live a healthy life, and an understanding of how their decisions can impact their lives and the lives of those around them. Topics covered include the following: components of health, nutrition, mental and emotional health, addiction types and consequences, and human sexuality and consent. Throughout the year, there will be a strong emphasis placed on fitness development and training methodologies. Other concepts and philosophies that support life-long fitness will be an overarching theme of the course. 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. *Prerequisites: None; This class is intended for 9th grade students.*

Outdoor Pursuits 1

This course provides students opportunities for in-depth learning about outdoor experiences such as hiking, rock climbing, paddle sports, snowshoeing, cross country skiing, with participation in experiences like archery, fire building, shelter construction, water treatment, fly-fishing, backcountry stove use, mountaineering basics, etc. Students take a closer look at how to use maps and compasses, GPS devices, Avalanche Beacons, and their applications in different situations. Students also have an opportunity to become certified in first aid and CPR through the American Red Cross. This class may be taken as a one semester or a two semester (full year) course. *Prerequisites: None; May be taken more than once.*

Outdoor Pursuits 2

This is a continuation of the Outdoor Pursuits 1 class. Students who elect to take this course will be considered teaching assistants and be expected to participate in the class as well as help demonstrate componets that they are confident in leading as mentors to their classmates. This class may be taken as a one semester or a two semester (full year) course. *Prerequisites: None; May be taken more than once.*

IB Diploma Program Core

IB Core

All full IB Diploma canddiates are enrolled in the "IB Core" class. The IB DP Core class supports the development of critical thinking, reflection, research, and self-management skills and is designed to support students to complete the Core projects: the Extended Essay, the TOK Essay and exhibition, and the Creativity, Activity, and Service (CAS).

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) plays a special role in the IBDP by providing an opportunity for students to reflect on the nature, scope, and limitations of knowledge and the process of knowing. The focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. As a core element of the two-year IBDP, TOK is a required course for full IBDP candidates. To earn the diploma, candidates must demonstrate that they have met the minimum criteria for both the internally assessed exhibition at the end of year one and the externally assessed 1600-word essay in year two. *Prerequisites: None.*

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 pursing a full IB Diploma. Students will start to investigate topics in their junior year and choose a faculty supervisor. They will submit and outline and a bibliography by the end of the junior year. At the beginning of the senior year, students must submit a rough draft and complete the Extended Essay by November. *Prerequisites: None.*

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 opportunity 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. CAS is required of all Upper School students each year. *Prerequisites: For specific CAS requirements for IB Course candidates, please see the Upper School Student Handbook.*

Attendance at the IB Core class is required. Students who have five or more unexcused absences may be withdrawn from the Full IB Diploma. In addition, if certain benchmarks are not met, according to class timelines, students will be withdrawn from the core and thus their full IB Diploma candidate status. Here are some examples:

- Completing the TOK exhibition during Semester 2 of grade 11.
- Completing the TOK essay during Semester 1 of grade 12.
- Completing the Extended Essay across Quarter 2 of grade 11 and through Semester 1 of grade 12.
- Completing/planning for the CAS project by Semester 1 of grade 12 at the latest.

Appendix A: World Languages placement

	7th	8th	9th	10th	11th	12th
Students entering 7th grade with no previous language experience	Chinese 1 Spanish 1	Chinese 2 Spanish 2	Chinese 3 Spanish 3	Chinese 4 Spanish 4	IB Chinese ab initio SL 1 or IB Chinese B SL 1 IB Spanish SL1 or IB Spanish HL1 (with teacher recommendation)	IB Chinese ab initio SL 2 or IB Chinese B SL 2 IB Spanish SL 2 or IB Spanish HL 2 (with teacher recommendation)
Students entering in 8th grade with no previous language experience		Chinese 1 Intro to US Spanish	Chinese 2 Spanish 3	Chinese 3 Spanish 4	IB Chinese ab initio SL 1 or IB Chinese B SL 1 (with teacher recommendation) IB Spanish SL1 or IB Spanish HL1 (with teacher recommendation)	IB Chinese ab initio SL 2 or IB Chinese B SL 2 (with teacher recommendation) IB Spanish SL1 or IB Spanish HL2 (with teacher recommendation)
Students entering in 9th grade with no previous language experience			Chinese 1 Intro to US Spanish	Chinese 2 Spanish 3	IB Chinese ab initio SL 1 IB Spanish SL 1	IB Chinese ab initio SL 2 IB Spanish SL 2
Students entering in 10th grade with no previous language experience				Intro to US Spanish *additional tutoring or outside preparation may be necessary to be successful in the IB course*	IB Spanish SL 1 *additional tutoring or outside preparation may be necessary to be successful in the IB course*	IB Spanish SL 2
Students entering in 11th grade with no previous language experience					IB Language Ab initio (French, Mandarin, Spanish) course through Pamoja with SGS support as needed	IB Language Ab initio (French, Mandarin, Spanish) course through Pamoja with SGS support as needed

Appendix B: Math placement

Math placement is based off of the grades, assessments, and recommendation of the previous teacher. There is a suggested sequence of classes, which students can follow to be able to be considered for advanced courses in 9/10, followed Analysis and Approaches HL in 11/12. In certain cases, students can demonstrate accelerated math performance with may necessitate independent study or online supplemental course work. This is handled on a case-by-case basis. It is imperative that students demonstrate proficiency at foundational levels of Algebra, Geometry, and Algebra II, before being considered for the highest level of math in the IB. Here is the typical sequence:

	7th	8th	9th	10th	11th	12th
Traditional	Pre-Algebra	Algebra I	Geometry	Algebra II	Application SL 1 Applications HL 1	Application SL 2
Accelerated	Pre-Algebra	Advanced Algebra I	Advanced Geometry	Algebra II w/ Trig	Applications HL 1 Analysis & Approaches HL I	Analysis & Approaches SL 2 Analysis & Approaches HL 2

Students who are accelerated beyond the grade, may have the option to take AP courses online, through various institutions, and will be able to test at SGS, as we are an approved testing site. We do not have specific classes for the courses, so students are responsible to maintain progress and submit completed transcripts from outside institutions to our registrar.

These courses could include:

AP Statistics

AP Calculus AB

AP Calculus

Appendix C: Online course options

SGS encourages studnets to take courses that inspire and challenge them. In addition to our fgull catalog of courses, the following online high schools offer courses for students. In collabroation with their Advisor, parents, and Head of Upper School, students may select to take a course from an online high school for credit.

Pamoja (IB DP, 2-year courses)

https://pamojaeducation.com/ib-diploma

University of Nebraska online high school

https://highschool.nebraska.edu/courses

Brigham Young University online high school

https://ce.byu.edu/catalog/courses/is?school=1

University of Missouri: Mizzou Academy

https://education.missouri.edu/mizzou-academy/

University of Texas at Austin: UT High School

https://highschool.utexas.edu/

Global Online Academy

https://globalonlineacademy.org/

Spokane Virtual Learning

https://www.spokaneschools.org/svl

The Keystone School

https://www.keystoneschoolonline.com/

Johns Hopkins University Center for Talented Youth

https://cty.jhu.edu/programs/online/courses