Athletics
Britt Atack, Athletic Director
britt.atack@northwestschool.org

The Northwest School athletes compete in the Emerald City 1A league.
Our Upper School teams by season are:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Boys’ Basketball—Varsity, JV, &amp; C</td>
<td>Boys’ Soccer—Varsity &amp; JV</td>
</tr>
<tr>
<td>Boys’ Ultimate—Varsity, JV, &amp; C Team</td>
<td>Fit Club and Strength &amp; Conditioning</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Girls’ Volleyball—Varsity, JV, &amp; C Team</td>
<td></td>
<td>Fit Club and Strength &amp; Conditioning</td>
</tr>
<tr>
<td>Fit Club and Strength &amp; Conditioning</td>
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</tbody>
</table>
Counseling

Erin North, School Counselor, erin.north@northwestschool.org
Megan Reibel, School Counselor, megan.reibel@northwestschool.org

NWS has two full time school counselors in the building throughout the school year. Megan Reibel and Erin North start with a cohort of entering sixth graders and travel with them through their experience at NWS; currently Megan is working with the classes of 2020, 2022, 2024, 2026 and Erin is working with the classes of 2021, 2023, and 2025.

Our school counseling team provides confidential short-term support to students and can offer limited referrals to outside agencies and private practitioners. Students are able to self-refer and can also be referred by faculty and families. We strive to meet students where they are at and our work with students is informed by current evidence based practices.

Our counseling department actively collaborates with advisors, and our learning support program around the growth of our students. Additionally we implement prevention based services including participation in the Washington Healthy Youth Survey, UW’s Forefront in the Schools Program, and annual partnership with FCD Prevention Works around prevention of drug and alcohol use.

The school counseling program also offers six parent coffees, three at each division, to support parents in their experiences parenting tweens and teens. These coffees offer parents an opportunity to build connection with in the parent community and to share experiences.

In addition to their school counseling duties, Megan and Erin also have the privilege of teaching Peer Mentoring. The course is intended to offer juniors and seniors the opportunity to develop leadership skills; serving as advocates, peer resources within the school. Peer Mentors serve as informed thoughtful and sensitive resources for students at The Northwest School. In and out of class the role of Peer Mentor involves taking responsibility for working to understand the needs of the student body.
Dance

Jo Nardolillo, Performing Arts Department Chair
jo.nardolillo@northwestschool.org

Dance engages the brain and body. It heightens kinesthetic and musical intelligence and promotes critical thinking, civility and community. Courses focus on dances from many cultures, allowing students to experience a variety of modern and social dance forms. We offer a variety of performance opportunities throughout the school year.

2019–2020 Offerings:

Black Social Dance
In this class, we identify and explore the origins of Black Social Dance and its subsequent modern contexts, meaning, and applications. We define and explore the Africanist Aesthetic as it relates to dance of body, mind, and spirit. Additionally, we practice and embody the idea of self-determination by employing, at the beginning-level, the modern dance technique developed by Katherine Dunham during her field research of African people living in the Caribbean.

Creative Dance
This class is focused on exploring and creating movement. We start with the basic dance Habits of Mind: focus on observation, awareness, and control of the body in space. Along the way, we will play fun movement games and try our choreographic experiments. Students will embody the elements of dance (space, time, and energy) by trying out a variety of styles. In this class we explore ways that dance exists in the world. We will investigate the reasons why people dance across cultures and throughout time.

Jazz, Theater Dance, and Popular Dance Styles
This class concentrates on contemporary jazz, classic theater dance and other popular movement styles. Jazz dance includes influences from African and Latin styles as well as Swing and Ballet. Students will dive into these styles and explore their histories and techniques.

Performing Dance Ensemble
This class is for those who love to learn and create dances, and for those who love to perform movement in many forms. Students explore improvisational exercises and choreographic devices and learn how to build skills in collaboration, creativity and communication, through dance. Members of this class are selected by an audition.

Salsa
In this class students will learn the history an cultural context of the dance s well as the basic footwork, rhythm, and foundational skills needed to dance socially and perform choreography. We build lead and follow skills as well as understand the concepts of frame and connection in partner dancing. By practicing Salsa and other Latin dance styles, students will improve their sense of rhythm, musicality, balance, coordination, endurance, and general body connectivity.

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The exciting movement opportunities from the Dance Department at The Northwest School are a part of the school day for our students. Classes range from 60-80 minutes in length and meet 2-3 times per week. Classes are one year long. Each Upper School student needs to earn one dance credit in order to graduate and the opportunity for more is available.

**Everyone dances at The Northwest School**

**Dance promotes growth for our students by developing:**
- Empathy
- Self-discipline
- Emotional intelligence
- Skills in collaboration
- Memory & sequencing skills

**As well as:**
- Problem solving skills & divergent thinking
- Communication and listening
- Tools for leadership
- Self-expression
- Perseverance
Diversity, Equity & Inclusion
Anshu Wahi, Director of Diversity, Equity, & Inclusion
anshu.wahi@northwestschool.org

Diversity—A Variety of Identities
Diversity is our commitment to build and maintain a mission-congruent community that includes individuals and families who represent a wide variety of identities. Characteristics by which individuals or families may identify include race, ethnicity, socio-economic status, family structure, national origin, gender identity, gender expression, sexual orientation, religion, age, political perspective, learning differences, ability, and more.

Equity—Fair treatment, Full Access
Equity is our commitment to acknowledge and overcome the barriers, both historical and contemporary, that prevent individuals and groups from full agency and achievement. Equity requires the fair treatment of all members of our community, including full access to school programs and opportunities.

Inclusion—A Sense of Belonging and Empowerment
Inclusion is our commitment to enable and encourage the participation and contribution of all members of our community. Inclusion is the intentional, ongoing practice of creating conditions where all individuals are valued and all voices heard, and where each member of our community feels a sense of belonging, respect, support, and empowerment.

Diversity by the Numbers
Our community includes many types of diverse identities. Here is a snapshot:

- Domestic students comprise about 34% of our student body.
- International students comprise 20% of our Upper School and 15% of our entire student body.
- Our international students come from countries including: China, Taiwan, Japan, South Korea, Vietnam, Ethiopia, Russia, Turkey, India, and Australia.
- Approximately 16% of Northwest School families receive financial aid.
- Northwest funds 100% of a family’s calculated need with an average financial aid award of over $32,000.
- 33% of faculty members identify as people of color
  - 30% of teaching faculty identify as people of color
  - 35% of support faculty identify as people of color

Some identity-based student groups include:

- API Affinity Group (Asian Pacific Islander)
- BSU (Black Student Union)
- ISU (International Student Union)
- JSU (Jewish Student Union)
- LAU (Latin American Union)
- Q-Club (LGBTQ+ Identity)
- White Antiracist Student Group
- WIG (Womxnist Interest Group)

Identity-based faculty groups include:

- Faculty of Color Group
- White Antiracist Working Groups
- LGBTQ+ Faculty Group
The dining program at The Northwest School is an expression of the school community and its values. Eating together and sharing food is one of the ways we build community, invoke conversation, and further our mission of actively caring for the environment and our planet. The program is rooted in principles of cultural diversity, seasonality, sustainability, environmental and social responsibility, nutrition, and culinary innovation and creativity. We seek to strike a balance between conscientious purchasing, customer preference and financial responsibility. We are regularly reevaluating our processes, purchasing decisions, and practices as we strive to become leaders in an environmentally sustainable dining program that positively impacts food systems locally and globally.

**Seattle Inspired:** Our menu is as diverse as our city. From American comfort foods to international specialties, the menu reflects the diverse palates at The Northwest School and the cultures and countries that comprise our community.

**Local:** We are lucky to live in the Northwest and near fertile growing regions. We pride ourselves in purchasing local produce and products whenever possible, and as the growing season allows. Purchasing locally grown and processed food allows the dining program to procure the freshest products possible; minimize energy use and carbon emissions; and support the local economy.

**Sustainable, Organic, Humane:** We believe in sustainable food purchases to support, perpetuate, and develop a healthy food system that will last for generations to come. In the 2018-2019 school year, 12% of our total spending was on organic food and 36% of all food purchases came from Washington. 47% of produce purchased was organic, and 62% of produce purchased was local from Washington. The Northwest School also recently joined the Farm Forward Leadership Circle, pledging to solely purchase humanely raised eggs. The menu also regularly features vegetarian and vegan meals as a way to decrease our meat consumption and carbon footprint.

**Allergy and Dietary Friendly:** The Northwest School kitchen has a dedicated dietary chef who oversees the production of menu options for community members with allergies and medically certified dietary needs. The school as a whole is committed to being peanut and tree-nut free. Comparable gluten-free options are available daily. “Vegan”, “Vegetarian” and “Gluten Free” and allergen labels are used to identify foods in the serving line.

**Kitchen as a Classroom:** The kitchen is not just a place to learn about cooking—don’t forget, wars have been fought over tea and spices! Food is connected to culture, social dynamics and history, environmental stewardship, social justice, and health and wellness, to name a few. Chalk and magnetic boards in the kitchen hallway are used to educate students and faculty about where their food comes from, provide culinary background to culturally specific dishes, and highlight connections between food, nutrition, culture and sustainability.

**Social Justice:** We want to know that our purchasing choice positively impact the livelihood of growers, producers and the environment. The more we know about where our food comes from and the labor that went into producing it, the more we respect the ingredients, cook with care, and eat with mindfulness.

For our monthly lunch menu, visit: [http://northwestschool.org/daily-life/calendar?cal=lunch](http://northwestschool.org/daily-life/calendar?cal=lunch)

Follow NWS Dining on Instagram: nws.kitchen

www.northwestschool.org  •  (206) 682-7309  •  admissions@northwestschool.org
Environmental Sustainability
Jenny Cooper, Director of Environmental Education and Sustainability
Jenny.cooper@northwestschool.org

Environmental sustainability—interacting with the natural systems on which we depend, in a manner that enables current and future generations to thrive—is one of the most existential and urgent social justice issues of our time. At Northwest, caring for the environment is integrated into our daily routines, curriculum, institutional practices, and student leadership opportunities.

**Key Sustainability Practices at Northwest**
- Robust student engagement through the Environment Program and student groups
- Urban farm and garden
- Dining Hall: environmental sustainability is one of its key operating principles
- Outdoor Program: 10+ trips per year
- Recycling and compost bins throughout campus, with weekly data collection on waste weight
- Facilities and maintenance departments strive to improve energy efficiency and have environmentally conscious procurement practices
- Endowment: transitioning to 100% ESG screened investments, leading nationally in this space
- Grade level trips relating to environmental issues; curricular ties across grades and disciplines
- 2019 US Department of Education Green Ribbon School; WA Green School Gold Certification.

**The Environment Program**
Grounds our wider environmental sustainability ethic in direct attention to our immediate surroundings, facilitates leadership development among seniors, builds community. Three times a week students and faculty work in mixed-grade teams under the leadership of seniors to clean and care for the school and surrounding areas.

**Farm and Garden**
3,000+ square foot campus farm and garden, designed and built by students. This space is ever-evolving and intended to be a student-managed food producing space, outdoor lab, creative space, and demonstration space for sustainable urban agriculture practices.

**Environmental Interest Group (EIG)**
Students in grades 6–12 work to expand the environmental consciousness of every individual within The Northwest School to promote global and local change through concrete projects and advocacy. The student-led group has ~20 members and a long history of engagement both on and off campus. Recent projects and initiatives include:
- Designing, building, and helping manage the urban farm and garden
- Conducting a Dining Hall waste audit
- Organizing a schoolwide clothing swap
- Writing letters and postcards to government officials advocating for strong environmental policy related to climate change
Farm & Garden

Jenny Cooper, Director of Environmental Education and Sustainability
Jenny.cooper@northwestschool.org

Over the past three years, students at The Northwest School have designed and built a 3,000+ square foot campus farm and garden, adjacent to the school, including 30 planter boxes, a chicken coop with 8 chickens, a greenhouse, composting systems, treezeebo, picnic tables, and a covered seating area.

This space is ever-evolving and is intended to be a student-managed outdoor lab, creative space, demonstration area for sustainable urban agriculture practices, food producing space, and place of joy on campus.

At a glance:
- Student managed
- Summer internship program for high school and college students
- 3,000+ square feet of growing and garden space
- 30 planter boxes; 20+ types of fruits and vegetables; 8 egg-laying chickens
- 300+ students actively helped to design and build the farm/garden
- Curricular space for many classes (e.g., science, visual arts, humanities, Summits)
- Currently provides produce to students, faculty, the Dining Hall, and area food banks.
Financial Aid

Jonathan Hochberg, Director of Financial Aid & Assistant Director of Admissions
Jonathan.hochberg@northwestschool.org

The Northwest School awards financial aid based on a family’s needs in order to help meet our commitment to educating a socio-economically diverse student body.

16%  $32K+

Percentage of families receiving financial aid  Average award size. Awards range from a few thousand dollars to the full amount of tuition

Who should apply for financial aid?
There are many reasons to consider applying for financial aid. You may have multiple children, have other children in tuition-paying institutions or be a single-income family.

Are there payment options?
Even if you are not eligible for financial aid, there are payment options available, in either one, three, or ten installments.

We recognize that families receiving financial aid already make a significant sacrifice in order to pay tuition, and that required additional costs might represent a genuine hardship. For families receiving financial aid, most additional costs are covered in full by The Northwest School Experience Fund.

Required Expenses
• Books: $200–$400 per year
• Grade Level Trip: $90–$140 per year

Optional Expenses
• Yearbook: $60
• Middle School After School Program: $15 per day
• Middle School After School Enrichment Classes: Average $200 per season
• Upper School Sports Fee: $105 per season
• Outdoor Program Trips: Under $100 for most trips
• Additional fees associated with Summits (for travel or materials): varies
• Study Abroad for 10th grade students: varies

Important Dates & Steps
Financial Aid Information Night.................................January 7, 2020
• Please register in Ravenna

Financial Aid Application Deadline......................February 6, 2020
• Online application through SSS by NAIS (https://www.solutionsbysss.com/parents)
• Supplemental Documents can be uploaded or provided directly to the Director of Financial Aid.

For more information about applying for financial aid, please visit our website at:
www.northwestschool.org/admissions/tuition-financial-aid

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Global Programs
Dmitry Sherbakov, Director of Global Outreach & Programs
dmitry.sherbakov@northwestschool.org

At The Northwest School, our educational imperative is to develop our student’s global perspective and knowledge through three strategies: our boarding program, global curriculum, and global mobility.

Boarding Program
There As the only coed, international boarding program in the city, we have students representing 11 countries and 15% of the student population, adding a diversity of knowledge and perspective that enhances our academic community.

Global Curriculum
In our curriculum, a global perspective is built into most academic courses, with students pursuing sequential global studies in each grade. Students learn about pressing global issues and are encouraged to take action that will have a positive impact on the world.

Global Mobility
Through the school’s network of partner schools in France, Spain, Taiwan, China, and Ethiopia, students are able to study abroad, participate in service, and immerse themselves in the culture of the host country. In turn, the Northwest School community hosts students and faculty from partner schools who spend time at NWS auditing classes and participating in cultural and community activities.

2019–20 Program Highlights
- Students visiting from partner schools in Spain, France, and Taiwan
- Trips to El Salvador, Ethiopia, and Spain
- 10th graders study abroad at partner schools in Spain, France, and Taiwan
- International faculty exchanges and guest speakers
- Hosting opportunities for local families
- Summer program with over 150 international students
The Upper School Humanities program combines studies of literature, history, philosophy, and art history in a three-year, chronological sequence followed by a year of seminar-style electives. The double-credit 9 through 11 sequence fulfills state requirements in both English and history. Classes meet in lectures, small-group discussions and writing conferences. Students read primary sources, historical scholarship, and literature from or about the time period under study.

The program challenges students to think critically about what it means to be human and what questions people have wrestled with throughout history from a diverse range of perspectives and experiences. It offers an in-depth US and global focus.

### Humanities 9
Humanities 9 launches a three-year sequence of skills-based learning with historical and literary components. The course examines the basic elements of society, moving from the present to the past from an ethnic studies lens. Students explore their own identity and positionality, while considering contextual roots during post-1400 encounter and contemporary communities.

Essential texts: So You Want to Talk About Race, Ijeoma Olou; The Best We Could Do, Thi Bui; Sing, Unburied, Sing, Jesmyn Ward; and selected primary sources, poems, essays and short stories drawn from historical and contemporary sources.

### Humanities 10
Humanities 10 builds on the historical and literary skills of ninth grade with a focus on the cultural history and legacies of the 18th and 19th Centuries. Major topics include: indigenous peoples, early modern Africa, the Enlightenment, revolutions, the US Constitution, Slavery & the Civil War, Marx, 19th Century Arts, Westward Expansion, and Imperialism.


### Humanities 11
Humanities 11 focuses on the ideas and events of the 20th Century. Major topics include: the Progressive Era, World War I, World War II, Totalitarianism and the Holocaust, Cold War Cultures, Post-Colonial Case Studies, Civil Rights, and other Liberation Movements.


### Humanities 12
Enrollment in HUM 12 includes work on political/electoral projects over the course of the year, the study of the United States Constitution in relation to the topic of each elective, and the writing of a substantial independent research paper, and the selection of one Humanities 12: Social Studies and one Humanities 12: Literature & Writing elective.

HUM 12: Social Studies
- East Asia & the Modern World
- Freedom Struggles
- Law & Society
- Nature, Race, and Science
- Revolutionary Imaginations/Struggles for Change
- Social Justice

HUM 12: Social Studies
- Comparative Lit: Utopia, Exile and Translation
- Comparative Lit: Hope in Misery–Protest in the Near Future
- Comparative Lit: Introduction to Critical Ethnic Studies
- Comparative Lit: Truth and the Power of Narrative
- Writing Seminar: Identity, Joy, Justice, and Action
- Writing Seminar: Writing Workshop Intensive
9th Health and Fitness

Joe Bisignano; Department Chair
Joe.bisignano@northwestschool.org

Research / Science
Learning from expert research and scientific background information to give us a knowledge foundation upon which we can build our best practices.

Practice / Action
Developing skills and confidence with practical application that leads to improved health and wellness.Facilitating development of lifelong habits and decision making.

Self-Awareness
Understanding and paying attention to our needs; Mind and Body. Use of self-reflection and data gathering to create personalized Health and Wellness programs.

Classes are a combination of classroom work and physical activity

<table>
<thead>
<tr>
<th>Fall Topics</th>
<th>Winter Topics</th>
<th>Spring Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cardiovascular system and aerobic fitness and endurance</td>
<td>• Mental Health/Mental Illness</td>
<td>• Sex, Sexuality, and Identity</td>
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<tr>
<td>• Nutrition and eating—including food justice</td>
<td>• Suicide Prevention and Intervention</td>
<td>• CPR Training</td>
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<tr>
<td>• Sleep</td>
<td>• Muscular System and Strength</td>
<td>• Alcohol and Other Drugs</td>
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<td></td>
<td>• Making and Breaking Habits</td>
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Interest Groups

Kevin Alexander, Dean of Students
kevin.alexander@northwestschool.org

At The Northwest School students have the opportunity to participate in Interest Groups, or clubs. Students are welcome to join existing Interest Groups or create their own. Upper School Interest Groups meet twice a week, allowing students to contribute to and develop in multiple interests. Some groups may also meet outside of the school day, as the Environmental Action Interest Group did to build our Urban Farm and Garden, pictured right.

Interest Groups include but are not limited to the following:

<table>
<thead>
<tr>
<th>Asian Art Club</th>
<th>Film</th>
<th>Model UN</th>
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</thead>
<tbody>
<tr>
<td>API Affinity Group</td>
<td>Geek Out</td>
<td>NWS Literary Magazine</td>
</tr>
<tr>
<td>Badminton</td>
<td>Humanity Outreach</td>
<td>Playclayplay</td>
</tr>
<tr>
<td>Birds Interest Group</td>
<td>Internet of Things</td>
<td>Programming Interest Group</td>
</tr>
<tr>
<td>BSU (Black Student Union)</td>
<td>ISU (International Student Union)</td>
<td>Q-Club (Queer Club)</td>
</tr>
<tr>
<td>The Cooking Space</td>
<td>JSU (Jewish Student Union)</td>
<td>Team Enough</td>
</tr>
<tr>
<td>Cupcakes for a Cause</td>
<td>LAU (Latin American Union)</td>
<td>WARP (White Anti-Racist People)</td>
</tr>
<tr>
<td>Dungeons and Dragons</td>
<td>Magic the Gathering</td>
<td>WIG (Womxnist Interest Group)</td>
</tr>
</tbody>
</table>

Additional Groups are listed at: [http://northwestschool.org/daily-life/student-interest-groups](http://northwestschool.org/daily-life/student-interest-groups)
Learning Resources

Hillary French, Director of Learning Resources; hillary.french@northwestschool.org
Rae Page, Learning Resources Coordinator; rachel.page@northwestschool.org

At The Northwest School we...
- Embrace the diversity of learning styles within our community
- Want all students to feel empowered to perform their best both inside and outside the classroom
- Work with faculty/students/families to normalize a variety of learning needs and provide knowledge about supporting students as they grow and develop independence during their years at Northwest

How do we accomplish this?
Learning Support Plans (LSPs): Documents created by the Learning Resources Department which include:
- Diagnosis
- Strengths/Weaknesses
- Accommodations
- Teaching Strategies
- Advisor Information
- Student Responsibilities
- Data Gathering
  - Classroom Observations
  - Assessment Tools
- Monitoring any student with an academic concern

How do we support students?
- Student Check-ins
- Advocate on student’s behalf
- Tutor Referrals
- Creating and Updating LSPs
  - Living Documents
- Test Scaffolding
- Academic Intervention Creation
- Partnering to Support Struggling Learners
- Data Gathering (Individual and Class-wide)

*We do not provide direct student support on a regular basis outside of the classroom. Implementing accommodations and strategies in the LSPs is the teacher’s responsibility.

How do we support teachers?
- Classroom/Student Observations and Feedback
- Creating In-Class Accommodation Options
- Strategies for Supporting Varying Diagnosis/es
- Project/Lesson Planning and Review

Hillary French
She/Her
Director of Learning Resources
Grades 10–12
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Rae Page
They/Them
Learning Resources Coordinator
Grades 6–9 and Standardized Testing Accommodations
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Library
Charlotte King-Mills, Director of Library Services, charlotte.king-mills@northwestschool.org
Alicia Kalan, Librarian, Alicia.kalan@northwestschool.org

The NWS library supports students in developing research and information literacy skills for college readiness. The library serves as a community space that encourages collaboration, thoughtful inquiry and a life-long love of reading. Librarians provide access to finding aids, we help students develop information literacy skills and encourage reading for pleasure.

What we offer:

- Research support, in-class instruction and one to one research appointments.
- Citation support and instruction on proper use of citation tools.
- A catalog featuring a diverse array of print and digital materials. The library collection supports the scholarly needs of our NWS community and offers a window to understand, discover and appreciate diverse perspectives.
- Professional development resources for faculty.
- Book Clubs.
- A quiet space for study. The library reading room is for thoughtful inquiry and scholarship.
- Libguides: finding aids to support research projects for grades 6–12. Libguides are organized by project name or subject. Off campus access also available.
- Scholarly databases appropriate for grade levels 6–12. Off campus access also available.
- E-book collection through Gale Virtual Reference Library. Off campus access also available.
- Tea! Overwhelmed or bogged down with school? Visit the library, say hello to your friendly librarians and enjoy a cup of tea.

We would love to hear from you!
Is there a book you’d like to see in the library?
Need research help? Let us know!

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Math

Chris Talone, Department Chair
chris.talone@northwestschool.org

The Math Department has three main goals for NWS students:

1. Prepare them for college level mathematics.
2. Develop critical thinking skills with mathematical habits of mind.
3. Appreciate the beauty and wonder in mathematics.

As a dedicated cohort of 10 math faculty, we attain these goals by:

- Providing a class atmosphere where students are encouraged to question, explore, hypothesize, and tinker with ideas.
- Providing a structured curriculum from Pre-Algebra through Advanced Calculus, one with an eye on topics frequently tested on the ACT and SAT.
- Getting to know how our students learn and adjusting instructional techniques.
- Accommodating students with learning differences.
- Providing support at office hours, lunch, or a student’s free period.

As a department, we believe students learn best when exposed to a variety of instructional techniques. Some of ours include:

- Direct instruction with guided and independent practice
- Group Work
- Discovery exercises based on inquiry
- Projects
- Flipped lesson opportunities and videos

At Northwest, we are not just another math department. We have features that set us apart.

- By not having different levels of each course (i.e. a regular level and an honors level), we can ensure that all students are receiving the most rigorous program.
- Guided by our school’s principles, we weave in environmental, equity, and social justice issues and how math can be used to forward a cause.

Upon entering Northwest, it is very important to us that your child is placed in the appropriate math class, one that provides challenge without being overwhelming. As such, we administer a proficiency test in May to all our new students entering the following fall.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
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<tbody>
<tr>
<td>6th</td>
<td>Pre-Algebra + Pre-Geometry</td>
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<tr>
<td>7th</td>
<td>Pre-Algebra + Pre-Geometry</td>
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<td>8th</td>
<td>Algebra I</td>
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<td>9th</td>
<td>Math 8</td>
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<td>10th</td>
<td>Algebra I</td>
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<td>11th</td>
<td>Algebra II**</td>
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<tr>
<td>12th</td>
<td>Algebra II**</td>
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<td>Pre-Calculus</td>
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<td>Pre-Calculus</td>
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<td>Math Analysis*</td>
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<td>Pre-Calculus</td>
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<td>Statistics</td>
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<td>Math Modeling with Financial Applications</td>
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<td></td>
<td>Advanced Calculus</td>
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<td>Statistics</td>
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<td>Math Modeling with Financial Applications</td>
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</tbody>
</table>

*After Math Analysis, students can take Pre-Calculus, Statistics, or Math Modeling with Financial Applications
**Students going directly from Algebra I to Algebra II must take Geometry over the summer

### Breakdown by Grade

- **6th and 7th Grade:** Students will take Math 6 in the sixth grade and Math 7 in the seventh grade. These courses provide the foundation for the algebraic and geometrical concepts taught in the Upper School.
- **8th Grade:** Students will take either Math 8 or Algebra I.
- **After Algebra I,** some students choose to take Geometry over the summer to advance in the sequence. The School has a process set in place for students interested in doing this, however, the summer course is not available at The Northwest School.
- **9th Grade:** Students will take either Algebra I or Geometry or Algebra II.
- **10th Grade:** Students will take either Geometry or Algebra II or Math Analysis or Pre-Calculus.
- **11th Grade:** Students take Algebra II or Math Analysis or Pre-Calculus or Calculus.
- **12th Grade:** Students take Pre-Calculus or Calculus or Advanced Calculus. There are also two electives available for Seniors – Statistics and/or Mathematical Modeling with Financial Applications.

The courses suggested above represent what most students do. A student entering NWS in a program that is more accelerated that our traditional path will meet with the Math Department Chair to determine proper placement.

To graduate, students must complete 3 or 4 years of mathematics in grades 9-12. Students must choose a fourth year in two of the three disciplines: math, science, and/or modern language. At Northwest, almost all students choose math as one of those disciplines. In fact, we have a high number of seniors that choose to take two math classes during their senior year, giving them five years of math in their four years in high school.
Modern Languages
Annette Galindo, Department Chair
annette.galindo@northwestschool.org

Goals for Our Students:
- Communicate in the target language in a meaningful and culturally appropriate manner
- Develop a global perspective and join the world community where many people are multicultural and multilingual
- Be aware of the possibilities of making connections to other areas of study in the language they are learning
- Become aware of and reflect on the processes involved in language learning
- International students who are learning English as a second language should develop these modes to an academic level that allows them to fully integrate into the domestic programs

Languages offered in Upper School:

<table>
<thead>
<tr>
<th>Chinese (Mandarin)</th>
<th>Spanish</th>
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</table>

<table>
<thead>
<tr>
<th>French</th>
<th>English as a Second Language (ESL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels: I, II, III, IV</td>
<td>Writing &amp; Grammar: Beginning &amp; Intermediate</td>
</tr>
<tr>
<td></td>
<td>English Composition &amp; Advanced Grammar</td>
</tr>
<tr>
<td></td>
<td>Advanced English Composition</td>
</tr>
</tbody>
</table>

Global Opportunities
Students have opportunities for language-related exchanges and trips through our global partner schools and through Summits. Destinations include France, Spain, Shanghai, Taipei, Cuba, and El Salvador. 10th grade students can study abroad in Trimester 3. Other trips happen during Summits between trimesters 2 and 3.
Music

Jo Nardolillo, Performing Arts Department Chair
jo.nardolillo@northwestschool.org

Deeply rooted in the arts, the Northwest School curriculum offers all students two arts classes every year, making it possible for students to play in a music ensemble and still explore other disciplines. All music classes are core subjects offered during the school day. Performing ensembles include jazz band, concert band, choirs, orchestra, and the House Band. The bands, choirs, and orchestra perform four concerts each year, collaborate with other groups, and take our music into the community.

Upper School Music Offerings:

House Band
The Performing Music Ensemble, known as the “House Band,” offers skilled musicians an opportunity to explore the modern genres such as rock, pop, grunge, and blues. In partnership with the VERA Project at the Seattle Center, the House Band is a student-driven experience in being part of a band, including sessions on booking venues, running sound, understanding copyright law, creating unique covers, and developing originals. The House Band performs at the Northwest Folklife Festival and has a full show at the Seattle Center produced by the VERA Project.

Choir
Choral music is one of the most intimate ways we communicate the human experience because it comes from within. When many voices come together as one in song, we learn how to celebrate what makes life beautiful, exciting, challenging and worth living. We emphasize teamwork, creative expression, and artistic excellence. Upper School singers choose from our mixed choir or Vocal Collective, our elite ensemble that performs regularly in the Seattle area. Choir members also have the opportunity to be in the musical theatre productions.

Songwriting for Social Justice
Musicians cultivate their creative artistry with a focus on learning the basic tenants of song writing through the lens of social justice. In addition, we will have guest speakers by local Seattle musicians, listen to and dissect music of musicians/performers, and compose our own original works over the course of the year. This course will be exploratory, and creativity is highly encouraged!

Upper School Bands
Upper School musicians have the choice between two bands: Concert Band and Jazz Band. In Concert Band young musicians focus on performing as one cohesive ensemble, playing a repertoire from genres such as Broadway musicals to pop tunes and movie scores. In Jazz Band musicians have the opportunity to study and perform in the jazz idiom. In addition to popular standards, the Jazz band also studies improvisation techniques. Performances include one of Seattle’s leading jazz venues.

Music Studio
Music Studio is an exploration of the various components of music creation, including music theory, keyboard, guitar, drums, and digital production. Students hone skills to awaken, develop, and capture their unique musical ideas.

Orchestra
The Northwest School offers a dynamic and unique experience for Upper School orchestra musicians. With more than eight performances each year in venues such as Town Hall and Langston Hughes, the orchestra presents repertoire from classical standards to great movie soundtracks, often working with professional musicians and living composers. Students have opportunities for to play chamber music in the NWS Quartet program, be a soloist in a concerto, and even conduct the orchestra. With frequent partnership with dance and drama, the Upper School orchestra plays in the musical in alternating years. Unique to Northwest, the orchestra founded and is host to the Virtual Orchestra Project, a student-driven, experiential program that connects musicians directly to peers in eight partner schools on five continents, proving that music is indeed a universal language.
Outdoor Program
Sophie Daudon, Program Coordinator
sophie.daudon@northwestschool.org

Outdoor Program Mission
Through time spent in the outdoors, students develop empathy, respect, humility, self-awareness, a sense of humor, as well as communication, collaboration, and problem-solving skills.

Our trips are open to all students. They are designed to develop life-long recreational skills and habits that are safe and ecologically sound, with an emphasis on environmental ethics and a sense of wonder for the places around us.

Outdoor Program activities and skills include:

<table>
<thead>
<tr>
<th>Hiking</th>
<th>Alpine Skiing</th>
<th>Orienteering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biking</td>
<td>Nordic Skiing</td>
<td>Snow Cave &amp; Igloo Building</td>
<td></td>
</tr>
<tr>
<td>Camping</td>
<td>Canoeing</td>
<td>Camp Cooking</td>
<td></td>
</tr>
<tr>
<td>Rock Climbing</td>
<td>Kayaking</td>
<td>Outdoor Risk Management</td>
<td></td>
</tr>
</tbody>
</table>
Outings Scheduled for 2019–2020

Trimester 1:
- September 21-22: Oyster Dome Hiking and Camping Adventure
- September 28 – 29: Alpine Backpacking Trip
- October 26: Cascades Day Hike in Alpine Lakes area
- November 2: Urban Biking: Farms and Bakeries

Trimester 2:
*Friday night downhill ski trips will begin when snow permits*
- January 17th – 20th: Mt. Baker Igloo Trip (building snow shelters and skiing)
- January 25: Cross-Country Skiing at Snoqualmie Pass
- January 31 – February 1: Dark Sky Star Gaze + Snowshoeing at Snoqualmie Pass
- February 29 – March 2: Lopez Bike Trip

Trimester 3:
- April 18 – 20: Olympic Coast Backpacking Trip
- May 15 – 16: Rock Climbing Trip in the Leavenworth Area
- June 6 – 7: Kayaking and Camping Trip (destination to be determined)
Science
Cecilia Tung, Department Chair
cecilia.tung@northwestschool.org

9th grade: Physical Science
Goals & skills: Create a community of scientists, refine problem-solving and inquiry skills, develop scientific communication.

Sample Units
- Light & Optics
- Observational Astronomy
- Engineering and Design Process
- Atomic Theory and Molecular Bonding Process

Sample Projects
- Catapults
- Earth-Moon-Sun Scientific Modeling
- The Periodic Table of the 9th Grade
- Light & Optics Demonstration Project

10th grade: Biology
Goals & skills: Give students a foundation in understanding the living world, enabling them to think critically about the role of biology in society. Develop independent learning, problem solving, and communication skills.

Sample Units
- Taxonomy and Ecology
- Microbes and cells
- Evolution
- Human Body Systems

Sample Projects
- Aquarium field trip – students produce a field guide
- 3D printing of a DNA model
- Stop-motion animation of meiosis and mitosis

11th grade: Chemistry
Goals & skills: Learn what constitutes a great question, teach students to become chemically literate, learn to use the lab as a tool.

Sample Units
- Stoichiometry
- Chemical & Nuclear Energy
- Acids and Bases
- Organic Chemistry

Sample Projects
- Microplastic Analysis of Sea Salts
- Water Quality
- Analysis of Greenhouse Gas Emissions in King County

12th grade: 1 or 2 electives

Advanced Chemistry
Sample Units
- Electrochemistry
- Equilibrium
- Kinetics
Sample Projects
- Homemade solar cell
- 3D printing molecule

Physics
Sample Units
- Kinematics and dynamics
- Sustainable alternative energies
- Waves and sound
Sample Projects
- Water-powered rockets
- Wind turbines
- Musical instrument analysis

Advanced Topics in Biology
Sample units
- Protein synthesis and structure
- CRISPR and ethics
- Conservation Forensics
Sample projects
- Electrophoresis DNA lab
- Fluorescent Bacteria Transformation
- Marine Plastics Survey
NWS Upper School Science Faculty

**Sophie Daudon** *10th grade Biology, Outdoor Program Coordinator*
B.A. (Environmental Studies), Carleton College.
Sophie’s passion for education, science, and the environment was sparked during her high school years at the Northwest School (alumna from 2009). She is thrilled to be back with the chance to teach students to think deeply and thoughtfully about the world, as her Northwest teachers did for her. Previously, Sophie conducted research about the back-to-the-land movement in Greece through a Fulbright grant and worked as a Natural Science Apprentice at the High Mountain Institute in Colorado, a non-profit organization focused on educating teenagers through interaction with nature. When she isn’t teaching, Sophie enjoys running, hiking, identifying plants, and sharing meals with her friends and family. At NWS since 2015.

**Jeremy DeWitt** *9th grade Physical Science, 12th grade Physics, Outdoor Education Program*
B.A. (Geological Sciences), Brown University; M.Ed. (Science Education), University of Washington; Washington State Teaching Certificate (Middle Level Math and Science), Antioch University.
Jeremy has also worked as a curriculum developer and teacher in a variety of classroom and outdoor settings. His interests include most anything that will get him into wilderness, reading science fiction, and spending time with his family. At NWS since 2012.

**Clare Prowse** *10th grade Biology, 11th grade Chemistry*
M.A. (Natural Sciences), University of Cambridge; Postgraduate Certificate (Education), University of Oxford.
Clare credits watching wildlife programs as a child as the catalyst to her interest in the natural world. She has extensive history teaching biology and chemistry to Upper School level students in her native England. She has helped organize Operation Wallacea, a conservation project in South Africa. Clare enjoys reading, singing, and finding new things to learn. At NWS since 2015.

**Olivia Heeter** *11th grade Chemistry, 12th grade Advanced Chemistry*
B.S. (Chemistry), Allegheny College; M.A.T. (Secondary Science Education), University of Pittsburgh
Olivia joins us from Oakland Catholic High School in Pittsburgh, Pennsylvania, where she taught chemistry for four years. In her cover letter, Olivia told us: “The sciences are a very creative subject area and I strive to construct lessons that help students achieve their learning goals while also allowing them to be creative in the classroom.” At NWS since 2016.

**Cecilia Tung** *12th grade Physics, Science Dept. Chair*
B.A. (Astrophysics), Wellesley College; M.S. (Physics), University of Illinois, Chicago.
Cecilia began teaching as a Peace Corps Volunteer in Belize, Central America, before coming to NWS. She enjoys hiking, camping, biking, participating in triathlons and being anywhere outdoors. At NWS since 1993.

**Kathryn Wallace** *9th grade Physical Science, 10th grade Biology, 12th grade Advanced Biology*
B.A. (Marine Biology), Occidental College; M.S. (Aquatics & Fisheries Science), University of Washington.
Kathryn has taught marine science aboard several research and sailing vessels. Her interests include running, soccer and cooking. She is an alumna of The Northwest School from the class of 1995. At NWS since 2005.
Summits
Leilani Nussman, Summer Camp and Extended Learning Director
Leilani.nussman@northwestschool.org

Summits are two-week multifaceted explorations in which students and faculty engage in deep studies that are rooted in our school’s values, history, and mission. Intentionally cross-graded and cross-curricular, Summits are designed to offer new avenues for more in-depth, creative, and meaningful learning experiences.

Students choose from range of courses, and meet all day, every day, for two weeks. The program is designed to offer authentic learning with real-world applications, connecting students with outside activists, experts, and community organizations in Seattle and across the nation. All curricula are developed with Global Perspectives, Diversity, Equity and Inclusion, and Environmental Sustainability in mind. The two-week experience ends with a group celebration and sharing of the work and learning that took place over the two weeks.

Some of the course selections include travel or camping for all or part of the two weeks.

**Some of the 2020 selections include:**

**Food: Chemistry, Cooking and Community**
“We will explore food from farm to table through the lens of food science, multi-cultural themes in food preparation and how food can nourish our sense of community”

**Two Weeks in the Life of a Reader**
“You will reflect on how your reading choices influence your perspective and how your perspective influences the books you choose to read. Students will learn about bias in the publishing industry and explore diverse points of view through the written word. Significant time will be spent sitting quietly, reading, writing, and reflecting.”

**Sense of Place**
“You will have the opportunity to examine your relationship to the world as we spend 6 days hiking along a stretch of the Washington Coast in Olympic National Park. Sign up for this Summit if you are intrigued by the idea of slowing down and looking at everything from an intricate piece of sea kelp to the composition of an old-growth forest, if you are curious about the relationship between human culture and landscapes, and/or if you find yourself drawn to the outdoors and wanting to explore why.”

**Some others include:**
Hogwarts in the Haus, Science goes to the Movies, Getting Schooled by Dogs, and The Complete Athlete.

**What students have to say:**

“This has been the most fun and engaging two weeks of school that I have ever experienced. The fact that we got to choose which summits we wanted to be in helped this, because we could find a class that suited our interests.”

“Compared to usual classes my Summit felt... more student driven than teacher driven. I liked how different the stuff we did was from the stuff I usually learn in my school day. It was a nice breath of fresh air.”

“I think by getting a break from the usual classes and schedule and to truly learn about a set topic really helps us understand it more.”
Technology
Shie Benaderet, Education Technology Coordinator; shie.benaderet@northwestschool.org
Tara Linney, Education Technology Coordinator; tara.linney@northwestschool.org

We strive to use technology to further our mission. To that end, we do not use technology for technology’s sake alone; instead, we use it intentionally to:

- Engage students in content more deeply
- Facilitate cross-disciplinary or global study
- Foster enhanced collaboration
- Improve access to the NWS learning program

Through our 1:1 program, we embed technology across the curriculum to make learning more meaningful and relevant. Along with opportunities for students to pursue their passion for technology in student interest groups (Ex: coding, robotics, 3D printing), students participate in technology-infused lessons through our Advisory program.

What skills does technology help us teach?

<table>
<thead>
<tr>
<th>Overarching Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic literacies</td>
</tr>
<tr>
<td>Critical thinking, organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Math &amp; Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, writing, engaging with social issues, global engagement</td>
<td>Data collection and analysis, problem solving, team collaboration, design &amp; process creativity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorization, speaking practice, cultural awareness and exchange</td>
<td>Design, creativity, expression, musicality, movement, composition, critique</td>
</tr>
</tbody>
</table>

(continued on back)
What kind of software / applications do students use?
These are some of the programs and tools that are used in different classes across all grade levels. Students apply and develop their skills through various projects, ranging from building bots and learning graphic design in Middle School, to animating complex calculus equations or analyzing energy use on campus in Upper School. Here is an overview of some of the software used across the curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Humanities</th>
<th>Math &amp; Sciences</th>
<th>Languages</th>
<th>Arts</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School</strong></td>
<td>Publisher</td>
<td>Sway</td>
<td>Quizlet</td>
<td>Gimkit</td>
<td>Aleks</td>
</tr>
<tr>
<td><strong>Upper School</strong></td>
<td>InDesign</td>
<td>Padlet</td>
<td>Panopto</td>
<td>Slack</td>
<td>Sway</td>
</tr>
</tbody>
</table>

*Office 365: OneNote, Word, PowerPoint, Excel, Publisher, Outlook, Teams

Technology and Summits
Some students are extremely enthusiastic about technology and want to take a deeper dive into robotics, coding, or creating hardware. Additional opportunities for them to pursue these interests exist in the form of Summits, which are two-week explorations of a complex topic. Some of our tech-focused Summits from previous years are listed below.

<table>
<thead>
<tr>
<th>Summit</th>
<th>Technology Used</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robots and Ethics</td>
<td>Lego EV3 Robots</td>
<td>Elementary coding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td>IoT</td>
<td>Arduino IDE</td>
<td>Elementary Coding</td>
</tr>
<tr>
<td></td>
<td>Adafruit Circuit Playground</td>
<td>Soldering</td>
</tr>
<tr>
<td></td>
<td>Adafruit Feather Fuzzah</td>
<td>Hardware Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data collection and privacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to automation</td>
</tr>
<tr>
<td>Documentary Film</td>
<td>WeVideo</td>
<td>Video Production</td>
</tr>
<tr>
<td></td>
<td>iMovie</td>
<td>Intro to sound engineering</td>
</tr>
<tr>
<td></td>
<td>Soundtrap</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garage Band</td>
<td></td>
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<tr>
<td>TinC Tank</td>
<td>Maker’s Muse Epilog Laser</td>
<td>Introduction to electronics</td>
</tr>
<tr>
<td></td>
<td>Makerbot (3D)</td>
<td>3D Design and printing</td>
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<tr>
<td></td>
<td></td>
<td>Graphic Design</td>
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<tr>
<td></td>
<td></td>
<td>Product design and prototyping</td>
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<tr>
<td></td>
<td></td>
<td>Laser cutter certification</td>
</tr>
</tbody>
</table>
Theatre Arts
Jo Nardolillo, Performing Arts Department Chair
jo.nardolillo@northwestschool.org

Through classes in improvisation, mime, scene study and play production, students develop the skills of vocal and physical expression which make them effective communicators. Rehearsal, performance, and technical production of classic and contemporary plays, along with student-generated and original scripts, provide students with the opportunity to develop additional skills of collaboration and cooperation.

Course options include:

- Act Out! (grades 9 and 10): Students develop acting skills through improvisation and scene study
- Film (grades 11 and 12): Students study and create films
- Mime, Mask, and Improvisation (grades 11 and 12): A study of physical theatre performance
- Play Production (grades 9–12): Students produce two plays, with a musical every other year. There are also student directed one-acts performed in the spring
- Spoken Word (grades 9–12): The study and creation of performance poetry
- Stage Craft (grades 9–12): Students have the opportunity to learn the technical and design aspects of theatre
Visual Arts
Julia Freeman, Department Chair
Julia.freeman@northwestschool.org

Visual arts play a large role in the overall education at NWS

The mission of the Visual Arts program is for all students to learn to appreciate, participate, and express themselves through a diverse offering of visual arts courses during their time at the Northwest School. Developing film in a dark room, throwing a pot on the ceramic wheel, weaving on a loom, silk-screening t-shirts, digitally designing posters, drawing from a live model or carving a sculpture from a block of wood are skills and processes that intentionally complement the core-curriculum and are equally valued in students’ overall education. Regardless of their career paths, our graduates regularly cite their experience in the arts as having powerfully influenced their lives after Northwest.

We believe in the transformative power of the arts

Visual arts are essential to nurturing important habits of mind – risk-taking, problem solving, cooperation, and perseverance – our program challenges students in conceptual ways that differ from and augment other aspects of their education – unique ways of thinking are revealed through experiential learning, material exploration, experimentation with the mechanics of tools, and engagement with several techniques, progressing from process to product. These skills learned, provide a temporal and cultural bridge that fosters student self-discovery and recognition of who they are as individuals, community members and global citizens.

Visual arts classes are taught by professional teaching artists

Teaching artists are individuals who are both artists and educators: they are professional artists who are dedicated to arts education as an integral part of their professional practice; they cultivate skills as educators in concert with their skills as artists. Visual arts classes at the NWS are taught by sculptors, painters, graphic designers, ceramicists, illustrators and photographers that bring their artistic experience and passion to the

Some of the courses offered in the Upper School:

Animation
This course explores the field of experimental animation with focus on critical storytelling. Students will work with a range of experimental 2D, 3D and stop motion animation processes and will gain skills in cinematography, drawing, photo editing, video production/editing and audio production/editing. Upper School Animation introduces a range of software and technologies from the Adobe Creative Cloud Suite as artmaking tools. Demonstrations, exercises and tutorials in this course are designed with the intent to build creativity and critical thinking skills while establishing lifelong confidence to experiment with all forms of animation.

Ceramics
This course introduce students to a variety of ceramic sculpting techniques and serve as a year-long introduction to the potter’s wheel. Students gain wheel-throwing skills as well as an excellent grasp of terminology, techniques, glazing, and conceptual foundations. Projects range from simple functional cups, bowls, and vases to decorative boxes, figure sculpting, human busts, endangered animals, abstract sculptural forms, and the unknown! We explore the palette of glazes, including experimenting with wire and the unique process of melting molten colored glass into the student’s artwork. Throughout the year, students gain the knowledge and skills to direct their own work, and are given the support and freedom that empower them to create satisfying masterpieces they can be proud of. The clay doesn’t stain clothes, and students get to keep what they create.

Drawing
Beginning: Students of all skill levels find this class to be helpful and inspiring. We begin with the basics: line, negative space, and proportion. Later in the year we work with value, shading, and color. Projects include still life drawing, work with scratchboard paper, and an extended series of four in-class self-portraits.

Advanced: This course is an introduction to the concepts, terminology, and techniques relating to drawing as a primary mode of visual communication. Within the basic units of still life, landscape, portraiture, expressive design and composite drawing, students sharpen their ability to construct more effective compositions, record proportion and scale, and replicate the effects of light on form.
Graphic Design
Students learn the basics of graphic design while utilizing Adobe Creative Suite (Photoshop, Illustrator and InDesign). These three programs have become the industry standard for image manipulation and layout and students learn they are important technological tools of communication and support and enhance the ability to share ideas and communicate. They gain professional skills by creating materials for the benefit of other classes and departments in the school.

Mixed Media
Students will explore the creation of visual images using a variety of media and techniques, some of which are very old and not often taught to high school students. Projects include working with three of the following media: encaustic (melted, pigmented wax), egg tempera (students will make paint using pigment mixed with egg yolk), drawing/painting with bleach, or full body, collaged self-portraits on cardboard.

New Media Art
This course explores the emerging field of New Media Art by focusing on the ways that mainstream media and new technologies tell stories. Students will learn to identify the many ways that technologies tell stories and how they, as artists, might use these technologies as platforms to create new stories. Students work with video/audio production and editing, immersive audiovisual installation, algorithmic narratives, game design and introductory mechatronics. The course will introduce a range of software and technologies as artmaking tools.

Painting and Printmaking
Students will learn techniques for using acrylic paint to make representational paintings, including people and pet portraits, cityscapes, and natural landscapes. Students use techniques such as collagraph prints, color monotype prints, and carved relief prints. The class will look at historic and contemporary visual art examples for inspiration and will paint from life, photo sources, and imaginations, ultimately creating art that combines painting and printmaking techniques.

Photography
Beginning: Introducing students to both traditional and alternative methods, this class begins by exploring the basic materials, techniques, and processes of black-and-white photography. Creative assignments enable students to increase skills in light metering, depth of field, shutter speeds, exposure, composition, and development. In addition, students gain a deep understanding of the history of photography.

Advanced: This course is for students who want to pursue the creative and conceptual aspects of photography. Several weeks are devoted to ‘making images’ in the camera through five shooting assignments. Next, students explore archival printing, alternative processes, and color inkjet printing. In addition to synthesizing ideas and collaborating on group projects, students study and discuss photographic history, contemporary concerns, social responsibility, and alternative presentations.

Sculpture and Materials Exploration
This class focuses on constructing three-dimensional art forms from a variety of materials, including plaster, wire, wood, and paper. Students work in wood, bronze, glass, stone, fibers, and a wide range of materials. We explore the differences of these materials as we explore the creation of 3-D forms. For inspiration, students look at images of sculpture from different artists, cultures, and time periods. They study design and engineering strategies for building and combining materials. The students learn how to use hand tools, simple power tools and 3D printings. Students study design strategies for building and combining shapes and structures that stand and balance.

Watercolor and Related Media
This class is suited for beginning as well as more experienced artists. It focuses exclusively on water soluble media, including watercolor, gouache (opaque watercolor) and aquarelle pencils. Over the course of the year students create both non-representational as well as carefully observed “realistic” works. Possible projects include creation of an abstract watercolor collage as an introduction to pigments and techniques, an extended still-life painting, and a gouache work done in the style of Aboriginal Dot Painting.

Yearbook and Publication Design
In this course students will gain real world graphic design, publication, and sales/marketing experience by sharpening their layout and design skills using the Adobe Creative Suite applications of Photoshop, Illustrator and InDesign as they work on the yearbook team. We will explore design fundamentals including the elements and principles of design as well as typography and professional layout best practices. Students will gain leadership experience by becoming editors in charge of specific sections of the yearbook. Additionally, students will work as photographers using a digital camera to creatively capture and edit images that document events and the school community at large. Ethics will be covered. The course will culminate in the publication of the annual school yearbook documenting the school’s community, memories, and events from the year. While the yearbook will be a major focus of the class, students will also be able to follow their creativity and interests in creating a zine-type publication of their own.