



The  
Northwest  
School



# Upper School Curriculum Guide

**2018-2019**

# Upper School Overview & Philosophy

The Upper School engages students to develop their intellectual and personal independence. They pursue a balanced and challenging program of studies consisting of an integrated Humanities program, science, mathematics, modern languages, visual and performing arts, and physical education. Each student works closely with the faculty in relationships that stimulate academic and artistic creativity. In addition, students participate in athletic, outdoor, environment, and community service programs, and have access to state-of-the-art technology.

The development of personal responsibility and leadership skills is an important piece of the four-year sequence.

By the time students are seniors, they lead cross-graded teams that are responsible for maintaining the school buildings and grounds, mentor younger students, and organize all-school events.

We believe that students who have been truly engaged by a community of scholars, artists, and peers will graduate from high school with an insatiable love of learning, a respect for diverse opinions and beliefs, the knowledge to navigate through critical and complex theories, and the eagerness and ability to participate as active members in society.

## Mission Statement

The Northwest School offers a faculty who engage each student in sequential, cross-disciplinary study in the Humanities, Sciences, and the Arts.

We are a diverse community of people who challenge each other to learn in a healthy, creative, and collaborative atmosphere of respect for ourselves, others, and the environment.

We graduate students with historical, scientific, artistic, and global perspective, enabling them to think and act with integrity, believing they have a positive impact on the world.



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# Graduation Requirements • Curriculum Overview

The Northwest School requires the following minimum course of study in the Upper School:

- Humanities.....4 years (English & History)
- Mathematics .....3 or 4 years\*
- Science .....3 or 4 years\*
- Modern Languages.....3 or 4 years\*
- Visual & Performing Arts .....4 years
- Physical Education.....2 years

\*Most seniors take a fourth year of study in Modern Language, Math, and Science. All seniors must take a fourth year of study in two of the three: Modern Languages, Math, or Science.

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Humanities	Humanities 9 Humanities 9 – ESL	Humanities 10 Humanities 10 – ESL	Humanities 11 Humanities 11 – Transitional	Humanities 12 Comparative Literature Writing Seminar
Math	Algebra I w/Geometry Geometry Algebra II	Algebra II Pre-Calculus Calculus	Algebra II Math Analysis Pre-Calculus Calculus Advanced Calculus	Statistics Pre-Calculus Calculus Advanced Calculus
Science	Physical Science	Biology	Chemistry	Advanced Chemistry Adv. Topics in Biology Physics
Modern Languages	Chinese I, II French I, II Spanish I, II, III, IV Beg. Grammar/ Writing – ESL	Chinese II, III French I, II, III Spanish I, II, III, IV, V Int. Grammar/ Writing – ESL	Chinese II, III, IV French I, II, III, IV Spanish I, II, III, IV, V Advanced Spanish Eng. Comp & Adv. Grammar – ESL	Chinese III, IV French I, II, IV Spanish II Advanced Spanish Advanced English Comp.
Arts	Two full-year arts courses are taken each year. A minimum of six arts courses must be taken to graduate. To fulfill the arts distribution requirement, students must take at least one course in each of the four departments: Dance, Music, Theatre, and Visual Arts. Students who choose a non-arts elective (e.g., Peer Mentoring, Journalism) for a given year must take at least one art course in that year.			
Physical Education/ Health	The two-year physical education requirement may be fulfilled by P.E. classes, outdoor education, dance, fitness, or team sports. It is recommended that students fulfill the requirement through participation in a variety of these activities. Partial fulfillment of the P.E. requirement and the entire health requirement will be accomplished in the 9th grade year.			
Environment	Four years of satisfactory work in the Environment Program are required.			

# Curriculum Overview for International Students

International students who receive ESL support are gradually integrated into more courses with domestic students each year. Physical Education/Health, arts courses, sports teams, class trips, the Environment Program, and the Outdoor Program offer additional chances for interaction.

## 9th Grade

- Humanities 9 – ESL
- Physical Science
- Beginning Grammar/Writing – ESL
- Theatre as Communication – ESL

\*9th grade students share Math, Physical Science, P.E., and an art course with domestic students.

## 10th Grade

- Humanities 10 – ESL
- Intermediate Grammar/Writing – ESL

\*10th grade students share Math, Biology, and two arts courses with domestic students.

## 11th Grade

- Humanities 11 – Transitional
- English Composition and Advanced Grammar – ESL

\*11th grade students share Math, Chemistry, and two arts courses with domestic students.

## 12th Grade

International students follow the full 12th grade curriculum. In addition, they take Advanced English Composition to further strengthen their English language and writing skills.

## Protocol for Early Transition from Humanities ESL to Domestic Humanities:

All students who enter the school receiving ESL support must join the full domestic curriculum by 12th grade. An earlier transition into the domestic Humanities program is possible under specific circumstances. When space allows, ESL students in good standing with an iBT score of 90, a cumulative GPA of 3.33, and Humanities grades of A- or higher during the two immediately prior trimesters, may petition to enroll in a domestic Humanities section before senior year. An institutional, paper-based TOEFL score of 600 may substitute for an iBT score of 90. Early transition can only take place during Trimester 1 and Trimester 3. All questions concerning the early transition process should be directed to the Associate Director of the Upper School.

# 9th Grade Curriculum

The Northwest School's 9th grade program consists of a minimum of eight courses plus Environment:

<b>Humanities 9</b> <b>Humanities 9 – ESL</b>	Double-credit course combining English and History
<b>Math</b>	Algebra I w/Geometry Geometry Algebra II
<b>Science</b>	Physical Science
<b>Modern Languages</b>	Chinese I, II French I, II Spanish I, II, III, IV Beginning Grammar/Writing – ESL
<b>Arts</b>	Students take two arts courses at all times. Most arts are full-year courses.
<b>Physical Education/Health</b>	Full-year course. Meets state requirements for health.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education/Health Requirements:

All students in the 9th grade will be enrolled in a required Physical Education class and will complete half of the two-year P.E. requirement through this class. Additional P.E. credit can be earned through enrollment in dance courses, outdoor education, fitness, or participation on an interscholastic sports team. Meets state requirements for Health. See Physical Education/Health description.

## Arts Distribution Requirements:

To fulfill the arts distribution requirement, students must take at least one course in each of the four Art Departments: Dance, Music, Theatre, and Visual Arts. A minimum of six arts courses must be taken to graduate. Students are encouraged to complete three of the four arts distribution requirements by the end of the sophomore year. By the end of junior year, students should plan to complete all four of the arts distribution requirements, thus allowing seniors to take the additional arts of their choice. Please select arts courses with this in mind when filling out the Registration request form. (For example, do not request courses all from the same department for 9th grade.)

## Arts Courses Available for 9th grade students:

Ninth grade students are enrolled in two arts courses, one in the 9 – 10th grade Art Block and one in the 9 – 12th grade Art Block. Art courses available to 9th graders listed here are arranged by Art Block. For course descriptions, see the Arts Curriculum portion of this packet. Beginning Photography, Music Studio, and Visual Storytelling and Publication are not open to 9th grade students.

## Arts Courses Available for 9th grade ESL students:

ESL students take an art class in the 9 – 12th grade Art Block as well as a theatre class called Theatre as Communication – ESL. For course description, see Theatre Arts in the Arts Curriculum section.

9 – 10 <sup>th</sup> Art Block (Meets During Block F)	
Act Out!	Ellen Graham
Animation	Jeanne Ferraro
Ceramics 9-10	Randy Silver
Choir 9-10	Dana Sewall
Drawing I	Lisa Beemster
Jazz and Theater Dance	Maya Soto
New Media Art	Julia Freeman
Painting and Printmaking	Sandy Nelson

9 – 12 <sup>th</sup> Art Block (Meets During Block D)	
Ceramics 9-12	Randy Silver
Drawing I	Julia Freeman
Graphic Design	S. Surface
Jazz Band*	Dave Jewett
Journalism	Victoria Dryden
Orchestra*	Jo Nardolillo
Performing Dance Ensemble*	Ellie Sandstrom
Play Production/Musical Theatre*	Laura Ferri, Ellen Graham, Dana Sewall
Sculpture and Materials Exploration	Jeanne Ferraro
Social Dance 9-12	TBD
Spoken Word	Naa Akua
Stagecraft	Dave Baldwin
Watercolor and Related Media	Lisa Beemster

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

# 10th Grade Curriculum

The Northwest School's 10th grade program consists of a minimum of seven courses plus Environment:

<b>Humanities 10</b> <b>Humanities 10 – ESL</b>	Double-credit course combining English and History
<b>Math</b>	Algebra II Pre-Calculus Calculus
<b>Science</b>	Biology
<b>Modern Languages</b>	Chinese II, III French I, II, III Spanish I, II, III, IV, V Intermediate Grammar/Writing – ESL
<b>Arts</b>	Students are required to take two arts courses at all times. Most arts are full-year courses.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education Requirements:

To work towards completion of the two-year Physical Education requirement, 10th graders should register for a course that earns Physical Education credit. P.E. credit can be earned through enrollment in dance courses, outdoor education, fitness, or participation on an interscholastic sports team. See Physical Education description.

## Arts Distribution Requirements:

A minimum of one course from each of the four Art Departments (Dance, Music, Theatre, and Visual Arts) is required for graduation. It is recommended that 10th graders sign up for arts courses that will allow them to complete all four of the arts distribution requirements by the end of the junior year, allowing them to take the additional arts of their choice during senior year. Students should attempt to meet at least three of the arts distributions by the end of the 10th grade year.

## Study abroad opportunity during Trimester 3 of 10th grade:

The Northwest School has agreements for reciprocal short-term student exchanges with four of our overseas partner schools:

- Affiliated High School to National Cheng Chi University, Taipei, Taiwan
- Centro Docente María, Seville, Spain
- Dajing High School, Shanghai, China
- Lycée Emmanuel Mounier, Angers, France

There is an application process for this program as there are a limited number of spots at each partner school. The Northwest School offers credit for the study abroad experience and accepts this for completion of 10th grade requirements. For more information about this program, contact the Upper School Director.

## Arts Courses Available for 10th Graders:

See Arts Curriculum section for course descriptions. Visual Storytelling and Publication is not open to 10th grade students.

9 – 10 <sup>th</sup> Art Block (Meets During Block F)	
Act Out!	Ellen Graham
Animation	Jeanne Ferraro
Ceramics 9-10	Randy Silver
Choir 9-10	Dana Sewall
Drawing I	Lisa Beemster
Jazz and Theater Dance	Maya Soto
New Media Art	Julia Freeman
Painting and Printmaking	Sandy Nelson
Photo 10	Lyn McCracken

9 – 12 <sup>th</sup> Art Block (Meets During Block D)	
Ceramics 9-12	Randy Silver
Drawing I	Julia Freeman
Graphic Design	S. Surface
Jazz Band*	Dave Jewett
Journalism	Victoria Dryden
Music Studio 10-12	Nico Tower
Orchestra*	Jo Nardolillo
Performing Dance Ensemble*	Ellie Sandstrom
Photo 10-12	Lyn McCracken
Play Production/Musical Theatre*	Laura Ferri, Ellen Graham, Dana Sewall
Sculpture and Materials Exploration	Jeanne Ferraro
Social Dance 9-12	TBD
Spoken Word	Naa Akua
Stagecraft	Dave Baldwin
Watercolor and Related Media	Lisa Beemster

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

# 11th Grade Curriculum

The Northwest School's 11th grade program consists of a minimum of seven courses plus Environment:

<b>Humanities 11</b> <b>Humanities 11 – Transitional</b>	Double-credit course combining English and History
<b>Math</b>	Algebra II Math Analysis Pre-Calculus Calculus Advanced Calculus
<b>Science</b>	Chemistry
<b>Modern Languages</b>	Chinese II, III, IV French I, II, III, IV Spanish I, II, III, IV, V Advanced Spanish English Composition & Advanced Grammar – ESL
<b>Arts</b>	Students are required to take two arts courses at all times. Most arts courses are a full year.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education Requirements:

All 11th graders who have not yet completed the two-year Physical Education requirement should register for a course that earns Physical Education credit. P.E. credit can be earned through enrollment in dance courses, outdoor education, fitness, or participation on an interscholastic sports team. See Physical Education description.

## Arts Distribution Requirements:

A minimum of one course from each of the four Art Departments (Dance, Music, Theatre, and Visual Arts) is required for graduation. Juniors should complete the four arts distribution requirements by the end of 11th grade. This allows students to take additional arts of their choice during the senior year.

## Arts courses available to 11th graders:

See Arts Curriculum section for course descriptions.

11 – 12 <sup>th</sup> Art Block (Meets During Block G)	
Choir 11-12	Dana Sewall
Creative Dance	Maya Soto
Drawing II**	Lisa Beamster
Film	Laura Ferri
Improvisation Theatre	Solomon Davis
Peer Mentoring*	Megan Reibel, Erin North
Performing Music Ensemble*	Jo Nardolillo
Photo 11-12	Lyn McCracken
Social Dance 11-12	TBD

9 – 12 <sup>th</sup> Art Block (Meets During Block D)	
Ceramics 9-12	Randy Silver
Drawing I	Julia Freeman
Graphic Design	S. Surface
Jazz Band*	Dave Jewett
Journalism	Victoria Dryden
Music Studio 10-12	Nico Tower
Orchestra*	Jo Nardolillo
Performing Dance Ensemble*	Ellie Sandstrom
Photo 10-12	Lyn McCracken
Play Production/Musical Theatre*	Laura Ferri, Ellen Graham, Dana Sewall
Sculpture and Materials Exploration	Jeanne Ferraro
Social Dance 9-12	TBD
Spoken Word	Naa Akua
Stagecraft	Dave Baldwin
Visual Storytelling and Publication	TBD
Watercolor and Related Media	Lisa Beamster

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

# 12th Grade Curriculum

The Northwest School's 12th grade program consists of a minimum of six courses plus Environment:

<b>Humanities 12</b>	<p>Full-year course. Meets state requirements for U.S. government and History elective. Students will choose from:</p> <ul style="list-style-type: none"> <li>• Humanities 12: East Asia and the Modern World</li> <li>• Humanities 12: Latin American Studies</li> <li>• Humanities 12: Political Protest and Popular Music</li> <li>• Humanities 12: Race and Gender, Post-1960</li> <li>• Humanities 12: Social Justice</li> <li>• Humanities 12: TBD</li> </ul>
<b>Humanities Electives</b>	<p>Full-year course. Meets state requirements for English. Students will choose from:</p> <ul style="list-style-type: none"> <li>• Comparative Literature: From Utopia to Exile</li> <li>• Comparative Literature: Outcasts, Iconoclasts, and Pariahs</li> <li>• Comparative Literature: Life, Art, and Activism in the Borderlands</li> <li>• Writing Seminar: Writing Workshop Intensive</li> <li>• Writing Seminar: Identity, Joy, Justice, and Action</li> </ul>
<b>Math</b>	<p>Statistics Pre-Calculus Calculus Advanced Calculus</p>
<b>Science</b>	<p>Advanced Chemistry Advanced Topics in Biology Physics</p>
<b>Modern Languages</b>	<p>Chinese III, IV French I, II, IV Spanish II Advanced Spanish Advanced English Composition</p>
<b>Arts</b>	<p>Taking two arts courses is the normal expectation. By graduation, students need to have completed at least one course in each of the four Art Departments (Dance, Music, Theatre, and Visual Arts). If the arts distribution requirement has been met, it is possible for seniors to elect to take only one art and five academic classes.</p>
<b>Environment</b>	<p>Full-year satisfactory participation, in a leadership position, is required.</p>

## 12th Grade Requirements:

### Course Load:

Enrollment in a minimum of six courses is required. This can be four academics and two arts, or five academics and one art, if all arts distribution requirements have been met. Enrollment in six academic courses is not allowed. Typically, seniors take five academic courses and two arts.

### Humanities:

One course from Humanities 12 and one course from Humanities Electives.

### Math, Science, and Modern Languages:

At least two courses, and no more than three, from the Math, Science, and Modern Languages Departments, if all 9 – 11th grade requirements have been met. In individual cases, specific courses may be required. International students must be enrolled in Advanced English Composition, which is considered one of their academic courses.

### Arts:

Students must be enrolled in at least one art course during the senior year. Journalism and Peer Mentoring are electives offered during Art Blocks, but are not art courses. Students enrolled in either of these two electives must still enroll in at least one art course. Students electing to take only one art must have completed the arts distribution requirement (one course in Dance, Music, Theatre, and Visual Arts) and be enrolled in five academic courses. Seniors have three Art Blocks available in their schedules, including two senior-only courses. See Arts Block Tables.

### Environment:

Seniors are responsible to lead and evaluate cross-graded groups of students, with faculty assistance, that act as stewards of our buildings and grounds.

### Senior Meeting:

Attendance is required at this weekly planning meeting. Topics include: planning the MLK day celebration, leadership and social opportunities within the school, environment program updates and information, and college counseling information.

### Physical Education:

If the two-year P.E. requirement has not been met in 9 – 11th grades, courses must be selected to meet this requirement. P.E. credit can be earned through enrollment in dance courses, outdoor education, fitness, or participation on an interscholastic sports team. See Physical Education description.

### Washington State History:

For Washington State residents only. If the Washington State History requirement has not been met, arrangements to complete the requirement will be made during the senior year. Students who completed this requirement elsewhere should verify their credit with the Registrar's Office.

### Teaching Assistants:

Seniors may petition for a Teaching Assistant Position with the prior approval of faculty. No grades are awarded for this program; TAs receive credit only. This course counts as an elective and can only be taken if the senior has less than the maximum course load, and if all graduation requirements are being met. Please contact the Registrar's Office for the Petition for Teaching Assistant Position form.



**Art courses available to seniors:**

See Arts Curriculum section for course descriptions.

9 – 12 <sup>th</sup> Art Block (Meets During Block D)	
Ceramics 9-12	Randy Silver
Drawing I	Julia Freeman
Graphic Design	S. Surface
Jazz Band*	Dave Jewett
Journalism	Victoria Dryden
Music Studio 10-12	Nico Tower
Orchestra*	Jo Nardolillo
Performing Dance Ensemble*	Ellie Sandstrom
Photo 10-12	Lyn McCracken
Play Production/Musical Theatre*	Laura Ferri, Ellen Graham, Dana Sewall
Sculpture and Materials Exploration	Jeanne Ferraro
Social Dance 9-12	TBD
Spoken Word	Naa Akua
Stagecraft	Dave Baldwin
Visual Storytelling and Publication	TBD
Watercolor and Related Media	Lisa Beemster

11 – 12 <sup>th</sup> Art Block (Meets During Block G)	
Choir 11-12	Dana Sewall
Creative Dance	Maya Soto
Drawing II**	Lisa Beemster
Film	Laura Ferri
Improvisation Theatre	Solomon Davis
Peer Mentoring*	Megan Reibel, Erin North
Performing Music Ensemble*	Jo Nardolillo
Photo 11-12	Lyn McCracken
Social Dance 11-12	TBD

Senior Art Block (Meets During Block H)	
Advanced Photography**	Lyn McCracken
Mixed Media	Lisa Beemster

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

**Humanities · 9<sup>th</sup> – 11<sup>th</sup> Grade**

The Humanities program in grades 9 – 11 combines the study of literature, history, philosophy, culture, and art history in a three-year, chronological sequence. These double-credit courses meet state requirements in both English and history and are reading and writing intensive. Readings for each topic are taken from primary sources, from historical scholarship, and from the great literature of or about the period under study. The Humanities program develops higher-order thinking skills by asking students to synthesize concepts and facts from history and to apply them to current situations. The main tool for this exercise is writing – expository and creative – which is a component of each unit of study. Personal responses and oral presentations are also a part of these courses.

**Humanities 9**

Humanities 9 launches the department’s three-year core class sequence. The first trimester lays the foundation for the study of cultural history by examining the basic elements of society (political, economic, social, religious, and artistic/intellectual) while exploring a variety of different genres of text to complement our study. Trimester 2 continues an exploration of society, with a focus on philosophy, using ancient China, Greece, and the early Arab Empires for case studies. Students explore the concepts of empire, philosophy, and religion while reading and analyzing texts from the ancient world. Trimester 3 brings students to the time period of the Middle Ages – followed by the Italian Renaissance, the Elizabethan Era in England, and finally, the Age of Exploration. Literary texts from and about these periods include: *Lord of the Flies*, *The Epic of Gilgamesh*, *Siddhartha*, *Antigone*, *Oedipus Rex*, selections from the *Bible*, and the *Qur’an*, *Bhagavad Gita*, *Tao Te Ching*, *The Canterbury Tales*, the *Inferno*, the T’ang Poets, *Othello*, and the *Secret History of the Mongols*.

In addition, students read from a wide selection of historical primary sources. ESL students are enrolled in Humanities 9 – ESL, which parallels Humanities 9. They join Humanities 9 students for presentations and projects when appropriate.

**Humanities 10**

Humanities 10 continues the sequential, cross-disciplinary study of culture and society of Humanities 9 through to the end of the 19th Century. Humanities 10 focuses on the study of cultural history, working to note people of color and women, while examining issues of gender and the development of modern racism. This study is grounded in lecture, analysis of primary sources and literature, and comparison with relevant contemporary issues. Major topics include the Enlightenment, the U.S. Constitution, political and industrial revolutions, Romanticism, Westward Expansion, slavery and the Civil War, evolution, Marx and *Capital*, Freud, immigration and social reform, 19th Century arts and imperialism. Literary studies from and about these periods include: *The Crucible*, Romantic poetry, *Narrative of the Life of Frederick Douglass*, *Beloved*, *The Communist Manifesto*, *A Doll’s House*, and *A Small Place*. All students practice critical thinking, listening and writing skills, creative and analytical writing, historical research, oral presentation, and note-taking.

ESL students are enrolled in Humanities 10 – ESL. ESL curriculum (lecture and course materials) parallels the Humanities 10 curriculum. Students in this sheltered section are mixed regularly with students from other sections of Humanities 10 for presentations, projects, and discussions.

**Humanities 11**

Humanities 11 begins with an in-depth consideration of the Civil Rights Movement in the United States from Reconstruction to the present. This opening unit has a major focus on the 1950s and 1960s. Thereafter, the course continues the department's chronological approach to history and literature, addressing both United States and international developments of the 20th Century, often through a social justice lens. Major topics include World War I, 20th Century economic theories, the Depression and New Deal, Totalitarianism, the Holocaust, World War II, the Cold War, Decolonization, area studies (S. Asia, S. Africa, China, SE Asia, Latin America, and the Middle East), Globalization, and Liberation Movements. Literary works from and about these periods include: *Their Eyes Were Watching God*, *All Quiet on the Western Front*, *The Great Gatsby*, *Darkness at Noon*, *Night*, *The Catcher in the Rye*, *Jump*, *The Bridegroom*, *Ten Little Indians*, and a broad selection of poetry by domestic and international writers. Students write a substantial research paper on a Cold War leader, mid-year, and conclude the course with debates about contemporary global issues.

Eleventh grade International students may be enrolled in a sheltered section of this course designated Humanities 11 – Transitional.

**Humanities · 12th Grade – Two single-credit courses****Humanities 12 (Meets state requirements for History & U.S. Government)**

*Beginning in the first trimester, and through the November elections, students will participate in political campaigns and will study the election process and the United States Constitution. Each course involves the researching, planning, and writing of one or more substantial research projects; the subject of the research will fall under the subject category of the class.*

**Humanities 12: East Asia and the Modern World – Isaac Meyer**

In 1700, East Asia was a flourishing powerhouse: the Qing dynasty of China ruled over a massive and prosperous multiethnic empire, Japan's shoguns oversaw a period of cultural and economic flowering unlike any in the nation's history, and the Yi dynasty Korea linked the two and reaped considerable benefits in the process. In 1850, the situation was very different: China was wracked by war, Japan divided over the threat from abroad, and Korea faced internal revolt and political malaise. Today, East Asia appears to be back on track: China and Japan are respectively the 2nd and 3rd largest economies on earth, and while North Korea is far from prosperity, its neighbor to the south has experienced tremendous success.

This class will trace the story of East Asia's shifting position in the world, and help us place the narrative of tragedy and triumph presented above in a global context. We will explore the ways in which the national stories of Korea, China, and Japan are linked, and the impact of the West on each of these nations and the region in general. We will explore these topics through primary source readings, academic texts, and occasionally, through classroom simulations designed to allow you to confront the same questions presented to decision-makers in the past. By the end of the year, you will have a general sense of the major turning points in the past 150 years of East Asian history, and of the current challenges and opportunities presented by the region.

**Humanities 12: Latin American Studies – Daniel Sparler**

From Tierra del Fuego in the Antarctic to Tijuana on the California border, promise, peril, and paradox alike abound in the 20 countries that constitute Latin America and its 600 million residents. This fascinating and astonishingly diverse cultural cauldron offers a cornucopia of lessons, both inspirational and cautionary, to the engaged learner: How is it that three of the region's most dynamic countries, Argentina, Brazil, and Chile, have had popularly elected female presidents, in the face of the bitter legacy of machismo still prevalent in the region? Why has 21st Century social democracy yielded such felicitous results in Chile and Uruguay while bringing oil-intoxicated Venezuela to the verge of being a failed state? How successfully have indigenous peoples engaged the democratic process to secure their voices and protect the environment in Bolivia, Peru, and Ecuador? How did Medellín, Colombia, shed its image as murder capital of the world to become one of the most livable and inclusive cities in the region? Will melting-pot Brazil's recent herculean efforts to eliminate extreme poverty stall out? Much of the course will be presented seminar-style, with students researching topics of interest and exchanging results in formal and informal presentations and discussions. We will also make use of film (such as Argentina's *La historia oficial*) and music (such as that of Caetano Veloso, Seu Jorge, Calle 13, Mercedes Sosa, Violeta Parra, and Los Bunkers, among others). Literature (excerpts from Mario Vargas Llosa, Gabriela Mistral, Clarice Lispector, and Gabriel García Márquez) will be a continuous thread woven throughout the course.

**Humanities 12: Political Protest and Popular Music – Daren Salter**

In 1941, American folk singer Woody Guthrie scrawled "This Machine Kills Fascists" on the face of his guitar, Guthrie's way of asserting the political potency of song. Following from Guthrie's slogan, this course explores the nexus of music and politics in historical perspective. Music, like all art, stirs emotion, raises consciousness, unifies, simplifies, and incites action. It has been a powerful weapon for peace, civil and economic rights, women's and gay liberation, environmentalism, and many other causes. The primary texts for this course are the songs themselves, which span decades and continents. Special topics will include the Old Left and American Labor Movement; Civil Rights and Black Power; South African Apartheid; post-colonial Jamaica; the Vietnam War; and the current War on Terror. We'll study the life and music of Joe Hill, Pete Seeger, Nina Simone, Bob Dylan, John Lennon, Víctor Jara, the Clash, Public Enemy, and many others. We will work backward from the music, reading secondary sources and newspaper accounts and viewing documentary films in order to get a broader sense of the historical and social contexts from which the songs and artists emerged. Students will learn basic music literacy, do close readings of song lyrics, make music videos, write and perform original protest music, and compile their own protest song anthology.

**Humanities 12: Race and Gender, Post-1960 – Mary Anne Henderson**

The year 2017 marked the inauguration of what feels to many like a new and frightening chapter in American history. As movements like #BlackLivesMatter and #NoDAPL gain mass support, so too have movements by members of the once underground alt-right. With attacks on trans people's rights, vandalism and terror in mosques and synagogues, and the rollback of important institutions like Planned Parenthood, what does it mean to study and understand race and gender in this moment? Why are Americans still fighting for demands made popular in the 1960s? What happened after the speeches were given and the marches ended?

This class takes an in-depth look at the post-Civil Rights era, from the 1970s to the present. We live in a complex age of progress and declination. How do we understand the blossoming of gay marriage rights and the election of our first black president in the same context with increasing violence towards women, people of color, and LGBTQ people, a skyrocketing prison population disproportionately made up of youth of color, and a militarizing police presence? What does it mean to live in the Trump Era and how did we get here? Using primary source material, we will challenge notions of progress and progressive history by looking closely at what happens after the Rights Movements end. While this class focuses on the United States, we will explore the global implications and impacts of American race and gender relations. Students will be empowered to develop and utilize critical historical, cultural, and political analysis to better understand America's troubled relationship with race and gender in the past and present.

**Humanities 12: Social Justice** – Harumi LaDuke

What does it mean to believe in social justice? Why do social justice movements still need to exist? How can we act our values and engage in social change? This course roots students in a historical and contemporary understanding of the individual, institutional, and systemic underpinnings of oppression. We will examine race, gender, ability, sexual orientation, religion, and other forms of identity, power, privilege, and oppression through primary sources, historical analysis, literary excerpts, research, and other classic and contemporary texts on social justice. We will also examine how the rule of law upholds systemic oppression through the U.S. Constitution and subsequent legislation and decisions, and we will apply the lenses of critical race theory and intersectional feminism, among others. Self-awareness and understanding about our own positions as targets and agents of oppression are critical to this work; to this end, we will develop the knowledge and skills to uproot oppression from the inside out. This course will offer ample opportunities for student input and co-creation of units, such as partnering with local organizations and activists. Ultimately, students will encounter how theory translates into action and engage in their own advocacy work.

**Humanities 12: Contemporary Issues** – TBD

After completion of the election and U.S. Constitution unit that all seniors complete in the fall, this seminar will focus on current affairs of the 21st Century. Topics of study will be drawn from issues in the news and under current public debate. Each trimester will likely have a distinct focus, either on a particular region of the world or a particular issue. Course readings and exercises will be drawn from contemporary non-fiction and fiction readings as well as the international media. Short reading, writing, and research assignments will fuel our seminar discussions and provide a foundation for conducting senior independent research toward the end of the year.

**Humanities Electives** · Meets state requirements for English**Comparative Literature: From Utopia to Exile** – Françoise Canter

The first trimester, we will study the concept of Utopia. We will first read the original utopian myth of the Golden Age as it appears in Hesiod's 8th Century BCE text, *The Works and the Days*, the oldest text on the myth in western civilization. The longevity of this utopian myth is combined with its capacity to transform itself throughout history in literature, philosophy, geography, politics, travel journals, and, since the 19th Century, in popular media. We will explore the concept of Utopia in selected texts and films and try to understand how and why this concept continues to offer new dimensions. We will devote the second trimester to The Narrative of the Expatriates and Exiles. In this second unit, we will explore, through the narrative of expatriates and exiles (first and second generations), the rich interplay that shapes the feeling of being separated from one's self, and correlatively, the constant building and aggregation of the self. The third trimester will be fully devoted to the concept of translation: discussing what translation is, how one translates, and why translation matters. Students will engage in their own translation projects.

**Comparative Literature: Outcasts, Iconoclasts, and Pariahs** – Daren Salter

The feeling of isolation or alienation from society is a basic condition of humanity, and especially of modernity. Accordingly, modern literature is filled with characters who don't fit in, either because they are defiantly iconoclastic or because society has deemed them an outcast of one kind or another and relegated them to the social margins. This senior comparative literature elective proposes a year-long exploration of the theme of social alienation. The texts for the course are mostly novels – beware if that word scares you – with a sprinkling of short stories, poetry, narrative non-fiction, and films. They address realms such as the relationship between the individual and the state; race, class, gender, and sexuality; wilderness and society; and the social pressure to conform to dominant attitudes and values. The course is both a comparative literature and a creative writing intensive. As students read about outcasts, iconoclasts, and pariahs, they will write and workshop original poetry and fiction about the same theme.

**Comparative Literature: Life, Art, and Activism** – Mary Anne Henderson

*"A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue of an unnatural boundary. It is in a constant state of transition."* – Gloria Anzaldúa

What does it mean to live in the borderlands? What is a border? It is not simply a physical space, but also a mental, emotional, and cultural phenomenon. Over 30 years ago, Gloria Anzaldúa developed Borderlands Theory, a way of looking at the world that centers women of color. Her writing blends poetry and prose, creative and analytical writing, and the lens of queerness and Xicanisma in order to explore "multiple forms of oppression and resistance."

This class offers each of you the opportunity to get in touch with your own voice and identity. We will work with Anzaldúa to explore our own borders and borderlands and express what we see as the transformations happening at the many intersections of our lives. We will learn from the novels, poetry, and songs of others who are writing from the margins and center their experience in our analysis of our own place in the world. This class offers the chance to immerse ourselves in the literature of borderlands, particularly women of color, but also to create our own literature and learn our own story.

**Writing Seminar: Writing Workshop Intensive** – Suzanne Bottelli

This course will focus on the craft of writing in various genres. We will read lots of great poetry and short stories, various forms of narrative non-fiction, a small selection of plays and screenplays, and a few novels – all with an eye (and an ear) for how good writing works. The primary emphasis in this course will be the writing that the students do. Discussions of craft will inform in-class writing exercises, take-home assignments, writing workshops, and a portfolio of revised pieces for each trimester. Students in this course will become conversant in the dialogue that every writer takes up with the forms of the past – whether in bumping up against, elaborating upon, or negotiating a charged space outside of those forms. They will also experience the lively, supportive atmosphere of the writing workshop.

**Writing Seminar: Identity, Joy, Justice, and Action** – Harumi LaDuke

This is a reading, creative writing, discussion, and project-centered course that challenges students to consider the power of diction to construct and obstruct meaning, identity, awareness, justice, and change. A few of the questions that we will explore include: How do words shape who we are and how we encounter the world? What pleasure or new understandings can be derived by reading or writing lines of prose, poetry, and other genres? How do individual and institutional uses of language uphold systemic inequities, and how can this be changed? We will examine contemporary literature to develop an awareness of diverse perspectives. Units of the course include: observation and identity; 20th and 21st century literature from communities of color, activists in the feminist and queer communities, and using humor and film as tools to encounter, expose, and educate. Designed for students who wish to become better readers and writers, this course will also expose students to a variety of writing styles and genres—fiction, poetry, creative nonfiction, humor, the media, and film—in the process of becoming a better writer and critic. As we study each genre, you will write your own creative pieces in that genre, develop skills to constructively critique the work of others through workshops, and learn to produce your own distinctive voice on the page. We will also engage in activism projects in The Northwest School and broader communities.

## Additional English Electives

### Advanced English Composition – Sarah Porter

The purpose of this course is to prepare students to be successful writers in college and beyond. Students will gain practice with all steps of the writing process: pre-writing, drafting, revising, and editing. Written work will include the personal essay, the analytic essay, persuasive writing, and creative writing. Readings will include a variety of genres: fiction, creative non-fiction, editorials, and articles. Through reading and writing, peer-editing, and revision, students will develop fluency in both oral and written expression. This course is required for international students; it meets college admissions and entrance requirements in English.

### Journalism – Victoria Dryden

The medium of print is a powerful means of communication. If you are passionate about the writing, photography, and creativity it takes to produce a school publication, Journalism is the class for you. In this class, you will be part of a team that thoughtfully produces a publication each term to be read and revered by the NWS community and beyond.

In order to create a publication that is informative and visually pleasing, you will be asked to master a variety of skills that will stretch your limits as writer and artist. As a student in Journalism, you will be involved in each step of the publication process. Some of the journalistic forms we will study include the following: news writing, feature stories, arts reviews, sports reporting, editorials, and more. As a team, we will decide the most effective ways to bring this information to our audience, and we will go through the creating, designing, editing, and producing that it takes to communicate our ideas in printed form.

## Mathematics

### Algebra I with Geometry

This course is designed for 9th graders who have not completed an Algebra I course. Students will develop skills and understanding of linear equations, and functions and their graphs, and begin the study of a variety of basic functions, including quadratics. Students will develop skills in working with polynomials, exponents, radicals, and rational expressions in algebraic terms. Fundamentals of geometry will also be part of the course.

### Geometry

Students in Geometry study two-dimensional and three-dimensional geometric principles, including congruence, similarity, the Pythagorean Theorem, and trigonometry, with an emphasis on developing logical problem-solving skills, justification, and reasoning. The course is built on communication about mathematics and peer collaboration, combining the study of geometric theory and its applications. Additionally, throughout the year, students will apply algebraic skills and reasoning to deepen their understanding of mathematics.

### Algebra II

Algebra II explores functions of all types through tables, graphs, equations, and their connections to situations in the world. Students focus on developing algebraic fluency in a variety of contexts. Functional vocabulary is developed through discussions and investigations. Students encounter linear, quadratic, polynomial, rational, and radical functions.

### Pre-Calculus

Pre-Calculus is an in-depth study of functions with an emphasis on thinking about change in preparation for calculus. We study exponential, logarithmic, trigonometric, polynomial, and rational functions—in each case learning to move fluently between verbal, numeric, graphic, and formulaic representations. Also, we examine real-world phenomena modeled by each function.

### Math Analysis

This course is for students who want to work at their own pace and/or fill in gaps from prior learning experiences in math. Students propose their own topics of study in algebra and geometry, working with the teacher and their peers and using textbooks and online resources to study their topics of focus. One day per week, students apply their knowledge collaboratively to analyze data from the news and other sources. As a part of each trimester, the class engages with alternative means of visually representing mathematical thinking. In addition, once a week, students pose questions to each other in an open forum of math conversation. This course is not designed to prepare students for calculus, but rather to develop a strong basic understanding of advanced algebra and geometry.

### Calculus

Calculus, the mathematics of motion and change, includes the study of the major concepts of limits, derivatives, and integrals. Understanding the concepts and their connections with each other is emphasized. Students will develop facility in calculating limits, derivatives, and integrals, and will use these ideas in a variety of applications.

### Statistics

It is often noted that we live in a data-driven society. A more accurate statement would be that we live in an “interpretation of data”-driven society. This course is all about how we interpret, process, and visualize the data we confront in our daily lives. You will read, discuss, and write about the use and misuse of statistics in media and politics. You will also design and conduct observational studies and experiments to answer questions of interest to you. A wide variety of disciplines—the social sciences (i.e., psychology or sociology), biostatistics, criminology, political science, business, economics, and law, to name only a few—require an understanding of statistics. All seniors are welcome to take this course.

### Advanced Calculus

This is a second-year calculus course. We begin with an in-depth study of Taylor polynomial approximations of transcendental functions. We study the origins and the many practical uses of polynomial expansions, and we learn the convergence tests for infinite series. We go into further depth with techniques and applications of integrals, including partial fractions and improper integrals. We spend roughly half the year studying multivariable calculus, beginning with partial fractions and their applications, and working through double integrals in both rectangular and polar coordinates and triple integrals.

### Math Teacher Assistant (TA)

Teacher Assistants work with a math teacher at least three total periods per week, helping to answer student questions in class as well as other duties worked out with the teacher. TAs must commit to attending at least two class periods per week, and should plan to arrange other meeting times with supervising faculty to prepare for those classes. There are opportunities to TA at any level of math, from 6th grade through Calculus. **Interested seniors should contact the math teacher with whom they are interested in working.** *No grades are awarded for this program; TAs receive credit only.*

## Science

### 9th Grade

#### **Physical Science** – Sophie Daudon and Jeremy DeWitt

This course is about the process of making sense of the world around us. Students are challenged to build an understanding and solve problems through making, sharing, and interpreting their own observations in collaboration with their peers. The end goal is not scientific “truth” or mastery. Instead, we will explore the scientific process and our unique ways of figuring things out. The hope is that the students leave with curiosity, awe, and more questions than answers about the workings of the Earth and Universe. We cover the following topics: Observational Astronomy, Engineering and Design, Light and Optics, and Atomic Theory.

### 10th Grade

#### **Biology** – Kathryn Wallace, Sophie Daudon, and Clare Prowse

The purpose of 10th grade biology is to provide the student with a strong foundation in the fundamentals of the living world, and to give them the tools to think critically, creatively, and inquisitively about current and future scientific issues. Our course will explore the living world through the lens of three different questions. First, where we are from: ecology, cells, the biochemical processes that underpin life and genetic inheritance. Second, who we are: collaboration between Biology and Humanities courses to explore the historical, social, and scientific aspects of evolution, and study the structure and function of human body systems. Third, where we are going: a look towards the future of biology research, delving into the latest knowledge of DNA and epigenetics, and diversity. Expectations are high for independent study and critical thinking on the part of all students. There are opportunities to design and experience labs, read and summarize current research, and work collaboratively on creative projects.

### 11th Grade

#### **Chemistry** – Olivia Heeter and Renee Frederickson

The chemistry curriculum focuses on four primary goals: 1) Enabling students to be chemically literate in a highly chemical world, giving them tools with which they can tackle issues without intimidation; 2) Preparing students for any college-level chemistry course they may choose to take; 3) Providing students a solid basis in critical thinking and problem solving skills done from a chemistry perspective but useful in all disciplines; 4) Giving students the opportunity to learn to function in the laboratory to solve problems and answer questions.

### 12th Grade

#### **Advanced Chemistry** – Renee Frederickson

The Advanced Chemistry course is an opportunity to explore some topics from the first-year course in greater depth, and to continue in others not introduced in the first-year course; for example, electrochemistry (how do they make that gold-plated jewelry?) and oxidation reduction reactions (why do those ceramic glazes turn colors in the kiln?). We have studied the energy of chemical reactions, but what does that tell us about how fast the reactions happen (kinetics)? We discuss equilibrium, but what happens when equilibrium is upset by altering the conditions of the reaction? Building upon a year of laboratory skills, the advanced course will involve more student-initiated lab work and some experience with chemical instrumentation. Students taking this course will be expected to have a functional working knowledge of first-year chemistry and be willing to bring their ideas to the table in the process of solving problems collegially. *May not be taken concurrently with Advanced Topics in Biology, but may be taken concurrently with Physics.*

**Registration Note:** Enrollment in the single section of this course, as well as the opportunity to take two science courses, will be determined by science faculty based on student’s demonstrated interest in science, previous commitment to science work, and space availability, with a look at balancing the student’s overall course schedule for senior year.

#### **Advanced Topics in Biology** – Kathryn Wallace, Clare Prowse, and Sophie Daudon

This course will explore Genetics (Kathryn Wallace), Neuroscience (Clare Prowse), and Environmental Biology (Sophie Daudon) through hands-on experiences, challenging concepts, project-based learning, and student-driven discussion. Students will apply biological knowledge to solve problems and achieve a deeper understanding of the living world and our place in it. The course will be team-taught, exposing students to the passions and interests of each teacher, as well as the possible range of topics they can go on to explore as scientists. Students will leave with a foundation in each area of study, and more critically, the skills to understand, design, and communicate scientific research. Above all, students will be encouraged to be curious and analytical. *May not be taken concurrently with Advanced Chemistry, but may be taken concurrently with Physics.*

**Registration Note:** Enrollment in the single section of this course, as well as the opportunity to take two science courses, will be determined by science faculty based on student’s demonstrated interest in science, previous commitment to science work, and space availability, with a look at balancing the student’s overall course schedule for senior year.

#### **Physics** – Cecilia Tung

Physics in 12th grade is a lab-based course in which students learn about the underlying physical principles of the world: motion, forces, energy, sound, light, electricity, and magnetism. The format of the class includes lecture/discussion, lab experimentation, engineering design and building activities, and mathematical problem solving. Students learn how real physicists work through laboratory investigations, trial-and-error model building, and reasoning with mathematical equations. A range of math levels is accommodated through differentiated course work, depending on aptitude and background.

#### **Lab Assistant – Physical Science, Biology, or Chemistry**

The student will work with Jeremy DeWitt (9th grade Physical Science), Sophie Daudon (9th grade Physical Science and/or 10th grade Biology), Clare Harker (10th grade Biology), Kathryn Wallace (10th grade Biology), Renee Fredrickson or Olivia Heeter (11th grade Chemistry). Schedule permitting, the student will attend at least one discussion section and one lab section of the relevant course per two-week cycle. All meeting times will be arranged with the supervising faculty to help prepare materials for labs, clean materials used in labs, and occasionally prepare presentations for the classes. Intended primarily for interested juniors or seniors; **permission of faculty required**. If you are interested, you must contact the appropriate faculty member. *TAs receive credit only; no grades are awarded for this program.*

## Modern Languages

### Chinese

#### Chinese I

This course is an introduction to standard Chinese (Mandarin). Students learn the Pinyin Romanization system for speaking and how to write Chinese characters, both simplified and traditional versions. This course is based on the 5 C goal areas of the ACTFL guidelines: Communication, Cultures, Connections, Comparisons, and Communities. We incorporate listening, speaking, writing, and reading into the teaching materials and activities. Students explore Chinese culture through history, literature, customs, inventions, and holidays.

#### Chinese II

This course builds on the foundation of skills formed in Chinese I. Students increase their use of Chinese by studying themes that use a more extensive vocabulary and a variety of sentence and grammar structures. These themes focus on building language skills necessary for daily life, such as being able to introduce oneself and one's family, express one's feelings, and give advice. An essential part of this course is using language to discuss daily routines and favorite weekend activities, as well as directions, location, and transportation. Students are encouraged to use listening, speaking, reading, and writing skills in practical and authentic ways.

#### Chinese III

This course reviews many previous themes and, at the same time, expands students' knowledge of Chinese culture and deepens their language skills. Themes include leisure activities, education, food, festivals, health, and environment issues. Through many activities and exercises, students increase their abilities in listening, speaking, reading, and writing. Students are encouraged to communicate and interact with our international students who are native Chinese speakers.

#### Chinese IV

This course continues to build on the foundation of skills gained in the first three years of Chinese study. Students expand their knowledge of Chinese culture and continue to improve language skills through listening, speaking, reading, writing, and expressing opinions. Themes include current events, elections, environment issues, and career aspirations. Students also study Chinese literature, poetry, and biographies, and are encouraged to interact with international students who know Chinese. *A minimum enrollment of four students is required for this course to be offered.*

### English (as a Second Language)

#### Beginning Grammar/Writing – ESL

This class helps students begin to develop strong academic writing and grammar skills. They learn about sentence structure, grammar, mechanics, and the writing process. They are introduced to standard organizational patterns of the paragraph and the basic concepts of essay writing. Throughout the year, students practice using the rules of English grammar in both speaking and writing activities, which include playing grammar games, working on individual and group projects, and giving presentations to the class.

#### Intermediate Grammar/Writing – ESL

This class presents a more in-depth study of English grammar and helps students use different grammatical structures to express ideas through paragraphs and essays. Students learn and practice standard academic patterns of essay organization and work to develop a mature writing style. Several grammar-based projects, writing assignments, and presentations are required.

#### English Composition & Advanced Grammar – ESL

This advanced course in English language is designed to help international students improve their language skills in all areas: grammar, listening, reading, writing, and speaking. In this class, students use a variety of academic and technical discourse in English to work on activities such as reading comprehension, paraphrasing, and summarizing. Vocabulary development using the Academic Word List (AWL) and learning strategies for taking the Internet-based TOEFL test (iBT) are introduced and practiced throughout the year.

#### Advanced English Composition

The purpose of this course is to prepare students to be successful writers in college and beyond. Students will gain practice with all steps of the writing process: pre-writing, drafting, revising, and editing. Written work will include the personal essay, the analytic essay, persuasive writing, and creative writing. Readings will include a variety of genres: fiction, creative non-fiction, editorials, and articles. Through reading, writing, peer-editing, and revision, students will develop fluency in both oral and written expression. This course is required for international students; it meets college admissions and entrance requirements in English.

### French

#### French I

This course is designed for complete beginners and is entirely taught in French. Students learn to understand a good deal of spoken French and get to know their classmates. The listening skills they develop by hearing only French enhance their ability to understand and gradually speak French. Students learn vocabulary to describe themselves and their environment, including the names of classes and classroom objects, the days of the week, and telling time. They expand listening and speaking vocabulary to include family members, numbers, and expressions for giving personal data. They begin to talk about the weather, what they like or don't like to do, their daily routine and recreational activities, and their abilities and wishes. They learn the names for transportation and places in the city, the names of stores and expressions useful for shopping, how to ask for and give directions, and how to say where places are located.

#### French II

This course is taught entirely in French and starts with a review and expansion of the material covered in French I. We review the major verb groups; we develop grammar and vocabulary skills through units on homes and neighborhoods, food (including restaurants and cooking) and by speaking about events that occurred in the past. Students learn about French culture and society as well as the broader francophone world (places such as Martinique, Senegal, and Québec). We include the reading of short texts (often complementing topics studied in Humanities) as well as the reading and memorization of poems. We also include the regular reading (followed by discussions), and the viewing of French-language films. We strongly emphasize the development of listening and speaking skills. The primary goals of the year are developing a solid foundation for continuing the study of French and encouraging oral and written expression.

#### French III

This course is entirely taught in French. We review and extend the learning of the past tenses. We learn the future, the conditional, and we study the pronouns. Students expand their oral skills through class discussions and group presentations. Films and projects are directly linked to grammar and the Humanities 11 curriculum. In relation to Humanities, some class projects include the study of World War II and the Holocaust.

**French IV**

At this advanced level we approach the language mostly as an art. We study literary texts (several short stories and one larger piece), and we do some translation, discuss current events, and write in a daily journal. We review grammar according to the needs of the students. We study the relative prepositions and the subjunctive. The themes, the books, and films are chosen according to the class' interests and level of language. Each week, a student is responsible for leading a debate on current events. The last trimester is devoted to personal and collective projects, presentations, and the creation of a sitcom.

*Spanish***Spanish I**

This course is designed for students with little or no background in Spanish. Spanish is the primary language of instruction. The course focuses on teaching the 5 C goal areas of the ACTFL guidelines: Communication, Cultures, Connections, Comparisons, and Communities. The class is taught primarily in Spanish, and students engage in a variety of listening, reading, writing, and speaking activities. The class teaches basic skills and communication through the following topics: introductions and simple conversation, numbers and the alphabet, the weather, hobbies and activities, sharing personal information, school classes and activities, diversity of people and language in Latin America, future plans, and present tense verb conjugations.

**Spanish II**

The 10th grade Spanish class is a continuation of the 9th grade Spanish curriculum. The classes are taught primarily in the target language. Students continue to deepen their Spanish language proficiency. Each lesson targets the four basic skill areas, searching for a balance between speaking, listening, reading, and writing. Throughout each trimester, students engage in themed units of study and benefit from the opportunity to use the language in creative and meaningful ways. By the end of the 10th grade year of study, students are able to express themselves on basic topics in the past, present, and future tenses. Students experience cultures from a variety of Spanish-speaking countries through use of authentic materials. Ultimately, students gain an understanding of the true practicality of learning a world language.

**Spanish III (9th Grade)**

This class serves students coming out of Spanish II from our Middle School Spanish program, and will incorporate incoming 9th-graders with two middle school years of previous Spanish language study. Each unit of study is based on a cultural or communicative theme, while incorporating the use of language functions and vocabulary development. Throughout the year, students will have the opportunity to become more confident and proficient communicators in both spoken and written Spanish. Classes are conducted in Spanish only, encouraging the students to express themselves exclusively in the target language.

**Spanish III (11th Grade)**

This course completes the three-year language requirement for students who started Spanish I in 9th grade. It incorporates grammatical review as well as presents new material such as the subjunctive mode, with dual emphases on reading comprehension and oral expression. At several points the curriculum will parallel that of 11th grade Humanities—for example, in topics relating to social justice issues such as the Spanish Civil War and the experience of Latin Americans during the Cold War. Visual arts and music will be woven into every unit. This class also strives to prepare students to continue Spanish in their senior year should they decide to join the 12th grade Advanced Spanish classes.

**Spanish IV**

This course is a continuation of the three-year Spanish language requirement in the Upper School, serving primarily students from 9th grade Spanish III, or incoming 10th graders who can demonstrate an appropriate level of Spanish proficiency. We plan our proficiency-based units of study around the skills we want students to demonstrate at the end of the unit. Vocabulary and language functions are embedded in the themes we cover. We focus on what the students can do with the language, making use of authentic documents and real-life tasks. Examples of themes and essential questions in Spanish IV are centered around Healthy Living, Tourist or Traveler, and Borders and Migrations (in connection with Westward Expansion studied in 10th grade Humanities).

**Spanish V**

This course completes the three-year Upper School language requirement for students who began Spanish in Middle School. We review language functions while continuing with a theme-based curriculum often paralleling 11th grade Humanities. The goal is for students to process historical and cultural information in their second language. Units have included Hispanic Americans, the Spanish Civil War, current issues in Latin America, social justice issues in El Salvador, and poetry by García Lorca. The Spanish SAT II is occasionally taken informally.

**Advanced Spanish: Spanish and Latin American Culture and Civilization through Cinema**

The focus of this course will be Spanish and Latin American culture and civilization in today's world, as viewed through the lens of films by several of the world's most acclaimed directors. Selections will be made from among the following:

- *Bienvenido, Mister Marshall* (Luis García Berlanga, 1953)
- *Fresa y chocolate* (Tomás Gutiérrez Alea, 1993)
- *Mar adentro* (Alejandro Amenábar, 2004)
- *Volver* (Pedro Almodóvar, 2006)
- *También la lluvia* (Icíar Bollaín, 2010)
- *Ocho apellidos vascos* (Emilio Martínez-Lázaro, 2014)

Taught entirely in Spanish, the class will supplement our cinematic studies with readings of poetry and short stories that relate to the movies we will study (by authors including Antonio Machado, Pablo Neruda, Nicanor Parra, Roberto Bolaño, Guillermo Cabrera Infante, Mario Vargas Llosa, and Manuel Rivas). The course will also include short bursts of grammar review when necessary. We will end the year with an intensive, month-long unit, immersing ourselves in the linguistic "kissing-cousin" of Spanish, Brazilian Portuguese.

## Physical Education/Health

**Physical Education Requirement:** Students must fulfill the two-year Physical Education requirement in order to graduate. One year of P.E. credit is earned through 9th grade P.E. (see below). Additional credit toward the two-year physical education requirement can be met through enrollment in dance, outdoor education, fitness, or by participation on an interscholastic sports team (see table). It is recommended that students fulfill the P.E. requirement through participation in a variety of these activities. If, for some reason, none of these options works for a given student, the physical education requirement may be partially fulfilled through participation in an organized, off-campus activity or program. This option should be requested in writing by the student and must be approved by the Upper School Director, Athletic Director, and Registrar. Contact the Registrar's office for further information.

### 9th Grade Fitness, Health, and Wellness

(Required for all 9th graders. Meets state requirements for Health.)

All 9th graders will be enrolled in a full-year health and fitness Physical Education course. The class is a combination of physical activity/training and a health/wellness component that addresses topics in the areas of physical, social, emotional, and mental health (mindfulness, nutrition, mental health and mental illness, sex and relationships, drugs and alcohol, etc.) Students are challenged to apply information and practices to their daily life and expected to both reflect on and act upon their fitness, health, and wellness needs. Students will have regular access to all training equipment and facilities in the 401 building and will get both personal and group coaching to build a program that is designed to meet their needs and goals.

### Interscholastic Athletic Teams

	Boys	Girls
<b>Fall</b> <b>NOTE: Fall sports begin August 20<sup>th</sup></b>	Ultimate Cross Country Fit Club (begins 9/10)	Soccer Cross Country Volleyball Fit Club (begins 9/10)
<b>Winter</b>	Basketball Fit Club	Basketball Fit Club
<b>Spring</b>	Track & Field Soccer Fit Club	Track & Field Ultimate Fit Club

Upper School athletics typically occur 5-6 days/week. They don't mix well with other after-school endeavors. Contact Britt Attack, Athletic Director, or the particular coach, if you have questions in this area. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.

**Please note: Fall sports (Cross Country, Girls' Soccer, Boys' Ultimate, and Volleyball) begin August 20, 2018.**

Required forms (students may not participate in a practice or contest unless all forms have been submitted):

- Fall/Winter/Spring Athletics Waiver Form (needed annually)
- Consent to Treat Form (annually)
- Concussion Information Form (annually)
- Sudden Cardiac Arrest Form (annually)
- Current Sports Physical (within past 24 months, covering the whole season)

Required forms are available and completed in parental My Backpack accounts. Detailed information will be emailed to families prior to each season.

### How to sign up for a sport:

Formal sports team registration is completed by parents through their My Backpack account. Detailed information will be emailed to families prior to each season. In addition, students indicate interest in sports participation through student registration in May or by contacting the Athletics Office. The Athletics Office/coaches will email sport-specific information to prospective fall athletes and their parents in May based on student registration. This registration helps us plan the appropriate number of teams and coaches to match student interest.

Specific details about the Upper School athletics program will be sent out after student registration to those who sign up to participate. This information will include:

- team selection
- time commitment
- playing time
- participation fee
- practices/contests during school breaks
- eligibility rules
- communication between coaches, players, and parents
- transfer and international students

### Fit Club

Fit Club is a strength and conditioning class that meets in the Fitness Room, Mon-Fri, after school. Fall Fit Club takes place in the Trimester 1, Winter Fit Club in Trimester 2, and Spring Fit Club in Trimester 3. The goal of Fit Club is to build strength, stamina, and all-around fitness in a fun and supportive environment. Students will learn proper techniques to do a wide range of strength and cardiovascular exercises safely. The sports participation fee (\$100) is charged for Fit Club participation.

Full attendance is certainly welcome, but no minimum attendance is required. Students will receive P.E. credit commensurate with their attendance, with options for full (3+ sessions/week), half (1.5-3 sessions/week), and no (<1.5 sessions/week) P.E. credit.

The four eligibility forms – Sports Physical, Athletics Waiver, Concussion, and Sudden Cardiac Arrest – are required to participate, plus the Fitness Room Waiver (available with the other forms on My Backpack).

### Outdoor Education

This course provides students with opportunities to develop a wide variety of outdoor recreational skills and interests. The course will expose students to many of the following kinds of activities and skills: hiking, bicycling, camping, rock climbing, sea-kayaking, rafting, alpine (downhill) skiing, nordic (cross-country) skiing, snowshoeing, snow cave and igloo building, camp cooking, and outdoor safety. Because we will be visiting wilderness areas that are highly susceptible to human impact, we will be stressing and practicing environmental ethics and minimum-impact camping. The course does not meet during the week, but rather involves day-long or overnight trips on weekends. Students are enrolled in this "class" only in those trimesters in which they take part in outdoor offerings. Amount of credit (half or full) is based on level of participation in the outings offered each trimester. To earn full credit, a student needs to complete at least five days of outdoor experience in that trimester. Occasional training/planning sessions will be scheduled as needed, usually at lunch or after school. The course counts for Physical Education credit.



## Additional Electives

*These two courses are offered during art blocks, but are not arts courses and do not satisfy arts distribution requirements. Students must be enrolled in at least one arts course at all times, so no student may take two of these additional electives simultaneously. These courses are offered for credit, however, and students interested in Journalism or Peer Mentoring should have no difficulty meeting their arts distribution requirements.*

### **Journalism** – Victoria Dryden (Grades 9-12)

The medium of print is a powerful means of communication. If you are passionate about the writing, photography, and creativity it takes to produce a school publication, Journalism is the class for you. In this class, you will be part of a team that thoughtfully produces a publication each term to be read and revered by the NWS community and beyond.

In order to create a publication that is informative and visually pleasing, you will be asked to master a variety of skills that will stretch your limits as writer and artist. As a student in Journalism, you will be involved in each step of the publication process. Some of the journalistic forms we will study include the following: news writing, feature stories, arts reviews, sports reporting, editorials, and more. As a team, we will decide the most effective ways to bring this information to our audience, and we will go through the writing, editing, design, and production necessary to communicate our ideas in printed form.

### **Peer Mentoring** – Megan Reibel and Erin North (Grades 11-12)

The Peer Mentoring Class is intended to offer students the opportunity to develop their skills and knowledge base around issues that can impact teenagers – including but not limited to mental health, relationships (healthy and not healthy), developmental psychology, sex and sexuality, identity, stress/self-care/mindfulness. Peer Mentors work as a class to serve as informed, thoughtful, and sensitive resources for students at The Northwest School, and will be asked to take on a leadership role amongst their peers and younger students. The most significant element of being a Peer Mentor is active participation and engagement in class and in the NWS community.

Class activities can include discussion, outside readings, field trips to local clinics and health agencies, exploration of community resources, mediation training, leadership of school community meetings, creating and maintaining student resource bulletin boards, teaching opportunities in the Middle School, Upper School Health classes, Health and Wellness units, Community Conversations, Parent Forums, faculty meetings, etc. Mentors will occasionally be asked to miss one of their other classes to work with students in other grades. All Peer Mentors are expected to attend the fall retreat, which is scheduled to allow us to work directly with the 8th grade during their fall trip. Mentors may also lead some aspects of student orientations and other programming throughout the year. This is a full-year class.

Below are some phrases that describe some of the expectations for you as a member of the Peer Mentoring class:

- Come to class regularly and participate fully.
- Get to know yourself, your strengths, and vulnerabilities.
- Develop a habit of mindfulness and reflection.
- Work to build a sense of group identity and support.
- Learn when and how to access outside or school faculty resources.
- Be open to new ideas and perspectives.
- Take (healthy) social/emotional risks.
- Honor the class agreement to maintain confidentiality within the class.
- Work to build a supportive ongoing relationship with your assigned mentees.
- Help identify and respond to school community mentoring needs.
- Engage in personal reflection.
- Have fun.

Peer Mentoring class will be offered during the 11/12 Arts Block. The following courses cannot be taken at the same time as Peer Mentoring: Choir 11/12, Creative Dance, Drawing 2, Film, Improvisation Theatre, Performing Music Ensemble, Photo 11/12, and Social Dance 11/12.

**An application is required for admission to this class.** Information about the application process and deadline is distributed at grade-level meetings during Trimester 2. Selections are made before registration.

## Arts Curriculum

*Two full-year arts courses are taken each year. A minimum of six arts courses must be taken to graduate. To fulfill the arts distribution requirement, students must take at least one course in each of the four departments: Dance, Music, Theatre, and Visual Arts. **Students who choose a non-arts elective (e.g., Peer Mentoring or Journalism) for a given year, must take at least one art course as well during that year.***

*Upper School arts courses are offered in Art Blocks scheduled for access by particular grade levels. Students may not enroll in an Art Block not offered to their grade level, since it will conflict with their academic courses. Arts courses are open to the grade levels noted next to the course name.*

### Dance

#### **Creative Dance** – Maya Soto (Grades 11-12)

This class is focused on exploring and creating movement. We will start with the basic dance Habits of Mind: focus, observation, awareness, and control of your body in space. Along the way, you will play fun movement games and try out choreographic experiments. Students will embody the elements of dance (space, time, and energy) by trying out a variety of styles. On any given day, you may be breakdancing, belly dancing, balancing your partner on your back, swing dancing, or swashbuckling. This class is great for new movers and creative thinkers! You will explore new ways of moving, make your own dances, and you'll experience performing. You will often say "What happens if we...?" *Classes are held in the NWS Dance Studio. No prerequisites. Beginners are welcome.*

#### **Jazz, Theater Dance, and Popular Dance Styles** – Maya Soto (Grades 9-10)

This class is geared towards those who are interested in building concert dance and performance skills. This class will focus 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 even Ballet. Dive into these styles and explore their histories and techniques. Dancers will practice quick sharp isolations and syncopated rhythms. You will create long lines and crisp shapes with your body. Learn and practice leaps, jumps, and turns. Jazz dance is often associated with show business and pop culture. This is a great choice for those interested in musical theater and/or have some kind of previous movement experience. *Open to students with an intermediate to advanced range of experience. Classes are held in the NWS Dance Studio.*

**Performing Dance Ensemble / PDE** – Ellie Sandstrom (Grades 9-12)

This class is for those who love to learn and create dances, and for those who love to perform. This class will explore improvisational exercises and choreographic devices and will help you discover how to build skills in collaboration, creativity, critical thinking, and communication, through dance, in a non-competitive environment. Students in this class must be prepared with a movement background, a strong sense of motivation, dedication, and commitment, and a curiosity to explore new challenges among an ensemble.

**If you are interested in joining PDE**, you must submit a short (15-30 seconds) video freestyle of you dancing, in any movement form. In your video, teacher Ellie Sandstrom will be looking for your confidence and skills in improvisation, not set choreography. Solo freestyles only. Upload your video to YouTube (make it private), Vimeo, Dropbox, or another format, and email the link to ellie.sandstrom@northwestschool.org. You must add in your email a note of interest/intent for wanting to join this crew. Please also include any dance and movement training that you have had, as well as what you will add to this ensemble.

**Deadline: Thursday, May 3rd.** Please email ellie.sandstrom@northwestschool.org with any questions.

*Classes are held in the NWS Dance Studio. **Dance experience required.***

**Social Dance** – TBD (Grades 9-12)

Learn Swing and Salsa, as well as a variety of line dances and party dances. Learn basic steps, flashy turns, and simply how to be a great lead and how to follow—all you need for a lifetime of dancing.

Be prepared to have fun while working hard in this class.

*Classes are held at the Century Ballroom. No prerequisites. Beginners are welcome.*

## Music

**A Cappella Select Choir** – Dana Sewall (Grades 9-12, offered 2019-2020)

This performance ensemble is designed for experienced singers with strong musical ears, who love to sing, and who are ready to take choral singing to the next level! Mixed voices will prepare a wide range of challenging and fun A Cappella literature from a variety of styles, cultures, eras, and languages in 4-8 part harmony. Vocal technique will be honed, and music literacy, ear training, and expressiveness expanded. Opportunities for solo and small ensemble work, group song arrangement, and choreography may be offered at the interest and direction of the choir members. The choir performs at least 4-6 times throughout the school year, and their final performance is professionally recorded for an album.

**Audition Required.** *Offered in the 9-12 Art Block.*

**Choir** – Dana Sewall (Grades 9-12)

Enjoy singing? Want to take your singing voice to the next level? Interested in singing music with other people who like to sing? Preparing to be in Musical Theatre in the future? Haven't fulfilled your music requirement yet? If you answered "yes" (or even "maybe") to any of those questions, this choir may be the right music choice for you! Mixed voices (all genders) prepare literature from a variety of styles. Students will choose some of the music based on the interests of the choir members. This choir will be very flexible, provide solo/small ensemble opportunities, and large choir experiences, and enhance the vocal abilities of the students. Music literacy, ear training, and performance experience for each singer will be enhanced. The choir will have 3-4 opportunities to perform throughout the year.

Students who have taken choir previously are also welcome to continue advancing their vocal skills in this class. This class is excellent preparation for people preparing to be in a musical theatre production, as well. Everyone is welcome! *No audition or pre-requisites are required. Offered in the 9-10 Art Block and the 11-12 Art Block.*

**Jazz Band** – Dave Jewett (Grades 9-12)

The Upper School Jazz Band is designed to acquaint the instrumentalist with the basics of reading and performing jazz literature. A variety of styles and concepts are explored, including traditional and modern jazz, improvisation, the blues, and Latin jazz. The student is expected to be able to play and read music at an intermediate level and to practice and prepare concepts and music outside of class. Attendance at all scheduled performances is mandatory.

**Audition Required:** Returning students must let the teacher know they intend to enroll. Incoming students must schedule a meeting with the teacher to demonstrate proficiency on their instrument. Instrumentation is limited to saxophone, trumpet, trombone, and no more than two players each on piano, bass, guitar, and drums. Students who play other instruments (for example: flute, clarinet, tuba, etc.) may enroll with the permission of the teacher. *Offered in the 9-12 Art Block.*

**Music Studio** – Nico Tower (Grades 10-12)

In this course, we dive into the world of composition and digital production with a hands-on approach. We will explore the basics of MIDI notation and how to input music with MIDI keyboards. We will also learn basic composition, arranging, tracking, editing, and mixing. Through the course of the year, you will create original works using GarageBand. By the end of the year, you will have created multiple songs and projects, and have strong skills to take into other platforms! *No experience is necessary. No audition required. Offered in the 9-12 Art Block.*

**Orchestra** – Jo Nardolillo (Grades 9-12)

Advanced musicians join together to play orchestra and chamber music spanning all genres from baroque and classical to pop tunes and movie scores. Second trimester expands the string ensemble to include wind and brass players for a symphonic experience. The Northwest School String Quartet gig ensemble is created from the orchestra members. Practice outside of class time will be essential and private lessons are highly recommended. Required performances include community outreach and evening events such as Open House, Winter Concert, ArtsFest, and Spring Concert. *Prerequisites include advanced technique and proficiency in reading music.*

**Audition required.** *Offered in the 9-12 Art Block.*

**Performing Music Ensemble/House Band** – Jo Nardolillo (Grades 11-12, offered 2019-2020)

Experienced musicians join together to form the Northwest School's own House Band. In this class we will be studying, performing, and ultimately creating our own music in a wide range of popular styles, including folk, indie, rock, bluegrass, and jazz.

Students will learn song-writing through the analysis and performance of great standards, followed up by the genesis of their own songs in the style of each standard. This exploration of song form, melody, and lyric writing will be complimented by developing the skills of playing back-up, adding fills and riffs, generating rhythm on any instrument, and creating original solos. We will get hands-on experience with tools essential to performing in a band, such as electrifying your instrument, working with microphones, using amplification, and working with effects such as looping, delay, and distortion. The House Band members will also learn the basics of arts management, including how to find gigs, create contracts, self-promote, work with a recording studio, self-publish, and fund-raise.

The culmination of the class will be a live concert, performing covers of the songs studied alongside the originals written in class. This concert will be recorded as an album. *Open to singers and all instrumentalists with significant proficiency.*

**Audition required.** *Offered in the 11-12 art block every two years. In the alternate years, the Performing Music Ensemble-Theatre Orchestra Class will be offered instead (see description below).*

**Performing Music Ensemble/Theatre Pit Orchestra** – Jo Nardolillo

(Grades 11-12, offered 2018–2019)

A dynamic ensemble experience designed for advanced instrumentalists, the Performing Music Ensemble (PME) will be a two-part course. First, in collaboration with the Theater Department, the PME will study the art of playing for musical theater. We will learn skills essential for pit and studio work, including using mics and pick-ups, working with an aviom, playing with a click track, and reading show shorthand. Students will get side-by-side mentoring from top pros, and visit the pit during a live performance of a professional musical. The PME will conclude by performing as the pit orchestra for Northwest School's musical production.

After the musical, the PME switches to an intensive chamber music experience. Students will form small ensembles, tackling the challenges of playing one-on-a-part with no conductor. We will develop the vital musicianship skills of sharing a common pulse, communicating without speaking, building a common interpretation from diverse artistic viewpoints, and honing individual artistry. The PME will actively represent The Northwest School in the community by performing for events, benefits, and giving the gift of our music to help those in need.

*PME is open to instrumentalists with significant proficiency and will be subject to the needs of the musical chosen for any particular year.*

**Audition required.** Offered in the 11-12 Art Block every two years, starting with the 2018–2019 school year. This course is scheduled to run tandem with the musical theatre production.

## Theatre Arts

*The Northwest School believes that theatre training and performance are essential components to adolescent education. We strive to create meaningful classroom experiences in drama for all students, and stimulating, inspired performance pieces that enrich the larger community. Recognizing that students have a wide range of interests and experience, we offer a diversity of rigorous classes for all abilities, which foster appreciation for the discipline as well as a love for the technical support and performance of theatrical productions. We encourage incoming freshmen and sophomores, as well as any students new to the discipline of theatre, to take one of our fundamental core classes such as Act Out! or Stagecraft, but invite any interested actor to audition for Musical Theatre/ Play Production, our performing ensemble. Theatre faculty will then place students in the appropriate class.*

**Act Out!** – Ellen Graham (Grades 9–10)

This course is a fun, hands-on way to learn about all things theatre! We begin the class by building ensemble with lots of theater games and improvisation. We then move on to working on scenes, both comedic and dramatic. The class will also attend productions both at NWS and in the vibrant Seattle community, exploring how to take a character from page to stage. Guest artists will take us backstage to explore what goes on behind the scenes with set, lighting, and sound design. The course is designed for students new to theater as well as for those who want to hone their acting skills.

**Film** – Laura Ferri (Grades 11–12)

An exploration of the art of film through scene work, screenwriting, production, and film analysis. Students will have the opportunity to explore different areas of the medium according to their interests. Possible projects include music videos, commercials, video shorts, and documentaries. Class time will be spent performing and viewing class work and videos, and designing and shooting film projects. *No prerequisites.*

**Improv Like a Pro** – Solomon Davis (Grades 11–12)

This course is an active exploration of improvisational theatre. Whether you are a novice or expert, this class is designed for you. We will start simple for beginners, doing short-form, then dive into longer formats, and conclude with a public show for the community. We will venture out to catch some professional improv shows at The Market Theatre, and professional actors from the Seattle scene will be guest artists throughout the year.

**Musical Theatre/Play Production Ensemble** – Laura Ferri, Ellen Graham, Dana Sewall (Grades 9–12)

This is an intensive year-long performance class for the serious, advanced theatre student. We will produce three full-length productions, (including the Musical and two full-length plays) and the One-Act Play Festival. Students will be selected for either the Musical Theatre production or the Full-length Straight Play for Trimesters 1 & 2. The One Act Festival and 2nd Full-length Play will be in Trimester 3. Singers will have the opportunity to audition for A Cappella Select Choir after the conclusion of the Musical Theatre production for Trimester 3.

**Auditions are required** and will be held prior to registration in the spring of 2018. Casting for each play will be done according to the demands of each production. Auditions will be selective, and not everyone who auditions will be guaranteed a spot in the Full-length Play or the Musical. If you are interested in being a Stage Manager, sign up for this class and contact Laura Ferri to let her know of your interest.

**Rehearsal Requirements:**

- Full-length Play (non-musical): After-school and some weekend rehearsals will be required. After-school rehearsals may be scheduled Monday through Friday 3:30 – 5:30 p.m.
- Musical Theatre Production: Week 1: After-school rehearsals are required on Monday and Wednesday. Week 2: After-school rehearsals are required on Tuesday and Thursday. Some weekend and longer rehearsals may be required after winter break.

**Theatre Productions 2018–2019:**

- December 2018: Full-length Play directed by Ellen Graham
- February 2019: Musical directed by Laura Ferri, music by Dana Sewall
- May/June 2019: Full-length Play; One-Act Play Festival, directed by Laura Ferri and Ellen Graham

**Spoken Word** – Naa Akua (Grades 9–12)

This class is a journey through performance poetry. Students discover their voice through the study and creation of poetry, and illuminate this voice in performance. We will collaborate with other artistic disciplines, including music and movement. This course is seriously fun. Students will refine their writing and editing skills, learn tools for commanding the stage, and gain experience in public speaking, improv, and collaborative writing. This course culminates with a performance of memorized work.

**Stagecraft** – Dave Baldwin (Grades 9–12)

This course will introduce students to a basic understanding of principles of scenic design, lighting design, sound design, costume design, stage management, and other technical aspects of the theatre. The course offers individualized opportunities for study and immersion in different aspects of technical theatre. All students will learn how to build a set with power tools, hang lights, wire the theatre electrics, build sound cues, and create costumes. Select students will learn stage management, costume construction, and programming lightboards. The students in this class will act as the technical staff for the Upper School play productions, where they will put their skills to use. The play productions throughout the year will provide a real-world environment in which to learn and practice skills. Students are required to attend all theatre productions, and work backstage on at least one crew. The weeks leading up to the productions will require students to stay after school and attend weekend work parties and rehearsals. The schedule will accommodate sport conflicts. This course fulfills the theatre requirement and requires no onstage performance.

**Theatre as Communication** – Ellen Graham (ESL 9)

This course is required for international students who are enrolled in the 9th grade ESL program. Students in this class develop their English pronunciation skills, learn to work together as a community, and strengthen their English speaking skills through in-class creative drama, improvisation, scene study, and by making short films about their lives at NWS.

## Visual Arts

### **Advanced Photography** – Lyn McCracken (Grade 12)

This course is for serious students wanting to pursue the creative and conceptual aspects of photography. Trimester 1 is entirely devoted to ‘making images’ in the camera with five shooting assignments, including a review, still life, conceptual, and color photography. Some class time will be granted for shooting assignments. During Trimester 2, we will explore archival printing, alternative processes, and color inkjet printing. Trimester 3 will offer students time to synthesize their ideas and work on individual and/or group projects. Class discussions and lectures will include the history of photography, contemporary concerns, social responsibility, and alternative presentations. Several field trips will introduce students to museum and gallery settings. There will be an opportunity to photograph at night on an evening field trip. Individual and class critiques throughout each trimester will support the student’s vision.

**\$150 lab fee.** *Prerequisite: Beginning Photography*

### **Animation** – Jeanne Ferraro (Grades 9-10)

In this course, we will explore ways to tell a story with different animation techniques. We will start with an introduction to simple animation techniques such as flip books and Victorian toys (thaumatropes, phenakistoscopes, zoetropes). We will examine how to use storyboarding and characters to develop narratives, then move on to stop motion, claymation, and basic computer animation. We will investigate examples of traditional and contemporary animation. The class will examine the historical evolution of animation through watching and creating films. Students will work individually and collaboratively on film animation projects.

### **Beginning Photography** – Lyn McCracken (Grades 10-12)

This class is for beginning photographers wishing to practice both traditional and alternative methods. We will begin by exploring the basic materials, techniques, and processes of darkroom photography. Creative assignments will be given to increase your skills in light metering, depth of field, shutter speeds, exposure, composition, and development. There will be lectures and slide shows discussing the history and development of photography and its application in contemporary art. Students will need a 35mm camera with interchangeable lens. There are cameras available for use through the photo class. No automatic cameras. There is an opportunity to be a Teaching Assistant for this class (see Lyn for details).

**\$150 lab fee.** *Beginning Photography is not open to 9th grade students.*

### **Ceramics** – Randy Silver (Grades 9-10)

Everything you dream can be made in clay. This exciting, beginning ceramics course introduces 9th-10th grade students to a variety of basic and simple ceramic sculpting techniques. Each trimester, our class will be divided in half and each section will alternate making functional pottery on the potter’s wheel, or sculpting and handbuilding on the tables. We will switch halfway through, so you’ll get to experience both methods of working with clay each trimester. The possibilities are endless, ranging from creating simple functional cups, bowls, and vases to fabulous decorative boxes, beginning figure sculpting, realistic and abstract sculptural forms, and the unknown! Choose ceramics and make your artistic dreams come true, in 3D!

In the 2018-2019 school year there are two bonuses:

1. Raku Experience: We’ll fire some work in the smoky and unpredictable raku kiln which often yields beautiful metallic glaze results (or your artwork gets completely destroyed).
2. Free Unlimited Tea: Randy will provide unlimited tea during class, provided that you drink it from a cup that you’ve made yourself.

### **Ceramics** – Randy Silver (Grades 9-12)

You are welcome in 9-12 ceramics, regardless of your experience in clay! While it’s beneficial to have had some experience on the potter’s wheel and some clay experience, we’ll get you up to speed and will introduce you to many new, useful, and powerful ceramics techniques. If you already have experience with ceramics, this is the class for you! Each trimester, our class will be divided in half and each section will alternate making functional pottery on the potter’s wheel, or sculpting and handbuilding on the tables. We will switch halfway through, so you’ll get to experience both methods of working with clay each trimester. In this class you’ll learn about wheel throwing, including making cups, mugs, vases, cookie-jars, lidded vessels, and perhaps even teapots. You will also build on your handbuilding and sculpting experience. We often explore working on animal forms, realistic sculpture, surrealism, and sculpting the human face and head. Assignments will become increasingly student-driven and free. Choose ceramics and make your artistic dreams come true, in 3D!

In the 2018-2019 school year there are two bonuses:

1. Raku Experience: We’ll fire some work in the smoky and unpredictable raku kiln which often yields beautiful metallic glaze results (if your art doesn’t explode).
2. Free Unlimited Tea: Randy will provide unlimited tea during class, provided that you drink it from a cup that you’ve made yourself.

### **Drawing I** – Lisa Beemster (Grades 9-10)

Even if you are convinced that you are NOT an artist, you will enjoy this class! Students of any experience level will find this class to be informative, interesting, and fun. We will begin with the basics: line, negative space, proportion, and gray scale value (the exclusive use of black, white, and a range of grays). Students will learn to effectively depict volume by using “shading” and understand color theory by using colored pencils. Projects will include still life drawing, serial self-portraiture (four per year), and drawing fruits/vegetables in color at year’s end. By June of next year, you will be convinced that you, too, can draw!

### **Drawing I** – Julia Freeman (Grades 9-12)

This course is based on the act of making and recording marks well as developing “ways of seeing”—an awareness of what we are looking at and how we see it. Using representation as our foundation, we will translate our ways of seeing on paper with various materials and techniques. Drawing from both still life and photographic representations, we will focus on expression, portraiture, landscape, and thematic ideas as subjects. Students will sharpen their ability to construct more effective compositions, record proportion and scale, and replicate the effects of light on form. Assignments encourage students to develop a personal vision, explore limitations, solve problems, and find creative solutions. As this course is rooted in visual communication, you will be encouraged to articulate the ways in which your drawing speaks. In the process of speaking constructively about your work and the work of your peers, you will develop a personal voice, utilizing the language of drawing.

### **Drawing II** – Lisa Beemster (Grades 11-12)

More experienced drawing students will extend their skills and work with unfamiliar media in this class. We will begin with a review of basic techniques, including shading, proportion, and color. We will study human anatomy with emphasis on the accurate drawing of hands and feet, and foreshortening. This work will culminate in life drawing, for which nude models will be present in class. I will ask students to suggest topics that they would like to study in depth to be added to the year’s curriculum.

This class includes an extended serial project that will be completed as weekly homework throughout Trimesters 1 and 2.

**Prerequisite:** *Students interested in this class must have completed Drawing I (formerly Beginning Drawing) or present one or two of their drawings for a brief, friendly review with very nice art teacher Lisa Beemster.*

**Graphic Design** – *S. Surface (Grades 9-12)*

In this class, you will learn the basics of graphic design, including how to use the robust Adobe Creative Suite (Photoshop, Illustrator, and InDesign). These three programs have become the industry standard in image creation, manipulation, and production. This class is a basic introduction to design principles, typography, and the technological tools of communication that will greatly support and enhance your ability to share your ideas and allow you to create high-quality information, products, and presentations. In addition, these Adobe programs will allow you to create and manipulate imagery in ways you never imagined, bringing a whole new level to your creative expression in art and design. We will create materials for the benefit of other classes and departments at NWS, so get ready to design and show off your skills!

**Mixed Media** – *Lisa Beemster (Grade 12)*

In this (for seniors only) class we 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. All projects include the use of multiple media. Students enrolling in this class should be prepared to work on relatively few protracted, several-step (yet fascinating, fun, and a little bit dangerous) artistic endeavors. *Note: There are no prerequisites for this class.*

**New Media Art** – *Julia Freeman (Grades 9-10)*

What is New Media Art? *New media art is an umbrella term for artwork that is produced using a diverse set of categories such as digital art, computer graphics, virtual art, Internet art, interactive art technologies, biotechnology. New media art is characterized by spanning practices ranging from conceptual and virtual art to performances and installations.* – Wikiversity

Students will be creating new media art pieces that utilize new and old technologies. Through the construction of art projects in various media, they will acquire technical skills, practice vocabularies of critique and analysis, and gain familiarity with historical and contemporary new media artists.

We will research, go to museums, invite visiting artists, and will be making and learning about video art, Internet art, board-games, sound art, installations, digital mapping, and sculptures using Adobe Photoshop, the laser cutter, sewing machines, iMovie, Audacity, Spoonflower, etc. Students will be using social media platforms to create individual portfolios. Each project will be exploring a different theme or issue, which will range from the prison industrial complex to recording and analyzing dreams to power dynamics in economic trade. Be ready to think and make!

**Painting and Printmaking** – *Sandy Nelson (Grades 9-10)*

Students will learn techniques for using acrylic paint to make representational paintings, including people and pet portraits, cityscapes, and natural landscapes. The class will also work with abstract themes to develop creative approaches and unique ideas for painting and printmaking. The class will look at historic and contemporary visual art examples for inspiration and will paint from life, photo sources and our imaginations. Students will also learn printmaking techniques such as collagraph prints, color monotype prints, and carved relief prints, and will learn to create art that combines painting and printmaking techniques. Students will receive help and instruction with mixing paint and ink colors to achieve desired color combinations in prints and paintings and to portray light and shadow in paint. This class will be great for students who have never painted or made prints and will help more experienced painters and printmakers to develop further strategies for their art.

**Sculpture and Materials Exploration** – *Jeanne Ferraro (Grades 9-12)*

In this class, we will explore a variety of materials used in the making of sculpture. We will cast, carve, cut, create, investigate, relate, and concentrate on the making of sculpture. Projects will include casting paper, casting glass, and stone carving. Other possible materials are bronze and wood. Students will learn to form objects of their own design with hand tools. Each student will be encouraged to make work that interests them. You do not need to know anything about sculpture to take this course—it is open to all! You are welcome to repeat this class, as projects will vary from year to year and will be differentiated according to experience.

**Visual Storytelling and Publication** – *TBD (Grades 11-12)*

In this class, we will learn the basics of Digital Single-Lens Reflex (DSLR) photography. You will use your camera creatively to capture images that document time and place as well as utilize photographic editing software to retouch and organize your images. In addition to learning how to work with image sequencing to tell our unique stories, we will learn the basics of design to create books and magazines, and become skilled in working with Adobe InDesign. This class will culminate with the creation of an annual publication documenting the 2018/19 school year.

**Watercolor and Related Media** – *Lisa Beemster (Grades 9-12)*

Learn to paint richly colored works in watercolor rather than “watery” color images. This class is very suitable for beginning as well as more experienced artists. We will focus exclusively on water-soluble media, including watercolor, gouache (opaque watercolor), aquarelle pencils, and possibly a little bit of acrylic. Over the course of the year, we will create non-representational (abstract) paintings as well as carefully observed realistic images. Possible projects include the creation of watercolor-based collage, an extended still life on “stretched” paper using the wash technique, Chinese brush painting, the periodic creation of very small works around and in the school, and more. Students considering this class should be prepared for at least one protracted, multi-step project. *There are no prerequisites for this class.*





# The Northwest School

**Mike McGill**

*Head of School*

**Meg Goldner Rabinowitz**

*Assistant Head of School*

**Chance Sims**

*Director of Upper School*

**Susan Kurlinski**

*Registrar*

**Erin Miller**

*Director of College Counseling*

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