



Program Mission

Through two week cross-curricular and cross-graded explorations, Summits at NWS engage students and faculty members in deep studies that are rooted in our school's values, history, and mission. Summits are unique experiences, providing paths to active engagement with global citizenship, environmental sustainability, social justice, curricular exploration and community passions.

Program Overview

Policies and Expectations

NWS students are bound by the school's policies both on and off campus throughout the Summits experience. Please consult the Parent/Student Handbook for further information on behavioral and academic expectations.

Attendance

Summits run from March 12-23, 2018. The school building will be open each day from 7:30 – 4:30, with the 401 gym open and supervised from 7:30 – 9:00 AM and [after care](#) available from 3:00 – 6:00 for middle school students.

Each Summits class will have its own daily schedule, but will generally run from 9:00 AM – 3:00 PM. Some Summits may include evening or weekend events as well as overnight travel. These are noted in the following class descriptions. Detailed schedules will be provided by early February so parents and students can make appropriate arrangements. Students are expected to attend all sessions of their classes as scheduled, including any travel component. Since Summits meet for only two weeks, absences for vacations, routine medical appointments, and other preventable causes are highly discouraged.

Requirements

Students are required to complete one Summit class each academic year as part of the school's graduation requirement. These classes become part of a student's academic record and will appear on student transcripts. Students who participate in an international trip substitute the credit they earn for the Summit credit requirement.

International trips (for upper school students only) take place at the same time as Summits. They receive a credit on transcripts, similar to Summit courses, based on similar learning expectations and guidelines. Registration for the International Trips follow a different process than Summits, and timelines are coordinated to support education decision-making. For further information about International Trips, contact [Dmitry Shebakov](#).

Further, some Summits have additional requirements such as advanced language skills, fundraising, pre-summit meetings, etc. Students should be prepared to participate in all required activities.

Athletics

Student athletes should consult with their coaches before selecting a Summit that might interfere with practices or games. Summits requiring overnight travel are noted in the following class descriptions.

Class Scheduling

Registration for Summits will open November 13. Students will be sent an online form to complete by November 17. Students will be asked to select several options (e.g. 1st choice, 2nd choice, etc.). Every effort will be made to schedule students into their top choices. However, assignments will NOT be first come, first served. Rather, we will work to enroll a balanced classroom based on students' selections. Students who do not fill out the selection form by the deadline may be placed in any open Summits class. Maximum and minimum enrollments may vary by class, and the school may have to cancel or cap classes based on these limits. Class assignments will be announced in early January.

Teaching Assistants

Upper School students interested in being a teaching assistant (TA) should contact the instructor(s) of the Summit in which they're interested in assisting. Tuney Kannapell will give final approval for being a TA.

Fees and Financial Support

The cost for most Summits is covered by tuition. In some cases, an additional charge is listed because of the expense of a given class. Every effort has been made to keep costs reasonable while maintaining the integrity of this program. As always, the school remains committed to providing an inclusive environment where students can enjoy a full range of programmatic opportunities, and the Northwest Experience Fund will be available to all families currently receiving financial aid. Several Summits with a fee will also include fundraising in order to keep costs minimal for all participants.

Class Expectations

Summit classes are academically substantive. Depending on the class, students may be asked to read, write, journal, build, rehearse, perform, draw, or engage in other formal assignments and assessments. Class readings and other homework will be assigned.

Contact Information

For further information, please contact Assistant Head of School, [Tuney Kannapell](#).

Deadlines, Commitments, and Payments

All students must complete their class sign-up form by Friday, November 17. We will announce class rosters in early January. Summits with additional fees may require a deposit by January 15th. Final payments are due by March 1st.

2018 SUMMITS CATALOGUE

Summit Title:	Community Sing
Teacher(s):	Dana Sewall (Special Guests: Laura Ferri & Rosalyn Schiller)
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

"Take me out to the ballgame, Take me out with the crowd" ...everybody sing along! You probably know this song, right? Why do some songs become so popular? How does a song and its story evolve as the years pass? Why is it so powerful when a bunch of people all start singing the same song together? Singing songs together unites a community and expresses a range of common human experiences and emotions: celebration, grief, humor, anger, love, pride, betrayal, loss, and joy. Each song, like each person, has a story. We will explore the most commonly known, recognized, and sung songs in the United States and sing them together. We will uncover the story of popular, sing-able songs, and sing these songs with people in retirement homes, homeless housing, pre-schools, hospitals and other locations around Seattle to build community and share the influence of singing together.

Essential Questions:

- Why do some songs become so popular?
- How and what do people communicate through songs?
- How and why do songs evolve over time?
- How and why does singing together build community?
- In what ways does the culture of a community impact/reflect the music of that community?

Skills Developed:

- Knowledge to research and interpret the history ("story"), context and evolution of well-known American songs.
- Ability to sing the melodies and harmonies of these songs, alone and with a group.
- Knowledge about media/technology influence to spread popular songs, and evolution over time.
- Experience with community building through shared singing in retirement housing, hospitals, pre-schools, homeless shelters, and other locations in our NWS neighborhood.

Summit Title:	Documentary Film
Teacher(s):	Solomon Davis, Nico Tower
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

In this project based summit, students will gain knowledge of documentary film history, techniques, ethics, and production. The bulk of the course will be making our own short films. We will showcase our work at a screening for the community. Guest artists from the Seattle film community will share their experiences and expertise throughout the summit.

Essential Questions:

- What does it take to make great documentary films?
- How can NWS students contribute to this ever-evolving art form?
- Why are documentary films important to me? How can I make a great, important, short documentary film in two weeks?

Skills Developed:

- Students will gain knowledge of:
 - The video production process (i.e. planning, shooting, and post production)
 - Documentary film history and sub-genres (i.e. expository, poetic, performative, etc.)
 - Video and sound editing software
- Students will be given opportunities to learn and hone skills in:
 - Photography
 - Storytelling
 - Journalism
 - Sound design and editing
 - Video editing
 - Digital file management and archiving

2018 SUMMITS CATALOGUE

Summit Title:	The Duwamish: The Lifeblood of Seattle
Teacher(s):	Heather McKey, Priscilla Lindberg, Susan Sutton (Special Guest: Glen Sterr)
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	Overnight trip March 13

Summit Description:

During this in-depth study of the Duwamish River, the Duwamish people and others, students will have the opportunity to observe, experience and take action while exploring the river. We will sleep overnight near its upper reaches, kayak its stretch out into the mouth of Elliott Bay, and partner with the Duwamish Longhouse, local organizations and artists hard at work to document, clean up and save this beautiful and imperiled stretch of water right here in the heart of our city. Students will have an opportunity to conduct water quality experiments, to learn about the river from local scientist and activists, to become citizen scientists with The Audubon Society, to be part of a kayak clean-up patrol, and to observe and respond to the river with photographer Tom Reese (Once and Future River: Reclaiming the Duwamish) and painter Gene McMahon (Water Watching: Puget Sound and the Duwamish River).

Essential Questions:

- What is the historical and contemporary relationship of Duwamish people and other local people to the Duwamish River?
- What is the meaning of Place for the various people who interact with this water?
- How can we observe and respond to this waterway through multiple lenses, as activists, as scientists, as artists, as humans who depend on the health and beauty of this river?

Skills Developed:

- Understand historical and contemporary relationships to the natural world
- Read maps: political, historical and topographical
- Interpret government treaties/documents
- Form questions and hypotheses
- Test scientific hypotheses
- Conduct water quality testing
- learn to kayak/practice guided kayaking on an industrial river
- Examine environmental impact and intervention (Duwamish is a superfund site)
- Collaborate and innovate with peers and teachers/professional adults
- Synthesize learning in an artistic expression
- Differentiate between traditional western knowledge of water and traditional ecological knowledge (TEK)
- Understand and contribute to the work of nonprofits engaged in environmental work on the Duwamish
- Understand where our water comes from and where it ends up; all aspects of our relationship to the Duwamish River.

Summit Title:	Tea Culture in China and Around the World
Teacher(s):	Tina Chang, Melody Haff
Grade Levels:	8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

How does drinking tea bring people together? How have the growing, trading, and drinking of tea affected the economies and history of the world? In this summit we will explore these questions as well as hear personal stories from guest speakers about their connections with tea, take field trips to see and taste varieties of tea, and create our own tea cups and other art related projects.

Essential Questions:

- Why is understanding tea culture important?
- How has tea influenced the elements of society in China and around the world?
- How does drinking tea bring people together?

Skills Developed:

Students will understand the impacts of tea on the economic, social, and political systems around the world. Students will appreciate the many rituals and ceremonies with tea. Students will learn the personal stories of some people in our community with tea. Students will design and make a tea cup and create other art related to tea.

2018 SUMMITS CATALOGUE

Summit Title:	Ellis Island Revisited (1892-1980-2018)
Teacher(s):	Françoise Canter, Laura Ferri, Marina de McVittie
Grade Levels:	11, 12 (9 & 10 with approval)
Prerequisites/Things to Note:	Estimated Fee of \$1145 <ul style="list-style-type: none">• Overnight travel March 15-18• French III or IV, or native/near fluent speakers (French II with approval)

Summit Description:

This summit addresses the question of immigration through language acquisition (French), translation (English) and the arts (Theater, and visual arts). The project will thus be a linguistic as well as a cultural, historical, and artistic two-week endeavor. Today, more than ever, we need to reflect on the immigration experience that involves a displacement and an exile that is altogether linguistic, cultural, political, and geographical. Because of its emphasis on language, we offer this intensive to French III, French IV and to native or near fluent upper school speakers. Georges Perec's 1980 text *Ellis Island*, will serve as a trampoline for our collective and shared memories, providing a vitalizing entry into one of America's most prominent symbols of its immigrant past in the hope to better understand and act upon today's reality. The group will travel to New York mid-summer for three full days and engage in visits, reflections, writing, photography and translations. Upon our return, we will create a bi-lingual performance that will reflect our collective creative process.

Essential Questions:

- Why today a summit on Ellis Island based in languages?
- Why working in and with translation?
- How can we better understand and act upon American Immigration reality?
- Why using Art as the unifier for the project?

Skills Developed:

- French Language skills
- Translation Skills
- Reading, Writing, and Research Skills
- Performance Skills

Summit Title:	Food: Chemistry, Cooking & Community
Teacher(s):	Erica Bergamini, Ellie Sandstrom, Rung Muanggan
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

This Summit 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. Days will be split into research and/or lab activities in the classroom and field trips and/or cooking activities in the dorm and off campus. Students will engage in food science laboratory activities, independent thematic research presentations, food preparation and exploring the role of food in communities.

Essential Questions:

- How does a nutrition label inform us about the health benefits of a particular food or its ingredients?
- What are the similarities and differences between different cultures in how food contributes to community?
- What is the role food plays in individual families/communities?
- What are examples of local food justice inequalities and what can I do to help alleviate them?

Skills Developed:

- Students will develop skills in the culinary arts.
- Students will show greater understanding of the science involved in nutrition and cooking.
- Students will be able to compare and contrast food preparation techniques from multiple cultures.
- Students will identify a food that has significance to their own community and tell its story.

2018 SUMMITS CATALOGUE

Summit Title:	Food Justice: Unearthing Connections Between Land Use History, Race, Class, and Environmental Science
Teacher(s):	Jenny Cooper, Harumi LaDuke
Grade Levels:	8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

"Everybody, regardless of their economic means, should have access to the same healthy, safe, affordable food that is grown naturally." - Will Allen, Urban Farmer and Founder, Growing Power (Milwaukee, WI)

"What we do to the land, we do to ourselves." - Wendell Berry, Author, Farmer, Environmental Activist (Port Royal, Kentucky)

What are the social and environmental forces that mediate our relationships with food--growing it, eating it, and thriving from its nutrients? Do people in Seattle and all over the world have equal access to food as a resource for personal and community health and livelihoods? By exploring our own social identity, cultures, relationship to food, and learning together about the history and science that impacts food systems, we will develop an understanding of food justice and how we can engage in these issues to have a positive impact in our community and the world. This Summit will use food justice as a lens through which to understand environmental justice more broadly, and the connections between race, class, land use history, soil contamination, food access, health, and social justice. We will ground our learning by engaging deeply, both individually and collectively, on issues of identity and race, and by conducting an on-the-ground study of food access, soil quality, and transportation in four Seattle neighborhoods. Students in this Summit will also learn about local history, have hands-on experiences in environmental science, and participate in field trips and volunteer work at Pacific Northwest organizations that focus on food justice and urban agriculture.

Essential Questions:

- What is environmental justice?
- What are food justice and food sovereignty?
- How do social identifiers, location, and land use history intersect with our experiences with and access to healthier food?
- What are the historical and contemporary relationships between race and class disparities, power, privilege, and access to healthy food?
- How does striving for food justice and improving environmental elements like soil, air, and water support community resilience and equity?
- What are the social and environmental forces that mediate our relationship with food--growing it, eating it, and thriving from its nutrients?
- How do social and geographical location affect access to food as a resource for personal health and economic vitality?
- How can we engage in advocacy around racial justice, food justice, and environmental justice?

Skills Developed:

- Deep individual and group work around identity, power, privilege, and oppression.
- Field research in environmental science and on-the-ground geographical studies of four Seattle neighborhoods
- Observing connections between social identifiers, environmental science, land use history, and food systems. Intersections of social issues, history, and science, using food as an entry point for learning and engaging.
- Gain experience in systems thinking - When we try to fix problems, what are the unintended consequences? Thinking in terms of systems helps avoid this sort of situation.
- Spatial analysis and mapping. Intersections of hard sciences and social sciences.

2018 SUMMITS CATALOGUE

Summit Title:	Homeless in Seattle
Teacher(s):	Victoria Dryden, Daren Salter
Grade Levels:	9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

In January of 2017, the city of Seattle declared a state of emergency around the crisis of homelessness. While estimates vary broadly, at a minimum there are now over 10,000 residents of King County without housing and adequate shelter. This includes an estimated 1,000 homeless youth in Seattle alone. Meanwhile, Seattle is the nation's fastest growing city and hottest housing market, home to a rapidly widening wealth gap that is fueling the current crisis in affordability and homelessness. This Summit will offer students a chance to learn about and, hopefully, impact this state of emergency in small but important ways.

We propose, on the one hand, a classroom-based study of the concept, causes, and consequences of homelessness, which will include research, reading and discussion of texts, documentary films, and guest speakers. The lynchpin of the Summit, however, will be community partnerships with local organizations serving homeless populations. While these partnerships aren't yet solidified, students will visit municipal and community groups, such as Youth Care, Mary's Place, and Teen Feed to learn about the various stakeholders active in addressing the problem of homelessness. They will also engage in service learning, participate in poetry writing workshops with homeless youth, and potentially collaborate on a digital history project with the University of Washington's Simpson Center for the Humanities.

Our aim is for our students to emerge from this Summit not only more educated about the community that surrounds them and some of the challenges the homeless face on a daily basis, but also inspired to use their position of relative privilege to make a difference. We seek to build reading, writing, and critical thinking skills, but also to marry understanding to empathy, and empathy to action. We are hoping poetry, purposeful interaction, and service will expose students to a marginalized population, deconstruct the stigma surrounding homelessness, and provide a positive platform for human expression and connection

Essential Questions:

- What is "home" and how does one's response to this question shape perceptions, opportunities, and other dimensions of life?
- What are the causes and consequences of youth homelessness in our city and region and why has the problem become so acute?
- What plans could be developed to reduce homelessness?
- What negative stigmas are often attached to homelessness and what role can we play in negating those stigmas?
- What role, if any, can poetry play in building community across social divides?
- How does one develop compassion for others and act with integrity to make a positive contribution where needed?

Skills Developed:

- Students will understand the issue of homelessness in our city and region.
- Students will work with teachers and a visiting poet on descriptive writing, communication through poetry and the power of language to connect people and break down barriers.
- Students will develop their community service skills in working with a variety of agencies serving the homeless.
- The summit will help students to develop reading, writing, and critical thinking skills.
- Students will also work with technology to produce a presentation illustrating many of the ideas/concepts they have learned.
- Students will interview and share their stories with homeless or formerly homeless individuals and collaborate on an oral history project.

2018 SUMMITS CATALOGUE

Summit Title:	The Internet of Things: Using data and hardware to build a better world
Teacher(s):	Shie Benaderet, Clare Harker
Grade Levels:	8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

The Internet of Things (IoT) is all around you. It is a network that is built with interconnected devices and uses sensors to gather data and send it somewhere. This data can make life easier by making self-driving cars possible, automating repetitive tasks, and can help us make informed decisions as we go about our lives. How can this technology help us achieve a more just and equitable world? How will we be able to ensure that these devices improve our quality of life without imprisoning us? What ethics or code of conduct should guide the IoT? This summit will grapple with these questions. You will learn how the IoT works, and consider the benefits and externalities that come with it. You will learn how to code using the Circuit Playground and Adafruit Feather to make sensors, data feeds, and interactive machines that are the backbone of the IoT. Your challenge will be to use the IoT to design solutions to real problems identified by the UN.

Essential Questions:

- What plan can you develop to use the IoT to provide solutions to the UN Sustainable Development Goals, on a local and global level?
- How can we implement the IoT so that it benefits everyone?
- Who does the IoT serve?
- Can privacy exist in the post-IoT world?

Skills Developed:

Coding, Critical Thinking, Presenting, Journaling, Social Innovation, Collaboration, Problem Solving

Summit Title:	Islamic Art & Culture
Teacher(s):	Lisa Beemster, MaryAnne Henderson
Grade Levels:	10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

This Summit is a hands-on approach to unpacking what Western education and context has taught us about Islamic culture, religion, and history. We will read the work of Muslim writers, hear from Muslim religious leaders, visit the Idris Mosque (near Northgate), and engage with Muslim artists working in Seattle. As well, students will create glass mosaics based on the work of Islamic artists.

Lisa and Mary Anne (as two non-Muslim teachers) are aware of the potential for cultural appropriation. We see this class, however, as an opportunity for cultural *appreciation*. We believe that both teachers and students will, together, be educating ourselves about the larger Islamic world and its culture, with an emphasis on visual art. Importantly, we will also be directly examining the ways in which Western society and government racialize, malign, and marginalize Muslim peoples.

Essential Questions:

- How has Islamic art shaped world culture and art?
- How can we combat Islamophobia and Islamophobic thinking through understanding of Islamic art and culture?
- How will the process of making Islamic-inspired art reinforce/transform understanding?

Skills Developed:

- Basic literacy of Islamic culture and history
- Putting historical/cultural knowledge into practice to disrupt current Islamophobic rhetoric, beliefs, and fear
- Engaging with members of Islamic communities with respectful curiosity and active listening
- Fundamental understanding of the process of creating a mosaic
- Ability to share knowledge learned in this class with others

2018 SUMMITS CATALOGUE

Summit Title:	LandFillharmonic
Teacher(s):	Jo Nardolillo, David Jewett
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	Students must be able to read music and play an instrument

Summit Description:

The LandFillharmonic ensemble will design, build, and perform on unique instruments created from discarded materials. The course is inspired by the Recycled Orchestra of Cateura, a Paraguayan group that plays instruments made entirely out of garbage. As a member of the NWS LandFillharmonic, you will study the physics of music, learn how instruments work, design your own instruments, and repurpose garbage to build these instruments. We will trace what happens to our garbage here in Seattle and explore access to music as a social justice issue. The Summit will culminate in composing and performing original music on our instruments.

Essential Questions:

- How is access to music a social justice issue?
- How can music unite science, technology, and art in our search to reduce our negative impact on our environment?
- How can musicians help our society to reconsider the value of what we throw away?
- Can we change the expectation that studying music is for the wealthy elite by eliminating the high cost of instruments?
- Can the freedom to create our own instruments and music unlock self-expression and bring us closer?

Skills Developed:

Students will walk away with a basic understanding of the physics of sound and how each type of instrument creates sound. We will have a deeper knowledge of where things go when we throw them away. We will gain insight into access to music as a social justice issue and generate ideas about how to address challenges. We will get hands-on experience building and playing instruments, and we will gain understanding about how pieces of music are created by composing our own.

Summit Title:	Lego Robotics
Teacher(s):	Sarah Eklund, John Baldwin
Grade Levels:	6, 7, 8
Prerequisites/Things to Note:	Students must attend the cooperative competition event at Bush during Trimester 3.

Summit Description:

This summit will use the Lego® EV3® Robotics system. We will design, build and refine robots to complete a variety of tasks and challenges. Our robots will be programmed using Lego Mindstorms software®. As we program we will study computer logic; creating and refining programs that allow our robots to become autonomous. We will cover many programming concepts including; loops, conditional statements, and parallel sequences. The culminating event of this summit will be a multi school cooperative competition in which we collectively work to solve environmental problems using technology and robots. During this summit, we will emphasize the design process. The EV3 system allows for a unique design experience in which we can create and design mechanical and software systems simultaneously.

Essential Questions:

- How can technology be used to solve problems facing humanity?
- How do we make a robot do what we want it to?
- What is the design cycle?
- Who in our society is impacted in positive and negative ways by increased automation?

Skills Developed:

- Designing - You will understand the design process. Including how to consolidate brainstormed ideas into a buildable plan and how break complex processes up into small and testable chunks.
- Programming - No experience necessary. We will understand programming concepts like computer logic, conditional statements, loops and parallel sequences.
- Engineering - You will learn and use many engineering ideas. These include gear ratios, structural integrity, motor capacity, and how to minimize and deal with friction.
- Ethics - You will leave with a strong notion of the social and ethical ramification of technology, robots and AI.

2018 SUMMITS CATALOGUE

Summit Title:	Life's a Game
Teacher(s):	Alex Chen, Chris Pesce
Grade Levels:	9, 10, 11, 12
Prerequisites/Things to Note:	Pre-summit meetings

Summit Description:

Can life skills and insights into the human condition be learned through board games and the card game Bridge? In this summit, we will explore the techniques needed to be both a successful bridge player and a successful board game player. We'll learn how games can be used to teach reason, logic, mathematics and strategy. You only need a positive attitude and a love of games to apply for this summit!

Essential Questions:

- Do you like to play games?
- What has led to the recent resurgence in interest in tabletop gaming?
- How can board games and card games help you with your logic and reasoning skills?

Skills Developed:

We will be playing games for 5 hours a day. You must have an interest in playing both modern board games and a card game that is over 100 years old. Please only sign up if you are really interested in learning and playing these games.

Summit Title:	The March Goes On: Civil Rights Past, Present, Future
Teacher(s):	Kevin Alexander, Gigi Craig, Anshu Wahi, Chance Sims
Grade Levels:	10, 11, 12
Prerequisites/Things to Note:	Estimated Fee of \$1880 <ul style="list-style-type: none">• Application – students need to complete an application available from the trip leaders listed above. Application is due November 17.• Pre-summit meetings• Trainings during 9-12 Interest Group time and attendance at some out-of-school events to be determined.• Overnight trip March 13 - 21

Summit Description:

We are in the midst of a Civil Rights Movement. This summit takes you on a personal and historical journey through key moments of the Civil Rights Movement. Using the power of perspective and place, we will visit key sites in the South. We will connect the events of the past to the current struggles for civil rights. We will meet with activists, historians and current participants in the struggles for Civil Rights. After eight days in the South, we return to Seattle for more personal reflection and examination of the struggle for rights in the Pacific Northwest. We conclude this summit by developing a personalized plan to join in the ongoing struggle for a just and equitable society.

Essential Questions:

- Why this Summit now?
- How do we connect the historical civil rights movement and the movement today in the South and the Pacific Northwest?
- Who am I in the active movement for civil rights
- What is the role of place in this movement
- How can I complicate my understanding of identity, place, resistance, and struggle in the U.S.?

Skills Developed:

- Capacity to recognize, respond, and organize in response to social injustice
- Ability to think critically about racialized events in past and present
- Using inquiry based process to gain greater understanding of social movements and personal identity
- Improved facility for cross-racial dialogue
- Ability to analyze systems of power and institutional racism
- Building vocabulary around Civil Rights issues, race and racism

2018 SUMMITS CATALOGUE

Summit Title:	Mexican Folk Art: Cultural Practices Involving Art, Music, Food & Language
Teacher(s):	Sandy Nelson, Michelle Kowals
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

How would you like to drink a delicious cup of Oaxacan hot chocolate, and eat a round of sweet bread or a delicious tamale as you learn about folk art from the Mexican region of Oaxaca? As Sandy and Michelle celebrated the Day of the Dead in Mexico in 2016 with the renowned Fuentes family, known for their detailed and beautiful wood carvings, they couldn't help but feel that this food and art are profoundly connected. We would like to share this experience with you and guide you in learning to make art inspired by Mexican art traditions. In our summit, you will create works of art while learning various art techniques traditional to Oaxaca. You will learn Oaxacan techniques for dying wool, weaving fabric, hand building ceramics, sculpting paper maché and experimenting with collage. You will also be learning to talk about this art in English, Spanish, and Oaxacan Indigenous vocabulary. During this summit, you will also gain a deeper understanding of the Day of the Dead and the importance of traditional folk art and food to this holiday. You do not need to be a Spanish speaker or a confident visual artist to enjoy this summit, but by the end of the summit, you will have experienced what it is like to be a part of the creative Mexican folk art experience.

Essential Questions:

- Why is folk art such an important part of Oaxacan history and culture?
- Why is the creation and appreciation of art central to who we are as human beings?
- What purpose does art serve in a culture? What is the relationship between art and preserving traditions in a culture?
- How can we use the making and appreciation of art to increase joy in our lives?
- When traditional foods are prepared and eaten, we feel a particular joy and connection to the culture from which the food originates. Why do we feel that joy and connection?
- What is the relationship between Spanish and indigenous language in Mexico and how does it connect to the development of artistic ideas over time?
- What are the connections between the art that is created in Oaxaca now and the art from the ancient archaeological sites of the region?

Skills Developed:

- Students will be able to work in several different art mediums as they create culturally relevant art projects.
- Students will be able to describe the art projects with Spanish verbs and vocabulary.
- Students will be able to discuss the Day of the Dead holiday while using Spanish vocabulary.
- Students will have basic knowledge of Catholic and Indigenous Oaxacan Mexican culture, tradition, art forms and life perspective
- Students will gain a stronger understanding of the importance of art in our everyday lives.
- Students will gain mastery of the artistic skills we study so that they feel proud of themselves.
- Students will learn about the traditional foods associated with the Day of the Dead in Oaxaca.
- Students will deepen their understanding of how art contributes to preserving cultural traditions.

2018 SUMMITS CATALOGUE

Summit Title:	Moving Art, Moving Bodies
Teacher(s):	LP Passarelli, Mimi Yang, Greg Hampton
Grade Levels:	6, 7, 8
Prerequisites/Things to Note:	

Summit Description:

Do you enjoy creating? Exploring space and movement through dance? Solving complex problems of your own invention? Then this summit is for you! We will harness the power of code and robotics to create interactive and moving art pieces. We'll explore the differences between manipulating the digital world in the programs Scratch or Python and creating in the physical world with the Hummingbird Robotics Kit. We'll compare these experiences to moving our own bodies in dance. You will create several interactive art projects of your own design. This summit is designed for students who have no prior coding experience, a creative mind, and a willingness to try new things!

Essential Questions:

- How do we interact in the physical and digital world?
- How does creation feel different in these spaces? In a blend of these spaces?

Skills Developed:

- Coding in Scratch and/or Python
- Wiring and programming a robotics kit
- Design, creation, and production of a blend of robotics and visual art
- Connection to and expression with one's body in dance

Summit Title:	The Nuclear Age
Teacher(s):	Isaac Meyer, Olivia Heeter
Grade Levels:	10, 11, 12
Prerequisites/Things to Note:	Overnight travel March 19-20

Summit Description:

This is a fusion class with both science and history components. Olivia will direct lessons designed to familiarize the students with the science behind nuclear reactions -- both for energy and for weapons. Isaac will present students with the history of the atomic age, from the earliest discussions of the possibility of nuclear power through the Manhattan Project, the Cold War, the proliferation of nuclear power, and modern weapons proliferation. The course will conclude with a discussion of the potential nuclear technology has to reshape human civilization.

We are looking into the possibility of overnight trip to Hanford, WA to visit the Site B Reactor located there. There will also be some short reading and writing assignments, presentations, discussions, a movie screening, and even some fun games to boot!

Essential Questions:

- How has nuclear technology shaped modern civilization? How could it continue to shape civilization in the future?
- What do you think are the ethics surrounding scientific development? How much responsibility does an inventor have for what they invent?
- How can we insure that technology is used ethically?

Skills Developed:

- A broader understanding of the history of nuclear technology.
- A broader understanding of nuclear chemistry/physics.
- A broader understanding of the big questions behind the history of science, particularly as they relate to ethics and science.

This class will also include research and presentation components, as well as written responses, discussions of articles and films, and a short session of simulated diplomacy and deal-making.

2018 SUMMITS CATALOGUE

Summit Title:	Recreating the Wheel: Bike Equity, Urban Biking, and Elbow Grease
Teacher(s):	Nathan Franck (Special Guests: Chance Koehnen, Glen Sterr, Dave Baldwin)
Grade Levels:	6, 7, 8, 9
Prerequisites/Things to Note:	

Summit Description:

In this Summit, we will be rebuilding bicycles to promote community, environmental stewardship, and a more just and equitable world. This is your opportunity to fix an old bike and maybe build one from the ground up! For our culminating project, we will be partnering with Bike Works in Columbia City to repair and refurbish old bikes which we will then donate to a local youth organization of our choice. In addition, we will learn about the current state of Seattle's biking infrastructure. Biking safely in the city is highly dependent on which neighborhood you are in. Many neighborhoods lack safe bike lanes, which limits transportation options to people who live or work in the area. We will explore this issue, along with the basics of bike anatomy, maintenance, urban-biking skills, and the role of biking in supporting the health of people and communities.

Essential Questions:

- How can I safely navigate the streets of Seattle by bike?
- How do I maintain and repair a bike?
- What factors influence bike-equity and accessibility?
- How can Seattle improve bike-equity and accessibility?

Skills Developed:

- Students will memorize the parts of a bike
- Students will be able to perform simple bike repair maintenance
- Students will apply safe biking practices on city streets and bike paths
- Students will assess bike-equity in Seattle
- Students will create a plan to improve bike-equity in Seattle

2018 SUMMITS CATALOGUE

Summit Title:	Seattle Parks: An exploration of what is and what will, could, or should be to come
Teacher(s):	Joe Bisignano
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

There are few things in our culture that are shared by so many people as a public park. We will get out to play in and explore a wide variety of our public spaces to think about what makes a park work (including who is well served or not well served by that use of space.) We will meet the folks responsible for current and future park design and construction and take a deep dive into both the process and product of making a great park. Activities will range from playing on playgrounds to building models of dream parks. We might set up an impromptu parcourse, slackline park, or perhaps even bringing in some dogs for a day-long exploration of dog parks. Our goal is for everyone to find some concrete way to either build a parking lot park, improve a current park and be involved in the design or construction of a real park.

Essential Questions:

- What makes a truly great park?
- What is the role of public space, especially parks, in the overall life of a great city?
- How do design, materials, landscaping, access, etc. all intersect in the design of a good park?
- How can I be an active member of the public for whom these public spaces are designed and built?

Skills Developed:

- Students will get to know and understand a handful of parks and thoughtfully look at their strengths and weaknesses in serving the public.
- Students will engage in the creative process of imagining and designing a public space.
- Students will actively engage with members of our community responsible for design, construction, etc. or our public parks.
- Students will learn how to read and use, as well as how to create 2d and 3d representations of park spaces.

Summit Title:	Seattle Rocks
Teacher(s):	Tamara Bunnell, Sarah Porter
Grade Levels:	8, 9, 10, 11, 12 (6 th & 7 th with approval)
Prerequisites/Things to Note:	

Summit Description:

This course will explore the history and business of popular music in the Pacific Northwest. Students will learn about specific eras when popular music emerged as both a reflection and influencer of our region's culture and history. From the Gold Rush to "Grunge", how has Seattle embraced and changed popular music? In the business portion of the class, students will learn about careers beyond the stage. Ideally using the interests of individuals in the class as a starting point (prepare to be asked about this in advance), we will examine the professionals behind the bands who keep the industry rolling. From publicity to photography to law to accounting; whatever your interest, you can likely apply it to the music industry. You can expect some reading and watching, some guest speakers, some site visits to related locations in the city (e.g. KEXP, SubPop, historical venues), and some time for an individual research or hands on project.

Essential Questions:

- How has Seattle embraced and changed popular music?
- How has the music of Seattle reflected the historical eras in which it emerged?
- What is the scope of the business of popular music in Seattle and beyond?
- Why is music important to who we are as a region?

Skills Developed:

- Students will leave this course with a more developed understanding of the history of popular music in Seattle
- Students will understand how popular music in Seattle reflects the historical eras in which it emerged
- Students will understand there are many ways to work in the music industry beyond being in a band
- Students will be exposed to and engage with professionals in the music industry and visit local music-related business
- Students will have a chance to explore a related personal interest (such as a research or design project or shadowing/interviewing a professional in the field)

2018 SUMMITS CATALOGUE

Summit Title:	Sense of Place: Olympic Coast Expedition
Teacher(s):	Jeremy DeWitt, Sophie Daudon
Grade Levels:	9, 10, 11, 12
Prerequisites/Things to Note:	<ul style="list-style-type: none">• Overnight travel March 15-20• Backpacking equipment available from school if needed• Backpacking food will be the responsibility of the student (we'll discuss in class!)

Summit Description:

"If you don't know where you are," says Wendell Berry, "you don't know who you are." In this Summit, 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. We will explore questions such as: What are the different ways we can observe and define a place? What connects humans to a place? What is our responsibility to our "places"? These questions will be approached through making and sharing our observations, as well as experiencing and discussing the perspectives of artists, writers, historians, and scientists grappling with similar ideas. Our daily activities will depend in part on your curiosity, and we will support you as you design and carry out an Independent Field Project. 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. Important details: The majority of this Summit will take place away from Seattle and will span over the weekend of March 17th and 18th. Students are required to have some prior experience backpacking, either on a personal trip or with NWS. Unsure of your experience level? Come talk to us.

Essential Questions:

- How do the places you interact with and explore define who you are?
- What are the ways you can observe a place to better understand its components and your relationship with them?
- How do you share your understanding of a place with others?
- What is your responsibility to your own "places"?

Skills Developed:

- Wilderness Travel: trip preparation and planning, navigation, self-care in the backcountry, and "leave no trace" principles
- Observation: exploration and practice of field methods including sketching, discussion, writing, photographing, storytelling, painting, listening, and comparison
- Self-Reflection: purposeful examination of your own sense of self and your relationships with the "places" in your life
- Communication: use of a variety of methods to clearly convey your questions, conclusions, and insights

Summit Title:	TinC Tank: Tinker, Invent, Create, Explore, Experiment, Experience
Teacher(s):	Frances Tee, Julia Freeman
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

TinkerSpace is a place where students gather to create, invent, tinker, explore and discover. The 1st week will be spend exploring fabric and fiber with electricity. We will be working on small project everyday so that you can get to know the materials you can work with. The 2nd week will be focused on project definition, design and creation: YOU will design what you want to make and create it. There will be a final presentation of work on the last day.

Essential Questions:

- Why are exploration and creation an important part of learning?
- How can makerspaces change our learning experience?
- How can fiber and electricity together make an impact?

Skills Developed:

- Students will know about electricity and electric circuits
- Students will understand how to use tools with fiber: sewing, cutting, etc.
- Students will learn how to manage a project of their own design
- Students will learn how manipulate thread, felt, paper, cardboard.

2018 SUMMITS CATALOGUE

Summit Title:	Tiny Houses
Teacher(s):	Herb Bergamini, Ellen Graham, Nate Kinne, Perry Thiesen
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	<ul style="list-style-type: none">• Students will need to fundraise \$3000 as a class and take part in pre-Summit meetings with the Homeless Interest Group• Students should bring a notebook to write in, no laptops please!

Summit Description:

Despite Seattle's thriving community, over 4000 men, women and children are without shelter. Learn more about our city's challenges and some ways to address those challenges. Seattle is in the midst of some new thinking about this problem. What can you do about it? Lead. Volunteer. Build a Tiny House. In this summit, we will study the current city issues, understand how the needs of homeless people impact solutions and find ways to personalize that knowledge by volunteering at some area support services as well as build a "tiny house" to be placed in a city sanctioned homeless encampment site. You will also have time to reflect on the project and deepen your awareness of what it means to be homeless. We will visit areas that have Tiny Homes, meet with experts in the field, and create art based on our experiences. If you choose to participate in this Summit, you will be helping fundraise for the project in late fall and winter prior to the course itself.

Essential Questions:

- How can the needs of homeless people impact solution design (form following function)?
- How does the city currently plan to address homelessness?
- What can an individual do to make a difference?

Skills Developed:

Students will:

- Know the city's current plan about homelessness
- Understand the impacts of short and long-term approaches to homelessness
- Gain practice in volunteering in a neighborhood homelessness support program
- Learn building skills while constructing the "tiny house."

Summit Title:	World Religions
Teacher(s):	Adina Meyer
Grade Levels:	8, 9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

This exploration of the great religions of the world (and some smaller ones) will involve readings, videos, discussions, speakers and field trips. We will begin with an overview of what all religions have in common, a lesson on cultural sensitivity and how to read religious texts, and continue with a mini-survey of Hinduism, Buddhism, Judaism, Christianity and Islam. Students will read sacred texts from these religions, explore the different major sects, hear from practitioners and visit sacred sites. Daily reflective writing and discussion will be essential components. In addition to the "basics" of each religion, students will learn about the impact of these religions on the world today, from larger global situations to individual lives. Student learning will be presented in a final portfolio – students will be encouraged to use a variety of media of expression (photo, poetry, music, multimedia) in addition to personal and critical writing to enter into a dialogical relationship with the beliefs and practices of religions today.

Essential Questions:

- What do major religions have in common? How are they different?
- Is religion still relevant in today's secular society? Why is religious literacy important?
- How is the religious element of society connected to the other elements (political, economic, social, artistic/intellectual)?
- What are the main beliefs, text and practices of major (and minor) world religions?
- How do people's religious beliefs and practices impact the rest of their lives?
- How can religion be used to reinforce systems of oppression? How can it be used as a tool of liberation?

Skills Developed:

Students will gain a basic knowledge of the history, texts, beliefs and practices of the major world religions. If time permits, they will learn about some of the minor religions as well, including contemporary religious movements. They will understand how to read a religious text – a different skill from reading history or fiction. They will learn to explore the impact of race, gender and socioeconomic class on religious belief and practice.

2018 SUMMITS CATALOGUE

Summit Title:	Two Weeks in the Life of a Reader
Teacher(s):	Alicia Kalan, Suzanne Fox, Julie Kim
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	Willingness to read quietly for extended periods of time

Summit Description:

Do you find solace in independent reading? Do you wish you had more time to devote to a good book of your choice? In this summit, we will learn to cultivate a rich and fulfilling reading life. Students will explore the publishing industry, both traditional and alternative, potentially including bookbinding, calligraphy, their own "sacred texts", and points of view as experienced through the written word. We will take field trips (2-3 hours minimum) to libraries, bookstores, and other literary destinations. Significant time will be spent on analog pursuits, namely, sitting quietly, reading, writing, and reflecting. If weather permits, we'll be outside as much as possible. Some highlights may include: writing your reading autobiography, making your own literary-themed ceramic teacup, creating book art, poetry, and movement all related to the written word.

Essential Questions:

- Who are you as a reader?
 - How do the books you read influence your perspective?
 - How does your perspective influence the books you read?
 - How have you grown as a reader?
- Whose voices are generally privileged in literature and how does that impact who writes?
- Whose voices are silenced or valued less in the publishing industry and why?
 - What's on display at local libraries and bookstores? Do the titles represent a wide-variety of experiences/identities? Are the voices featured authentic?

Skills Developed:

- Close and reflective reading
- A love for independent reading
- An appreciation for diverse authors and genres
- Critical thinking
- Self-awareness
- Learning how to be an advocate for diverse voices in the publishing industry
- Knowing when to slow down and enjoy a good book.

Summit Title:	Visual Art Criticism: Craft to Activism
Teacher(s):	Lyn McCracken
Grade Levels:	9, 10, 11, 12
Prerequisites/Things to Note:	

Summit Description:

In this summit we will visit museums, galleries, artist's studios, and the streets to look at a variety of artwork. We will research and discuss the artist's intention, the tools and resources they use, and what makes the artwork successful. We will learn how to write a review/critique of the work and create a small pamphlet of our findings.

Essential Questions:

- How do you evaluate artwork?
- What are the ingredients that make a work successful?
- How do artists draw from the history of art? Does their artwork reflect cultural ideas and/or contemporary concerns?
- Why are some artists considered activists?

Skills Developed:

- Appreciation - You will gain a better understanding and appreciation for artist's work and their motivation.
- Vocabulary - You will learn to discuss artist's work using art terminology and identifiers.
- Analysis and Critique – Through class discussions you will practice ways to analyze and critique artwork.
- Journaling/Writing/Sketching – You will have opportunities to increase these skills through daily reflection.

2018 SUMMITS CATALOGUE

Summit Title:	Being in the Wilderness
Teacher(s):	Maria Moses, Mackenzie Dickinson, Wally Long, Alice Hsiao
Grade Levels:	6, 7, 8, 9, 10, 11, 12
Prerequisites/Things to Note:	Estimated Fee - \$150 <ul style="list-style-type: none">• Students must participate in a 16 hour Wilderness First Aid Certification Course, which will take over two days prior to the start of Summits, March 10-11• Overnight trips March 14 (one night) and March 18-23• Backpacking equipment available from school if needed

Summit Description:

"The clearest way into the Universe is through a forest wilderness." - John Muir. The Being in the Wilderness Summit experience is a basic skills course in safely exploring the wilderness; we aim to prepare students for their own journeys into the Universe. Students will learn skills in basic navigation, rationing for multi-day trip, preparing healthy food in the backcountry, packing efficiently, preparation for all weather types, selecting a campsite, Leave-No-Trace techniques, and more. Students will graduate from the course with a Wilderness First Aid Certification and partake in a culminating six-day backpacking trip.

This trip is for 6th - 12th grade students. There will be a two-day 16 hour WFA certification course held on the weekend of March 10 – 11, which students will be expected to complete for the start of our Summit. We will be backpacking for five nights in a remote area in Lake Chelan (area subject to change, depending on accessibility and weather) during the second week. Students should be comfortable traveling with a group in a truly wilderness setting, even if they have no previous backpacking experience. We are departing for Lake Chelan on Sunday, March 18th. There will be a one-night backpacking trip during the first week. We will also feature local, inspirational speakers who have great stories to share about their passion for the outdoors.

Essential Questions:

- How do you safely and responsibly explore the wilderness?
- How do you feel when you are in the wilderness?

Skills Developed:

Students will learn skills in basic navigation, rationing for multi-day trip, preparing healthy food in the backcountry, packing efficiently, preparation for all weather types, selecting a campsite, Leave-No-Trace techniques, and more. Students will graduate from the course with a Wilderness First Aid Certification.