

George Washington Academy



Middle and High School Course Catalog 2022-2023

Departmental Course Descriptions

Note: Please see page 33 for IB program information and course descriptions.

We have English as an Additional Language (EAL), French as a Foreign Language (FLE), and Arabic Language Learner supports/instruction at all levels of the school. We also have various reading interventions in all three languages.

English Department

The English Program at George Washington Academy strives to lay a foundation of lifelong communication skills in reading, writing, listening, and speaking, so that students will be empowered to succeed across academic disciplines. [Common Core State Standards](#) are the foundation of our curriculum. The English department seeks to develop comprehension of language in a wide variety of contexts across a variety of literary and nonliterary texts, and to provide outlets for experimentation with and creative organization of ideas. The English department seeks to sharpen students' research and critical thinking skills by training them to make connections between ideas, to ask good questions, and to infer shades of meaning. The school recognizes the importance of providing students with a strong background in the English language, so that they are well-equipped to enter an English-speaking post-secondary academic context. Additionally, the school recognizes the merits of capturing students' imaginations, and awakening them to the rhetorical uses of written and spoken English.

EAL Support

Annual language progress monitoring happens using various data points including the WIDA Model assessment. Students at all grade levels have supports available based on their needs. In the Upper School a co-teaching model is utilized to provide in-class academic language support.

MYP English Language and Literature 1

Grade Level 6

Prerequisites:

In this course, students learn to identify and explore multiple perspectives, question the messages in texts, and look at issues related to fairness, equity, and social justice. They analyze the structure and elements of a variety of text forms, and create a variety of oral, print, and media texts in order to communicate their own ideas and opinions for a variety of purposes and audiences. Students develop their abilities to monitor their own learning and select appropriate strategies that will help them to make sense of and create increasingly complex and/or challenging texts for personally relevant purposes. Initially, students engage in rehearsal through shared, guided, and independent practice; eventually, they demonstrate independently their achievement of the learning expectations through multiple, diverse learning opportunities and activities.

MYP English Language and Literature 2

Grade Level 7

Prerequisites:

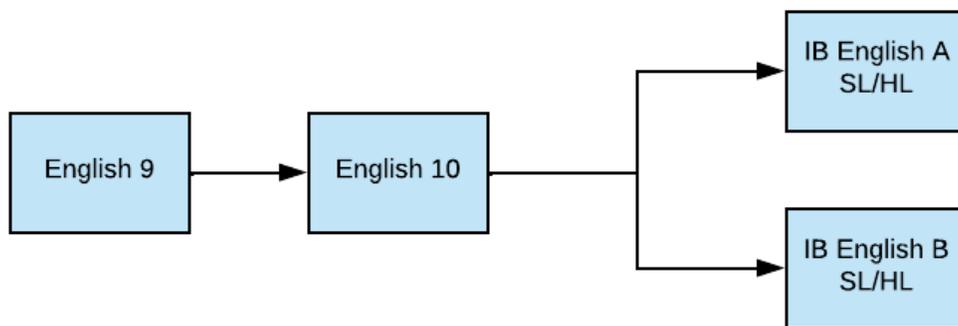
This course focuses on the consolidation of students' language knowledge, skills, and strategies and their ability to use them independently and effectively to understand, reflect on, apply, and communicate information and ideas, and for continued learning in school and in a multicultural, multimedia world. is designed to engage students in tasks that they see as meaningful in order to motivate them to analyze, evaluate, and create texts out of interest as well as to meet curriculum expectations. The course encourages students to explore issues related to personal identity and community concerns as they interact with increasingly complex and/or challenging texts; to critically analyze and evaluate perspectives in texts and the influence of media on their lives; and to write about and discuss topics of relevance that matter in their daily lives. The course also promotes the use of language knowledge, skills, and strategies to facilitate learning in other subjects, such as science, mathematics, history, and geography, and as a tool to help students understand and participate in society beyond the school.

MYP English Language and Literature 3

Grade Level: 8

Prerequisites:

In this course, students will listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; demonstrate an understanding of a variety of media texts; generate, gather, and organize ideas and information to write for an intended purpose and audience; draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.



MYP English Language and Literature 4

Grade Level: 9

Prerequisites:

Credit value: 1 credit

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 English course.

MYP English Language and Literature 5

Grade: 10

Prerequisites: English 10

Credit value: 1 credit

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 college preparation course.

Units will include narrative, informative and persuasive writing using a variety of purposes and audiences, and use of media including digital storytelling. Novels, graphic novels, plays, and poetry will be taught with a focus on how language and literary devices create meaning. Finally, students will have numerous opportunities to present information to the class using structures like Ted Talks.

IB English A: Language and Literature HL and SL

Grade Level: 11 and 12

Prerequisite: English 10

Credit value: 2 credit

This course is designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. Students will deepen their study of literary, non-literary, visual and performance texts, and will continue to explore how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. The study continually builds an awareness that all texts may be understood in relation to their form content, purpose, audience and their associated contexts, such as social historical and cultural circumstances. The course has three areas of exploration. In Year II the focus is on *Intertextuality: Connecting Texts*, but will include an ongoing review of the concepts and skills developed in Year I. Students will complete the Internal Assessment at the start of Year II. HL students will complete a comparative essay for external assessment. At the end of Year II students will complete the Paper 1 and Paper 2 examinations that are externally assessed, and are based on the full two years of study.

IB English B HL and SL

Grade Level: 11 and 12 Prerequisite: English 10 Credit value: 2 credit

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Mathematics Department

Mathematics is the study of quantity, structure, space and change. It is a discipline that teaches about the order and precision of the world around us. The development of logical and critical thinking skills is essential as we seek patterns, form conjectures and establish truths.

MYP Mathematics 1

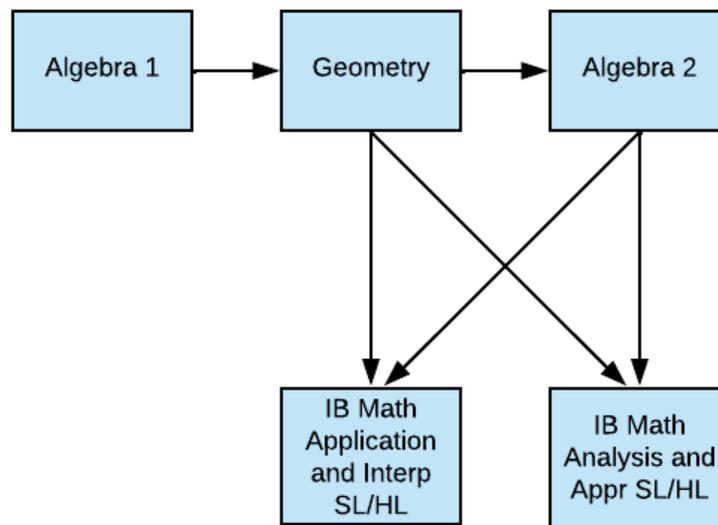
The 6th grade standards require students to study the following areas: rational numbers, algebraic thinking, proportional reasoning, statistics, data analysis, probability, and plane and solid shapes.

MYP Grade Mathematics 2

Students will investigate proportional relationships and use this understanding to solve real-world problems involving discounts, interest, taxes, and scale drawings. Building off of their sixth-grade understanding of integers, seventh-grade students will apply the properties of operations to all rational numbers in order to efficiently and thoughtfully work with the number system, including how it applies to expressions and equations. Lastly, students will learn to question what it means to be a representative sample of a population and how to effectively compare different populations.

MYP Mathematics 3

The Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course emphasizes the concepts necessary to be successful in Algebra I and II. The course helps students develop good mathematical study skills and learning strategies. Students will explore algebraic expressions and integers, solve one-step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, percents, linear functions and graphing, spatial thinking, area and volume, right triangles in Algebra, data analysis and probability, and nonlinear functions and polynomials.



MYP Mathematics 4

Grade: 8 or 9

Prerequisites: Pre-Algebra

Credit value: 1 credit

Algebra 1 is designed to give students a foundation **for all future mathematics courses**. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

Text –Algebra 1, Holt McDougal

MYP Mathematics 5

Grade: 9-10

Prerequisites: Algebra 1

Credit value: 1 credit

This Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content.

Graphing Calculator: Any scientific calculator OR TEXAS INSTRUMENTS (TI) 83 or 84+ Silver Edition (SE) or an equivalent graphing calculator are required for this class.

Course Supplies (to have daily): Ruler, protractor, and compass. Any type of notebook OR 3 ring binder and notebook paper OR a Folder with notebook paper. Pen/pencil (you can use pen only if it is erasable). Your calculator must be brought to class every day!

Algebra 2

Grade: 10

Prerequisites: Algebra 1 & Geometry

Credit value: 1 credit

Course Description: This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. You will learn, practice, review, and discuss what you are learning before assessing your knowledge in each of these topics. It also introduces matrices and their properties. Students who complete Algebra II would typically take Pre-Calculus next.

Graphing Calculator: TEXAS INSTRUMENTS (TI) 83 or 84+ Silver Edition (SE) or an equivalent graphing calculator are required for this class.

Course Supplies (to have daily): Any type of notebook OR 3 ring binder and notebook paper OR a Folder with notebook paper. Pen/pencil (you can use pen only if it is erasable). Your Graphing Calculator must be brought to class every day!

Pre-Calculus

Grade Level: 12

Prerequisites: Algebra 2

Credit value: 1 credit

Course Description: PreCalculus is designed to build on algebraic concepts, geometric concepts, and functions to create a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The course includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions, systems of equations, trigonometric ratios and functions, inverse trigonometric functions, applications of trigonometry, including vectors and laws of cosine and sine, polar functions and notation, arithmetic of complex numbers, and conic sections. You will learn, practice, review, and discuss what you are learning before assessing your knowledge in each of these topics.

Graphing Calculator: TEXAS INSTRUMENTS (TI) 83 or 84+ Silver Edition (SE) or an equivalent graphing calculator are required for this class.

Course Supplies (to have daily): Any type of notebook OR 3 ring binder and notebook paper OR a Folder with notebook paper. Pen/pencil (you can use pen only if it is erasable). Your Graphing Calculator must be brought to class every day!

This course is no longer offered after the 2020-2021 school year.

IB Mathematics: Applications and Interpretations HL and SL

Grade Level: 11-12

Credit value: 2 credits

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of pre-university mathematics courses such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments

IB Math: AI Year 2 is co-listed as Math 12.

IB Mathematics: Analysis and Approaches HL and SL

Grade Level: 11-12

Credit value: 2 credits

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Science Department

The science department at GWA exists to instill in students an interest and joy in the sciences, to develop in students a desire to learn more, and to give them the skills necessary to do so. These skills include the basics of scientific thought, such as the scientific method, observational skills, and how to speak and write scientifically. Students will learn about the natural world, in theory and practice. The science department will equip students with the tools necessary to understand the basics of the world around them with cogent logical thought, and to pursue the sciences in university.

The Next Generation Science Standards (NGSS) are a set of nationally developed standards. George Washington Academy adopted these standards in the Spring of 2014. The focus has been changed from just knowing science facts, to a focus on scientific skills such as: problem solving, critical thinking, engineering practices and real-world applications. The standards have three main components: the disciplinary core ideas, science and engineering practices and crosscutting concepts.

Life Science

Grade Level: 6

Students in middle school develop an understanding of key concepts to help them make sense of life science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in middle school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations in middle school blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

Text – StemScopes.

Earth Space Science

Grade Level: 7

Students in middle school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The middle school performance expectations in Earth Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should **include use of many practices that lead to the performance expectations.**

Text – StemScopes.

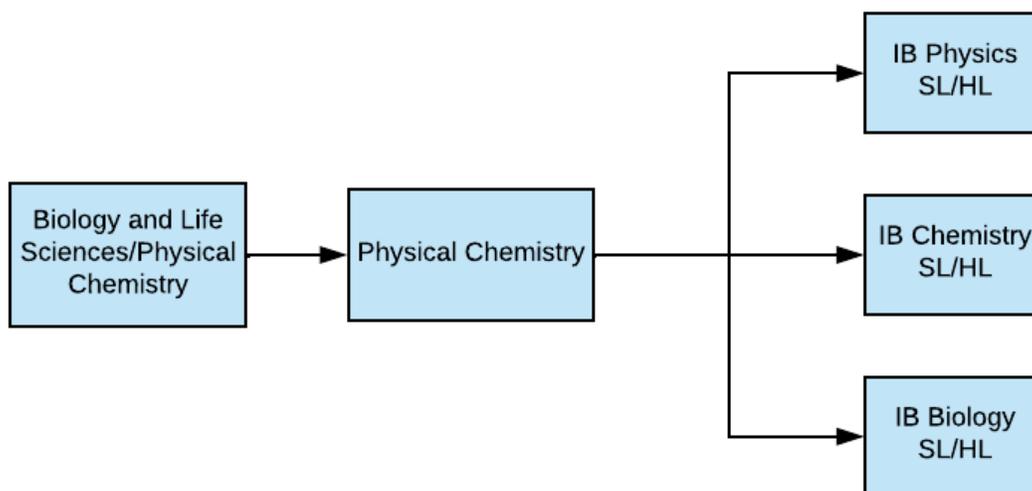
Physical Science

Grade Level: 8

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain real world phenomena in the

physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices including design and evaluation.

Text – StemScopes.



Biology and Life Sciences

Grade Level: 9

Credit value: 1 credit

Life Science looks at all of life to understand how it works and why it works. Students will understand and apply the four core areas of life science: molecules to organisms, ecosystems, heredity and biological evolution. Students will use microscopes to view the microbial world and will participate in hands-on activities to simulate real world situations. The scientific method, observation, problem solving, memorizing, communication, and critical thinking skills will be emphasized. (Aligned to Next Generation Science Standards)

Text – StemScopes.

Physical Chemistry

Grade Level: 10

Credit value: 1 credit

Students will explore matter, the changes it undergoes, and the integral role chemistry plays in everyday life. Students will investigate the periodic table, the atom, chemical reactions, solutions, acids and bases, properties of gases, thermochemistry, and equilibrium. Within these main topics students will complete many hands-on inquiry-based labs to deepen understanding and facilitate the skill set required for critical thinking. Along with labs, students will work in a student-centered, collaborative learning environment that incorporates POGIL (process oriented guided-inquiry learning) tasks. Use of Vernier technology and iPads will further enhance the student's processing and problem-solving skills. (Aligned to Next Generation Science Standards)

Text - Modern Chemistry, Holt, Rinehart, Winston 9

IB Biology HL and SL

Grade Level: 11-12

Prerequisites: Life Science + Chemistry/Physical Chemistry

Credit value: 2 credits

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

IB Chemistry HL and SL

Grade Level: 11-12

Prerequisites: Physical Chemistry/Chemistry

Credit value: 2 credits

“Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.”

- IB Chemistry Subject Brief © International Baccalaureate Organization 2014

<https://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

IB Physics HL and SL

Grade Level: 11-12

Prerequisites: Physical Chemistry/Chemistry

Credit value: 2 credits

“Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.”

- IB Physics Subject Brief © International Baccalaureate Organization 2014

<https://www.ibo.org/globalassets/publications/recognition/physicsHL2016englishw.pdf>

This course is co-listed as Physics in 2021-2022.

Individuals and Societies Department

The study of the social characteristics of our world is imperative to good citizenship and successful living. Without careful analysis of our past and our present, we cannot effectively navigate our future. With this in mind, the individuals and societies department at George Washington Academy desires that all graduates, regardless of future career endeavors, will have the necessary skills and educational background to be strong citizens, economic planners, community leaders, and analytical thinkers, as they seek to improve and fully participate in the society in which they live. [AERO standards](#) are the foundation of our curriculum. Students who have completed GWA's Individuals and Societies Program will develop an awareness of the world's political, economic, and social systems, and will have a basic chronology of major world historical events and their implications to the current world situations.

Ancient Civilizations

Grade Level: 6

Prerequisite: 5th grade Social Studies

Ancient Civilizations provides an opportunity for learners to delve into nine different civilizations including: early humans (prehistory), Mesopotamia, Kush, Egypt, Greece, Rome, China, India, Japan and the early Americas. The different civilizations will be examined through the lens of geography, family life, government, war, the role of women and men,

religion, the arts, architecture, sports, and trade. The past is important to understand the future, and by studying the past students begin to understand the challenges ahead of them. Students will learn the basics of researching and analyzing primary and secondary sources and enjoying history as a life-long study!

Text: Ancient Civilizations through the Renaissance, Houghton Mifflin Harcourt Publishing Company, 2012.

Geography

Grade Level: 7

Prerequisite: Ancient Civilizations

World Geography is a one year survey course, including physical and human geography. Students will learn about major physical features of the Earth, significant processes and cycles of the earth, sites of urbanization, resource development, cultural hearths. Regarding human geography it will include comparative cultures of the world, historical information supporting knowledge of current events, economic process and progress around the world, globalization and its local impact, local, regional, and global conflict (and conflict resolution). Upon successful completion of this course the student should have a deeper appreciation for the cultural and physical variety of the earth. They should also be able to identify and locate nearly 200 countries, many large cities, and major physical features such as mountain ranges, deserts and rivers. Students will understand that geography is more than just memorizing the locations of places. It is a way of explaining the WHY behind the WHERE – or the factors that account for the patterns we see in cultures, societies, and civilizations. This course will foster an interest and understanding of current events both in the United States, Morocco and other parts of the world. They will be able to develop a thesis statement and write a multi-paragraph essay defending their position on a variety of topics. Leave with a broad platform of general knowledge about the world on which to build a more profound understanding through a lifetime of inquiry and experience.

Text: World Geography, Houghton Mifflin Harcourt Publishing Company, 2012.

U.S. History

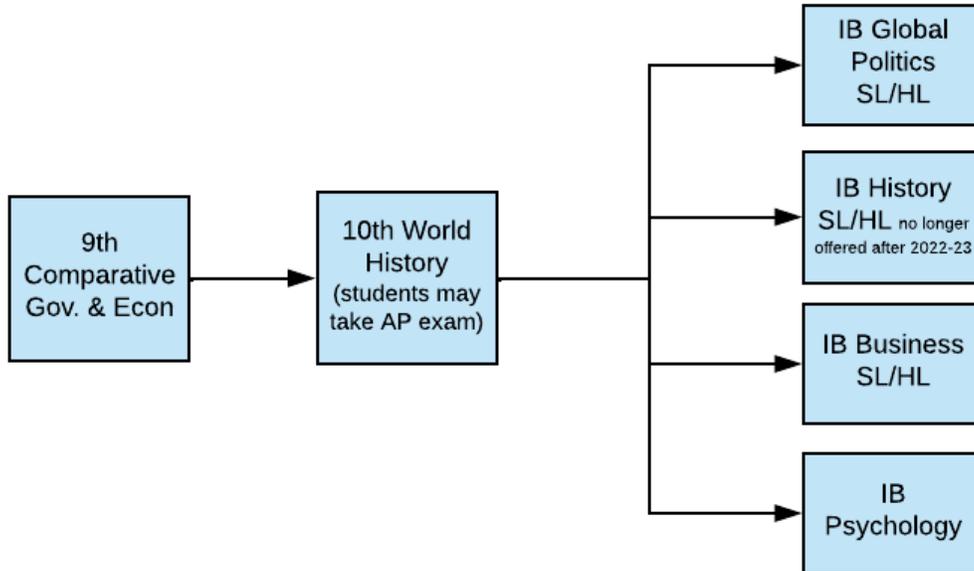
Grade Level: 8

Prerequisite: Geography

U.S. History offers a comprehensive course on the history of the United States starting with an overview of America before European colonization and concluding with a look at modern America. Units on discovery, exploration, colonization, revolution, and independence are combined with more detailed explanations of the principles at the heart of the United States Constitution, western expansion, the Civil War/Reconstruction, and social reform movements.

Throughout the year, students will be challenged to expand their learning skills via projects and research activities. Skills for thinking, inquiry, and participation will be developed to enable each student to have a successful experience.

The objective is for students to acquire a nuanced and modern understanding of the United States' complex past, and present, while also developing skills necessary for success as a social scientist.



Comparative Government & Economics

Grade Level: 9

Prerequisites: 8th grade US History

Credit value: 1 credit

This course provides an introduction to the world of governments and political practices in modern times. It emphasizes an understanding of conceptual tools and methods that will equip the student to compare almost any governments that exist today. Students will go beyond individual political systems to consider international forces that affect all people in the world. A case study approach illustrates how important concepts operate both similarly and differently in different types of political systems: monarchies, "advanced" democracies, communist and post communist countries, and newly industrialized and developing nations. In each of these political systems we will explore how power, sovereignty, and legitimacy are gained, challenged, and maintained. Inquiry- and Project-based work will be an important dimension of the course. This course also aims to help students understand themselves as economic entities and equip them to relate meaningfully to a world that is increasingly dominated by economic issues. Students will be introduced to the major aspects of micro and macro economics. They will explore how individuals, businesses, and countries choose to use limited resources to meet their needs and wants. Students will learn to evaluate economic systems used by different nations and explore the relationships between economic prosperity and socio-political stability.

This is a required 9th grade course. 2020-2021 is the last year 12th graders will take it.

Text: *The Economy/L'Economie* - [CoreEcon](#)

AP World History: Modern

Grade Level: 10

Prerequisites: Credit value: 1 credit

AP World History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced

college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students are expected to write the AP World History exam in May.

Text - Crossroads and Cultures: A History of the World's Peoples, Bedford St. Martin's

IB Global Politics HL and SL

Grade Level:11-12 **Credit value:** 2 Credits

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Taken from the *IB Diploma Programme Subject Brief* (2017).

IB History HL and SL

Grade Level: 12 **Credit value:** 2 credits

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

This course will no longer be offered after 2022-23 and is not available for 11th graders.

Taken from the *IB Diploma Programme Subject Brief* (2017).

IB Business Management HL and SL

Grade Level: 11-12 **Credit value:** 2 credits

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors,

as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

Taken from the *IB Diploma Programme Subject Brief* (2016).

IB Psychology

Grade Level: 11-12

Credit value: 2 credits

The IB Diploma Programme psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

Students will conduct a psychological experiment and study abnormal psychology, learning about various disorders and treatments.

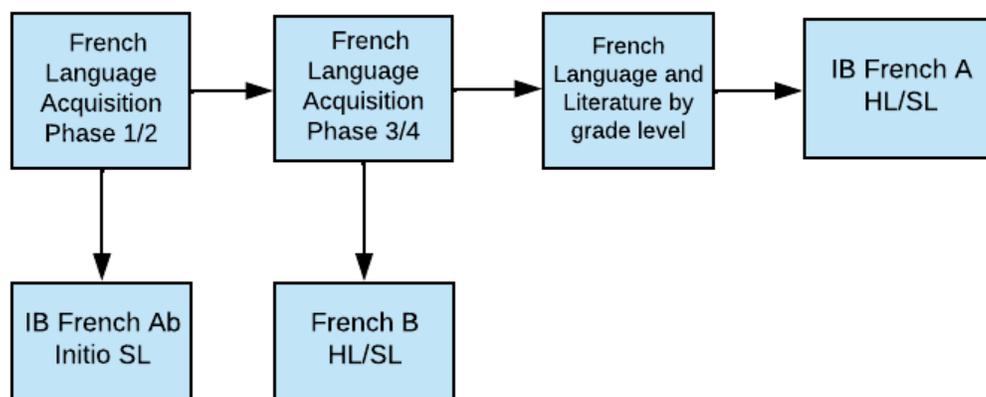
French Department **(Département français)**

French

The GWA French program's goal, through a mastery of the French language, is to induce better oral communication and proper written expression for our students that are, for the most part, called to use it daily and, later, in superior studies and potentially in their professional environment. Through language, our students learn to deepen their knowledge and appreciation of the French language, in its diversity and depth, both from a literary angle through a study of the classical works, and from a historical one, in order to grasp a wider vision of their surrounding world.

Français comme Langue Étrangère (FLE)

We have FLE classes designed to accommodate the different needs of our students. Their main objective is to help students who have no prior or very little knowledge of French to develop receptive, productive and interactive communicative skills through exposure to the French language and Francophone culture. The emphasis being on practical utility and communication, students will acquire the vocabulary and grammatical structures they need to use in everyday social interactions and situations.



French Language Acquisition

Grade Level: 6-12 **Prerequisites:** previous level or teacher rec

Credit value: 1 credit per year

The purpose of these courses is to introduce students to the French language and the culture of the francophone world. Each course covers all aspects of language learning in a communicative approach : listening, speaking, reading, and writing. Students may take two years in the course at the middle school level to reach proficiency for the next level.

French Language and Literature MYP 1,2,3

Grade level: 6-8 **Prerequisites:** previous level, placement testing

The 6th grade French corresponds to the end of cycle 3 of French education. 6th grade students have completed the first part of cycle 3 in 4th and 5th grade. Reading and writing are consolidated to allow a wide and diversified use of the language. Oral language proficiency continues in continuity and in interaction with the development of reading and writing.

The 7th and 8th classes are part of cycle 4. The teaching of French for this cycle aims at the comprehension of various texts, the realization of writings in various contexts, and a clear oral expression adapted to the goals of communication. A reflection on the language which makes it possible to reformulate, interpret, create and communicate.

French Language and Literature MYP 4,5

Grade Level: 9-10 **Prerequisites:** Previous level and teacher rec

Credit value: 1 credit per year

These courses are designed for native or advanced French-speakers. The Advanced French courses enable Francophones to improve their knowledge and understanding of the French language, to further develop their language skills, and deepen their understanding and appreciation of the French literature. Students will have the opportunity to explore various genres,

and to develop and apply critical thinking skills. This course is for native French speakers or those who have completed all introductory French courses and have a high intermediate level of French and is a continuation from Niveau 8.

IB French A: Language & Literature HL and SL

Grade Level: 11-12

Credit value: 2 credits

Le cours de langue A : langue et littérature a pour but l'étude de la complexité et du dynamisme de la langue, ainsi que l'exploration de ses dimensions pratiques et esthétiques. Ce cours explore le rôle déterminant de la langue dans la communication, étant donné qu'elle se fait le reflet des expériences et qu'elle façonne le monde, ainsi que le rôle que joue chaque individu en tant que producteur de la langue. Tout au long du cours, les élèves étudieront les diverses manières dont les choix en matière de langue, les types de textes, les formes littéraires et les éléments contextuels produisent tous du sens. À travers une analyse détaillée de divers types de textes et formes littéraires, les élèves se pencheront sur leurs propres interprétations ainsi que sur les perspectives critiques des autres pour étudier en quoi ces positions sont façonnées par les systèmes de croyances culturelles et déduire le sens des textes.

IB French B HL and SL

Grade Level: 11-12

Credit value: 2 credits

Le cours de langue B est un cours d'acquisition de langues destiné aux élèves ayant une expérience préalable de la langue concernée. Ils améliorent leur capacité à communiquer à travers l'étude de la langue, de thèmes et de textes. Le cours compte cinq thèmes prescrits : identités, expériences, ingéniosité humaine, organisation sociale et partage de la planète. Aux niveaux NM et NS, les élèves de langue B apprennent à communiquer dans la langue cible dans des contextes connus et nouveaux. Des différences peuvent être constatées entre le NM et le NS au niveau de l'expertise attendue des élèves dans le développement des compétences réceptives, productives et interactives. Au NS, l'étude de deux œuvres littéraires écrites à l'origine dans la langue cible est obligatoire et les élèves doivent apprendre à communiquer en comprenant et en utilisant une langue de plus en plus riche et complexe. Les élèves continuent à acquérir de nouvelles connaissances en matière de vocabulaire et de grammaire, mais aussi à développer leur compréhension conceptuelle du fonctionnement de la langue, de façon à pouvoir construire, analyser et évaluer des arguments utilisés dans un grand nombre de sujets en lien avec le contenu du cours et avec la ou les cultures associées à la langue cible.

IB French Ab Initio SL

Grade Level: 11-12

Prerequisite: very little French experience

Credit value: 2 credits

Le cours de langue ab initio est un cours d'acquisition de langues destiné aux élèves ne connaissant pas la langue cible ou en ayant eu un aperçu très limité. Les élèves du cours de langue ab initio développent leurs compétences réceptives, productives et interactives en apprenant à communiquer dans la langue cible dans des contextes connus et nouveaux. Ils développent leur capacité à communiquer à travers l'étude de la langue, de thèmes et de textes. Le cours compte cinq thèmes prescrits : identités, expériences, ingéniosité humaine, organisation sociale et partage de la planète. Si ces thèmes sont communs aux programmes de langue ab initio et de langue B, le programme de langue ab initio impose également quatre sujets pour chacun des cinq thèmes, ce qui représente au total vingt sujets à couvrir au cours des deux années du programme.

Arabic Department

Arabic

George Washington Academy is committed to both the instruction **of** the Arabic language, and instruction **in** the Arabic language. MSA is taught at the school to instill in students a love of the language, to help them understand and appreciate the historical and cultural heritage of Morocco and the Arab world, and to develop a proper level of pride in, and respect for, their heritage.

Arabic Language Learners

For students without Arabic language background, GWA provides Arabic Language Learner classes from grades 4-12. These classes provide instruction in both oral communication and literacy skills with a focus on continued growth and progression. We also strive to introduce them to ideas of Arabic culture and the ways in which Arabic can be an opening for communication within their community.

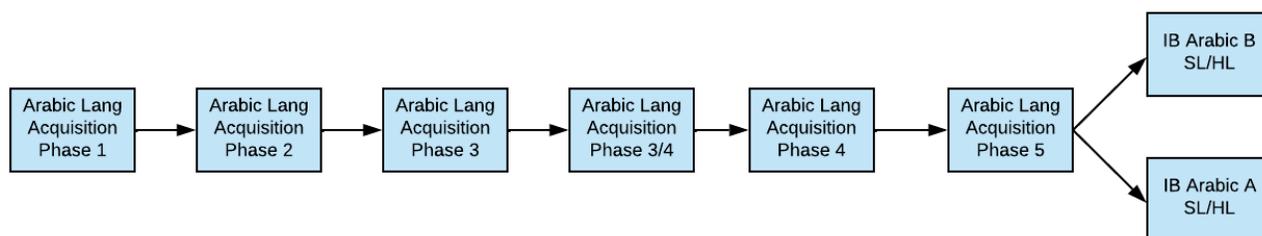
Arabic Language Acquisition (Phases 1, 2, 3, 4, 5)

Grade level: 6-8 Prerequisites: previous level, placement testing

After being introduced to Arabic letters and basic decoding skills in elementary school, the main goal of Arabic middle school courses is to develop students' language and cognitive skills.

To achieve this goal, texts and stories are chosen carefully to meet students' needs, interests, and language levels. Students are also introduced to basic Arabic grammar.

A special attention is given to Arabic and Moroccan culture.



IB Arabic A SL/HL

Grade Level: 11-12 Prerequisites: previous level, placement testing Credit value: 2 credits

The Arabic Language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Taken from Language and Literature subject brief:

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/curriculum.brief-languagea.language.and.literature-eng.pdf>

IB Arabic B - SL/HL

Grade Level: 11-12

Credit value: 2 credits

Arabic B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both Arabic language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between Arabic language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in Arabic is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Physical and Health Education

The Physical Education Department of George Washington Academy exists to expose students to the benefits of physical fitness as a part of lifelong health and wellness. Included in the curriculum is exposure to athletics, physical fitness, and the role of all areas of wellness (physical, emotional, intellectual, social, and environmental) in maintaining a healthy lifestyle.

6th Physical and Health Education

Grade Level: 6

Prerequisites: None

PE 6 is a required course in grade 6 . Students learn all skills in different sports and activities specifically (soccer, basketball, volleyball, handball, track & field, ultimate frisbee, kickball, dodgeball...) as well as learning these sports' rules and techniques. Students will be subject to conditioning and fitness training in order to achieve endurance and the

physical aptitudes for all of these sports. Also, students throughout this physical education level start to learn the strategies of each game. They will learn the role that physical and health education plays in maintaining healthy practices throughout their lives and be able to demonstrate an understanding of healthy lifestyle choices. This class will also encourage engagement in social activities with their peers to build strong relationships and character.

7th Physical and Health Education

Grade Level: 7

Prerequisites: None

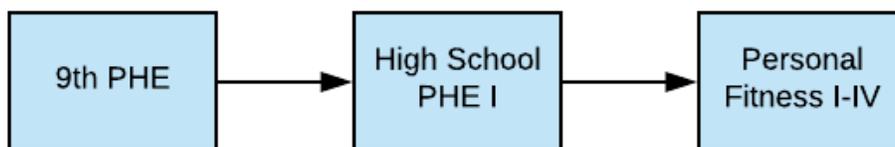
PE 7 is a required course in grade 7. Students learn more advanced skills in sports and activities specifically (soccer, basketball, volleyball, handball, track & field, ultimate frisbee, kickball, dodgeball...) as well as learning these sports' rules and techniques. Students will be subject to conditioning and fitness training in order to achieve endurance and the physical aptitudes for all of these sports. Students throughout this physical education level start to learn the strategies and theory of sports to start to build the athletic intelligence level they will need in highschool. The class will also explore Health concepts such as health promotion, disease prevention, using goal-setting skills to enhance health, analyzing the influence of culture, media and technology on health behaviors, among other prudent components of health.

8th Physical and Health Education

Grade Level: 8

Prerequisites: None

PE 8 is a required course in grade 8. This course is designed following the Society for Healthy and Physical Education Standards, utilizing lifetime fitness skills, categorical game play (eg. invasion, net/wall, striking/fielding, racquet games, target games), and responsible social and emotional behavior. Students will recognize the value of physical activity as it regards their health, enjoyment, challenge, self-expression and social interaction. This course is designed to improve skills, increase the use of strategies, and give students the knowledge and skills needed for PE and Health in the future. This course is designed to increase competency in sport, and sport-like activities, as well as model the desired fitness components.



9th Physical and Health Education

Grade Level: 9

Prerequisites: Grade 8 PE

Credit value: 1 credit

PE/Health is a required course in grade 9. This course is designed following the Society for Healthy and Physical Education Standards, utilizing lifetime fitness skills, categorical game play (eg. invasion, net/wall, striking/fielding, racquet games, target games), and responsible social and emotional behavior. Students will recognize the value of physical activity as it regards their health, enjoyment, challenge, self-expression and social interaction. This is a combined course that also integrates the health curriculum. In this combination, the course will also cover nutrition, healthy relationships, disease and disease prevention, decision making skills and proper goal setting for a healthy lifestyle.

High School Physical and Health Education I

Grade Level: 10-12

Prerequisites: 9th PE

Credit value: 1 credit

Physical Education - Level I is a full year course which involves activities to assist students in developing health- and activity-related skills. Students also receive instruction in lifelong health and fitness best practices and nutrition. In each unit, students will work on developing a basic fitness foundation and concentrate on improving their skills in a variety of games and activities. Students will acquire the knowledge necessary to assist them with safe and effective participation in sports, games, and fitness activities.

Personal Fitness (I,II,II,IV)

Grade Level: 11-12

Prerequisites: Admin approval for repeating course

Credit value: .5 credit

The Personal Fitness class introduces the students to the components of healthy lifestyle development and management. Students are instructed in the F.I.T.T. Principal (frequency, intensity, time, and type), the 11 components of health and skill, fitness program design, the modes and methods of training (e.g. circuit, intervals, HIIT, resistance training, etc.), nutrition for an active lifestyle, and fitness center/gym expectations and etiquette. Students create and implement a personal fitness program based on sound and scientifically-based best practices. This class may be repeated multiple times for elective credit provided all other elective requirements are met.

Visual and Performing Arts

Visual Arts Grade 6

Grade Level: 6

Prerequisites: None

Students will be introduced to new processes and products through an exploration of art and culture around the world. Each unit focuses on a new country or culture, and teaches students several skills, both in 2D and 3D art making. Students will discuss what art from different cultures can teach us about how they live and what they value, and create their own pieces that combine traditional methods and media with the values of their societies today.

Visual Arts Grade 7

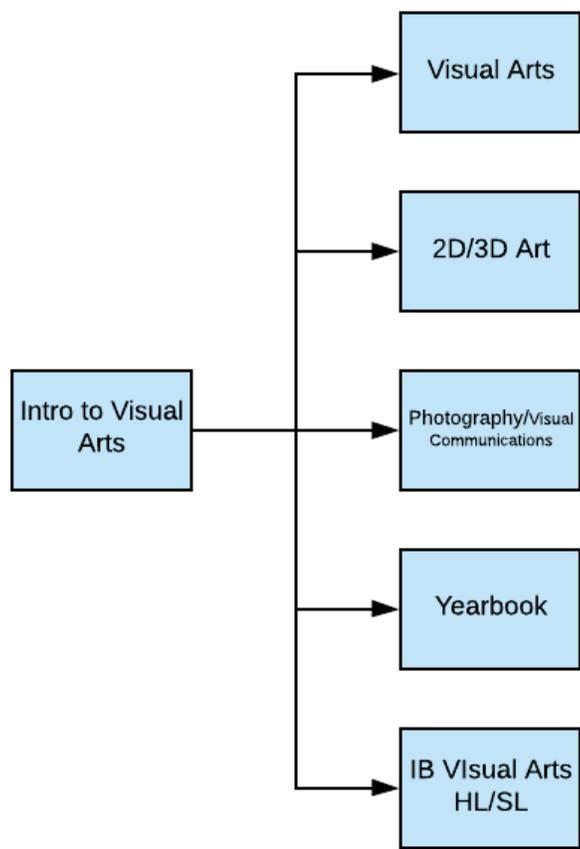
Grade Level: 7 **Prerequisites: None**

Students will begin their semester-long visual arts journey with questions about how we experience art. We will look at the different styles, locations, and methods of displaying artwork, and the impact that those variables have on the viewer's perceived value of those pieces of art. Students will develop preferences for how art is experienced, and with their classmates, design their own art experience. Each class will work together to create a theme, concept, or message for a gallery experience, and decide where it will be and what it will include. Then, students will design 4 pieces of art (three that they create alone, one that they create with a group or partner) that meet the criteria that they have agreed upon. The semester will culminate in an art experience curated by the grade 7 class.

Visual Arts Grade 8

Grade Level: 8 **Prerequisites: None**

Students will engage in a semester-long visual arts journey focused on how art can reflect or create group identity. We will look at art throughout history that has been impacted by society, and art that has impacted society, or the thoughts, behaviors, and beliefs of a large group of people. Then, students will design and create art that is meant to reflect and impact the societies or groups that they individually belong to, such as family, grade level, and school. For the final project, students will design a piece of art meant to impact our community at George Washington Academy, and possibly make that design a reality for the school.



Introduction to Visual Arts

Grade Level: 9

Prerequisites: none

Credit value: .5 credit

Visual Arts is a place where students can learn basic artistic concepts and tools, and learn to practice them in creating their own style and improving their abilities. Students will discuss the different purposes for art making throughout history, and become acquainted with the elements and principles. Students of all different levels will be enrolled in the same class and working on projects to the best of their personal ability.

IB Visual Arts

Grade Level: 11-12

Credit value: 2 credits

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

This course is co-listed as Visual Arts.

2D & 3D Art

Grade Level: 10-12

Prerequisite: Introduction to Visual Arts

Credit value: .5

This course will give students the opportunity to discover different types of 2 dimensional and 3 dimensional art. Using their prior knowledge of the elements and principles of art. Students will be able to use the creative process to create 2D & 3D projects. Students will also be using a variety of references, including Moroccan Art and periods of Art History to be inspired. For Seniors interested in pursuing a career in the arts, they will be able to utilize this course to create a personalized portfolio which can be used for university admissions.

Photography & Visual Communications

Grade Level: 10-12

Prerequisites: Introduction to Visual Arts

Credit value: .5 credit

The course is for creative and artistic students who have an interest in photography and layout design. It is a foundational photography course that allows students to integrate their own photography into communication design projects. Students will develop skills and knowledge in layout and design best practices. These skills are meant to prepare students for careers in marketing and communications as well as creative director roles.

Yearbook

Grade Level: 10-12

Prerequisites: Visual Communications or teacher recommendation or Admin approval

Credit value: 1 credit

Yearbook is a course that teaches students the skills required for publishing and photograph alteration and management. Students are responsible for taking photographs at school events, managing files and information proficiently, meeting deadlines, and, under the management of their teacher, produce a quarterly digital magazine and a Senior Graduation Book. This course is limited in size and the final roster will be based on administrator and teacher approval.

Drama 6

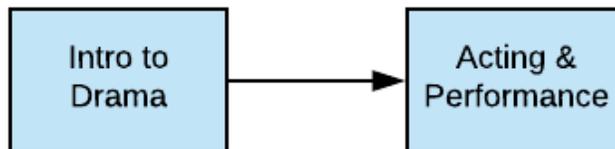
Drama 6, a semester long course, explores three aspects of theatrical forms: Puppetry, Improvisation and Playwriting. We work at the beginner level of these units as building blocks for future years. Each unit results in a performance and explores character and setting, the actor's voice and how words move from page to performance. Each unit also corresponds with mini units on Theater History.

Drama 7

Drama 7, a semester long course, explores three aspects of theatrical forms: Greek Theater, Radio Dramas and Writing & Performing Monologues. Each unit results in a performance and explores character and setting, the actor's voice and how words move from page to performance. Each unit also corresponds with mini units on Theater History.

Drama 8

Drama 8, a semester course, that begins a deeper analysis of theatrical forms through Script Analysis, Improvisation work within large ensemble scenes and Playwriting and Scene Performance. Each unit results in a performance and explores character and setting, the actor's voice and how words move from page to performance. Each unit also corresponds with mini units on Theater History.



Intro to Drama

Grade Level: 9

Prerequisites: none

Credit value: .5 credit

Intro to Drama, a semester long course, explores four aspects of theatrical forms: Improvisation, Stage Combat, Scene Study and Playwriting. Each unit results in a performance and explores character and setting, the actor's voice and how words move from page to performance.

Acting & Performance

Grades Level: 10-12

Credit value: .5 credit

Prerequisite: Intro to Drama (and/or Acting & Performance)

Drama Performance, a semester long course, is a performance based class. Students will explore different types of plays and their history. We will explore monologues, partner and group scenes. They will write and produce their own one act play that will perform at an evening performance.

This course may not run in 2021-22 due to student requests and/or staff availability.

MYP Music (6,7,8,9)

Grade Level:

Prerequisites: none

Credit value: .5 credit

This course is a multidisciplinary approach to the study of music. Music comprehensively introduces students to several different musical concepts such as, music in our world; music in our communities; our musical legacy; expressing with music; celebrating with music; and connecting through music. The course will lead students to a deeper appreciation for music, themselves, and others as it relates to understanding the global community. Students will develop and broaden their ability to listen to, master musical terminology, identify and understand musical elements and styles, as well as write and discuss how music is used in culture and society.

Design Department

MYP Design

At GWA MYP Design course is offered as a core subject for years 1-5. As a part of the MYP, the course of Design is structured to focus on inquiry and analysis of design problems. Where students will develop and create feasible solutions and learn how to evaluate and test their solutions through creating prototypes, models, products or systems. This course is set up to challenge students to apply practical and creative thinking skills to design solutions.

Students will also explore the role of design in both contemporary and historical contexts while considering their responsibilities when making design decisions. MYP Design focuses on the holistic design process rather than final products. GWA offers two Design course structures; Digital Design and Product Design.



There is no prerequisite for this course.

International Baccalaureate Program

The IB Program at GWA is offered for 11th and 12th grade students at GWA. The following link outlines all five of the IB specific policies: [IB Policies](#).

The IB Program Admissions Policy:

As our vision statement states, we seek to inspire students who are lifelong learners that pursue excellence while building character. The International Baccalaureate Diploma Programme provides a framework which is “broad, balanced, conceptual, and connected” in order to help students reach these goals.

Understanding that all Diploma Programme courses are college preparatory courses and that students have varying educational needs and goals, we seek to find the right fit for individual students. Considering this, we have an open admission into specific IB courses and into the IB Diploma Programme, based upon seats available. Those who seek to be in individual IB courses will follow the standard GWA course request process, similar to that of AP courses: students must fill out course requests through the Powerschool Class Registration System, fulfilling prerequisites and receiving recommendations by their teachers. Those who seek to be in the complete IB Diploma Programme must apply with the Application Portfolio, as explained below. *Please note that priority for placement into IB courses goes to those students who have been accepted into the full IB Diploma Program (all six courses and CORE).*

Possible Pathways

As stated above, students seeking an academic challenge in all content areas should consider applying for the full IB Diploma. The full DP Programme may not be the best fit for all students, however. Students who are seeking academic challenge in specific classes according to their academic strengths are encouraged to participate by taking individual subject courses. As with all courses at GWA, these options allow for an educational experience that enriches their lives and better equips them to be successful in further education and in their professional and personal lives. See the multiple GWA Graduation Pathways [here](#).

Candidate assessment fees

Students in the IB DP at GWA must pay the following fees to IB for being a Diploma Program Candidate. There are two candidate assessment fees. (The following are the fees from 2019 and will most likely change by 2020.)

1. The candidate subject fee \$119 per subject
2. The core fees (for students not enrolled in the whole DP)

Extended essay (EE) \$91 Theory of knowledge (TOK) \$46 Creativity, activity, service (CAS) \$10

Appendices

Appendix A Acceptance and Entrance into IB Program

Appendix B Payment for the IB Program

Appendix C Exit options out of the IB Program

A. Payment for the IB Program

- a. Payment of fees is required for each student as a part of the August registration process of their 11th grade year. The entire sum of IB fees will be collected by GWA. As of 2019, the fees are outlined below and will be non-refundable.
- b. This applies whether a student is in the entire DP, or simply taking a class or two.
- c. The fees are non-refundable enrollment into the IB DP course(s).
- d. If a student misses payments to GWA, they will follow the standard process for missing GWA fees. Note that students may not be allowed to attend IB classes if they have missed their GWA fees past the demarcation mark. Administrators hold the right to make exceptions, allowing students to stay in IB classes when they have not paid GWA fees. Sequestration or withdrawal, tied with failure to pay GWA fees, will be handled on a case-to-case basis by the Upper School Administration.
- e. See specific fees as follows (as of 2019) For the latest updates about IB fees, please go directly to the [IB website](#) linked.
 - i. The candidate subject fee \$119 per subject
 - ii. The core fees: Extended essay (EE) \$91 Theory of knowledge (TOK) \$46 Creativity, activity, service (CAS) \$10

IB Courses:

| IB Groups | IB DP Courses | Course/CORE | Taught in.. |
|-----------|---|---|---|
| CORE | Diploma Programme CORE | Theory of knowledge | English |
| CORE | Diploma Programme CORE | Extended essay | English or French (depending on the language of the course) |
| CORE | Diploma Programme CORE | CAS | English |
| Group 1 | Studies in language and literature (DP) | English A Language & Literature HL and SL | English |
| Group 1 | Studies in language and literature (DP) | French A Language & Literature HL and SL | French |
| Group 2 | Language acquisition (DP) | French B HL and SL | French |
| Group 2 | Language acquisition (DP) | French Ab Initio | French |
| Group 2 | Language acquisition (DP) | Arabic B HL and SL | Arabic |
| Group 2 | Language acquisition (DP) | English B HL and SL | English |
| Group 3 | Individuals and societies (DP) | History HL and SL | English |
| Group 3 | Individuals and societies (DP) | Global Politics HL and SL | English |
| Group 3 | Individuals and societies (DP) | Psychology | English |

| | | | |
|---------|------------------|---|---------|
| Group 4 | Sciences (DP) | Biology HL and SL | English |
| Group 5 | Mathematics (DP) | Mathematics: App. and interp. HL and SL | English |

IB Course Descriptions

IB English A: Language & Literature HL and SL:

Grade Level: 11-12

Credit value: 2 credits

This course is designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. The study additionally builds an awareness that all texts may be understood in relation to their form content, purpose, audience and their associated contexts, such as social historical and cultural circumstances. The course has three areas of exploration. In Year I the focus is on two: *Readers, Writers, and Texts*, and *Time and Space*. Students will prepare for both the Internal and External Assessments prescribed by the IBO.

This course is designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. Students will deepen their study of literary, non-literary, visual and performance texts, and will continue to explore how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. The study continually builds an awareness that all texts may be understood in relation to their form content, purpose, audience and their associated contexts, such as social historical and cultural circumstances. The course has three areas of exploration. In Year II the focus is on *Intertextuality: Connecting Texts*, but will include an ongoing review of the concepts and skills developed in Year I. Students will complete the Internal Assessment at the start of Year II. HL students will complete a comparative essay for external assessment. At the end of Year II students will complete the Paper 1 and Paper 2 examinations that are externally assessed, and are based on the full two years of study.

IB French A: Language & Literature HL and SL:

Grade Level: 11-12

Credit value: 2 credits

Le cours de langue A : langue et littérature a pour but l'étude de la complexité et du dynamisme de la langue, ainsi que l'exploration de ses dimensions pratiques et esthétiques. Ce cours explore le rôle déterminant de la langue dans la communication, étant donné qu'elle se fait le reflet des expériences et qu'elle façonne le monde, ainsi que le rôle que joue chaque individu en tant que producteur de la langue. Tout au long du cours, les élèves étudieront les diverses manières dont les choix en matière de langue, les types de textes, les formes littéraires et les éléments contextuels produisent tous du sens. À travers une analyse détaillée de divers types de textes et formes littéraires, les élèves se pencheront sur leurs propres interprétations ainsi que sur les perspectives critiques des autres pour étudier en quoi ces positions sont façonnées par les systèmes de croyances culturelles et déduire le sens des textes.

IB English B HL and SL

Grade Level: 11-12

Credit value: 2 credits

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

IB French B HL and SL

Grade Level: 11-12

Credit value: 2 credits

Le cours de langue B est un cours d'acquisition de langues destiné aux élèves ayant une expérience préalable de la langue concernée. Ils améliorent leur capacité à communiquer à travers l'étude de la langue, de thèmes et de textes. Le cours compte cinq thèmes prescrits : identités, expériences, ingéniosité humaine, organisation sociale et partage de la planète. Aux niveaux NM et NS, les élèves de langue B apprennent à communiquer dans la langue cible dans des contextes connus et nouveaux. Des différences peuvent être constatées entre le NM et le NS au niveau de l'expertise attendue des élèves dans le développement des compétences réceptives, productives et interactives. Au NS, l'étude de deux œuvres littéraires écrites à l'origine dans la langue cible est obligatoire et les élèves doivent apprendre à communiquer en comprenant et en utilisant une langue de plus en plus riche et complexe. Les élèves continuent à acquérir de nouvelles connaissances en matière de vocabulaire et de grammaire, mais aussi à développer leur compréhension conceptuelle du fonctionnement de la langue, de façon à pouvoir construire, analyser et évaluer des arguments utilisés dans un grand nombre de sujets en lien avec le contenu du cours et avec la ou les cultures associées à la langue cible.

IB Arabic B - HL and SL

Grade Level: 11-12

Credit value: 2 credits

Arabic B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Both Arabic language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between Arabic language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in Arabic is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

IB French Ab Initio SL

Grade Level: 11-12

Prerequisite: very little French experience

Credit value: 2 credits

Le cours de langue ab initio est un cours d'acquisition de langues destiné aux élèves ne connaissant pas la langue cible ou en ayant eu un aperçu très limité. Les élèves du cours de langue ab initio développent leurs compétences réceptives, productives et interactives en apprenant à communiquer dans la langue cible dans des contextes connus et nouveaux. Ils développent leur capacité à communiquer à travers l'étude de la langue, de thèmes et de textes. Le cours compte cinq thèmes prescrits : identités, expériences, ingéniosité humaine, organisation sociale et partage de la planète. Si ces thèmes sont communs aux programmes de langue ab initio et de langue B, le programme de langue ab initio impose également quatre sujets pour chacun des cinq thèmes, ce qui représente au total vingt sujets à couvrir au cours des deux années du programme.

IB Global Politics HL and SL

Grade Level: 11-12 **Credit value: 2 Credits**

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Taken from the *IB Diploma Programme Subject Brief* (2017).

IB History HL and SL

Grade Level: 11-12

Credit value: 2 credits

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

This course will no longer be offered after the 2022-23 school year.

Taken from the *IB Diploma Programme Subject Brief* (2017).

IB Psychology

Grade Level: 11-12

Credit value: 2 credits

The IB Diploma Programme psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

Students will conduct a psychological experiment and study abnormal psychology, learning about various disorders and treatments.

IB Business Management HL and SL

Grade Level: 11-12

Credit value: 2 credits

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

Taken from the IB *Diploma Programme Subject Brief* (2016).

IB Biology HL and SL

Grade Level: 11-12

Prerequisites: Life Science + Chemistry/Physical Chemistry

Credit value: 2 credits

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

IB Chemistry HL and SL

Grade Level: 11-12

Prerequisites: Physical Chemistry/Chemistry

Credit value: 2 credits

“Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.”

- IB Chemistry Subject Brief © International Baccalaureate Organization 2014

<https://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

IB Physics HL and SL

Grade Level: 11-12

Prerequisites: Physical Chemistry/Chemistry

Credit value: 2 credits

“Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.”

- IB Physics Subject Brief © International Baccalaureate Organization 2014

<https://www.ibo.org/globalassets/publications/recognition/physicshl2016englishw.pdf>

IB Mathematics: Applications and Interpretations HL and SL

Grade Level: 11-12

Credit value: 2 credits

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of pre-university mathematics courses such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and

interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments

IB Mathematics: Analysis and Approaches HL and SL

Grade Level: 11-12

Credit value: 2 credits

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

IB Visual Arts

Grade Level: 11-12

Credit value: 2 credits

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

TOK, EE, and CAS

Extended Essay

Non-credit bearing course

11th and 12th grade DP students

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Theory of knowledge

Non-credit bearing course

11th and 12th grade DP students

Theory of knowledge (TOK) is a course about critical thinking and in-quiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowl- edge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate an- the answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an endur- ing fascination with the richness of knowledge.

Creativity, activity, service

Non-credit bearing course

11th and 12th grade DP students

Creativity, activity, service (CAS) is at the heart of the DP. CAS is organized around the three strands of creativity, activity and service defined as follows. 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. A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an ex- tended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student’s CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. How- ever, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Multiple Graduation Pathways

High School Graduation Requirements

A GWA diploma affirms that the recipient has successfully completed a broad-based high school program and exemplifies the George Washington Academy Vision Statement and Graduate Profile. Students may earn a GWA Diploma, a GWA Honors Diploma, and/or an IB Diploma. Courses that meet for the full academic year earn one (1) credit; semester courses earn one-half (0.5) credit. Additionally, all graduates must complete and document a minimum of 140 CASA (35 hours each year of creativity, physical activity, community service, and

active leadership) hours outside of the regular classroom setting, and successfully complete a Capstone extended research project.

If your university requires that you take the TOEFL or IELTS exam, you are also required to provide a copy of the results to George Washington Academy.

| GWA Diploma Requirements (Beginning Class of 2021) | |
|---|---|
| English | 4 credits |
| Math | 4 credits |
| Science | 4 credits, must include Biology and one non-life science |
| Social Science | 4 credits, must include Comparative Gov & Econ and World History |
| Other Languages | 5 credits, Moroccan citizens* require 2 Arabic credits (starting 2022) 2021-22 and beyond: = 6.0 credits |
| PE | 2 credits, must include Health |
| Arts | 1 credit |
| Extended Essay | 0.5 credit. 2021-22 is the last year for Capstone. |
| Information Tech | 1 credit, must include Computer Science Fundamentals or a Design Course. |
| Electives | 2.5 elective credits to total 29 SY 2021-22 and beyond = 29 credits minimum |
| CAS/CASA | Annual completion of a minimum of 10 CASA experiences per year in 9th and 10th grades |
| IB CORE | Successful Completion of TOK, EE, and CAS starting class of 2023. |
| GPA | Minimum weighted 2.0 |

- Students with a Moroccan passport (at least one Moroccan parent) are defined as “Moroccan citizen” by the Bilateral Agreement of 2012
- Students transferring into the Upper School will have language options based upon individual needs.

 Graduation Requirements 2021-22 update

GWA Honors Diploma Requirements (Beginning Class of 2021)

| | |
|----------------------------------|--|
| English | 4 credits |
| Math | 4 credits |
| Science | 4 credits, must include Biology and one non-life science |
| Social Science | 4 credits, must include Comparative Gov & Econ and World History |
| Other Languages | 6 credits, Moroccan citizens* require 2 Arabic credits (starting 2022) 2019-20: 4.0 credits 2020-21: 5.0 credits |
| PE | 2 credits, must include Health |
| Arts | 1 credit |
| Extended Essay / Capstone | 0.5 credit |
| Information Tech | 1 credit, must include Computer Applications. If Computer Applications is taken in 8th grade, then other Information Tech electives may be taken instead. |
| Electives | 5.5 elective credits to total 32 (of these 2 must come from math, science, social studies, and/or language courses above the minimum requirements) SY 2019-20= 29 SY 2020-21- 30 SY 2021-22= 31 SY 2022-23= 32 |
| CAS/CASA | Annual completion of a minimum of 30 CASA hours |
| GPA | Minimum weighted 3.0 |
| AP/IB | Successful completion of 2 or more AP or IB courses |

- Students with a Moroccan passport (at least one Moroccan parent) are defined as “Moroccan citizen” by the Bilateral Agreement of 2012