

George Washington Academy



Middle and High School Course Catalog 2025-2026

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 support available based on their needs. In the Upper School a co-teaching model is utilized to provide in-class academic language support.

Grade 6 English Language and Literature

Grade Level 6 Prerequisite:

The Grade 6 English Language Arts (ELA) curriculum is designed to develop students into confident, thoughtful readers and writers who can analyze, interpret, and create a variety of texts. Throughout the year, students engage in close reading, thoughtful discussion, and purposeful writing, building essential literacy skills that prepare them for the increasing demands of middle school and beyond.

Students begin the year by exploring the structure and elements of narrative writing. They learn to craft engaging stories by developing setting, characters, plot, and dialogue. These foundational narrative skills support deeper literary analysis throughout the year as students explore how authors use literary devices such as conflict, mood, tone, and theme to build meaning and connect with readers emotionally.

Through the study of poetry, fiction, and two full-length novels—*Hatchet* by Gary Paulsen and *Freak the Mighty* by Rodman Philbrick—students analyze character development, theme, figurative language, and author's craft. They learn to

support their interpretations with text evidence and to make connections between characters' experiences and real-world themes such as resilience, identity, and friendship.

In addition to literary texts, students develop strong nonfiction reading skills by examining various text structures and learning how authors organize information to convey meaning. These skills are essential for navigating informational texts across subject areas.

Students also build academic writing skills, including writing structured argumentative and explanatory responses with clear claims, logical reasoning, and credible evidence. To strengthen their writing structure, students are explicitly taught and regularly practice the **R.A.C.E.S. writing strategy** (Restate, Answer, Cite evidence, Explain, Summarize). This strategy supports students in responding effectively to both short- and extended-response questions by organizing their ideas clearly and using text evidence to support their thinking. Students learn to evaluate multiple perspectives, address counterarguments, and use transitions and formal language to strengthen their writing.

By the end of Grade 6, students are able to read widely, analyze deeply, write effectively, and communicate ideas with clarity and confidence. The curriculum encourages curiosity, empathy, and critical thinking—helping students become engaged readers, purposeful writers, and reflective learners.

Grade 7 English Language and Literature

Grade Level 7

Prerequisite:

This course aligns with the American Common Core Standards for ELA, focusing on reading comprehension, literary analysis, writing, speaking, and language conventions. Through a variety of engaging texts—including fiction, nonfiction, and multimedia—students will develop essential literacy skills and deepen their understanding of diverse perspectives and themes. By year-end, they should be able to comprehend and analyze texts, write personal narratives, structured responses using textual evidence, and engage in discussions effectively, demonstrating respectful listening and thoughtful contributions. Core concepts include literature analysis across genres, the power of storytelling as a tool for communication and empathy, and language mastery for both creative expression and academic analysis. The course fosters critical thinking, problem-solving, collaboration, and research skills, ensuring higher-order thinking and analysis in the English language, as well as a deeper appreciation of literature in a global context.

Grade 8 English Language and Literature

Grade Level: 8

Prerequisite:

This course aligns with the American Common Core Standards for ELA, focusing on reading comprehension, literary analysis, writing, speaking, and language conventions. Through a variety of engaging texts—including fiction, nonfiction, poetry and multimedia—students will develop essential literacy skills and deepen their understanding of diverse perspectives and themes. By year-end, they should be able to comprehend and analyze texts, write structured responses using textual evidence, and engage in discussions effectively, demonstrating respectful listening and thoughtful contributions. Core concepts include literature analysis across genres, the power of storytelling as a tool for communication and empathy, and language mastery for both creative expression and academic analysis. The course fosters critical thinking, problem-solving, collaboration, and research skills, ensuring higher-order thinking and analysis in the English language, as well as a deeper appreciation of literature in a global context.

Grade 9 English Language and Literature

Grade Level: 9

Prerequisites:

Credit value: 1 credit

English 9 introduces students to the foundational skills of literary analysis, academic writing, and effective communication. Through a diverse selection of classic and contemporary literature, including novels, poetry, drama, and short stories, students will learn to identify literary elements, analyze author's craft, and build interpretive arguments with textual evidence. Students will also engage with informational texts to develop comprehension and critical thinking aligned with real-world issues. Speaking and listening skills are honed through structured discussions, presentations, and Socratic Seminars. Writing instruction focuses on analytical essays, narrative writing, and structured responses to texts, with an emphasis on thesis development, coherence, and revision.

Grade 10 English Language and Literature

Grade: 10

Prerequisites: English 9

Credit value: 1 credit

English 10 builds on foundational skills from 9th grade, guiding students through a deeper exploration of global literature and complex informational texts. The course emphasizes comparative literary analysis, argument development, and synthesis of multiple sources. Students analyze how culture, history, and point of view shape texts across the world, while strengthening their voice in both written and spoken expression. Students will write across genres, including persuasive essays, analytical responses, and reflective narratives. Emphasis is placed on research, media literacy, and formal presentation skills to prepare students for upper-level coursework.

IB English A: Language and Literature HL and SL

Grade Level: 11 and 12

Prerequisite: English 10

Credit value: 2 credit

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:

I. Course description and aims II. Curriculum model overview III. Assessment model

IB English B HL and SL

Grade Level: 11 and 12

Prerequisite: English 10

Credit value: 2 credit

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

Mathematics Department

The GWA Mathematics curriculum is meticulously designed to provide a rigorous and coherent path from foundational skills to advanced mathematical reasoning, ultimately preparing students for the demanding intellectual challenges of the GWA High School Mathematics track and the IB Diploma Program (IBDP).

For students in Grades 6 through 10, the curriculum is anchored in the [Common Core State Standards for Mathematics \(CCSS\) framework](#). This foundation emphasizes depth of understanding, procedural fluency, and applying mathematical concepts to real-world problem-solving. It cultivates essential skills in areas like ratio and proportional reasoning, expressions and equations, geometry, statistics, and probability, ensuring a robust transition from arithmetic to algebra and higher-level mathematics.

In Grades 11 and 12, the program transitions to the internationally recognized IBDP framework, offering specialized courses that build on prior knowledge. This stage focuses on deep conceptual understanding, advanced critical thinking, and mathematical communication, equipping students with the analytical skills necessary for success in university and beyond. The entire curriculum progression is dedicated to fostering knowledgeable, principled, and resourceful thinkers prepared for academic excellence and informed global citizenship.

Grade 6 Mathematics

In 6th Grade Mathematics, the curriculum is rigorously aligned to the Common Core State Standards for Mathematics and is structured to emphasize focus, coherence, and rigor. The approach builds a solid foundation of conceptual understanding before introducing procedures, with opportunities for application throughout the year. Major areas of instruction include Number Systems and Operations (such as identifying and interpreting integers and fluently operating with multi-digit decimals), Ratio and Rate Reasoning (covering ratios, unit rates, measurement conversions, and percentages), and Expressions, Equations, and Relationships (which involves interpreting algebraic expressions, solving equations and inequalities, and representing relationships between variables). Additionally, students study Geometry

(including graphing polygons on the coordinate plane) and Statistics & Probability (where they analyze data using measures of center, spread, and shape). The program is designed to develop students' skills to persevere when solving challenging, real-world problems.

Grade 7 Pre-Algebra

In Grade 7, 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.

Grade 8 Algebra 1

Grade: 8

Prerequisites: Pre-Algebra

Credit value:

The Algebra 1 course aims to equip students with a robust foundation in algebraic concepts, essential for navigating advanced mathematics and real-world problem-solving. Throughout the year, students will develop a strong understanding of algebraic relationships, learning to use expressions and equations to represent and manipulate mathematical situations. We'll explore various functions, including linear, quadratic, and exponential functions, enabling students to analyze patterns, make predictions, and interpret data effectively. A key focus will be on understanding how functions model relationships between variables, and how systems of equations and inequalities can be used to solve complex real-world problems. Students will also master polynomial operations and factoring, crucial skills for solving quadratic equations. Beyond specific concepts, the curriculum emphasizes strengthening critical thinking, logical reasoning, and communication skills by encouraging students to recognize patterns, apply multiple strategies, and express their mathematical reasoning clearly. By the end of this course, students will not only have a solid grasp of core algebraic concepts and data analysis but will also be well-prepared for future mathematical studies in courses like Geometry and Algebra 2.

Grade 9 Geometry

Grade: 9

Prerequisite: Algebra 1

Credit value: 1 credit

The Grade 9 Geometry course is designed to provide students with a robust understanding of fundamental geometric concepts and the power of deductive reasoning. Throughout the year, students will develop a strong grasp of geometric relationships, learning to construct, analyze, and formally prove these relationships using definitions, postulates, and theorems. We will delve into congruence and similarity, exploring how transformations, triangle congruence criteria, and similarity criteria can be used to understand geometric figures. The course also integrates coordinate geometry, enabling students to apply algebraic methods to solve geometric problems. We'll explore the properties of various shapes, including polygons, circles, and three-dimensional figures, and introduce basic trigonometry to solve problems involving right triangle relationships. A practical component of the course involves geometric constructions, where students will use tools like a compass and straightedge to create precise figures. Furthermore, students will master measurement and dimension, calculating area, surface area, and volume of various geometric figures. Beyond specific content, this course aims to significantly strengthen problem-solving, logical reasoning, and spatial visualization skills by encouraging students to

apply geometric reasoning to both abstract and real-world problems, evaluate and prove mathematical statements logically, and effectively communicate their geometric understanding both verbally and in writing. Students will also develop strong visualization and spatial skills, essential for thinking in multiple dimensions and manipulating figures mentally, often enhanced through the use of technology like graphing tools and dynamic geometry software.

Grade 10 Algebra 2

Grade: 10

Prerequisites: Algebra 1 & Geometry

Credit value: 1 credit

The Grade 10 Algebra 2 course is meticulously designed to expand students' algebraic understanding, building upon their foundational skills and delving into more complex mathematical concepts. Following a structured, inquiry-based progression aligned with the HMH Algebra II pacing guide, the curriculum also serves to prepare students for the rigorous demands of higher-level mathematical thinking, including that found in IB Mathematics. A core focus of the course involves an in-depth exploration of functions, where students will master analyzing domains, ranges, and end behaviors, alongside understanding transformations and the nuances of combining functions. The curriculum further enhances students' proficiency with polynomial and rational expressions, refining their skills in factoring, graphing, and solving associated equations. Organized into nine units across twenty modules, typically distributed over four quarters, the course initially concentrates on establishing a strong foundation in function analysis and graphing during the early quarters. Subsequent quarters transition to more advanced topics and integrative problem-solving projects, effectively connecting abstract algebraic concepts to relevant real-world applications. The instructional approach emphasizes both procedural fluency and conceptual understanding, incorporating collaborative problem-solving activities, strategic technology integration using tools like graphing calculators and dynamic geometry software, and engaging project-based assessments. Each unit is thoughtfully structured to reinforce prior learning while progressively preparing students for increasingly sophisticated mathematical challenges.

Statistics

Grade Level: 11

Prerequisites: Algebra 1, Geometry , and Algebra 2 Credit value: 1 credit

The Grade 11 Statistics course provides students with the essential tools and understanding to collect, analyze, interpret, present, and organize data, building upon their foundational mathematical skills. Throughout the year, students will develop a strong understanding of statistical reasoning, learning to interpret and analyze data using various statistical measures such as central tendency (mean, median, mode) and dispersion (range, variance, standard deviation). The curriculum will delve into probability, exploring concepts like sample spaces, events, and the rules of probability, including conditional probability and its real-life applications. We will also examine probability distributions, including discrete and continuous distributions like the binomial and normal distributions, and their role in understanding the likelihood of different outcomes. A key focus will be on sampling and estimation, teaching students various sampling techniques, how to identify bias and sampling errors, and how to draw valid inferences about a population from a sample. Students will also be introduced to hypothesis testing, learning to formulate hypotheses, determine significance levels, and interpret p-values to make data-driven conclusions. Finally, the course will cover correlation and regression analysis, enabling students to examine relationships between variables, create scatter plots, and interpret regression lines to make predictions. By the end of this course, students will not only be proficient in statistical methods but will also enhance their

critical thinking, problem-solving, and communication skills, preparing them to critically analyze data and make informed decisions in various academic and real-world contexts.

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.

Tech course

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.

Grade 6 Science

Grade Level: 6

The 6th grade marks the exciting beginning of a student's secondary academic journey, and our science program for this pivotal year is built upon the Next Generation Science Standards (NGSS), fostering deep understanding and critical thinking. Throughout the year, students will engage in a comprehensive exploration of scientific principles. In Quarter 1, they will investigate the human microbiome and its role in health, exploring how microorganisms in the body affect human health, and learning how body systems work together to provide cells with molecules needed for energy and growth. Quarter 2 delves into genetics and thermal energy, where students will understand how genetics influence traits and differentiate between thermal energy and temperature, examining the movement of molecules in substances at different temperatures. Moving into Quarter 3, the focus shifts to Earth's systems, as students explore how ocean currents and wind patterns affect regional air temperatures, and investigate how water vapor, temperature, energy transfer, and wind contribute to severe rainstorms. Finally, in Quarter 4, students will explore the causes of Earth's changing climate. This integrated approach ensures a strong scientific foundation and prepares students for future academic success.

Grade 7 Science

Grade Level: 7

The 7th grade marks the second year of a student's secondary academic journey, and our science program for this pivotal year is built upon the Next Generation Science Standards (NGSS), fostering deep understanding and critical thinking. Throughout the year, students will engage in a comprehensive exploration of scientific principles. In Quarter 1, they will investigate geological processes and the movement of tectonic plates, even extending their learning to the geology of Mars. Quarter 2 delves into Earth's materials, where students will explore rock formation and transformation, understanding how Earth's energy and the sun drive the cycling of matter, alongside the concepts of phase change, molecular behavior, and kinetic energy. Moving into Quarter 3, the focus shifts to fundamental chemistry as students learn about chemical reactions, atomic composition, and the conservation of matter. Finally, Quarter 4 explores ecological principles, with students studying ecosystem dynamics, factors affecting populations and resources, and the vital flow of matter and energy through processes like photosynthesis, cellular respiration, and the carbon cycle. This integrated approach ensures a strong scientific foundation and prepares students for future academic success.

Grade 8 Science

Grade Level: 8

Grade 8 Science is the final year of Middle School Science where students bring together their learning to consolidate both knowledge in all three disciplines of science and the scientific skills needed to apply that knowledge to real world problem solving. Over the course of the year students will deepen their understanding of the following:

Crosscutting Concepts:

- Systems and system models
- Cause and effect
- Energy and matter
- Patterns
- Stability and change
- Scale, proportion and quantity
- Structure and function

Students will develop their knowledge and skills by answering questions that look at the bigger picture and highlight how science can be used to address issues that are currently taking place in the world around us. They will engage in both hands-on practical investigations and computer simulations as well as practice and improve their research and communication skills. There is an emphasis on being able to evaluate evidence to support a scientific claim and construct a reasoned argument in an articulate manner. There will be opportunities throughout the year to apply knowledge and skills by taking part in project based learning where students are encouraged to create innovative solutions and produce model prototypes that can be tested.

Integrated Science 1

Grade Level: 9

Credit value: 1 credit

This integrated science course provides students with a comprehensive understanding of key scientific concepts across biology, chemistry, and physics, while developing critical academic skills such as critical thinking, problem-solving, data analysis, and scientific communication. Students will explore the interconnectedness of systems in nature, examining how energy and matter flow through living organisms and ecosystems. They will investigate atomic and molecular structures, the behavior of substances, and the transformation of energy in various processes. The course also emphasizes understanding the principles governing the physical world, including energy transformations and the role of fundamental forces. Through hands-on experiments, mathematical modeling, and evidence-based reasoning, students will learn to analyze complex systems, evaluate scientific claims, and apply their knowledge to solve real-world problems.

Integrated Science 2

Grade Level: 10

Credit value: 1 credit

This course deepens students' understanding of living systems, chemical reactions, physical forces, and Earth's processes through inquiry-based learning. Students develop critical thinking, problem-solving, and data analysis skills while exploring adaptation, genetics, reaction rates, motion, planetary forces, and climate systems. Hands-on experiments and collaborative projects enhance their ability to evaluate scientific claims and apply evidence-based reasoning. The year culminates in an independent inquiry project, fostering scientific

communication and real-world problem-solving.

IB Biology HL and SL

Grade Level: 11-12

Prerequisites: Life Science + Chemistry/Physical Chemistry

Credit value: 2 credits

“As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.”

- IB Biology Subject Brief © International Baccalaureate Organization 2022

https://www.ibo.org/globalassets/new-structure/recognition/pdfs/dp_sciences_biology_subject-brief_jan_2022_e.pdf

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>

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.

Social Studies Integrated Topics: Ancient Civilizations and Geography

Grade Level: 6

In Grade 6 Social Studies, students take an exciting journey through time and across the globe. This course introduces students to world geography, map skills, historical thinking, and the study of ancient civilizations, including Mesopotamia, Egypt, Greece, and Rome. Students will develop a strong foundation in understanding how geography and history shape societies and influence the modern world. By the end of the year, students will: Understand how geography influences human settlement, development, and culture. Think like historians by asking questions, analyzing sources, and

understanding historical perspectives. Explore how ancient civilizations developed and what their legacies are today. Develop the ability to evaluate information, communicate ideas clearly, and work collaboratively.

Social Studies Integrated Topics: Eras and Settlement

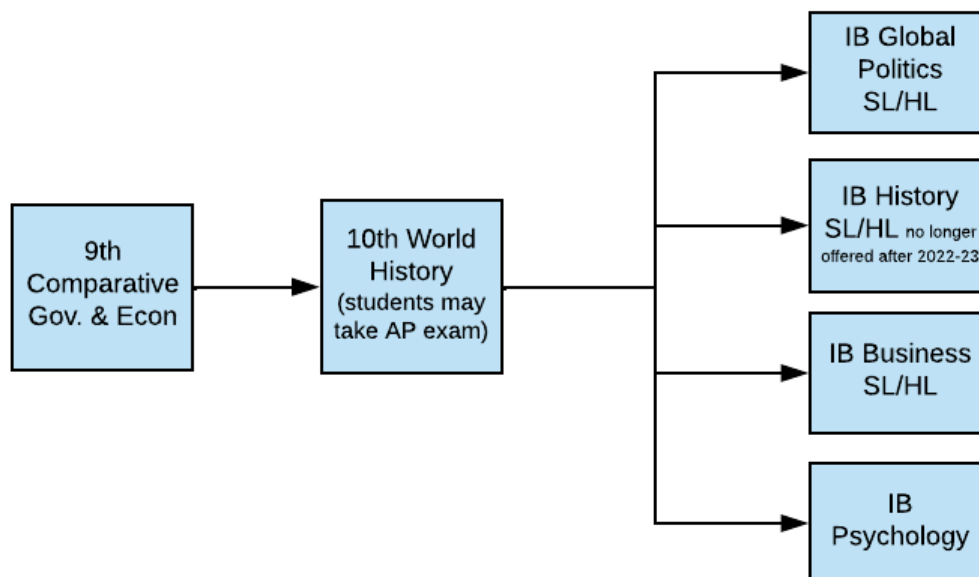
Grade Level: 7

In Grade 7 Individuals and Societies, students will become inquisitive thinkers, global citizens, and skilled young historians.. Through rich inquiry-based learning and hands-on exploration, students will investigate the past, understand present-day human experiences, and examine how societies interact with the environment. With each unit, they will develop essential academic and life skills, preparing them to engage thoughtfully with the world around them.

Social Studies Integrated Topics: Conflict and Revolutions

Grade Level: 8

In Grade 8 Individuals and Societies, students step into the role of global citizens, critical thinkers, and changemakers.. They will explore powerful ideas and pivotal moments in human history by asking bold questions about justice, innovation, and responsibility. From the rise of revolutions to the ripple effects of conflict and the impact of technology on society, students will explore how people have worked to shape a better world. By connecting the past to the present, and imagining the future. They will gain the tools to think critically, act ethically, and lead with purpose.



Integrated Topics: Change and Development (Industrialization to Imperialism)

Grade Level: 9

Credit value: 1 credit

Grade 9 Individuals and Societies explores the transformative forces that reshaped societies in the 18th and 19th centuries, with a focus on the Industrial Revolution, political revolutions of the 1800s, and global imperialism. Through thematic units and inquiry-driven learning, students investigate the causes and effects of these pivotal moments, make connections to contemporary global issues, and consider the enduring legacies of change and power. A key component of the course is a research project on imperialism, culminating in a group Ted Talk presentation in which students design their own lesson built around their research project. This allows students to synthesize their knowledge and demonstrate critical thinking and communication skills in an authentic, collaborative context.

World History and Geography (20th Century Focus)

Grade Level: 10

This engaging and comprehensive course provides students with a deep dive into the significant events, movements, and transformations that shaped the modern world in the 20th century. Emphasizing research, critical thinking, and historical analysis, students will explore key historical moments through both global and individual perspectives, ensuring a rigorous exploration of twentieth century history. By the end of the course, students will be able to do the following. Understand key events and developments of the 19th and 20th centuries, including World Wars, social movements, and the Cold War. Analyze the causes and consequences of major historical events, recognizing patterns of continuity and change. Develop historical research skills and use primary and secondary sources to form evidence-based arguments. Evaluate diverse perspectives on history, understanding the complexities of global events and movements.

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).

Note: Global Politics will not be offered starting SY 2025-2026

IB Economics HL and SL

Grade Level: 12

Credit value: 2 credits

The DP Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities

and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

Internal Assessment Task (portfolio): Three commentaries based on different units of the syllabus and from published extracts from the news media, analysed using different key concepts.

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. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

Taken from the IB *Diploma Programme Subject Brief* (2019).

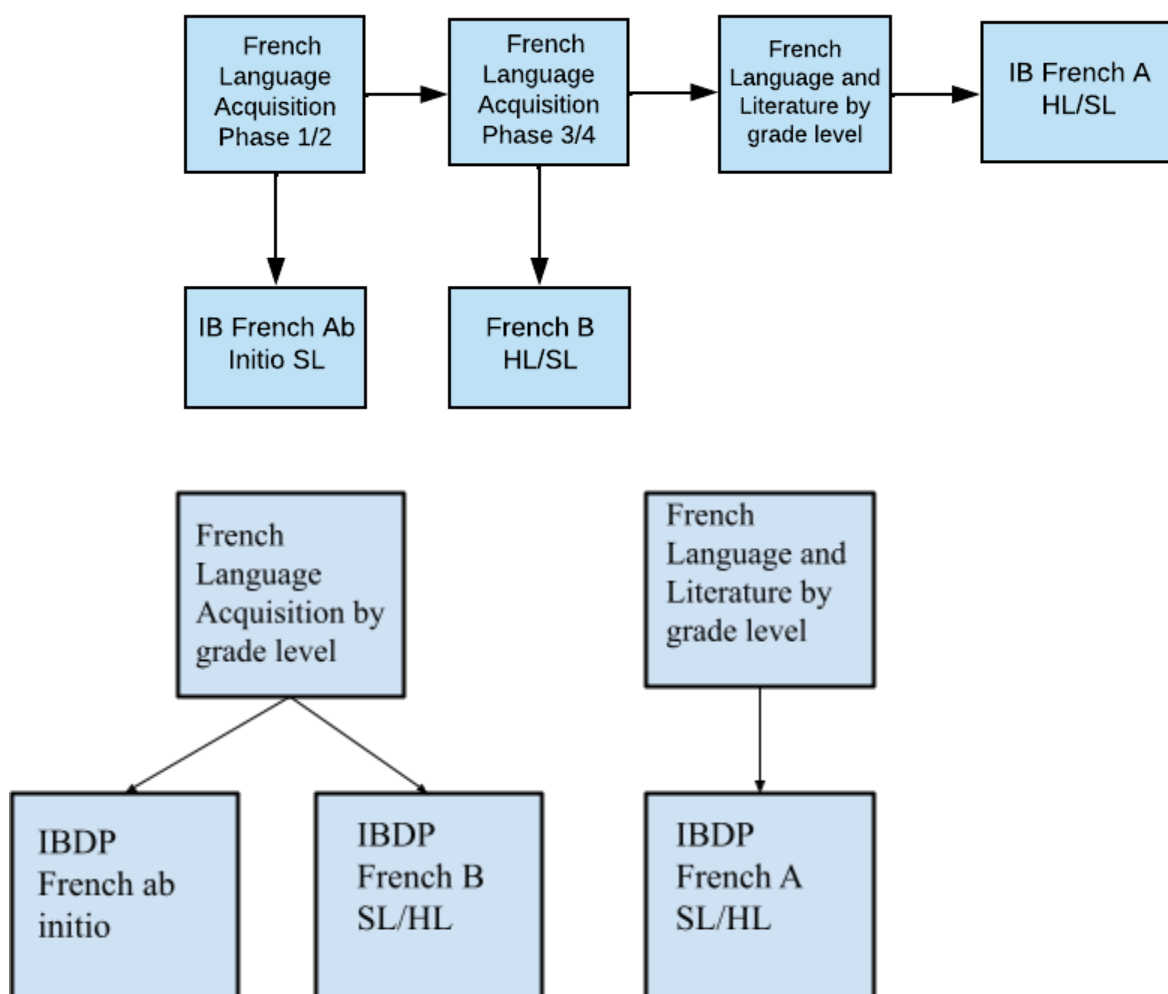
French Department **(Département Français)**

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. The French Language Acquisition program introduces students to the French language and the cultures of the francophone world through a communicative, skills-based approach. Students develop listening, speaking, reading, and writing skills through meaningful interaction and authentic contexts.

French Language and Literature

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. Grade 6 corresponds to the end of Cycle 3 in French education. At this stage, students build upon the learning developed in Grades 4 and 5. Reading and writing skills are consolidated to allow for a broader, more precise, and more diversified use of the language. Oral proficiency continues to develop in close connection with reading and writing, through active communication and interaction. Grades 7 and 8 are part of Cycle 4. French instruction at this level focuses on the comprehension of a wide variety of texts, the production of written work in different contexts, and clear oral expression adapted to communication goals. Students also develop a deeper reflection on language, enabling them to reformulate, interpret, create, and communicate effectively and accurately.

French Language and Literature

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. Grades 9 and 10 form the final stage of the secondary French program and are designed for native or advanced French speakers. These advanced courses enable students to strengthen their mastery of the French language, further develop their listening, speaking, reading, and writing skills, and deepen their understanding and appreciation of French and francophone literature. Through the study of a wide range of literary and non-literary texts, students explore various genres while developing analytical and critical thinking skills.

Moreover, Grade 10 serves as a key transition and adaptation year in preparation for IBDP French A. During this year, students become familiar with the academic requirements, assessment criteria, and expectations of the IB Diploma

Programme in order to ensure a successful transition. This course is intended for native French speakers or students who have completed all introductory French courses and demonstrate a high-intermediate to advanced level of proficiency.

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.

Spanish Department **(Département Espagnol)**

IB Spanish Ab Initio SL

Grade Level: 11-12

Prerequisite: very little Spanish experience

Credit value: 2 credits

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the 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. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

Arabic Department

George Washington Academy is committed to the teaching *of* the Arabic language and instruction *through* the Arabic language. Modern Standard Arabic (MSA) is taught to cultivate a love of the language, promote an understanding and appreciation of the rich historical and cultural heritage of Morocco and the Arab world, and foster a strong sense of pride in and respect for students' heritage.

Arabic Language Acquisition (Grade 6 - 10)

After acquiring foundational knowledge of Arabic letters and basic decoding skills in elementary school, the primary goal of Arabic instruction in middle and high school is to further develop students' linguistic proficiency and cognitive skills. To support this progression, the curriculum is thoughtfully designed to align with students' developmental needs, interests, and language proficiency levels. Instruction also includes the introduction of foundational Arabic grammar, with deliberate emphasis on fostering the learning and appreciation of both Arabic language and Moroccan culture.

The chart below shows the typical progression of student proficiency levels. Students whose current level falls outside this range receive targeted support, including differentiated instruction and the use of digital learning programs such as *I Read Arabic* and *I Start Arabic*. These tools help students practice and strengthen their language skills at their own pace, both at school and at home.



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

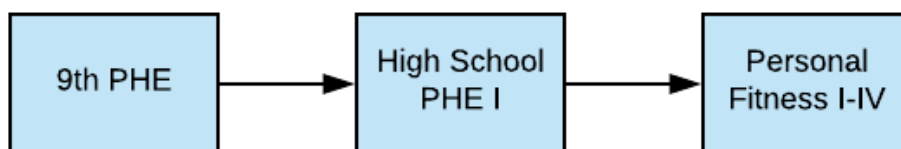
PE 7 is a required course in grade 7. Students learn more advanced skills in sports and activities specifically (soccer, basketball, volleyball, handball, track & field, ultimate frisbee, kickball, dodgeball...) as well as learning these sports' rules and techniques. Students will be subject to conditioning 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.

Visual and Performing Arts

ART & Design:

This course focuses on developing students' creativity, design thinking, and practical art skills through engaging, hands-on learning experiences. Students learn how to plan, experiment, and refine their ideas while exploring visual principles such as colour, composition, balance, and communication.

Beyond artistic techniques, the course builds a wide range of valuable life skills. Students learn to think critically as they analyse and evaluate their own work and that of others, and to solve problems creatively when faced with design challenges. They practise time management and meeting deadlines, understanding the importance of organisation and responsibility in completing projects.

Collaboration and reflection are key parts of the learning process — students share ideas, give and receive feedback, and develop confidence in presenting their work. By the end of the course, students will have strengthened their ability to express ideas visually, work independently and collaboratively, and apply creative thinking to real-world situations.

IB Visual Arts SL and HL

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 is special as it celebrates that students are creating artworks in widely different contexts and with evolving technologies. It gives the visual arts student the freedom to become an artist of their own making and explore the many possible ways of creating as an artist. When students engage in inquiry based art making, they will adopt a questioning disposition in order to understand and explain the decisions they made, while thinking about what they want to communicate and who is the audience. They will also make connections with other art-makers, past and present. Ultimately, the course will enable students to create, communicate and connect as a contemporary artist.

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.

Middle School Music:

This course focuses on developing students' performance, musical, reading and writing skills. Students will develop an appreciation for cultures and emotions by developing a deeper understanding of music within the context of history, human groups (cultures), and emotional expression. Within music theory, students will develop the ability to read and write by exploring the elements of music: Beat, Rhythm, Pitch, Melody, Harmony, Tone, Timbre (Instrumentation), and Expression.

Students will demonstrate music by performing alone and with others with their singing voices. Each class and grade level will work together to develop choral music for in-class, whole-school, and community performances. Students will explore their vocal capabilities through specialized exercises done regularly, score study, and rehearsals of standard choral repertoire for performance.

Students will gain the opportunity to explore their creative abilities by composing and presenting their own music. They will also be able to explore some instruments during this time to determine their uses for specific musical intent and expression.

Core concepts learned through music include: collaboration, creativity, communication, dedication, discipline in a group setting, pattern recognition, critical thinking, meta-cognition, and respect. Students versed in music content develop stronger social awareness, emotional intelligence, and creative problem solving skills.

Design

At GWA, Design course is offered as a core subject for years 1-5. As a part of the middle years program, 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. Design focuses on the holistic design process rather than final products. GWA offers two Design course structures; Digital Design and Product Design.

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 Economics HL and SL

Grade Level: 12

Credit value: 2 credits

The DP Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

Internal Assessment Task (portfolio): Three commentaries based on different units of the syllabus and from published extracts from the news media, analysed using different key concepts.

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
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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
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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
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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 starting SY 2024-2025](#)

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