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.

Table of Contents

Graduation Requirements and Curriculum Overview ................................................. 4
9th Grade Curriculum ...................................................................................................... 6
10th Grade Curriculum .................................................................................................... 8
11th Grade Curriculum ................................................................................................... 10
12th Grade Curriculum .................................................................................................. 12

Humanities 9 .................................................................................................................. 15
Humanities 10 ............................................................................................................... 15

Humanities 11 (Two single-credit courses) ................................................................. 15

Humanities 12 (Meets state requirements for History & U.S. Government) ................. 16
Humanities 12: East Asia and the Modern World ......................................................... 16
Humanities 12: Freedom Struggles ................................................................................. 17
Humanities 12: Law and Society ................................................................................... 17
Humanities 12: Nature, Race, and Science ................................................................. 18
Humanities 12: Social Justice ......................................................................................... 18
Humanities 12: Revolutionary Imaginations/Struggles for Change ......................... 19

Humanities Electives (Meets state requirements for English) .................................... 19
Comparative Literature: From Utopia to Exile ......................................................... 18
Comparative Literature: Imagining Other Futures .................................................. 19
Writing Seminar: Identity, Joy, Justice, and Action .................................................... 19
Comparative Literature: Introduction to Critical Ethnic Studies ............................. 19
Comparative Literature: Truth and the Power of Narrative ...................................... 19
Comparative Literature: Hope in Misery - Protest & the Near Future .................. 20

Mathematics ................................................................................................................ 21
Geometry ..................................................................................................................... 21
Algebra II ..................................................................................................................... 21
Pre-Calculus ............................................................................................................... 21
Math Analysis .............................................................................................................. 22
Calculus ....................................................................................................................... 22
Statistics ...................................................................................................................... 22
Mathematical Modeling: Economics, Finance, Public Policy, and Game Theory ...... 22
Advanced Calculus ..................................................................................................... 22
Math Teacher Assistant (TA) .................................................................................... 22

Science ......................................................................................................................... 22
9th Grade ....................................................................................................................... 22
Physical Science ......................................................................................................... 22
10th Grade .................................................................................................................... 22
Biology ......................................................................................................................... 22
11th Grade ................................................................................................................... 22
Chemistry ..................................................................................................................... 22
## 12th Grade
- Advanced Chemistry .................................................... 24
- Advanced Topics in Biology ........................................... 24
- Physics .................................................................. 24
- Lab Assistant .............................................................. 24

## Modern Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Chinese I</td>
<td>25</td>
</tr>
<tr>
<td>Chinese II</td>
<td>25</td>
</tr>
<tr>
<td>Chinese III</td>
<td>25</td>
</tr>
<tr>
<td>Chinese IV</td>
<td>25</td>
</tr>
</tbody>
</table>

## English (as a Second Language)

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Grammar/Writing – ESL</td>
<td>25</td>
</tr>
<tr>
<td>Intermediate Grammar/Writing – ESL</td>
<td>25</td>
</tr>
<tr>
<td>English Composition &amp; Advanced Grammar – ESL</td>
<td>26</td>
</tr>
<tr>
<td>Advanced English Composition</td>
<td>26</td>
</tr>
</tbody>
</table>

## French

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>26</td>
</tr>
<tr>
<td>French II</td>
<td>26</td>
</tr>
<tr>
<td>French III</td>
<td>26</td>
</tr>
<tr>
<td>French IV</td>
<td>27</td>
</tr>
</tbody>
</table>

## Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>27</td>
</tr>
<tr>
<td>Spanish II</td>
<td>27</td>
</tr>
<tr>
<td>Spanish III (Grade 9)</td>
<td>27</td>
</tr>
<tr>
<td>Spanish III (Grades 10-11)</td>
<td>27</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>28</td>
</tr>
<tr>
<td>Spanish V</td>
<td>28</td>
</tr>
<tr>
<td>Advanced Spanish</td>
<td>28</td>
</tr>
</tbody>
</table>

## Physical Education/Health

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Fitness, Health, and Wellness</td>
<td>28</td>
</tr>
<tr>
<td>Interscholastic Athletic Teams</td>
<td>29</td>
</tr>
<tr>
<td>Fit Club</td>
<td>30</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>30</td>
</tr>
</tbody>
</table>

## Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced English Composition (International Grade 12)</td>
<td>31</td>
</tr>
<tr>
<td>Computer Science Principles (Grades 10-12)</td>
<td>31</td>
</tr>
<tr>
<td>Computer Science Intro to Coding (Grade 12)</td>
<td>31</td>
</tr>
<tr>
<td>Journalism (Grades 9-12)</td>
<td>31</td>
</tr>
<tr>
<td>Peer Mentoring (Grades 11-12)</td>
<td>32</td>
</tr>
</tbody>
</table>

## Arts Curriculum

### Dance
- Black Social Dance - (Grades 11-12) ........................................... 33
- Creative Dance - (Grades 9-12) ........................................ 33
- Jazz, Theater Dance, and Popular Dance Styles - (Grades 9-12) ........................................... 33
- Lindy Hop/Partnering Dance Class - (Grades 9-12) ........................................... 34
- Performing Dance Ensemble / PDE - (Grades 9-12) ........................................... 34
- Salsa - (Grades 11-12) ........................................... 34

### Music
- Concert Band - (Grades 9-12) ........................................... 34
- Jazz Band - (Grades 9-12) ........................................... 35
- Music Studio/Guitar - (Grades 11-12) ........................................... 35
- Orchestra - (Grades 9-12) ........................................... 35
- Performing Music Ensemble/House Band - (Grades 9-12) ........................................... 35
- Songwriting for Social Justice - (Grades 11-12) ........................................... 35
- Upper School Choir - (Grades 9-12) ........................................... 35
- Vocal Collective - (Grades 9-12) ........................................... 36

### Theatre Arts
- Act Out! - (Grades 9-10) ........................................... 36
- Film - (Grades 11-12) ........................................... 36
- Mime, Mask, and Improvisation - (Grades 11-12) ........................................... 36
- Play Production - (Grades 9-12) ........................................... 37
- Spoken Word - (Grades 9-12) ........................................... 37
- Stagecraft - (Grades 9-12) ........................................... 37
- Theatre as Communication - (ESL 9) ........................................... 37

### Visual Arts
- Advanced Photography - (Grade 12) ........................................... 38
- Animation - (Grades 9-10) ........................................... 38
- Ceramics - (Grades 9-10) ........................................... 38
- Ceramics - (Grades 9-12) ........................................... 38
- Drawing I - (Grades 9-10) ........................................... 39
- Drawing I - (Grades 9-12) ........................................... 39
- Drawing II - (Grades 11-12) ........................................... 39
- Graphic Design - (Grades 9-12) ........................................... 39
- Mixed Media - (Grade 12) ........................................... 39
- New Media Art - (Grades 9-12) ........................................... 40
- Painting and Printmaking - (Grades 9-12) ........................................... 40
- Photography - (Grades 10-12) ........................................... 40
- Sculpture and Materials Exploration - (Grades 9-12) ........................................... 40
- Watercolor and Related Media - (Grades 9-12) ........................................... 41
- Yearbook and Publication Design - (Grades 9-12) ........................................... 41
The Northwest School requires the following minimum course of study in the Upper School:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Modern Languages</th>
<th>Visual &amp; Performing Arts</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years (English &amp; History)</td>
<td>3 or 4 years*</td>
<td>3 or 4 years*</td>
<td>3 or 4 years*</td>
<td>4 years</td>
<td>2 years</td>
</tr>
</tbody>
</table>

*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.

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

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

**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 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 enabling them to take the additional arts of their choice in senior year. 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 Art Block D and one in Art Block F. 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 is not open to 9th grade students.

**Arts Courses Available for 9th grade ESL students:**
ESL students take an art class in Art Block D as well as a theatre class called Theatre as Communication – ESL. For course description, see Theatre Arts in the Arts Curriculum section.
The Northwest School’s 10th grade program consists of a minimum of seven courses plus Environment:

<table>
<thead>
<tr>
<th>Humanities 10</th>
<th>Humanities 10 – ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Double-credit course combining English and History</td>
</tr>
</tbody>
</table>

### Math
- Algebra II
- Pre-Calculus
- Calculus

### Science
- Biology

### Modern Languages
- Language placement determined by faculty.
- Chinese
- French
- Spanish
- Intermediate Grammar/Writing – ESL

### Arts
- Students are required to take two arts courses at all times. Most arts are full-year courses.

### Environment
- 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:**
To fulfill the arts distribution requirements, 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 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 Maria, 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.

### Electives
<table>
<thead>
<tr>
<th>Block A</th>
<th>Block D</th>
<th>Art Block D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Journalism</td>
<td>Dance Creative Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Performing Dance Ensemble*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Jazz Band*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Orchestra*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Upper School Choir</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre Play Production*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre Stagecraft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Ceramics 9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual New Media Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Painting and Printmaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Photography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Sculpture and Materials Exploration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Watercolor and Related Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Yearbook and Publication Design</td>
</tr>
</tbody>
</table>

*Audition or Faculty Approval Required
**Prerequisite or Faculty Approval Required
The Northwest School’s 11th grade program consists of a minimum of seven courses plus Environment:

<table>
<thead>
<tr>
<th>Humanities 11</th>
<th>Double-credit course combining English and History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 11 – Transitional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra II</td>
</tr>
<tr>
<td>Math Analysis</td>
</tr>
<tr>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Advanced Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modern Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>English Composition &amp; Advanced Grammar – ESL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to take two arts courses at all times. Most arts courses are a full year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.</td>
</tr>
</tbody>
</table>

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:
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. 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/Elective Courses Available to 11th Grade Students:

See Arts Curriculum section for course descriptions.

<table>
<thead>
<tr>
<th>Art Block D</th>
<th>Art Block G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Creative Dance</td>
<td></td>
</tr>
<tr>
<td>Dance Performing Dance Ensemble*</td>
<td></td>
</tr>
<tr>
<td>Music Jazz Band*</td>
<td></td>
</tr>
<tr>
<td>Music Orchestra*</td>
<td></td>
</tr>
<tr>
<td>Music Upper School Choir</td>
<td></td>
</tr>
<tr>
<td>Theatre Play Production*</td>
<td></td>
</tr>
<tr>
<td>Theatre Stagecraft</td>
<td></td>
</tr>
<tr>
<td>Visual Ceramics 9-12</td>
<td></td>
</tr>
<tr>
<td>Visual New Media Art</td>
<td></td>
</tr>
<tr>
<td>Visual Painting and Printmaking</td>
<td></td>
</tr>
<tr>
<td>Visual Photography</td>
<td></td>
</tr>
<tr>
<td>Visual Sculpture and Materials Exploration</td>
<td></td>
</tr>
<tr>
<td>Visual Watercolor and Related Media</td>
<td></td>
</tr>
<tr>
<td>Visual Yearbook and Publication Design</td>
<td></td>
</tr>
<tr>
<td>Dance Black Social Dance</td>
<td></td>
</tr>
<tr>
<td>Dance Salsa</td>
<td></td>
</tr>
<tr>
<td>Music Music Studio/Guitar</td>
<td></td>
</tr>
<tr>
<td>Music Songwriting for Social Justice*</td>
<td></td>
</tr>
<tr>
<td>Theatre Film</td>
<td></td>
</tr>
<tr>
<td>Theatre Mime, Mask, and Improvisation</td>
<td></td>
</tr>
<tr>
<td>Visual Drawing II**</td>
<td></td>
</tr>
<tr>
<td>Visual Photography</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Block A</th>
<th>Block D</th>
<th>Block G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science: Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Mentoring*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Block F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Jazz, Theater Dance, and Popular Styles</td>
</tr>
<tr>
<td>Dance Lindy Hop/Partnering Dance Class</td>
</tr>
<tr>
<td>Music Concert Band*</td>
</tr>
<tr>
<td>Music Performing Music Ensemble/ House Band*</td>
</tr>
<tr>
<td>Music Vocal Collective*</td>
</tr>
<tr>
<td>Theatre Spoken Word</td>
</tr>
<tr>
<td>Visual Drawing 1</td>
</tr>
<tr>
<td>Visual Graphic Design</td>
</tr>
</tbody>
</table>

*Audition or Faculty Approval Required
**Prerequisite or Faculty Approval Required
The Northwest School’s 12th grade program consists of a minimum of six courses plus Environment:

### Humanities 12
- Full-year course. Meets state requirements for U.S. Government and History Elective. Students will choose from:
  - Humanities 12: East Asia and the Modern World
  - Humanities 12: Freedom Struggles
  - Humanities 12: Law and Society
  - Humanities 12: Nature, Race, and Science
  - Humanities 12: Social Justice

### Humanities Electives
- Full-year course. Meets state requirements for English. Students will choose from:
  - Comparative Literature: From Utopia to Exile
  - Comparative Literature: Imagining Other Futures
  - Writing Seminar: Identity, Joy, Justice, and Action
  - Writing Seminar: Writing Workshop Intensive

### Math
- Statistics
- Pre-Calculus
- Calculus
- Advanced Calculus

### Science
- Advanced Chemistry
- Advanced Topics in Biology
- Physics

### Modern Languages
- Language placement determined by faculty.
  - Chinese
  - French
  - Spanish
  - Advanced English Composition

### Arts
- Taking two arts courses is the normal expectation. A minimum of six arts courses must be taken to graduate. To fulfill the arts distribution requirement, students need to have completed at least one course in each of the four 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.

### Environment
- Full-year satisfactory participation in a leadership position is required.

### 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. Computer Science, Journalism, and Peer Mentoring are electives offered during Art Blocks, but are not art courses. Students enrolled in any of these 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 four 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.
## Humanities • 9th–11th Grades

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, historical scholarship, and 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 a three-year sequence of skills-based learning with historical and literary components. The trajectory of this year moves from the present to the past from an ethnic studies lens. We lay the foundation of cultural history by examining the five elements of society (political, economic, religious, social, and intellectual/artistic) through contemporary culture and issues and how they relate to communities. We begin with an examination of identity and positionality through contemporary literary texts, investigating how community, empire, and systems of power emerge in post-1400 encounter.

**Essential texts for Humanities 9:** *So You Want to Talk About Race,* Ijeoma Oluo; *The Best We Could Do,* Thi Bui; *Sing, Unburied, Sing,* Jesmyn Ward; and selected primary sources, poems, essays and short stories drawn from historical and contemporary sources.

ELL students are enrolled in Humanities 9-ELL, which parallels Humanities 9. They join Humanities 9 students for presentations and projects when appropriate.

### Humanities 10

Humanities 10 builds on the historical and literary skills of ninth grade with a focus on the cultural history and legacies of the 18th and 19th Centuries. Using the basic framework of the elements of society, the course covers the following major topics: indigenous peoples, early modern Africa, the Enlightenment, revolutions, the US Constitution, Slavery & the Civil War, Marx, 19th Century Arts, Westward Expansion, and Imperialism.

**Essential texts for Humanities 10:** *An Indigenous People’s History of the United States,* Dave E. Celio; *The Way to Rainy Mountain,* N. Scott Momaday; *Homegoing,* Yaa Gyasi; *The Crucible,* Arthur Miller; *Narrative of the Life of Frederick Douglass,* Frederick Douglass; *Beloved,* Toni Morrison; *The Communist Manifesto,* Karl Marx; *A Doll’s House,* Henrik Ibsen; *Mrs. Dalloway,* Virginia Woolf; *Survival in Auschwitz,* Elie Wiesel; *The Fire Next Time,* James Baldwin; *Choice Books* including *Berlin Stories,* Alan Hollinghurst; *Darkness at Noon,* Arthur Koestler; *Citizen 13660,* Stephen Spender; *The Handmaid’s Tale,* Margaret Atwood; *Parable of the Talents,* Tobias Wolff; *Time of Love and Darkness,* Carlos Fuentes; *Raisin in the Sun,* Lorraine Hansberry; *Words of My Father,* Wilfrid DELT; *Austerlitz,* Patrick Modiano; *Invisible Man,* Ralph Ellison.

### Humanities 11

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

**Essential texts for Humanities 11:** *Mrs. Dalloway,* Virginia Woolf; *Survival in Auschwitz,* Eichmann in Jerusalem; *The Fire Next Time,* James Baldwin; *Choice Books* including *Berlin Stories,* Alan Hollinghurst; *Darkness at Noon,* Arthur Koestler; *Citizen 13660,* Stephen Spender; *The Handmaid’s Tale,* Margaret Atwood; *Parable of the Talents,* Tobias Wolff; *Time of Love and Darkness,* Carlos Fuentes; *Raisin in the Sun,* Lorraine Hansberry; *Words of My Father,* Wilfrid DELT; *Austerlitz,* Patrick Modiano; *Invisible Man,* Ralph Ellison.

---

**12th Grade Curriculum: continued**

## Arts/Elective Courses Available to 12th Grade Students:

See Arts Curriculum section for course descriptions.

### Art Block D

<table>
<thead>
<tr>
<th>Dance</th>
<th>Creative Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Performing Dance Ensemble*</td>
</tr>
<tr>
<td>Music</td>
<td>Jazz Band*</td>
</tr>
<tr>
<td>Music</td>
<td>Orchestra*</td>
</tr>
<tr>
<td>Music</td>
<td>Upper School Choir</td>
</tr>
<tr>
<td>Theatre</td>
<td>Play Production*</td>
</tr>
<tr>
<td>Theatre</td>
<td>Stagecraft</td>
</tr>
<tr>
<td>Visual</td>
<td>Ceramics 9-12</td>
</tr>
<tr>
<td>Visual</td>
<td>New Media Art</td>
</tr>
<tr>
<td>Visual</td>
<td>Painting and Printmaking</td>
</tr>
<tr>
<td>Visual</td>
<td>Photography</td>
</tr>
<tr>
<td>Visual</td>
<td>Sculpture and Materials Exploration</td>
</tr>
<tr>
<td>Visual</td>
<td>Watercolor and Related Media</td>
</tr>
<tr>
<td>Visual</td>
<td>Yearbook and Publication Design</td>
</tr>
</tbody>
</table>

### Art Block G

<table>
<thead>
<tr>
<th>Dance</th>
<th>Black Social Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Salsa</td>
</tr>
<tr>
<td>Music</td>
<td>Music Studio/Guitar</td>
</tr>
<tr>
<td>Music</td>
<td>Songwriting for Social Justice*</td>
</tr>
<tr>
<td>Theatre</td>
<td>Film</td>
</tr>
<tr>
<td>Theatre</td>
<td>Mime, Mask, and Improvisation</td>
</tr>
<tr>
<td>Visual</td>
<td>Drawing II**</td>
</tr>
<tr>
<td>Visual</td>
<td>Photography</td>
</tr>
</tbody>
</table>

### Art Block H

<table>
<thead>
<tr>
<th>Visual</th>
<th>Advanced Photography**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Mixed Media</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Block A</th>
<th>Computer Science: Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block E</td>
<td>Computer Science: Intro to Coding</td>
</tr>
<tr>
<td>Block D</td>
<td>Journalism</td>
</tr>
<tr>
<td>Block G</td>
<td>Peer Mentoring*</td>
</tr>
</tbody>
</table>

*Audition or Faculty Approval Required  
**Prerequisite or Faculty Approval Required*
Humanities 12: Freedom Struggles

Freedom/Unfreedom/Resistance/Liberation: Freedom Struggles from Abolition to Civil Rights and Beyond

The story of “freedom” in the U.S. and around the world is always also a story of “unfreedom.” Our very notion of liberty depends on conceptions of imprisonment, construction, restraint, and enslavement. This course will explore the historical and contemporary concepts of “freedom,” “unfreedom,” “resistance,” and “liberation” in both national and global contexts. Together, we will investigate the genealogies of “freedom” and “unfreedom” in the context of modernity, with a particular emphasis on the development of this dynamic in the United States. Working through the field of critical theory and cultural studies, the course theme and readings will help us explore the contradictions and contestations that are at work when we talk about liberty, equality, equity, and justice. We will begin our inquiry by tracing the histories of enslavement, indenture, liberty, and freedom in the U.S. and bring these historical perspectives to bear on contemporary national and global questions of racial and social justice. As the course proceeds, we will turn our attention to different flashpoints that illuminate the relationship between “freedom” and “unfreedom.” Possible areas of study will include national and transnational liberation movements; case studies in colonization and decolonization; segregation and civil rights movements; social liberation movements; the prison-industrial complex and prison abolition; and human rights. As we close the course, our study will bring us up to the present with an inquiry into contemporary activist movements such as Black Lives Matter Movement, Standing Rock, and other current struggles for racial, social, and economic justice.

Humanities 12: Nature, Race, and Science

What is nature? How do we know? In this course, we will study the many different ways that nature has been defined over time. We will start in the period just after the founding of the United States, when natural science was on the rise, and when slavery was a defining feature of American society. We will ask, How did scientists from this period define nature, and what did these definitions have to do with race and slavery? We will also look at the writings of people who were kept out of scientific institutions on the basis of race, gender, or class. These writings will illuminate the political contexts of science, and the scientific contexts of politics. Next, we will study the Transcendentalists and Romantics from the mid-1800s, who viewed nature as sublime and divine. At the same time, we will study the human and environmental costs of westward expansion, particularly as indigenous people were forced off their land by white settlers. Finally, we will study both 20th and 21st Century threats to nature and humanity, including the atomic bomb and climate change. Students will have the opportunity to add to our syllabus by presenting on topics and texts that matter to them, from fascinating scientific inventions to environmental justice activists who have been overlooked.

This course bears directly on current conversations about the future of humanity and the future of the planet by asking, What is the relationship between nature and justice?
Humanities Electives

Humanities 12: Social Justice
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 is 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 Electives · Meets state requirements for English

Comparative Literature: From Utopia to Exile
In the first trimester, we will study the concept of Utopia by first reading 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, especially in recent years in queer theory and Afrofuturism. We will devote the second trimester to The Narrative of 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: Imagining Other Futures/Social Identities & Science Fictions
Writers and artists have long used their mediums to imagine and create fictive worlds that look distinct from our own. As alternatives to our reality, their works become windows into what is possible, sometimes cautioning us against where current policies and practices might lead, and other times imagining and inviting transformative and revolutionary worlds into existence for the first time. Ultimately, despite how different from our own reality they may appear at first glance, imaginary worlds also offer insight into the societies out of which they are produced: even as they create a different kind of world, they reference our own and open up a critical space for us to analyze, make sense of, and take action to shape the society we live in right now.

With this understanding of both the productive and reflexive functions of speculative cultural work, this course will explore critical theories of race, gender, and sexuality through the genre of science fiction and we will explore science fiction through the field of critical theory. We will begin by examining theoretical analyses of race, gender, sexuality, and develop critical reading practices around foundational texts in speculative fiction. We will then put these interpretative tools to work on selected literary and film texts that are representative of a range of science fiction worlds through the critical and analytical language we developed in the beginning of the year. At the end of the course, students will become responsible for shaping guiding questions that are of interest to them and taking on leadership in seminar discussions and class projects.

Writing Seminar: Identity, Joy, Justice, and Action
This is a reading, creative writing, discussion, and project-centered course that challenges students to consider the power of fiction 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 inequalities, 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 and 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—to support 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.

Writing Seminar: Writing Workshop Intensive
This course will focus on the craft of writing in various genres. We will read 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 land an earl 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 it be 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.
Comparative Literature: Introduction to Critical Ethnic Studies

Ethnic studies courses and departments at colleges and universities in the United States grew out of the demands of student activists in the midst of the mid-century Civil Rights Movement. Many of these courses date from the late 1960s and 1970s when student organizing on campuses was taking a radical turn to align the study of race, ethnicity, and indiginity in the U.S. with global struggles for decolonization, self-determination, and liberation. As such, Ethnic Studies, forged out of student activism and organizing, is an inherently political pursuit in the classroom. Today, in many communities around the U.S., students, families, and faculty, are engaging in campaigns to make Ethnic Studies a graduation requirement in K-12 education at their schools and in their districts.

In this course, we will take a critical approach to Ethnic Studies, first seeking to understand this field of study and its emergence, and then working to expand our engagement with this field as it has developed up to the present. In the first trimester, we will create a shared “critical reading practice,” which will serve as an introduction to literary theory and establish a critical vocabulary and theoretical framework around the study of literature and culture in the field of Ethnic Studies. During this first term, we will read texts that are emblematic of the specific areas of focus that are commonly housed in Ethnic Studies departments: Asian-American Studies; Black/African-American Studies; Chicano/Latino Studies; Diaspora Studies. In the second trimester, we will turn our attention to texts, both literary and otherwise (film, music, art, performance) that center on the theme of “education” in relation to Ethnic Studies. During this term, through engaging stories about learning, our class will come to understand why and how educational institutions became such an important arena in which student activists organized for Ethnic Studies. For the third trimester, students will be asked to be active participants in shaping the direction of the course by collaborating with one another and the teacher to build the reading list and determine what a critical Ethnic Studies course for 2019-2020 should/could include.

Course texts will include selections of fiction, non-fiction, poetry, essays, drama, and other literary forms; visual art; performance art; dance; and film. Students will be asked to participate in some off-campus events, such as public lectures at UW and/or museum/gallery visits. This course will be conducted largely as a seminar, relying on student-driven discussions and active participation. Assessment will include a variety of written exercises, essays, presentations, and projects.

Comparative Literature: Truth and the Power of Narrative

False historical beliefs are pervasive in our culture. Is fiction an effective tool to deconstruct the mainstream narrative and reveal the truth? This class will examine the ways people manipulate the past, common techniques used to perpetuate problematic myths and claims about the past, and how and why the past has been appropriated throughout time. The stories in this course’s novels, narrative non-fiction, films, poetry, and TV shows with help us explore the questions: How do you know something is true? Why are the stories of those not in power excluded from the mainstream narrative? This course challenges students to develop a mindset of analytical questioning and examine their own beliefs as they analyze texts through varied analytical lenses, considering multiple critical readings of a given text. Students will cultivate a deep understanding of the power of narrative as they explore myths, misconceptions, and manipulations of the past.

Comparative Literature: Hope in Misery – Protest & the Near Future

This course looks at how protest and hope is imagined in science fiction stories where the future is presented as bleak and dismal. We will work together to think about how our authors imagine protest; what their different visions of hope are; and how studying the near future through a science fiction lens can help us better understand the present.

Our class texts will include aliens, magic, new technologies, and other fantastical qualities, and will (hopefully) inspire new and creative ideas for creating social change today.

Animating Questions of the Course:

• What is the relationship between writing and social change?
• What role does writing (and other forms of communication) play in building solidarity across difference in the future? In the present?
• What counts as effective protest, where and when?
• How can studying the future through science fiction teach us about inequity and social justice today?
• How can looking for “hope in misery” help us work towards imagining and creating the kinds of worlds we actually want?

The class will include science fiction novels, short stories, film, graphic novels, visual art, and music, as well as secondary literary and historical sources.

Mathematics

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.
Mathematics

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.

Mathematical Modeling: Economics, Finance, Public Policy, and Game Theory
In this senior elective, students will look at applications of mathematics that play out in real world. Students will study the theory of economics at the macro and micro level as well as understanding the role of money on a federal and personal level. We will also look at the creation of algorithms and what has been come to be known as “big data.” Where one goes to school, who gets a loan, and how much you pay for your car insurance are decisions made not by humans, but by algorithms. The class will also dive into game theory, which utilizes mathematical models to simulate what logical, rational decisions one should make in a myriad of simulations.

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 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 as well as 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
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 aim is for students to 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
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, 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
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**
This course will be a more in-depth experience into the world of chemistry that builds upon the foundation established junior year. This course requires mathematical and abstract skills as students explore more complex topics like kinetics, equilibrium, and thermodynamics. Each unit will be highlighted with labs that will help students build techniques and will also introduce students to a variety of different chemical instrumentation. Students will explore primary journal articles to not only build scientific reading skills, but also explore the current research dealing with our unit of study. Projects will be completed throughout the year from designing and printing a 3D molecule to building a solar cell. It is expected that students in this course are curious about the world around them, are good collaborators, and are ready for the challenge of a rigorous, college-level course.

**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**
In this year-long course students discover how to use genetics as a tool to improve human health. Through exciting labs, they use modeling (of insulin), transformation (of bacteria to explain insulin production), and electrophoresis (to detect genetic mutations). They also learn to use sophisticated scientific tools like ELISA to detect the BrCa1 gene, a model ELISA to test for HIV, and they attempt a bio-hacker CRISPR lab.

In the later part of the year, students use genetics to understand the threats to sustainability in the marine environment. They explore and monitor near shore habitats while learning fundamental oceanography and marine biology. Critically, students gain the skills to understand, design, and communicate scientific research. As they push into areas at the forefront of scientific discovery, students debate and grapple with the ethical issues surrounding advancing genetic knowledge and technology.

**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**
Physics 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 the instructors of Physical Science, Biology, Chemistry, or Advanced Biology. Schedule permitting, the student will attend at least two class periods 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 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 study 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 prepares students for 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 are taught primarily in the target language. 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.

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 to develop a solid foundation for continuing the study of French and to encourage 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 pronouns. Students expand their oral skills through class discussions and group presentations. Films and projects are directly linked to grammar and the Humanities II 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, books, and films are chosen according to the class’s 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. 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 (Grade 9)
This class serves students coming out of Spanish II from our Middle School Spanish program, and will incorporate incoming ninth-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 (Grades 10-11)
This course incorporates grammatical review as well as presents new material such as the subjunctive mode, with dual emphasis on reading comprehension and 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.
Basketball Girls
Physical Education

Physical Education/Health
Modern Languages • Physical Education
Bartolomé Esteban Murillo, Oswaldo Guayasamín, Ana María Matute, Clarice Lispector, Miguel de Cervantes Saavedra, and Julio Cortázar. Students write analytical essay responses in Spanish.

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
In this course, students study university-level material and are challenged to take more control of their learning to bring communication skills to a higher level. Throughout this trimester we review important grammatical structures while exploring art, literature, and culture in Latin America and Spain. Students also have the opportunity to work and improve their writing, listening, and speaking skills. Among the authors and painters that we study during the course are Frida Kahlo, Salvador Dalí, Bartolomé Esteban Murillo, Oswaldo Guayasamín, Ana María Matute, Clarice Lispector, Miguel de Cervantes Saavedra, and Julio Cortázar. Students write analytical essay responses in Spanish.

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 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 ninth 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 lives and expected to both reflect 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.

Physical Education Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Ultimate Cross Country</td>
<td>Soccer Cross Country</td>
</tr>
<tr>
<td></td>
<td>Fit Club (begins 9/5)</td>
<td>Volleyball Fit Club</td>
</tr>
<tr>
<td>Winter</td>
<td>Basketball Fit Club</td>
<td>Basketball Fit Club</td>
</tr>
<tr>
<td>Spring</td>
<td>Track &amp; Field Fit Club</td>
<td>Track &amp; Field Ultimate Fit Club</td>
</tr>
</tbody>
</table>

Contact Britt Mack, Athletic Director, or particular coaches, if you have questions. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.

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)
- 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 and create email lists for those interested in summer athletics practices.

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

NOTE: Fall sports begin August 26th

<table>
<thead>
<tr>
<th>Season</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Ultimate Cross Country Fit Club</td>
<td>Soccer Cross Country Volleyball Fit Club</td>
</tr>
<tr>
<td>Winter</td>
<td>Basketball Fit Club</td>
<td>Basketball Fit Club</td>
</tr>
<tr>
<td>Spring</td>
<td>Track &amp; Field Fit Club</td>
<td>Track &amp; Field Ultimate Fit Club</td>
</tr>
</tbody>
</table>

Contacts and information will be emailed to families prior to each season.

Interscholastic Athletic Teams

Contact Britt Mack, Athletic Director, or particular coaches, if you have questions. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.

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)
- 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 and create email lists for those interested in summer athletics practices.

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

Contact Britt Mack, Athletic Director, or particular coaches, if you have questions. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.

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 and create email lists for those interested in summer athletics practices.

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

Contact Britt Mack, Athletic Director, or particular coaches, if you have questions. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.

Interscholastic Athletic Teams

Contact Britt Mack, Athletic Director, or particular coaches, if you have questions. 0.8 credits toward the two-year Physical Education requirement are awarded for each season of athletic participation.
**Physical Education**

The course counts for Physical Education credit. Occasional training/planning sessions will be scheduled as needed, usually at lunch or after school.

- Full credit, a student needs to complete at least five days of outdoor experience in that trimester.
- Amount of credit (half or full) is based on level of participation in the outings offered each trimester. To earn full credit for those participating an average of 3 or more sessions per week and half credit for those participating 1.5-3 times per week.

**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 courses 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 taking these electives should have no difficulty meeting their arts distribution requirements.*

**Advanced English Composition (International Grade 12)**

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, creative writing, and working with sources and citation. 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.

**Computer Science Principles (Grades 10-12)**

This course will teach students about the fundamental topics within Computer Science: computational thinking, programming, big data, privacy and security, and the social impacts of computing. Students will learn the general principles of program design and algorithmic thinking applicable to any program language, and will create their own applications to highlight learned concepts. Current events will be used to prompt questions about both policy and ethics and their effects on society.

**Computer Science Intro to Coding (Grade 12)**

In this course students will develop their problem-solving and computational thinking skills by studying web development, simple game design, and analyzing big data. Students will work individually and collaboratively on problems and begin to explore the power of coding for understanding large sets of data, controlling physical devices, and making interfaces for users. Students will also develop a deeper understanding of the components of computational thinking—decomposition, abstraction, pattern recognition, and algorithms—through hands-on activities and projects.

**Journalism (Grades 9-12)**

How do you tell a good story? How do you tell a true one? How do you build an online presence and use social media to promote your stories? As journalists, we will work to find stories that matter to you and to get those stories into the hands (and phones) of readers. We will learn how to recognize a good story, how to do research and gather facts, how to conduct interviews, and how to shape all this information into an engaging piece of writing. In the era of fake news, we will emphasize truth-telling and fact-checking. In terms of stories, we will cover news, arts, sports, features, and editorials. Our work will appear in the NWS print newspaper, The Publishing Haus, but we will also focus on expanding our digital presence and entering into journalistic discourse on social media. Together, we will make decisions about how best to design and format our publications. If you want to bring your passions—for politics, justice, art, music, sports, photography, or digital media—to readers at Northwest and beyond, journalism is the class for you.
**Peer Mentoring (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, and 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 Northwest School’s 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 graders 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: Black Social Dance, Salsa, Music Studio/Guitar, Songwriting for Social Justice, Film, Mime, Drawing 2, and Photography 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., Computer Science, Journalism, or Peer Mentoring) 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**

**Black Social Dance (Grades 11-12)**
In this year-long course, we will identify and explore the origins of Black Social Dance* and its subsequent modern contexts, meanings, and applications. We will define and explore the Africanist Aesthetic as it relates to dance of body, mind, and spirit. Additionally, we will practice and embody the idea of self-determination by employing, at the beginning-level, the modern dance technique developed by Katherine Dunham during her field research of African people living in the Caribbean.

*Black social dances are dances that emanate from and are created within a certain Black or Pan African cultural imagination and practice. They are available to all people, however, regardless of cultural or ethnic affinity. Black social dances function as places of universal social release and sites of spontaneous creative expression. They are inherently inter-cultural, borrowing, adapting, and re-forming themselves and lending to the diverse and ever-evolving dance landscape.

No prerequisites or previous dance experience required. Beginners are welcome.

**Creative Dance (Grades 9-12)**
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 the body in space. Along the way, we 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. In this class we will explore many ways that dance exists in the world. We will investigate the reasons why people dance across cultures and throughout time. 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…?” No prerequisites or previous dance experience required. Beginners are welcome.

**Jazz, Theater Dance, and Popular Dance Styles (Grades 9-12)**
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 such as lyrical and commercial Jazz. Jazz dance has been influenced by African and Latin dance aesthetics as well as swing dance and even ballet. Jazz dance is often associated with show business and pop culture. We will dive into these styles and explore their histories and techniques. You will practice quick sharp isolations and syncopated rhythms. You will create long lines and crisp shapes with your body as well as practice leaps, jumps, and turns. This is a great choice for those interested in musical theater and/or have some kind of previous movement experience.

No prerequisites; some dance experience is recommended, but not required.
Lindy Hop/Partnering Dance Class (Grades 9-12)
Lindy Hop, the original swing dance, was developed during the Harlem Renaissance and has grown into a world-wide social dance phenomenon! In this class, students learn the basic footwork, rhythm, and foundational skills involved in this fun and athletic partner dance. We will learn how to swing out, do the Charleston, and more. Students will build both lead and follow skills and discover the concepts of frame and connection in partner dancing. Students will engage in the history and social aspects of the dance as well as learn set choreography. This class will include a variety of movement sequences that fall under the swing dance umbrella such as The Shim Sham, The Big Apple, and other authentic jazz dances from the Swing Era. No prerequisites or previous dance experience required.

Performing Dance Ensemble/PDE (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. Dance experience required.

Salsa (Grades 11-12)
Salsa is a lively, fun, social dance, deeply rooted in Latin American popular music, blending predominantly Cuban rhythms with elements of jazz, rock, and soul music. Salsa began in Cuba and became popular in New York and Miami in the 1950s-70s. It is now danced passionately all over the world along with other popular dances such as Bachata and Mambo. Salsa dance combines movements of the Afro Cuban dances known as Son, Cha-cha-cha, Mambo, Rumba, and the Danzon. In this class students will learn the history and cultural context of the dance as well as the basic footwork, rhythm, and foundational skills needed to dance socially and perform choreography. We will build lead and follow skills as well as understand the concepts of frame and connection in participating in Salsa. By practicing Salsa and other Latin dance styles, students can develop their sense of rhythm, musicality, balance, coordination, endurance, and general body connectivity. No prerequisites or previous dance experience required. Beginners are welcome.

Music

Concert Band (Grades 9-12)
Students in this full-year course continue the study of an instrument of the band. Emphasis is placed on the large ensemble, as well as on music theory and the study of scales. Students are required to participate in all school performances. Materials of study include compositions and arrangements for Concert Band, as well as recorded and filmed music. Prerequisites: Previous study of an instrument of the band, with the ability to read Grade 1-2 level band music, audition and teacher recommendation. Interested musicians must audition for placement into this course.

Jazz Band (Grades 9-12)
Students in this full-year course continue the study of an instrument of the jazz tradition. Emphasis is placed on ensemble playing, small groups, jazz improvisation, scales and arpeggios, the study of recorded and filmed jazz, and jazz literature. Students are required to participate in all school performances, and to practice regularly. Materials of study include compositions and arrangements for jazz ensemble and jazz small group, solo transcriptions, jazz standards, filed and recorded music, and online resources. Prerequisite: Interested musicians must audition for placement into this course.

Orchestra (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. Interested musicians must audition for placement into this course.

Performing Music Ensemble/House Band (Grades 9-12)
Experienced musicians join together to form 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 songwriting through the analysis and performance of great standards, followed 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 backup, adding fills and riffs, generating rhythm on any instrument, and creating original solos. We will partner with the VERA Project to gain experience with tools essential to performing in a band, such as identifying 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 fundraise. The culmination of the class will be a live concert produced by the VERA Project, performing covers of songs studied alongside originals written in class. This concert will be recorded as an album. Open to singers and all instrumentalists with significant proficiency. Interested musicians must audition for placement into this course.

Songwriting for Social Justice (Grades 11-12)
This course will focus on learning about the process of songwriting and then applying a social justice lens to the songs being created. Students will learn about music theory, chord progressions, melodic construction, and lyric creation. This course will culminate in an end-of-year performance featuring the songs created in class. Interested songwriters must audition for placement into this course.

Upper School Choir (Grades 9-12)
This course is a year-long ensemble course open to all interested Upper School students. The choir will sing pieces in three-part, four-part, and five-part vocal textures and will explore a variety of musical styles, cultures, and traditions. Students will explore and solidify concepts such as vocal technique, music theory, musical expression, and performance practice. Choir members will be expected to practice regularly and to enthusiastically participate in rehearsal. The ensemble will perform at least once a trimester. No prerequisites or previous choir experience required. Beginners are welcome.
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 Play Production, our performing ensemble. Theatre faculty will then place students in the appropriate class.

Act Out! (Grades 9-10)
This course is a fun, hands-on way to learn about acting in the theatre. The course is designed for students new to theater as well as for those who want to hone their dramatic skills. During the first few weeks, the entire class meets and works together to build ensemble through theater games, improvisation, and acting exercises. Then, students split into two groups and tackle more in-depth improvisation or work on scenes from comedic and dramatic plays. Students also attend productions both at NWS and in the vibrant Seattle community, exploring how to take a character from page to stage.

Film (Grades 11-12)
This class is 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.

Mask, Mime, and Improvisation (Grades 11-12)
This class is designed for actors and dancers who want to enrich their physical theater skills. It’s a great class for experienced performers but also can be an appropriate course for dedicated beginners who are comfortable taking risks and want to try their hand at mask, theater, mime, illusion, and advanced improvisation. After introductory units in the three main disciplines, the ensemble spends several weeks creating new work, which it then performs in a variety of venues, including a full production at the end of the year.

Vocal Collective (Grades 9-12)
This course is a year-long ensemble course. Students will explore advanced choral repertoire in a variety of musical styles with a modern and socially conscious focus. The ensemble will sing in predominantly four-part and five-part textures. Students should expect to practice their music regularly and be held to a high musical standard. The ensemble will perform several times a trimester. Interested students must audition for placement into this course.

Play Production Ensemble (Grades 9-12)
This is an intensive year-long performance class for the serious theatre student. Actors will rehearse and perform several productions during the year for the general public. After school and some weekend rehearsals will be required. After school rehearsals may be scheduled Monday through Friday, 3:30–5:30 p.m., with longer rehearsals in Trimester II. We will produce three full-length productions, possibly a touring play and the One-Act Play Festival. Casting for each play will be done according to the demands of each production and the schedule conflicts of the ensemble members. We are able to work with some sports conflicts. Also, if you are interested in being a stage manager or costume designer for the productions, sign up for this class and contact Laura Ferri to let her know of your interest. Interested students must audition for placement into this course.

Theatre Productions 2019-2020
December 2019: Full-length play directed by Ellen Graham
February 2020: Full-length play directed by Laura Ferri
May/June 2020: Full-length play; Touring Show; One-Act Play Festival

Spoken Word (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 (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 theatre electrics, build sound cues, and create costumes. Select students will learn stage management, lightboard programming, and costume construction. The students in this class will act as the technical staff for the Upper School play productions. 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 (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.
Arts

Visual Arts

Advanced Photography (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 or small 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 (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 (thumatropes, 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.

Ceramics (Grades 9-10)
Everything you dream can be made in clay. This exciting, beginning ceramics course introduces 9th and 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 2019-2020 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 (Grades 9-12)
You are welcome in ceramics 9-12, regardless of your previous experience with clay! While it’s beneficial to have had some familiarity with 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, then 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, handbuilding, pinch pots, molds, vases, cookie jars, lidded vessels, and perhaps even teapots. You will also develop handbuilding and sculpting skills. 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 2019-2020 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 masterpiece doesn’t shatter). 2. Free Unlimited Tea: Randy will provide unlimited tea during class, provided that you drink it from a cup that you’ve made yourself.

Mixed Media (Grade 12)
In this class—open exclusively to seniors—we will explore the creation of visual images using a variety of media and techniques, some of which are not often taught to high school students. Students will work with the following media: encaustic (melted, pigmented wax), glass mosaic, bleach drawing, painting, and collagel, and wire sculpture. All projects include the use of multiple media. Students enrolling in this class should be prepared to work on relatively few protracted, multi-step (yet fascinating, fun, and a little bit dangerous) artistic endeavors.

Drawing I (Grades 9-10)
Even if you are convinced that you are NOT an artist, you will enjoy this class! As this is a beginning class, even students with little experience will learn valuable drawing and observational skills. 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-portrait (four per year), and drawing fruits/vegetables in color. By the end of the course, you will be convinced that you, too, can draw!

Drawing I (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 (Grades 11-12)
More experienced drawing students will extend their skills 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 will culminate in life drawing, for which nude models will be present in class. Students will be asked to suggest topics and/or skills that they would like to study in-depth during the coming year. This class includes an extended serial project that will be completed outside of class during Trimesters 2 and 3. Prerequisite: To register for this class, students must have completed Drawing I OR present one or two of their drawings to the Drawing II teacher.

Graphic Design (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 (Grade 12)
In this class—open exclusively to seniors—we will explore the creation of visual images using a variety of media and techniques, some of which are not often taught to high school students. Students will work with the following media: encaustic (melted, pigmented wax), glass mosaic, bleach drawing, painting, and collagel, and wire sculpture. All projects include the use of multiple media. Students enrolling in this class should be prepared to work on relatively few protracted, multi-step (yet fascinating, fun, and a little bit dangerous) artistic endeavors.
New Media Art (Grades 9-12)
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, and 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 (Grades 9-12)
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 mix paint and ink colors to achieve desired color combinations in both prints and paintings, and 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.

Photography (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. This class is not open to 9th grade students.

Sculpture and Materials Exploration (Grades 9-12)
In this class, 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, as well as other possible materials such as bronze and wood. Students will learn to form objects of their own design with hand tools. Each student will be encouraged to create work that interests them. Previous knowledge about sculpture is not necessary—this class 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.

Watercolor and Related Media (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, ink, and others. 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.

Yearbook and Publication Design (Grades 9-12)
This class is for students who want real-world graphic design experience. Students will sharpen layout and design skills using the Adobe Creative Suite applications Photoshop, Illustrator, and InDesign, and will explore typography and professional layout best practices as well as the elements and principles of art and design. Additionally, students will use a digital camera to creatively capture images that document time and place, and utilize photographic editing software to retouch and organize images. This class will culminate with the creation of an annual publication documenting the 2019-2020 school year. Encouraged (but not required) prerequisite: Graphic Design, New Media Art, Digital Art, or other Adobe Creative Suite experience.
Mathematics

Mathematical Modeling: Economics, Finance, Public Policy, and Game Theory
In this senior elective, students will look at applications of mathematics that play out in real world. Students will study the theory of economics at the macro and micro level as well as understanding the role of money on a federal and personal level. We will also look at the creation of algorithms and what has been come to be known as “big data.” Where one goes to school, who gets a loan, and how much you pay for your car insurance are decisions made not by humans, but by algorithms. The class will also dive into game theory, which utilizes mathematical models to simulate what logical, rational decisions one should make in a myriad of simulations.

Humanities 12 · (Meets state requirements for History & U.S. Government)

Humanities 12: Revolutionary Imaginations/Struggles for Change
This course looks historically to explore how a variety of feminist writers/activists, in different time periods, challenge norms about what it means to be a “woman” through their writing, art, and activism. We will look at the many different and creative strategies activists used to fight against racism and for gender justice and women’s rights. The course is organized into four historical touchstones:

- Agitation & “the Cult of True Womanhood”
- Fashion as Activism in the 1920’s
- “Stop Thinking Properly”: Coalitions in the 1970s/80s
- “Non-Compliance” and the Prison Industrial Complex

Animating Questions of the Course:
- How has the category “woman” been created and challenged in different historical moments?
- How does race, class, and sexuality inform what it means to be a “woman”?
- How do our different writers think about the role of culture (fashion, music, language, visual art, etc.) in relationship to anti-racism, women’s rights, and gender justice?

The class includes novels, speeches, film, poetry, graphic novels, visual art, and music videos, as well as activist histories and social movement theory.

Humanities 12 Electives · (Meets state requirements for English)

Comparative Literature: Introduction to Critical Ethnic Studies
Ethnic studies courses and departments at colleges and universities in the United States grew out of the demands of student activists in the midst of the mid-century Civil Rights Movement. Many of these courses date from the late 1960s and 1970s when student organizing on campuses was taking a radical turn to align the study of race, ethnicity, and indignity in the U.S. with global struggles for decolonization, self-determination, and liberation. As such, Ethnic Studies, forged out of student activism and organizing, is an inherently political pursuit in the classroom. Today, in many communities around the U.S., students, families, and faculty, are engaging in campaigns to make Ethnic Studies a graduation requirement in K-12 education at their schools and in their districts.

In this course, we will take a critical approach to Ethnic Studies, first seeking to understand this field of study and its emergence, and then working to expand our engagement with this field as it has developed up to the present. In the first trimester, we will create a shared “critical reading practice,” which will serve as an introduction to literary theory and establish a critical vocabulary and theoretical framework around the study of literature and culture in the field of Ethnic Studies. During this first term, we will read texts that are emblematic of the specific areas of focus that are commonly housed in Ethnic Studies departments: Asian-American Studies; Black/African-American Studies; Chicanx/Latinx Studies; Diaspora Studies. In the second trimester, we will turn our attention

Continues on next page
to texts, both literary and otherwise (film, music, art, performance) that center on the theme of “education” in relation to Ethnic Studies. During this term, through engaging stories about learning, our class will come to understand why and how educational institutions became such an important arena in which student activists organized for Ethnic Studies. For the third trimester, students will be asked to be active participants in shaping the direction of the course by collaborating with one another and the teacher to build the reading list and determine what a critical Ethnic Studies course for 2019-2020 should/could include.

Course texts will include selections of fiction, non-fiction, poetry, essays, drama, and other literary forms; visual art; performance art; dance; and film. Students will be asked to participate in some off-campus events, such as public lectures at UW and/or museum/gallery visits. This course will be conducted largely as a seminar, relying on student-driven discussions and active participation. Assessment will include a variety of written exercises, essays, presentations, and projects.

**Comparative Literature: Truth and the Power of Narrative**
False historical beliefs are pervasive in our culture. Is fiction an effective tool to deconstruct the mainstream narrative and reveal the truth? This class will examine the ways people manipulate the past, common techniques used to perpetuate problematic myths and claims about the past, and how and why the past has been appropriated throughout time. The stories in this course’s novels, narrative non-fiction, films, poetry, and TV shows with help us explore the questions: How do you know something is true? Why are the stories of those not in power excluded from the mainstream narrative? This course challenges students to develop a mindset of analytical questioning and examine their own beliefs as they analyze texts through varied analytical lenses, considering multiple critical readings of a given text. Students will cultivate a deep understanding of the power of narrative as they explore myths, misconceptions, and manipulations of the past.

**Comparative Literature: Hope in Misery – Protest & the Near Future**
This course looks at how protest and hope is imagined in science fiction stories where the future is presented as bleak and dismal. We will work together to think about how our authors imagine protest; what their different visions of hope are; and how studying the near future through a science fiction lens can help us better understand the present.

Our class texts will include aliens, magic, new technologies, and other fantastical qualities, and will (hopefully) inspire new and creative ideas for creating social change today.

**Animating Questions of the Course:**
- What is the relationship between writing and social change?
- What role does writing (and other forms of communication) play in building solidarity across difference in the future? In the present?
- What counts as effective protest, where and when?
- How can studying the future through science fiction teach us about inequity and social justice today?
- How can looking for “hope in misery” help us work towards imagining and creating the kinds of worlds we actually want?

The class will include science fiction novels, short stories, film, graphic novels, visual art, and music, as well as secondary literary and historical sources.