# Course Description Guide

## Anticipated Offerings · 2027–2028

Saint George Academy

THINK. CREATE. LEAD.

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# ACADEMIC PROGRAM

In Grades 9 and 10 students complete the International Baccalaureate Middle Years Programme. Departments are shown with their corresponding MYP subject group; Grades 11 and 12 build on that foundation through electives and dual credit coursework with St. John's University. This guide describes anticipated course offerings for the 2027–2028 school year; offerings may change based on enrollment and staffing.

### Mathematics
MYP · MATHEMATICS

### English
MYP · LANGUAGE AND LITERATURE

### Film
MYP · ARTS

### World Languages
MYP · LANGUAGE ACQUISITION

### Music
MYP · ARTS

### Visual Arts
MYP · ARTS

### Social Studies
MYP · INDIVIDUALS AND SOCIETIES

### Religion

### Science
MYP · SCIENCES

### Coding & Computer Science
MYP · DESIGN

### Health, Wellness & Physical Education
MYP · PHYSICAL AND HEALTH EDUCATION

### Advisory

### College Counseling

### Co-Curricular Programs

# ADMINISTRATION & STUDENT SUPPORT

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# ACADEMIC CENTERS

Each Center is led by a member of the teaching faculty and anchors a discipline across the four-year program.

### Dr. Kim Halverson

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### Ms. Kelly Jahn

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### Ms. Iryna Chuyan

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# MATHEMATICS

IB MYP SUBJECT GROUP · MATHEMATICS (GRADES 9-10)

## MYP Mathematics Year 4 – Grade 9

MYP Mathematics Year 4 builds students' mathematical reasoning, problem-solving, and communication skills through an integrated study of number, algebra, geometry, measurement, statistics, probability, and mathematical modeling. Students strengthen foundational algebraic skills while exploring patterns, relationships, functions, equations, proportional reasoning, geometric properties, and data analysis. Emphasis is placed on applying mathematics to real-world contexts, explaining thinking clearly, using multiple strategies, and developing confidence as independent learners. The course prepares students for continued study in MYP Mathematics Year 5 and upper-level high school mathematics.

## MYP Mathematics Year 5 – Grade 10

MYP Mathematics Year 5 extends students' understanding of algebra, functions, geometry, trigonometry, statistics, probability, and mathematical modeling. Students investigate linear and nonlinear relationships, solve increasingly complex equations, analyze geometric and spatial situations, interpret data, and apply mathematical concepts to authentic problems. The course emphasizes inquiry, logical reasoning, precision, and communication using appropriate mathematical language and representations. Students are expected to justify solutions, evaluate strategies, and make connections across mathematical topics. This course prepares students for advanced high school mathematics pathways, including Precalculus, Statistics, or other upper-level courses.

## Algebra II / Trigonometry

This course extends algebraic concepts into advanced function analysis and formal trigonometry. Students study polynomial, rational, exponential, and logarithmic functions; complex numbers; sequences and series; and trigonometric identities and applications. Emphasis is placed on modeling real-world phenomena and preparing students for advanced statistics or precalculus coursework.

## Precalculus & Discrete Mathematics

*Available for Dual Enrollment Credit with St. John's University*

This advanced course prepares students for university-level calculus through the study of function behavior, limits, advanced trigonometry, and analytic geometry. The discrete mathematics component introduces combinatorics, graph theory, recursion, logic, and foundational data structures used in computer science and quantitative fields. Students who meet eligibility requirements may earn transferable college credit through St. John's University.

## Applied Statistics I

*Available for Dual Enrollment Credit with St. John's University*

This college-level course introduces statistical reasoning and data analysis. Students study descriptive statistics, probability foundations, sampling distributions, confidence intervals, and hypothesis testing. Emphasis is placed on real-world data interpretation and quantitative decision-making. Eligible students may earn college credit through St. John's University.

## Applied Statistics II

*Available for Dual Enrollment Credit with St. John's University*

Building on Applied Statistics I, this course advances inferential methods and applied modeling techniques. Topics include regression analysis, ANOVA, nonparametric methods, and multivariate analysis. Students complete applied research projects involving data collection and analysis. College credit is available through St. John's University for qualified students.

## University Calculus I

*Available for Dual Enrollment Credit with St. John's University*

This rigorous course introduces differential calculus, including limits, continuity, derivatives, and applications such as optimization and rates of change. Students develop both conceptual understanding and technical proficiency. Eligible students may earn transferable college credit through St. John's University.

## University Calculus II

*Available for Dual Enrollment Credit with St. John's University*

A continuation of Calculus I, this course focuses on integral calculus, techniques of integration, applications of definite integrals, sequences and series, and introductory differential equations. Students deepen theoretical understanding while applying calculus to scientific and quantitative problems. Dual enrollment credit is available through St. John's University.

# ENGLISH

IB MYP SUBJECT GROUP · LANGUAGE AND LITERATURE (GRADES 9-10)

In Grades 9 and 10, students complete the final two years of the International Baccalaureate Middle Years Programme (MYP). Within the MYP framework, English is designated as Language & Literature, a core subject that develops students' ability to analyze texts critically, communicate effectively across modes, and understand how language shapes identity, culture, and power. Over these two years, students deepen their skills in literary analysis, structured argument, research, oral presentation, and creative expression, culminating in the independent Year 5 Personal Project, a sustained inquiry driven by individual passion and reflection.

In Grades 11 and 12, students transition to semester-long English electives designed to build advanced analytical, research, and writing skills. Select courses are offered for dual credit in partnership with St. John's University, allowing students to earn college credit while completing their high school graduation requirements.

## MYP Year 4 Language & Literature (Grade 9)

*Identity, Justice, and the Construction of Voice*

This course invites students to examine how literature shapes—and challenges—our understanding of identity, justice, and power. Through a range of genres including short fiction, memoir, historical nonfiction, drama, and Shakespearean comedy, students explore how writers use craft to represent personal experience and interrogate social systems. The course is concept-driven, grounded in the IB MYP focus on identity, perspective, culture, and communication.

The year begins with a study of short texts centered on personal identity, as students analyze how race, class, language, family, and environment influence self-perception and belonging. Students then read Born a Crime by Trevor Noah, examining how humor, tone, and narrative voice reveal the realities of institutional racism in apartheid and post-apartheid South Africa.

Questions of justice and culpability deepen through a paired study of Of Mice and Men by John Steinbeck and excerpts from The Central Park Five by Sarah Burns. Students analyze how setting, structure, and characterization illuminate systemic inequality across time and place. The course then turns to In the Time of the Butterflies by Julia Alvarez, exploring how historical fiction can restore voice to those silenced by dictatorship. The year concludes with The Taming of the Shrew by William Shakespeare, where students interrogate constructions of gender and power, comparing early modern social norms with contemporary cultural narratives.

Throughout the year, students develop the skills central to MYP Language & Literature: close textual analysis, structured academic writing, comparative thinking, research, and formal discussion. By the end of Year 4, students understand how literature reflects social realities—and how voice, perspective, and narrative framing shape what we come to see as truth.

## MYP Year 5 Language & Literature (Grade 10)

*Language, Power, and Resistance*

MYP Year 5 Language & Literature challenges students to examine how language both reinforces and resists systems of power. Through dystopian fiction, postcolonial literature, classical tragedy, magical realism, memoir, and spoken word performance, students explore how writers confront censorship, authoritarianism, injustice, and cultural silencing. The course is structured around the IB MYP emphasis on conceptual inquiry, global context, and authentic expression.

The year opens with Fahrenheit 451 by Ray Bradbury, where students analyze how technology, mass media, and censorship shape public consciousness. In Purple Hibiscus by Chimamanda Ngozi Adichie, students explore how voice and structure illuminate themes of freedom, cultural identity, and coming of age under political and domestic constraint. The tension between personal conscience and civic duty continues in Antigone by Sophocles, where students analyze rhetorical appeals and debate the ethics of civil disobedience.

A study of magical realism, including Chronicle of a Death Foretold by Gabriel Garcia Marquez, allows students to examine how blending realism and the fantastical can reveal cultural and moral truths. The year culminates with Reading Lolita in Tehran by Azar Nafisi, as students consider how reading and dialogue become acts of intellectual resistance in oppressive societies.

The final unit shifts from analysis to creation through original spoken word poetry. Drawing on the year's central themes of identity, justice, and agency, students craft and perform original pieces addressing contemporary issues. Situated within the rich performance tradition of the Nuyorican Poets Cafe in our own neighborhood, this unit emphasizes authentic audience, rhetorical delivery, and language as action.

By the end of Year 5, students demonstrate mastery of the MYP assessment criteria through literary analysis, comparative argument, research writing, and oral performance. They leave the course with a sophisticated understanding that language is never neutral—it shapes perspective, constructs power, and can serve as a profound tool for resistance and change.

## Grades 11 and 12

### Logic, Speech & Debate

*One semester*

Effective communication is essential for success in college, the workplace, and civic life. In this one-semester course, students develop the critical thinking, speaking, and reasoning skills needed to evaluate information, construct persuasive arguments, and communicate with confidence and integrity.

Students explore formal logic, rhetorical analysis, argumentation, and civil discourse while learning to recognize logical fallacies, evaluate evidence, and distinguish credible sources in an increasingly complex information landscape. Through speeches, structured discussions, and formal debates on contemporary issues, students strengthen their ability to think critically, speak persuasively, listen respectfully, and engage thoughtfully with diverse perspectives.

### Introduction to American Literature: Romanticism to Renaissance

*Dual Credit Available through St. John's University ENG 2060*

Introduction to American Literature: Romanticism to Renaissance chronologically examines the American literary movements occurring between 1850 and 1930 to explore a new nation's attempts at self-definition. Beginning with American Romanticism, students read poetry by Walt Whitman and Emily Dickinson to contemplate poetic interpretations of the individual, imagination, nature, and spiritual intercourse. Students then study Kate Chopin's The Awakening to question the possibility of achieving true, democratic literary realism. The final unit examines how American Modernism and the Harlem Renaissance constructed new conceptions of selfhood through reading the poetry and short fiction of HD, Ezra Pound, T.S. Eliot, William Carlos Williams, Hemingway, Stein, and Lowell, concluding with a study of Nella Larsen's Passing. Emphasis is placed on developing college-level interpretive skills while engaging enduring questions about freedom, belonging, gender, and the moral imagination.

### American Horror and the Literature of Fear

*Dual Credit Available through St. John's University ENG 2060*

What does a culture fear—and why? This course investigates American literature through the rich and unsettling tradition of horror, tracing how fear reveals hidden truths about power, identity, and the boundaries of the human. Beginning with the psychological terror of Edgar Allan Poe and extending to the gothic unease of Shirley Jackson and the contemporary reinventions of Carmen Maria Machado and selections from Out There Screaming edited by Jordan Peele, students examine horror as a serious literary mode rather than merely a popular genre. Works such as Beloved and fiction by Stephen King further complicate distinctions between the supernatural and the deeply human. Students analyze how horror engages questions of race, gender, otherness, embodiment, and social anxiety while refining skills in literary criticism, argumentation, and academic writing.

## Literature, Film, and the Art of Adaptation

*Dual Credit Available through St. John's University ENG 2060*

Stories rarely remain confined to the page. This course examines the dynamic relationship between literature and film, asking what is gained, transformed, or lost when written works are adapted for the screen. Students study major American texts alongside their cinematic interpretations, analyzing adaptation as an act of creative and cultural translation rather than simple reproduction. Topics include narrative structure, visual storytelling, authorship, audience expectation, and the evolving influence of technology on how stories are told and consumed. Through comparative analysis, critical essays, and discussion, students evaluate how directors, screenwriters, and performers reinterpret literary meaning for new historical moments.

## Literature in a Global Context: Ireland, Colonization, and Cultural Identity

*Dual Credit Available through St. John's University ENG 1100*

This writing-intensive course examines Irish literature through the enduring legacy of colonization and its influence on cultural identity, language, land, and political imagination. Students explore how Irish writers have grappled with domination, resistance, independence, and diaspora, asking how literature both records historical rupture and participates in the making of national consciousness. Reading across modern and contemporary works, the course considers themes such as cultural erasure, religious authority, migration, intergenerational memory, and the tensions between tradition and modernity. Through sustained analytical writing, revision, and seminar discussion, students develop the ability to construct nuanced arguments, situate texts within historical frameworks, and think critically about cultural differences and global interconnectedness.

## Literature in a Global Context: Britain After Empire

*Dual Credit Available through St. John's University ENG 1100*

This writing-intensive course examines British literature in the decades following World War II, a period marked by decolonization, migration, and profound shifts in national identity. Through novels such as Wide Sargasso Sea read in conversation with Jane Eyre, alongside contemporary works including Exit West and The High House, students explore how writers reimagine “Britishness” in an increasingly interconnected world. Attention is given to postcolonial voice, displacement, environmental precarity, and the legacy of empire. Students engage in sustained analytical writing and revision while developing critical frameworks for understanding how literature both reflects and challenges cultural inheritance.

## Literature & Culture: Dystopia, Media, and the Culture of Spectacle

*Dual Credit Available through St. John's University ENG 1100*

This course examines the relationship between literature and culture through narratives that imagine societies shaped by surveillance, competition, and mediated reality. Pairing major dystopian texts such as 1984, The Hunger Games, The Handmaid's Tale, Battle Royale, Tender Is the Flesh, The Long Walk, The Memory Police, The Compound, and 1Q84 with contemporary cultural frameworks, students investigate why imagined futures often illuminate present anxieties. Attention is given to the commodification of human experience, the psychology of spectatorship, and the ethical implications of entertainment as a cultural force.

## Literature & Culture: Theater and Social Transformation

*Dual Credit Available through St. John's University ENG 2150*

Literature and the Stage explores works of dramatic performance as literary texts to understand the role of the stage in the construction of Western conceptions of performance, illusion, free will, creativity, and imitation. Students gain a foundational understanding of dramatic theory through reading seminal works by authors such as Aristotle, Brunetiere, Sartre, and Dolan. Students then apply this critical framework to a range of plays from the Western theatrical canon including works by Sophocles, Miller, Fornes, Wilde, and Beckett, analyzing how playwrights use the stage to challenge social norms, expose moral tensions, and reimagine the possibilities of modern life.

## Introduction to British Literature

*Dual Credit Available through St. John's University ENG 2210*

In Introduction to British Literature, students explore major literary texts, themes, and questions that shaped British culture and identity from the Early Modern period through the Victorian era. Beginning with Aphra Behn's Oroonoko, students consider early representations of colonialism, slavery, race, and body politics. The course then turns to the Enlightenment and Romantic periods through a selection of Romantic poetry and Mary Shelley's Frankenstein. The Victorian era is explored through Charles Dickens's Great Expectations and Arthur Conan Doyle's The Sign of Four, both of which question the role of social class, industrialization, imperialism, and social code in a continuously modernizing society.

## First-Year Writing: Screenwriting and Visual Storytelling

*Dual Credit Available through St. John's University ENG FYW 1000*

This writing-intensive course introduces students to the craft of screenwriting as a powerful form of narrative and rhetorical expression. Through the study of screenplay history, terminology, and cinematic storytelling, students learn how writers shape character, conflict, and meaning for the screen while developing the analytical and compositional skills expected in a college-level writing course. Writing assignments move from personal narrative and observational writing toward more complex creative and analytical work, culminating in an original short screenplay supported by reflective writing and revision.

## First-Year Writing: Playwriting

*Dual Credit Available through St. John's University ENG FYW 1000*

This writing-intensive course introduces students to playwriting as a dynamic process that blends storytelling, collaboration, and performance. Through the practice of theatrical devising, students explore how characters are constructed, how dialogue reveals relationships, and how movement and staging contribute to dramatic meaning. Students collaborate to develop a devised theatrical work, moving from early brainstorming to drafting, revision, and rehearsal. Emphasis is placed on writing as an iterative process: students read one another's work, provide structured feedback, and refine their scenes to clarify intention, message, and audience impact.

## Land, Identity, and the American Dream

This advanced seminar explores how American writers have imagined the relationship between self, land, and belonging while questioning who has historically had access to the promises of the American Dream. Students begin by examining the philosophical foundations of American individualism through selected works by Ralph Waldo Emerson and Henry David Thoreau. The course then turns to F. Scott Fitzgerald's The Great Gatsby, situating the novel within the cultural and economic landscape of the Roaring Twenties. Placing these texts in conversation with Indigenous perspectives, students read the work of Robin Wall Kimmerer and the poetry of Diane Burns. The seminar culminates with Tommy Orange's There There, a novel that centers contemporary Indigenous experiences.

## Technology, Migration, and Moral Choice

This course explores what it means to be human in an era shaped by technological innovation, global displacement, and evolving social realities. Through contemporary fiction, poetry, and nonfiction, students examine how writers grapple with questions of identity, belonging, love, loneliness, and ethical responsibility. Students begin with Kazuo Ishiguro's Klara and the Sun, then turn to Mohsin Hamid's Exit West, paired with poetry by Warsan Shire and essays from The Displaced: Refugee Writers on Refugee Lives. The semester concludes with Toni Morrison's Sula, through which students explore friendship, community, moral independence, and the enduring tension between individuality and social expectation.

# FILM

IB MYP SUBJECT GROUP · ARTS (GRADES 9-10)

## Film as Story & Identity (Grade 9)

This introductory semester course invites students to explore film as a language for storytelling, identity, and personal expression. Grounded in the IB Middle Years Programme (MYP) framework, the course emphasizes inquiry, creativity, and reflection. Students examine how filmmakers use visual and auditory techniques—such as framing, lighting, editing, and sound—to construct meaning and evoke emotion. Students also engage in introductory production work, experimenting with short video projects that emphasize narrative clarity and intentional design choices. By the end of the course, students will be able to identify core film techniques, analyze how meaning is created, and begin to express their own ideas through moving image.

## Film as Culture & Design (Grade 10)

This semester course extends students' understanding of film by examining it as both a cultural artifact and a designed product. Building on Grade 9, students deepen their analytical skills while engaging more intentionally with the MYP design cycle—planning, creating, and evaluating their own film work. Students study films from a range of global contexts, exploring how social, historical, and cultural forces shape cinematic expression. Students produce short films with increasing technical sophistication, applying principles of cinematography, editing, and sound design. Assessment emphasizes both analysis and creation, with students reflecting on their process and growth.

## Analysis, Context, and Production (Grade 11)

Throughout this yearlong class, students carry out an in-depth study of film, exploring it both as a creative art form and as a cultural phenomenon. Students develop advanced analytical skills through close study of film texts, exploring how meaning is constructed through formal elements and contextual influences. Students begin to engage with film theory and critical frameworks, using discipline-specific language to construct sophisticated arguments. Emphasis is placed on connecting analysis to production, helping students understand how creative choices reflect broader artistic and cultural intentions.

## Synthesis, Specialization, and Portfolio (Grade 12)

In this culminating yearlong course, students synthesize their analytical, research, and production skills at an advanced level. Students engage deeply in global cinema traditions, theoretical perspectives, and ethical considerations in filmmaking. Students refine their individual voice as filmmakers while situating their work within broader cinematic traditions. The course emphasizes independence, critical reflection, and sustained creative inquiry. A final screening and reflective portfolio showcase students' work as both scholars and creators.

# WORLD LANGUAGES

IB MYP SUBJECT GROUP · LANGUAGE ACQUISITION (GRADES 9-10)

## Ukrainian Language Sequence

### Ukrainian I: Beginning Ukrainian Language & Culture

This introductory course develops foundational skills in listening, speaking, reading, and writing in Ukrainian. Students learn basic vocabulary, grammar structures, pronunciation, and conversational patterns through interactive and immersive activities. Topics include family, daily life, school, traditions, food, geography, and contemporary culture. Aligned with the philosophy of the International Baccalaureate, the course emphasizes intercultural understanding, communication, and global awareness. Students engage with authentic materials such as music, media, short texts, and cultural traditions while building confidence in practical communication and introductory literacy skills.

### Ukrainian II: Intermediate Ukrainian Communication & Culture

This intermediate course strengthens students' proficiency in spoken and written Ukrainian through increasingly complex communication tasks and cultural exploration. Students expand their vocabulary and grammatical knowledge while developing greater fluency in conversation, reading comprehension, and structured writing. The course explores themes such as identity, migration, media, history, community, and contemporary Ukrainian society. Students engage with authentic texts, journalism, film excerpts, and discussion-based activities while refining interpretive and interpersonal communication skills.

### Ukrainian III: Contemporary Ukrainian Voices

This advanced course develops higher-level proficiency in Ukrainian through the study of contemporary literature, film, media, and global issues affecting Ukraine and the Ukrainian diaspora. Students engage in sustained discussion, analytical writing, presentations, and collaborative inquiry using authentic Ukrainian-language materials. Topics include cultural identity, resilience, migration, artistic expression, language preservation, and the relationship between history and contemporary society.

### Ukrainian IV: Ukrainian Literature & Global Perspectives

This culminating course offers advanced study of Ukrainian language, literature, culture, and contemporary global issues through an inquiry-based framework inspired by the IB Diploma Programme. Students engage with a range of literary and non-fiction texts, films, historical documents, and media sources while participating in seminar-style discussion and independent research. Themes include national identity, diaspora experiences, memory and history, social change, ethics, and global interconnectedness. The course emphasizes independent inquiry, intercultural understanding, and advanced expression in spoken and written Ukrainian.

## Spanish Language Sequence

### Spanish I: Beginning Spanish Language & Culture

This introductory course develops foundational communication skills in Spanish through speaking, listening, reading, and writing activities. Students learn essential vocabulary and grammar structures while exploring the cultures and traditions of the Spanish-speaking world. The course emphasizes practical communication in everyday situations, including introductions, school life, family, food, travel, and community. Through music, storytelling, media, and interactive activities, students begin to build confidence and cultural understanding within an inquiry-based learning environment.

## Spanish II: Intermediate Spanish Communication & Culture

This intermediate course expands students' communicative abilities and cultural understanding through more advanced speaking, reading, writing, and listening tasks. Students deepen their understanding of grammatical structures and begin expressing more nuanced ideas in Spanish. The course explores themes such as identity, relationships, traditions, global issues, media, and contemporary life across the Spanish-speaking world. Students engage with authentic materials including articles, short stories, music, and film excerpts while strengthening fluency and interpretive skills.

## Spanish III: Spanish Across the World

This advanced course develops students' proficiency in Spanish through the study of global perspectives, contemporary issues, and cultural expression throughout the Spanish-speaking world. Students participate in sustained discussion, analytical writing, presentations, and collaborative projects using authentic Spanish-language materials. Topics include migration, identity, environmental issues, social justice, media, and cultural traditions across Latin America, Spain, and multilingual communities in the United States.

## Spanish IV: Spanish Language, Literature & Society

This culminating course offers advanced study of Spanish language, literature, culture, and contemporary global issues through an inquiry-based framework inspired by the International Baccalaureate Diploma Programme. Students engage deeply with literature, film, journalism, and non-fiction texts while refining advanced speaking and writing skills. Students examine themes such as identity, power, migration, ethics, memory, and globalization through seminar-style discussion, analytical writing, and independent inquiry.

# MUSIC

IB MYP SUBJECT GROUP · ARTS (GRADES 9–10)

## Community Chorus

Community Chorus is a four-year performing ensemble rooted in the cultural traditions of the school community. Students participate in collaborative vocal performance throughout all four years of high school, developing musicianship, vocal technique, ensemble skills, and artistic confidence through regular rehearsal and public performance. The chorus performs at a range of school and community events including holiday concerts, cultural festivals, and special community gatherings. Repertoire reflects the school's multilingual and multicultural identity and includes works performed in Ukrainian and other languages connected to the traditions and backgrounds of the school community.

Grounded in the philosophy of the International Baccalaureate, the course emphasizes intercultural understanding, collaboration, reflection, and the arts as a means of community engagement and global connection. As students progress through the four-year sequence, they take on increasing levels of musical independence and leadership, contributing to the artistic life of the school and strengthening connections between the school and the broader community.

## Music Electives

Alongside Community Chorus, students may choose from music electives that build musicianship at every level, from first-time players to experienced musicians. Offerings rotate by semester based on student interest.

## Drumming Circle

*Elective · No prior experience required*

In this hands-on ensemble, students learn to play hand drums and percussion instruments while exploring drumming traditions from West Africa, the Caribbean, Latin America, and around the world. Students develop a sense of pulse, timing, and polyrhythm through call-and-response, layered rhythmic patterns, and improvisation, and they learn how rhythm has long served communities as a form of celebration, communication, and connection. The drumming circle builds focus, listening, and collaboration, and students share their work in performances for the school community.

## Ukulele Group

*Elective · No prior experience required*

The ukulele is one of the most approachable instruments to learn, and within weeks students are playing and singing songs together. Students learn chords, strumming and picking patterns, and basic music reading while exploring a wide range of styles, from folk and pop to traditional songs connected to the cultures of our school community. As their skills grow, students learn to accompany singers, arrange songs for the group, and perform with confidence. The course emphasizes ensemble playing, persistence, and the joy of making music together.

## Instrumental Ensemble

*Elective · For students with prior instrumental experience*

Designed for students who already play an instrument, the Instrumental Ensemble brings musicians together to rehearse and perform a wide variety of repertoire. Students refine technique, intonation, and sight-reading while developing the listening and leadership skills that ensemble playing requires. Repertoire is arranged to fit the instruments in the group and may range from classical and folk traditions to jazz, contemporary, and multilingual works reflecting the school community. The ensemble performs at concerts, school events, and community gatherings throughout the year.

# VISUAL ARTS

IB MYP SUBJECT GROUP · ARTS (GRADES 9-10)

The Visual Arts program is a four-year sequence in which students grow from foundational skills to a sustained, independent body of work. Grounded in the IB Middle Years Programme in Grades 9 and 10 and inspired by the IB Diploma Programme in Grades 11 and 12, the program returns each year to the arts key concepts of aesthetics, change, communication, and identity at greater depth, while student choice in media, subject, and scale widens year by year. Each year includes an open unit that responds to student interest, current events, and exhibition opportunities; an interdisciplinary unit connecting art to another subject; and a public exhibition. A single process journal follows each student through all four years, making growth visible over time.

## Visual Arts I: Seeing & Making (Grade 9)

This foundational course introduces students to the elements and principles of art and design through drawing, painting, mixed media, and traditional craft. Students explore identity through self-portraiture, study the architecture and street life of the East Village through urban sketching, and investigate folk art traditions such as pysanky and vytynanky in partnership with The Ukrainian Museum. Aligned with the IB Middle Years Programme, the course emphasizes investigating, developing, creating, and evaluating. Students keep a process journal that carries across all four years of the program. The course concludes with a first public exhibition of student work.

## Visual Arts II: Media & Message (Grade 10)

This course examines art as a form of communication and explores how artists use materials, images, and ideas to reach an audience. Students work in relief printmaking, found-object sculpture, and graphic narrative while investigating themes such as social change, sustainability, and storytelling. An interdisciplinary unit with science connects sculpture to questions of waste and environmental responsibility. As the culminating MYP year, the course emphasizes growing independence and student choice. Students may connect their artistic work to the MYP Personal Project.

## Visual Arts III: The Artist as Researcher (Grade 11)

This advanced course develops students' ability to investigate artists, movements, and visual culture as a foundation for their own creative work. Students explore photography and digital image-making, complete a master study that they transform into original work, and design proposals for site-specific public art. Emphasis is placed on research, critical analysis, and the relationship between art, audience, and place. Students complete a mentored series of independent work.

## Visual Arts IV: The Artist's Voice (Grade 12)

This culminating course, inspired by the IB Diploma Programme, centers on sustained independent inquiry. Students develop a cohesive body of work around a question of their own choosing, study curatorial practice, and assemble a portfolio suitable for college applications. The course concludes with a student-curated exhibition and a formal artist statement. Students present themselves both as artists and as critical thinkers about art.

# SOCIAL STUDIES

IB MYP SUBJECT GROUP · INDIVIDUALS AND SOCIETIES (GRADES 9-10)

The Social Studies program is designed to build historical thinking, civic engagement, research skills, and global awareness through an inquiry-based and interdisciplinary approach to the study of history, government, economics, and contemporary global issues. Inspired by the philosophy and analytical approach of the International Baccalaureate, the program emphasizes primary and secondary source analysis, interpretation of multiple perspectives, analytical writing, discussion, and independent inquiry. Across all grade levels, students explore themes such as identity, migration, power, conflict, ethics, citizenship, and social transformation within both local and global contexts.

## Global History: Conflict, Power & Perspective (Grade 9)

This advanced course introduces students to thematic and comparative approaches to the study of history through examination of major global developments and historical questions. Students explore topics such as conflict, political systems, ideology, nationalism, social movements, migration, and international relations through close analysis of primary and secondary sources. Students develop advanced skills in historical interpretation, comparative analysis, historiography, discussion, and analytical writing. Emphasis is placed on understanding how historical narratives are constructed and interpreted across cultures and perspectives.

## Advanced Historical Inquiry & Global Studies (Grade 10)

This culminating course emphasizes independent analysis, global perspectives, and advanced historical inquiry through thematic and comparative study of major historical and contemporary issues. Students investigate questions related to power, identity, migration, conflict, human rights, memory, and social transformation through engagement with historical scholarship, primary source analysis, seminar discussion, and research. Students are expected to synthesize multiple perspectives, construct sophisticated historical arguments, and engage in sustained independent inquiry.

## MYP Personal Project (Grade 10)

The Personal Project is a chance for students to design and complete a major independent project based on something they genuinely care about. Whether researching a topic, creating an original work, solving a real-world problem, or developing a new skill, students take full ownership of the process from idea to final product. With the support of a faculty mentor, students learn how to plan a long-term project, conduct meaningful research, manage their time, and reflect on their progress. The experience culminates in a public exhibition where students showcase their work and share what they discovered about their topic—and about themselves as learners.

## United States History & Civic Foundations (Grade 11)

This course introduces students to major themes and developments in United States history while establishing foundational skills in civic engagement and historical inquiry. Students examine political, economic, social, and cultural transformations in American history through analysis of historical sources, discussion, and evidence-based writing. Topics include constitutional foundations, immigration, industrialization, reform movements, civil rights, and the evolving meaning of citizenship and democracy in the United States. The course also introduces students to foundational concepts in government and civic responsibility.

## New York, America: U.S. History Through the Lens of New York City (Grade 11)

This place-based course examines the full sweep of United States history through the city where much of it happened, often within walking distance of Saint George Academy. Students trace the national story from the Lenape homeland of Mannahatta and Dutch New Amsterdam through the Revolution, the rise of a commercial capital built in part on slavery, and waves of immigration and industrialization. The course continues through the labor and civil rights movements and the crises and renewals of the modern city. Regular field investigations take students to historic sites, archives, and neighborhoods, where they read the city itself as a primary source alongside documents, maps, photographs, and oral histories. The course culminates in an original research project on the history of a single East Village building or block, presented publicly to the school and community.

## Government, Economics & Global Systems (Grade 12)

This course examines how political and economic systems shape societies, institutions, and everyday life at local, national, and international levels. Students explore foundational principles of government and economics through contemporary and historical case studies, inquiry-based projects, discussion, and policy analysis. Topics include constitutional principles, comparative political systems, globalization, labor, sustainability, economic decision-making, public policy, and the role of international organizations.

## Introduction to Sociology: Childhood Across Cultures

*Dual Credit Available through St. John's University*

This college-level course introduces students to the core concepts, theories, and research methods of sociology through a single question: what does it mean to be a child in different parts of the world? Students develop the sociological imagination by examining how culture, family, education, religion, economics, and government shape childhood across nations and historical periods. Topics include socialization, work and play, schooling, gender, social class, migration, children's rights, and the global forces of poverty, conflict, and technology. Through comparative case studies, research, discussion, and analytical writing, students learn to see how societies construct the category of childhood itself and how young people act within those structures. The course culminates in an original comparative research project examining childhood in two countries.

# RELIGION

The Religion program is rooted in the spiritual, liturgical, and intellectual traditions of the Eastern Rite Catholic tradition. Students engage in the study of scripture, theology, ethics, symbolism, and spirituality through an inquiry-based and reflective approach that emphasizes both intellectual exploration and personal meaning-making.

The program encourages students to examine questions of identity, morality, community, faith, justice, and human dignity through historical, theological, artistic, and contemporary lenses. Throughout all four years, students are invited to engage thoughtfully with sacred texts, tradition, ritual, and the role of faith within both personal and global contexts.

Emphasis is placed on the richness of the Eastern Christian tradition, including iconography, liturgical practice, symbolism, contemplative spirituality, and the historical experiences of the Ukrainian Catholic community.

## Old Testament (Grade 9)

This course introduces students to the foundational narratives, themes, and theological ideas of the Old Testament. Students are encouraged to consider enduring questions related to faith while developing familiarity with the liturgical and spiritual traditions of the Eastern Rite Church.

## New Testament (Grade 10)

This course examines the life and teachings of Jesus Christ, the development of the early Christian Church, and the theological foundations of the New Testament through the perspective of the Eastern Catholic tradition. Students engage in discussion, textual analysis, and reflection while exploring how the teachings of the New Testament continue to shape individuals and communities throughout the world.

## Iconography: Art, Symbol & Sacred Presence (Grade 11)

This course explores the history, theology, symbolism, and spiritual significance of Christian art, architecture, and iconography. Students learn to interpret sacred visual and architectural forms within their historical, theological, and aesthetic contexts. The course examines Christian symbols, monograms, mosaics, frescoes, icons, and major artistic and architectural styles from the Romanesque, Gothic, Renaissance, Baroque, Modern, and Post-Modern periods. Particular attention is given to how color, composition, gesture, perspective, symbolism, and architectural elements communicate theological meaning and spiritual presence. Through historical analysis, artistic interpretation, reflective writing, and creative projects, students develop the skills to read, explain, and appreciate Christian art and architecture as expressions of faith, culture, and beauty.

## Moral Questions: Ethics, Justice & Human Responsibility (Grade 12)

This culminating course invites students to examine complex moral and ethical questions through theological, philosophical, historical, and contemporary perspectives. Students participate in seminar-style discussions, case study analysis, reflective writing, and inquiry-based projects that encourage thoughtful engagement with diverse perspectives and real-world ethical dilemmas. The course emphasizes critical thinking, compassion, discernment, and the development of a reflective moral framework grounded in both faith and global awareness.

## World Religions: Belief, Ritual & Global Perspectives

*Dual Credit Available through St. John's University*

This course offers a critical introduction to the study of world religions through exploration of major belief systems, sacred traditions, rituals, ethical frameworks, and spiritual practices from both historical and contemporary perspectives. Students examine how religions shape identity, culture, morality, community, and global society while engaging with essential questions concerning meaning, suffering, justice, transcendence, and human responsibility.

# SCIENCE

IB MYP SUBJECT GROUP · SCIENCES (GRADES 9-10)

## Foundations of Biology (Grade 9)

This introductory biology course explores the fundamental principles of life science through inquiry, experimentation, and real-world application. Students investigate the structure and function of living organisms while developing scientific reasoning and laboratory skills through hands-on activities, observation, and collaborative investigation. Topics include cell biology, genetics, evolution, ecosystems, biodiversity, human body systems, growth and development, and the relationships between organisms and their environments. Inspired by the philosophy of the International Baccalaureate, students are encouraged to think critically about the role of biology in understanding both local and global challenges.

## Urban Ecology & Sustainable Systems Science (Grades 9 & 10)

This interdisciplinary science course introduces students to the study of urban ecology, environmental systems, sustainability, and food science through inquiry-based investigation and hands-on experimentation. Topics include plant biology, soil science, biodiversity, pollinator systems, climate and sustainability, food systems, and ecological relationships within cities and community environments. Through laboratory work, gardening, field investigations, cooking labs, and scientific observation, students examine how sustainable practices can support both environmental health and human well-being. The course integrates scientific illustration and botanical observation as tools for inquiry and documentation.

## Upper-Level Science & Dual Credit Opportunities

In the upper grades, students have the opportunity to pursue advanced coursework in the sciences through a range of inquiry-based courses designed to support college readiness, interdisciplinary thinking, and scientific investigation. Several upper-level science offerings may also provide opportunities for dual credit through St. John's University, allowing qualified students to engage in college-level academic work while still in high school.

## General Chemistry I

This course introduces students to foundational principles of chemistry through an inquiry-based and laboratory-centered approach to the study of matter, energy, and chemical systems. Students explore topics such as atomic structure, chemical bonding, reactions, equilibrium, kinetics, acids and bases, electrochemistry, and the properties of matter. Emphasis is placed on scientific reasoning, quantitative problem-solving, laboratory investigation, and the application of chemistry to real-world contexts.

## General Chemistry II

This advanced chemistry course builds upon foundational concepts through continued exploration of chemical principles, reactions, and the behavior of matter. Students investigate acid-base chemistry, electrochemistry, transition metals, nuclear chemistry, and the structure and properties of chemical compounds through laboratory work, inquiry, and analytical problem-solving. The course prepares students for advanced scientific study and college-level laboratory expectations.

## Introduction to General Physics

*Dual Credit available through St. John's University – PHY 1410*

This course provides students with a foundational introduction to physics and the mathematical skills necessary for success in scientific study. Designed for students with limited prior background in physics, the course develops understanding of mechanics, waves, optics, heat, electricity, magnetism, vectors, and introductory scientific mathematics through inquiry, experimentation, and applied problem-solving.

## Principles of Contemporary Science

*Dual Credit available through St. John's University – PHY 1030*

This interdisciplinary course explores the fundamental scientific principles that shape understanding of the physical world through a non-mathematical and inquiry-based approach. Students examine topics including matter and energy, atomic and nuclear science, Earth systems, the universe, and the influence of scientific discovery on human thought and society. The course emphasizes scientific literacy, critical thinking, ethical inquiry, and the relationship between science, technology, and global society.

## Introduction to Psychology

*Dual Credit available through St. John's University – PSY 1000*

This course introduces students to the scientific study of human behavior and mental processes through exploration of the major fields and methods within psychology. Students examine topics such as cognition, learning, memory, perception, development, emotion, personality, motivation, psychological disorders, social behavior, and the relationship between biology and behavior. Through discussion, case studies, media analysis, and research-based inquiry, students develop foundational understanding of psychology as both a scientific discipline and a lens for understanding the human condition.

## Cross-Cultural Psychology

*Dual Credit available through St. John's University*

Much of what psychology knows about human behavior comes from studies of a narrow slice of humanity, mostly Western college students. This course asks what happens when those findings meet the rest of the world, using the East Village, one of the most culturally layered neighborhoods on earth, as its laboratory. Students test classic research on perception, emotion, identity, and moral reasoning against evidence from cultures around the world. They also study bicultural identity, acculturation, and how communities carry memory and resilience across migration. Examples come from the neighborhood's own history, including the Ukrainian diaspora and the Puerto Rican and Latino community of Loisaida. The course culminates in an original small-scale cross-cultural study that students design, conduct, and present.

## Anatomy and Physiology

*Grades 11–12 | Advanced Science Elective*

Anatomy and Physiology is an advanced laboratory science course that explores the structure and function of the human body and the interconnected systems that sustain life. Students investigate the organization of the body from cells and tissues to organs and organ systems, examining how structure influences function and how the body maintains homeostasis in changing environments. Through inquiry-based investigations, laboratory experiences, case studies, and scientific research, students study the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

## Kinesiology, Exercise & Health Science

*Grades 11–12 | Advanced Science Elective*

This interdisciplinary course explores the scientific study of human movement, exercise, health, and physical performance through an inquiry-based approach inspired by the philosophy and structure of the International Baccalaureate Sports, Exercise and Health Science framework. Students examine the relationship between anatomy, physiology, biomechanics, psychology, nutrition, training, and overall well-being. The course emphasizes the integration of scientific theory with practical application, encouraging students to critically evaluate contemporary issues related to health, athletics, performance, lifestyle, and human development.

## Earth Systems, Planetary Science, and Biogeochemistry

*Grades 11–12 | Advanced Science Elective*

In this course offering, students will be exposed to Earth's integrated system of interactions, applying the principals of physics, chemistry, biology, and human geography to a global scale. Students will examine our planet's “spheres” of processes such as the atmosphere, geosphere, hydrosphere, biosphere, and cryosphere with special attention to human impacts on climate and ecology. By the end of the course, students will understand the forces that produce Earth's biomes and how those biomes are subject to change. Projects may include weather forecasting, climate modelling, remote sensing, ocean sampling, and examination of climate catastrophe case studies.

## Ethnobotany, Environmental Science & Natural Product Chemistry

*Grades 11–12 | Advanced Science Elective*

This advanced interdisciplinary science course examines the relationships between plants, ecosystems, chemistry, human health, and cultural knowledge systems through laboratory investigation, fieldwork, and applied scientific inquiry. Students explore ethnobotany, environmental science, introductory chemistry, and plant biology while investigating sustainable agricultural systems, biodiversity, nutrition, and natural product development. Laboratory investigations may include food science, extraction methods, fermentation, preservation, and analysis of plant-based compounds.

## Forensic Science

*Grades 11–12 | Advanced Science Elective*

Forensic Science is an inquiry-based laboratory course exploring how scientific principles are applied to criminal investigations. Students develop skills in observation, deductive reasoning, microscopy, laboratory procedures, crime-scene documentation, evidence collection, and chain of custody. Through hands-on investigations and case studies, students analyze fingerprints, hair and fibers, DNA, blood evidence, ballistics, and arson evidence. The course also examines the human body as evidence through death investigation, toxicology, autopsy, forensic entomology, and forensic anthropology. Throughout the course, students strengthen critical-thinking and problem-solving skills while examining both the possibilities and limitations of forensic science.

# CODING & COMPUTER SCIENCE

IB MYP SUBJECT GROUP · DESIGN (GRADES 9-10)

## Foundations of Coding: Linux & Command Line Thinking (Grade 9)

This introductory semester course introduces students to the foundations of computer science through the Linux operating system and command-line interface. Students develop computational thinking by learning how to navigate file systems, manage data, and execute commands using Bash. Grounded in the inquiry-based framework of the International Baccalaureate Middle Years Programme (MYP), the course emphasizes problem-solving, systems thinking, and design. By the end of the course, students will be able to confidently use the terminal, manipulate files and directories, and apply foundational coding logic to simple tasks.

## Applied Coding: Systems, Security & Design (Grade 10)

Building on foundational skills, this semester course explores coding as a tool for designing, analyzing, and securing digital systems. Students expand their work in Linux and scripting (Bash and introductory Python), while engaging in more complex problem-solving through real-world applications. Topics include data manipulation, process control, system operations, and an introduction to cybersecurity concepts such as ethical hacking, penetration testing, and digital forensics. Students also explore robotics and automation through coding, applying the MYP design cycle to plan, create, and evaluate projects.

## Computer Science I: Systems, Networks & Cybersecurity (Grade 11)

This yearlong course marks the transition into advanced computer science study, with a focus on systems-level thinking, networks, and cybersecurity. Students deepen their expertise in Linux environments, scripting, and system management while exploring topics such as networking, secure communication, and data protection. Concepts of ethical hacking, penetration testing, and computer forensics are introduced within a structured and responsible framework. The course emphasizes analytical thinking, technical precision, and real-world application.

## Computer Science II: Advanced Coding, Automation & Innovation (Grade 12)

This culminating course integrates advanced coding, systems design, and creative problem-solving. Students work across multiple programming environments (including Bash and Python) to design and implement complex projects involving automation, data synchronization, and system control. Advanced topics include shell scripting, task automation, remote system execution, robotics integration, and multimedia processing through code. The course culminates in a capstone project in which students design, develop, and present an original solution to a real-world problem, demonstrating both technical mastery and critical reflection.

# HEALTH, WELLNESS & PHYSICAL EDUCATION

IB MYP SUBJECT GROUP · PHYSICAL AND HEALTH EDUCATION (GRADES 9-10)

The Health & Wellness coursework is designed to support the intellectual, emotional, physical, and social well-being of students through an interdisciplinary and inquiry-based approach to human development and healthy living. Rooted in the philosophy of the International Baccalaureate, the program emphasizes reflection, self-awareness, responsible decision-making, and the development of lifelong habits that support individual and community well-being.

Students examine the relationships between physical health, mental health, nutrition, movement, stress management, identity, relationships, digital life, and environmental influences through discussion, research, experiential learning, and real-world application. The curriculum encourages students to think critically about contemporary health issues while developing practical strategies for resilience, balance, communication, and self-care.

Emphasis is placed on holistic wellness, including the connection between body and mind, ethical responsibility toward self and others, and the role of community, culture, and environment in shaping health outcomes. Students are encouraged to develop the habits of reflection, empathy, collaboration, and personal responsibility necessary for long-term well-being in a rapidly changing world.

## Physical Education Offerings

Physical education offerings rotate by semester and by quarter. Some activities run for a full semester, while others run for a single quarter, so students experience a wide range of team sports, individual and lifetime activities, fitness training, and mind–body practices over their four years. Not every activity is offered every term; the schedule of offerings is shared with students at the start of each semester.

### TEAM SPORTS

### Futsal

Students explore spatial awareness, tactical decision-making, and technical ball control through small-sided competitive play. The course emphasizes agility, quick transitions, and collaborative strategy in fast-paced environments. Students analyze patterns of movement and evaluate how positioning and communication influence outcomes. Reflection and goal setting support continuous skill refinement and personal growth in endurance and coordination.

### Basketball

This course examines offensive and defensive systems while developing shooting mechanics, ball handling, and team coordination. Students investigate how communication, leadership, and adaptability contribute to successful performance. Through structured gameplay and peer feedback, students evaluate their strategic choices and technical execution. Emphasis is placed on ethical competition, resilience, and measurable improvement over time.

### Floor Hockey

Students develop stick control, passing accuracy, and spatial positioning in a competitive team setting. The course emphasizes tactical awareness, anticipation, and coordinated offensive and defensive systems. Students analyze gameplay to identify strengths and areas for improvement. Reflection encourages accountability, collaboration, and sustained skill progression.

## Volleyball

Students investigate offensive systems, defensive positioning, and coordinated team movement. The course emphasizes communication, timing, and adaptability within structured gameplay. Through peer feedback and performance analysis, students evaluate technical execution and strategic decisions. Reflection supports growth in leadership and collaborative responsibility.

## European Handball

Students develop agility, passing precision, and spatial awareness in a high-energy team sport. The course emphasizes coordinated offensive play and defensive transitions. Students analyze decision-making under pressure and refine tactical execution. Reflection supports resilience and cooperative strategy.

## Indoor Lacrosse

Students refine stick control, positioning, and coordinated team systems within a modified indoor format. The course emphasizes communication, agility, and strategic anticipation. Students evaluate performance through structured drills and competitive play. Continuous reflection supports technical precision and collaborative growth.

## Wiffle Ball

Students explore throwing mechanics, batting technique, and field positioning in a modified bat-and-ball format. The course emphasizes hand-eye coordination and strategic thinking. Students reflect on teamwork and fair participation while tracking skill development. Emphasis is placed on adaptability and performance improvement.

### RACQUET & SKILL SPORTS

## Pickleball

Students refine agility, reaction time, and strategic shot placement in this racquet-based sport. The course emphasizes precision, anticipation, and adaptability in both singles and doubles play. Through performance tracking and peer feedback, students evaluate court positioning and tactical decisions. Emphasis is placed on growth in coordination, endurance, and sportsmanship. Pickleball instruction is offered in partnership with Conquer Pickleball NYC, which brings professional coaching directly to students on our rooftop courts.

## Badminton

Students develop agility, reaction time, and precision shot placement in competitive match play. The course emphasizes footwork, anticipation, and strategic variation. Students analyze performance through peer feedback and structured drills. Reflection supports continuous technical refinement.

## Hacky Sack

Students build balance, rhythm, and neuromuscular coordination through repetitive skill progression. The course emphasizes concentration, timing, and collaborative challenge. Students reflect on persistence and incremental improvement. Emphasis is placed on focus and controlled execution.

### FITNESS & CONDITIONING

## HIT Class

Students engage in structured interval training designed to improve cardiovascular capacity and muscular endurance. The course emphasizes intensity regulation, recovery cycles, and personal discipline. Students monitor performance indicators and evaluate physiological responses to exercise. Reflection connects effort, consistency, and measurable growth.

## Boxing Conditioning

Students develop reaction speed, footwork, and cardiovascular stamina through non-contact drills and conditioning circuits. The course emphasizes precision, discipline, and controlled power. Students analyze technique and track endurance progression. Reflection connects resilience and technical growth.

## Calisthenics and Strength

Students engage in progressive bodyweight training to develop muscular endurance and controlled strength. The course emphasizes disciplined technique, joint stability, and movement precision. Students track benchmarks and evaluate growth over time. Reflection connects structured conditioning to long-term physical development.

## Running

Students refine endurance, pacing strategy, and performance tracking through structured training. The course emphasizes resilience and incremental growth. Students evaluate stamina development and adjust training goals accordingly. Reflection connects sustained effort to measurable outcomes.

## Community Walks

Students walk through neighborhood murals, community gardens, and the Union Square Farmers Market while examining how physical movement connects to place and community identity. The course emphasizes pacing, posture, and sustained low-impact conditioning. Reflection encourages awareness of how environment influences well-being and civic connection.

### MIND-BODY PRACTICES

## Hatha Yoga and Meditation

Students explore alignment, balance, flexibility, and breath control as foundations for sustainable movement. The course emphasizes muscular engagement, postural awareness, and controlled transitions between poses. Students reflect on how intentional movement supports stress regulation and physical resilience. Ongoing self-assessment encourages measurable progress in flexibility, strength, and focus.

## Vinyasa Flow Yoga

Students practice dynamic sequencing that links breath and movement to build endurance and coordination. The course emphasizes controlled transitions, balance, and sustained muscular engagement. Students reflect on how fluid movement enhances focus and resilience. Self-assessment supports progress in flexibility and strength.

## Dance Yoga

Students integrate expressive movement with structured yoga sequences to develop coordination and balance. The course emphasizes creative transitions and sustained muscular control. Students reflect on how expressive movement enhances confidence and focus. Ongoing assessment supports flexibility and endurance growth.

## Pilates

Students develop core strength, postural alignment, and controlled muscular engagement through structured sequences on the mat. The course emphasizes precision, stability, and movement quality. Students evaluate progression in endurance and balance. Reflection supports awareness of alignment and structural integrity.

## Pranayama Breathwork

Students explore structured breathing techniques that regulate heart rate and support performance recovery. The course emphasizes lung capacity, rhythm control, and nervous system awareness. Students analyze how breath patterns influence focus and endurance. Reflection supports self-regulation and sustained well-being.

## Principles of Stretching

Students examine flexibility training methods and their impact on injury prevention and recovery. The course emphasizes range of motion, muscular balance, and safe technique. Students track improvements in flexibility and reflect on long-term performance sustainability. Emphasis is placed on disciplined practice and structural awareness.

# ADVISORY

2026-2027 ADVISORS

**Mr. Jake Petzold**
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Advisory at Saint George Academy is built on the **One Trusted Adult** curriculum. The premise is straightforward: young people do better when at least one adult in the building knows them well and is genuinely available to them. The curriculum gives our faculty a shared framework and a shared vocabulary for building those relationships — being accessible without becoming a peer, caring without overpromising, and holding clear boundaries while remaining someone a student will actually go to.

Every student is assigned a faculty advisor and stays with that advisor's group as they move through the school, so relationships deepen rather than reset each year. The advisor follows the student's academic progress, personal development, goal setting, and college planning, and serves as the family's first point of contact.

## Advisory (Grades 9–12)

*All four years · One Trusted Adult curriculum*

Advisory meets throughout each year and carries the work that belongs to no single subject: relationship building through the One Trusted Adult framework, academic coaching, goal setting, course and college planning, community building, leadership development, and structured reflection.

In Grade 9, advisory focuses on transition — building habits, learning the school, and forming the first friendships, beginning with the all-school retreat in the Pocono Mountains at the start of the year — and carries the MYP Community Project. Grade 10 emphasizes independence and preparation for the MYP Personal Project. Grades 11 and 12 turn toward college planning, self-advocacy, and life beyond Saint George, in close coordination with the College Counseling program.

## MYP Community Project (Grade 9)

*Grade 9 · Completed through Advisory*

The Community Project is a core requirement of the IB Middle Years Programme and the centerpiece of service learning in Grade 9. Working individually or in small groups, students identify a genuine need in a community they belong to — the school, the East Village, or a wider group they care about — investigate it carefully, and then design and carry out a meaningful response.

The project unfolds in four stages that mirror the MYP assessment criteria. In **investigating**, students define a goal, research the need, and learn from the people most affected by it. In **planning**, they design a realistic course of action and the steps and resources needed to carry it out. In **taking action**, students put their plan into practice through direct service, indirect service, advocacy, or research that informs the community. In **reflecting**, they evaluate the impact of their work and what they learned about themselves as collaborators, communicators, and citizens.

Our neighborhood offers students a rich setting for this work, from The Ukrainian Museum across the street to community gardens, local organizations, and the many cultural communities of the Lower East Side. Throughout the year, students keep a process journal that documents their thinking and growth, and Grade 9 advisors guide them through each stage. The project culminates in a public presentation to the school community, where students share their action and its impact. Along the way, the Community Project develops research, collaboration, communication, and self-management skills, and asks students to consider what it means to contribute to a community rather than simply belong to one.

# COLLEGE COUNSELING

**Ms. Jessica Katz**
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College admission is not simply about where students are accepted. It is about finding the place where they will thrive. Because the school is intentionally small, counseling is personal: every student is known, and every plan is built around that student's strengths, interests, and circumstances.

Formal college counseling coursework runs across Grades 11 and 12, one semester in each year, and works alongside Advisory rather than replacing it.

## College Counseling I (Grade 11)

*One semester*

This semester course begins the college search in earnest. Students build a working understanding of how admission actually functions — application types, testing policies, transcripts, recommendations, and deadlines — and learn to research institutions by fit rather than reputation alone.

Students complete a personal inventory of academic interests, learning preferences, and career curiosities; develop a preliminary college list; and begin exploring costs, financial aid, and scholarship opportunities. Work includes campus research, interview preparation, resume building, and early drafting of the personal statement. Students finish the semester with a defined list, a testing plan, and a summer plan for internships or programs.

## College Counseling II (Grade 12)

*One semester*

This semester course carries students through application and decision. Students finalize their college lists, complete applications, and revise personal statements and supplemental essays through structured workshops and individual conferences.

Substantial attention is given to financial aid: completing the FAFSA and CSS Profile, comparing award letters, and identifying outside scholarships. Students prepare for interviews, request and manage recommendations, and track deadlines independently. The course closes with decision-making — weighing offers, comparing true costs, and planning the transition to college life.

# CO-CURRICULAR PROGRAMS

Clubs at Saint George Academy are more than extracurricular activities — they are opportunities to discover new interests, develop leadership skills, build lasting friendships, and make a mark on the community. Whether a student is an artist, athlete, performer, scientist, writer, musician, or future world traveler, there is a place for them.

Students are also encouraged to create new clubs based on their own interests. If a student has an idea, the school will help turn it into reality.

## Student Clubs

### Chess Club

Sharpen your strategy, critical thinking, and problem-solving skills through casual play, tournaments, and friendly competition. Open to beginners and experienced players alike.

### Poetry Club

Explore the power of language through writing workshops, spoken word, readings, and performance while developing your own unique voice as a writer.

### Theatre Company – Acting Division

Take the stage through theatrical productions, dramatic readings, improvisation, acting workshops, and collaborative performances while building confidence, creativity, communication, and performance skills.

### Theatre Company – Stagecraft Division

Discover what happens behind the curtain through lighting, sound, scenic design, props, costumes, production management, and technical theatre while supporting school productions and events.

### Heritage Club

Celebrate the diverse cultures represented at Saint George Academy through food, music, language, traditions, storytelling, history, and partnerships with cultural organizations throughout New York City.

### Literary Magazine

Write, edit, design, photograph, and publish original poetry, fiction, essays, artwork, and photography while helping produce Saint George Academy's annual literary magazine.

### Yearbook

Capture the story of the school year through photography, journalism, graphic design, interviewing, and publication production while creating a lasting record of student life.

### Ambassador's Club

Represent Saint George Academy by welcoming prospective students and families, leading campus tours, assisting with admissions events, and serving as student leaders. Members develop confidence, leadership, communication, public speaking, and hospitality skills while helping showcase the Saint George experience.

### Sacred Music & Cantoring Ensemble

Study and perform sacred music traditions, liturgical chant, multilingual repertoire, and cultural music while contributing to school liturgies, ceremonies, concerts, and community events.

## Table Tennis Club

Develop speed, precision, and strategy while competing in one of the world's fastest-growing recreational and collegiate club sports.

## Spikeball Club

Experience one of today's fastest-growing sports while developing teamwork, agility, communication, and quick decision-making in a fun, competitive environment.

## Running Club

Train together, explore New York City, and build endurance through recreational runs, fitness challenges, and community races.

## Instrumental Ensemble

Perform a wide variety of musical styles through rehearsals, concerts, and collaborative performances while developing musicianship and ensemble skills.

## Sketch Comedy Club

Write, perform, and produce original comedy inspired by everyday life, current events, and school experiences while learning improvisation, character development, comedic writing, and performance.

## Math Club

Explore mathematics beyond the classroom through competitions, puzzles, collaborative problem-solving, STEM challenges, and real-world applications.

## Student Government Association

Represent your classmates, organize events, promote school spirit, lead service projects, and collaborate with school leadership to strengthen the Saint George Academy community.

## Travel & Cultural Exchange Club

Prepare for domestic and international educational travel through cultural exploration, leadership development, language study, fundraising, and immersive learning experiences connected to Saint George Academy's annual travel opportunities.

## Athletics

Athletics at Saint George Academy are led by the Director of Student Wellness & Athletics. We don't believe every student should play the same sports simply because that is how it has always been done. The program is built for students who want to move, compete, explore, and discover something new — and it runs on a rooftop court above the streets of Manhattan.

Movement should be social. Competition should be inclusive. Wellness should last a lifetime. There are **no cuts**: the point is not to trim students from teams but to create more athletes.

## Facilities

Students train and compete in a **9,500 square foot rooftop court** and a **full indoor gymnasium**, with the neighborhood itself serving as a training ground for running and community walks.

## Interscholastic Teams

Saint George Academy fields a **volleyball team** and a **basketball team**. Students interested in trying out should contact the Athletic Director for season dates, practice schedules, and eligibility requirements.

## Athletic Clubs — Seven Ways to Get in the Game

**Pickleball** — agility, reaction time, and strategic shot placement in singles and doubles play.

**Futsal** — spatial awareness, tactical decision-making, and technical ball control through small-sided competitive play.

**Badminton** — footwork, anticipation, and precision shot placement in competitive match play.

**Table Tennis** — speed, precision, and strategy in one of the world's fastest-growing recreational and collegiate club sports.

**Running** — training together, exploring New York City, and building endurance through recreational runs, fitness challenges, and community races.

**Spikeball** — teamwork, agility, communication, and quick decision-making in a fast, competitive format.

**Martial Arts** — discipline, controlled technique, focus, and physical conditioning.

These are not niche sports. They are among the fastest-growing athletic communities in the country, with expanding collegiate club programs, competitive leagues, and lifelong opportunities to play. Additional offerings are added as student interest develops.

## Physical Education Activities

Every student takes physical education. Offerings rotate by semester and by quarter, so students try a wide range of activities over four years, including futsal, basketball, floor hockey, pickleball, volleyball, European handball, indoor lacrosse, wiffle ball, badminton, hacky sack, boxing conditioning, and calisthenics and strength, alongside pilates, hatha yoga and meditation, vinyasa flow yoga, dance yoga, pranayama breathwork, principles of stretching, HIT training, running, and community walks through the neighborhood.

Full descriptions appear under Health, Wellness & Physical Education.