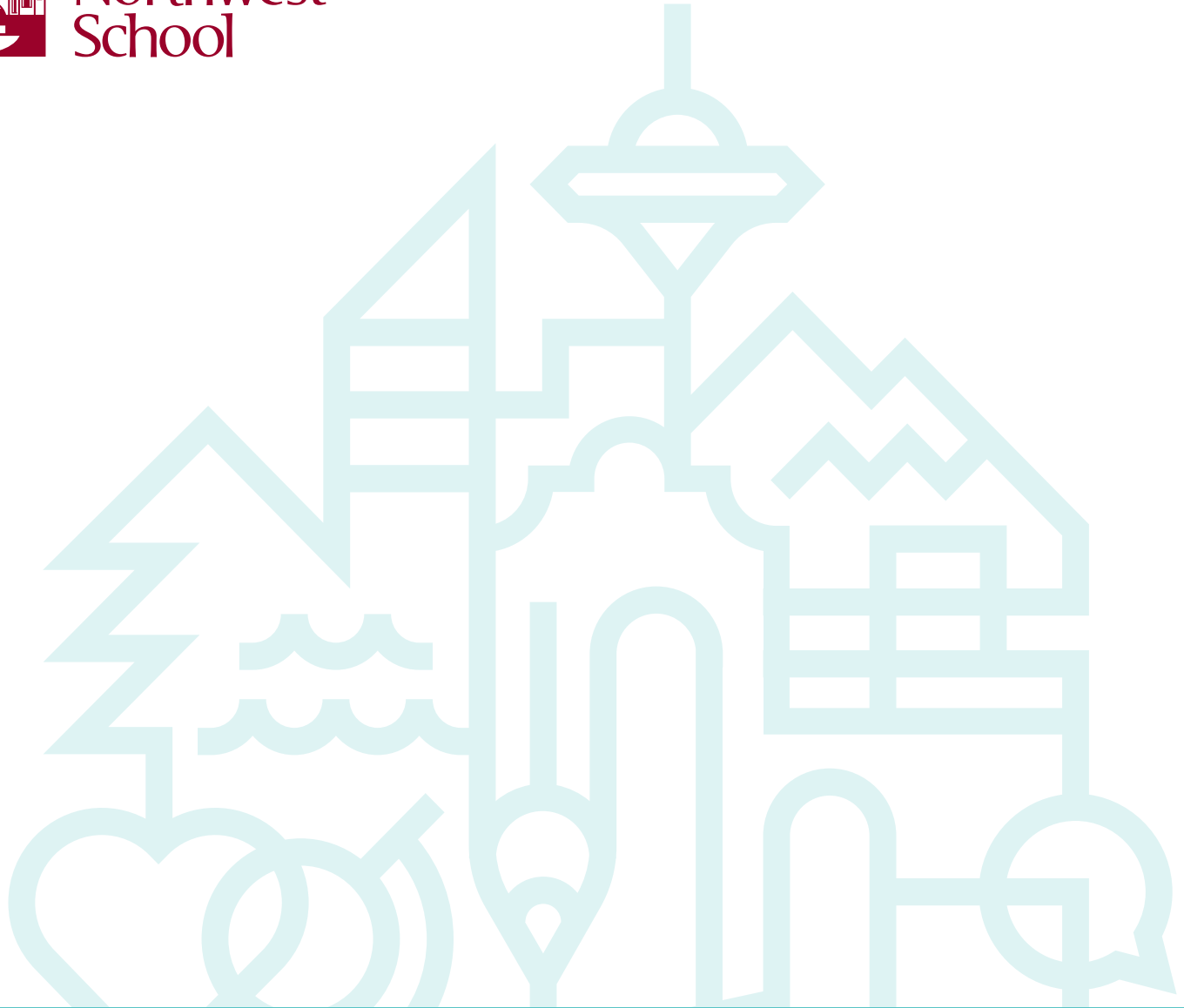




The  
Northwest  
School



# Upper School Curriculum Guide

**2021-2022**



# Mission Statement

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

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

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



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# Graduation Requirements • Curriculum Overview

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

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

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

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Humanities</b>	Humanities 9 Humanities 9 – ELL	Humanities 10 Humanities 10 – ELL	Humanities 11 Humanities 11 – Transitional	Humanities 12 Comparative Literature Writing Seminar
<b>Math</b>	Geometry Algebra II Precalculus	Algebra II Precalculus Calculus	Algebra II Math Analysis Precalculus Calculus Advanced Calculus	Math Modeling Statistics Precalculus Calculus Advanced Calculus
<b>Science</b>	Physical Science	Biology	Chemistry	Advanced Chemistry Adv. Topics in Biology Physics
<b>Modern Languages</b> <i>Language Placement determined by faculty.</i>	Chinese French Spanish Beg. Grammar/ Writing – ELL	Chinese French Spanish Int. Grammar/ Writing – ELL	Chinese French Spanish Advanced Spanish Eng. Comp & Adv. Grammar – ELL	Chinese French Spanish Advanced English Composition
<b>Arts</b>	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, Peer Mentoring) for a given year must take at least one art course in that year.			
<b>Physical Education/ Health</b>	The two-year physical education requirement may be fulfilled by P.E. classes, outdoor education, dance, fitness, or team sports. It is recommended that students fulfill the requirement through participation in a variety of these activities. Partial fulfillment of the P.E. requirement and the entire health requirement will be accomplished in the 9th grade year.			
<b>Environment</b>	Four years of satisfactory work in the Environment Program are required.			

# Curriculum Overview for International Students

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International students who receive ELL 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 – ELL

Physical Science

Beginning Grammar/Writing – ELL

Theatre as Communication – ELL

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

## 10th Grade

Humanities 10 – ELL

Intermediate Grammar/Writing – ELL

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

## 11th Grade

Humanities 11 – Transitional

English Composition and Advanced Grammar – ELL

\*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 ELL to Domestic Humanities:

Students who enter the school receiving ELL support must join the full domestic curriculum by 12th grade. An earlier transition into the domestic Humanities program is possible under specific circumstances. ELL students in good standing with a TOEFL 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. A letter of support from a Northwest School Humanities faculty member may also initiate replace one or more of the academic requirements.

Questions concerning the early transition process should be directed to the Upper School Director.

# 9th Grade Curriculum

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

<b>Humanities 9</b> <b>Humanities 9 – ELL</b>	Course combining English and History (counts as two of eight)
<b>Math</b>	Geometry Algebra II Precalculus
<b>Science</b>	Physical Science
<b>Modern Languages</b> <i>Language placement determined by faculty.</i>	Chinese French Spanish Beginning Grammar/Writing – ELL
<b>Arts/Electives</b>	Students take two arts/elective courses. A minimum of six arts courses are required to graduate. Most arts are full-year courses.
<b>Physical Education/Health</b>	Full-year course. Meets state requirements for health.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education/Health Requirements:

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

ELL students take an art class in Art Block D as well as a theatre class called Theatre as Communication – ELL. For course description, see Theatre Arts in the Arts Curriculum section.



## Arts/Elective Courses available to 9th Grade Students

See Arts Curriculum section for course descriptions.

Art Block D	
Dance	Jazz and Theater Dance**
Dance	Performing Dance Ensemble*
Music	PME/House Band*
Music	Upper School Beginning Choir
Music	Upper School Jazz Band*
Music	Upper School Orchestra*
Theatre	Advanced Theatre Production*
Theatre	Improv Theatre
Theatre	Stage Design and Technology
Visual	Ceramics
Visual	Film and Video Art
Visual	Painting and Printmaking
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Experimental Drawing
Visual	Yearbook and Publication Design

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

Art Block E	
Theatre	Theatre as Communication (ELL)

Art Block F	
Dance	Creative Dance
Dance	Line Dance and Lindy Hop
Music	Upper School Concert Band
Music	Varsity Voices (Intermediate Choir)*
Theatre	Acting for the Stage
Theatre	Physical Theatre
Visual	Animation
Visual	Ceramics
Visual	Drawing 1
Visual	Graphic Design

Electives	
Block D	Journalism
Block F	Computer Science Principles

# 10th Grade Curriculum

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

<b>Humanities 10</b> <b>Humanities 10 – ELL</b>	Course combining English and History (counts as two of seven)
<b>Math</b>	Algebra II Precalculus Calculus
<b>Science</b>	Biology
<b>Modern Languages</b> <i>Language placement determined by faculty.</i>	Chinese French Spanish Intermediate Grammar/Writing – ELL
<b>Arts/Electives</b>	Students take two arts/elective courses. A minimum of six arts courses are required to graduate. Most arts are full-year courses.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education Requirements:

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

## Arts Distribution Requirements:

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, and enable 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 our overseas partner schools:

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

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

## Arts/Elective Courses available to 10th Grade Students

See Arts Curriculum section for course descriptions.

Art Block D	
Dance	Jazz and Theater Dance**
Dance	Performing Dance Ensemble*
Music	PME/House Band*
Music	Upper School Beginning Choir
Music	Upper School Jazz Band*
Music	Upper School Orchestra*
Theatre	Advanced Theatre Production*
Theatre	Improv Theatre
Theatre	Stage Design and Technology
Visual	Ceramics
Visual	Film and Video Art
Visual	Painting and Printmaking
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Experimental Drawing
Visual	Yearbook and Publication Design

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

Art Block F	
Dance	Creative Dance
Dance	Line Dance and Lindy Hop
Music	Upper School Concert Band
Music	Varsity Voices (Intermediate Choir)*
Theatre	Acting for the Stage
Theatre	Physical Theatre
Theatre	Theatre for Social Justice
Visual	Animation
Visual	Ceramics
Visual	Drawing 1
Visual	Graphic Design
Visual	Photography

Electives	
Block F	Computer Science Principles
Block D	Journalism
Block D	Programming 1

# 11th Grade Curriculum

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

<b>Humanities 11</b> <b>Humanities 11 – Transitional</b>	Course combining English and History (counts as two of seven)
<b>Math</b>	Algebra II Math Analysis Precalculus Calculus Advanced Calculus
<b>Science</b>	Chemistry
<b>Modern Languages</b> <i>Language placement determined by faculty.</i>	Chinese French Spanish English Composition & Advanced Grammar – ELL
<b>Arts/Electives</b>	Students take two arts/elective courses. A minimum of six arts courses are required to graduate. Most arts are full-year courses.
<b>Environment</b>	Three times each week, cross-graded teams, led by seniors, work as stewards of our buildings and grounds.

## Physical Education Requirements:

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.

Art Block D	
Dance	Jazz and Theater Dance**
Dance	Performing Dance Ensemble*
Music	PME/House Band*
Music	Upper School Beginning Choir
Music	Upper School Jazz Band*
Music	Upper School Orchestra*
Theatre	Advanced Theatre Production*
Theatre	Improv Theatre
Theatre	Stage Design and Technology
Visual	Ceramics
Visual	Film and Video Art
Visual	Painting and Printmaking
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Experimental Drawing
Visual	Yearbook and Publication Design

Electives	
Block F	Computer Science Principles
Block D	Journalism
Block G	Peer Mentoring*
Block D	Programming 1

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required

Art Block F	
Dance	Creative Dance
Dance	Line Dance and Lindy Hop
Music	Upper School Concert Band
Music	Varsity Voices (Intermediate Choir)*
Theatre	Acting for the Stage
Theatre	Theatre for Social Justice
Visual	Ceramics
Visual	Drawing 1
Visual	Graphic Design
Visual	Photography

Art Block G	
Dance	Black Social Dance
Dance	Latin Social Dance
Music	Popular Musics
Music	Vocal Collective*
Theatre	Spoken Word
Visual	Watercolor and Experimental Drawing
Visual	Photography

# 12th Grade Curriculum

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

<b>Humanities 12: Social Studies</b>	Full-year course. Meets state requirements for U.S. Government and History Elective. Students will choose from: <ul style="list-style-type: none"> <li>• Humanities 12: Social Studies (Various Options)</li> </ul>
<b>Humanities 12: English</b>	Full-year course. Meets state requirements for English. Students will choose from: <ul style="list-style-type: none"> <li>• Comparative Literature</li> <li>• Writing Seminar</li> </ul>
<b>Math</b>	Statistics Precalculus Calculus Advanced Calculus Mathematical Modeling
<b>Science</b>	Advanced Chemistry Advanced Topics in Biology Physics
<b>Modern Languages</b> <i>Language placement determined by faculty.</i>	Chinese French Spanish Advanced English Composition
<b>Arts/Electives</b>	Taking two arts/electives 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.
<b>Environment</b>	Full-year satisfactory participation in a leadership position is required.

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## 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.

## Arts/Elective Courses available to 12th Grade Students

See Arts Curriculum section for course descriptions.

Art Block D	
Dance	Jazz and Theater Dance**
Dance	Performing Dance Ensemble*
Music	PME/House Band*
Music	Upper School Beginning Choir
Music	Upper School Jazz Band*
Music	Upper School Orchestra*
Theatre	Advanced Theatre Production*
Theatre	Improv Theatre
Theatre	Stage Design and Technology
Visual	Ceramics
Visual	Film and Video Art
Visual	Painting and Printmaking
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Experimental Drawing
Visual	Yearbook and Publication Design

Art Block F	
Dance	Creative Dance
Dance	Line Dance and Lindy Hop
Music	Upper School Concert Band
Music	Varsity Voices (Intermediate Choir)*
Theatre	Acting for the Stage
Theatre	Theatre for Social Justice
Visual	Ceramics
Visual	Drawing 1
Visual	Graphic Design
Visual	Photography

Art Block G	
Dance	Black Social Dance
Dance	Latin Social Dance
Music	Popular Musics
Music	Vocal Collective*
Theatre	Spoken Word
Visual	Watercolor and Experimental Drawing
Visual	Photography

Art Block H	
Visual	Advanced Photography**
Visual	Mixed Media

Electives	
Block F	Computer Science Principles
Block D	Journalism
Block G	Peer Mentoring*
Block D	Programming 1

\*Audition or Faculty Approval Required

\*\*Prerequisite or Faculty Approval Required



## Humanities · 9th–11th Grade

### Humanities 9 – The Elements of Society and Civilization

Humanities 9 examines the basic elements of society and explores archetypes from a variety of world cultures. Students engage in a chronological study of world history and culture that will continue through the 11th grade, with ties to current world events. Ninth graders study a sample of world civilizations from antiquity through the early 16th century through the lens of the Five Elements of Society: Political, Economic, Religious, Social, and Artistic/Intellectual.

**Full-length texts have included:** *Sing, Unburied, Sing, Lord of the Flies, The Epic of Gilgamesh, Oedipus Rex, Antigone, The Tang Poets*, full play by William Shakespeare (choice varies by year). Student choice of graphic novels have included: *Zahra’s Paradise, The Kite Runner, This Place: 150 Years Retold, The Color Earth, They Called us Enemy, Vietnamerica*. Also, selections from *The Canterbury Tales, The Secret History of the Mongols*, and various selections from primary texts drawn from the historical time periods, including selections from sacred texts of major world religions.

**Selection of Current Projects:** Literary Essays, Reader’s Theatre, Missing Tablets and Alternative Endings, Creative Writing: Narrative, Poetry, and Memoir, Build Your Own Graphic Novel, Legacies of the Arab Empires Research Project, Silk Routes Research and Historical Fiction Writing, Historical Debates/Structured Academic Controversies, Legacies of the Age of Contact Research and Position Paper, and Current Events Project: Linking the Past to the Present.

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 – Power, Politics, and Society in the United States from 16th Century to the 19th Century

Humanities 10 continues the interdisciplinary study of cultural history, economics, civics and literature with a focus on the United States through the 16th–19th Centuries. This course is taught through a global lens, including events, theories, and thought that had a significant impact on the social, cultural, and political structure of the United States during this time period and beyond. Major topics include: African Diaspora and the Trans-Atlantic Slave Trade; European Enlightenment, Revolutions, and the Emergence of American Democracy; The U.S. Civil War, Reconstruction, and the Legacies of Jim Crow; American Imperialism, Westward Expansion, and Indigenous Histories; The Industrial Revolution, Labor, and the Social Realities of the Post-industrial City; Immigration and the “Melting Pot;” Feminism, Race, and Personhood in the United States.

Full-length texts have included *Homegoing, Narrative of the Life of Frederick Douglass, A Doll’s House, A Small Place, Beloved, The Crucible, The Way to Rainy Mountain*. Additional texts have included excerpts from the philosophies and theories of John Locke, Thomas Hobbes, Karl Marx, Adam Smith, Thomas Jefferson, Alexander Hamilton, and the architects of the American Constitution. Also, various selections from historical primary and secondary sources, short stories, poetry.

This course has a high focus on developing students’ ability to analyze literature and express learning through formal essay composition. Throughout the year, students write multiple essays that build their analytical, research, and writing skills. In addition, course projects have included: *Homegoing* Infographic, Uprisings Project: 19th and 21st Century Revolutions, Industrial Revolution Supply Line Research & Stakeholder Essay, Debunking Myths of the Civil War: Monuments Project, Facing East: Sacred Sites Mapping Project.

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

## **Humanities 11 – Imagining Nationalism & Internationalism in the 20th Century**

Humanities 11 is designed as an interdisciplinary course, which challenges students to adopt diverse reading practices from history, literature, and cultural studies. In a collaborative teaching and learning environment, students learn to craft arguments in a range of disciplines for both academic and popular audiences. The course will be structured around student-driven inquiry and analysis, with both creative and formal academic assignments.

Rather than a comprehensive survey, we touch down on particular case studies, guided by ongoing inquiry into the politics of nationalism and internationalism in the 20th Century as they developed in diverse cultural, geographic, and social contexts. In each case study, we seek to understand how race, class, and gender/sexuality play a role in the way nationalist and internationalist ideologies developed and were resisted. From Jim Crow in the U.S. to European fascism to liberation movements in Latin America, we explore each case study to better understand the assumptions and the struggles of our present moment.

In each case study, we ask:

- How do different philosophies of both nationalism and internationalism develop, in tension, over the course of the 20th Century?
- How do different ideologies of race, gender/sexuality, and class inform conceptions of nationalism and internationalism?
- How are these philosophies practiced, expressed, or resisted in the institutions, movements, and cultural forms of the 20th Century?

Full-length texts have included: *Quicksand* by Nella Larsen, *Company K* by William March, *Citizen 13660* by Mine Okubo, *Survival in Auschwitz* by Primo Levi, *The Fire Next Time* by James Baldwin, *Tell Me How It Ends* by Valeria Luiselli. Also included have been selections from historical primary sources, short stories, and poetry.

Selected Assignments/Projects: The Progressive Era: Imagining Historical Conversations; Fascism: Propaganda Visual Analysis; Modernism and the Harlem Renaissance: Historicizing Literature Essay; Japanese Incarceration: Curating a Museum Exhibit; The Holocaust: Designing a Monument for King County; Modern China: Structured Academic Controversy Research Presentations; 20th Century Liberation Movements: Scholarly Research Paper.

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

## **Humanities · 12th Grade – Two single-credit courses**

In their senior year, Northwest students choose their course of study in both the HUM 12: Social Studies and HUM 12: Writing and Literature tracks. Students pick one course from each track and spend the year delving into a deeper study of that topic. Topics are carefully chosen each year to represent student interest and offer courses that align with the mission of the school in preparing students for college and the world.

A major component of the senior HUM 12: Social Studies track is a focus on civic engagement. We are committed to nurturing the development of every Northwest School student as they find their voice in the world. Students engage with the U.S. Constitution throughout their time here, most notably in 10th grade, culminating in their senior year. Each HUM 12: Social Studies class studies the U.S. Constitution. This study is connected to the major themes of the specific course, which allows for deeper connections with the real-world issues students have chosen to learn more about.

As part of the Civic Engagement Project, seniors volunteer their time to an electoral campaign, social justice project, nonprofit, or other approved political project of their choosing. Through these projects, students are encouraged to find ways to authentically engage in the political process by channeling their interests. The subsequent study of the U.S. Constitution and development of a written, analytical response allows students to reflect on the work they have done as they begin to figure out how to move beyond the school community and into the start of their adult lives.

**Note: A complete list of these 12th grade Humanities courses will be forthcoming in the next few weeks. Watch for a follow-up notice from the Registrar’s Office.**

# Mathematics

## Algebra I

This course builds the mathematical foundation to all other Upper School math courses. Students work with monomial and polynomial expressions, solve linear equations and inequalities, solve systems of linear equations and inequalities, and are introduced to quadratics. Applications of linear relationships are a core part of the course. The concept of a mathematical function and its applications to the real world is introduced.

## Geometry

Geometry is a course of logic and problem-solving in both two and three dimensions. Topics include points, lines, planes, angles, congruence, similarity, the Pythagorean Theorem, special right triangles, right-triangle trigonometry, circles and other polygons. Logical reasoning is emphasized through justification of processes. Students work with geometric concepts in the coordinate plane, compute area and volume, and explore the ratios of similarity. Additionally, throughout the year, students will reinforce skills learned in Algebra I.

## Algebra II

Algebra II formalizes the concept of a mathematical function through an in-depth study of linear, quadratic, radical, polynomial, and exponential functions. Students are also introduced to a library of other parent functions and learn how to transform them in the coordinate plane. The focus is on developing algebraic fluency and problem-solving skills in a variety of contexts. Properties of functions and functional vocabulary are used throughout the course.

## Math Analysis

This course is offered as an option after Algebra II. Students enrolling in Math Analysis review and build on skills from Algebra I, Geometry, and Algebra II. Following a less theoretical and more practical approach, this course allows students time to work on gaps in algebraic skills, build confidence with mathematical facility, and practice using these concepts as they commonly appear on a standardized test. Topics include linear and quadratic functions, polynomial functions, and exponential and logarithmic functions.

## Precalculus

This course is for students who desire a theoretical, conceptual, and rigorous mathematics course after completing Algebra II. Precalculus continues the in-depth study of functions started in Algebra II with an emphasis on preparation for Calculus. Rational, exponential, logarithmic, and trigonometric functions are presented along with their applications. Students learn to move fluently between verbal, numeric, graphic, and formulaic representations. Real-world phenomena are modeled by each function.

## Calculus

This first-year Calculus course focuses on the mathematics of motion and change. Students are introduced to limits, derivatives, and integrals and their connection through The Fundamental Theorem of Calculus. Students learn to calculate limits, derivatives, and integrals, and apply these skills to real-world applications.

## Statistics

This course is available to seniors as a primary math course or an elective taken in addition to another math course. We live in a data-driven society; therefore, interpreting data accurately is vital. Students learn to interpret, process, and visualize the data we confront in our daily lives. Students read, discuss, and write about the use and misuse of statistics in media and politics. Students design and conduct observational studies and experiments. Applications in this course include a wide variety of disciplines: psychology, sociology, biology, criminology, political science, business, economics, and law.

### **Mathematical Modeling with Financial Applications**

This course is available to seniors as a primary math course or an elective taken in addition to another math course. Students study applications of mathematics including economics at the macro and micro level and finance at the federal and personal level. Students also study the creation of algorithms and big data. The class dives into the stock market, game theory, and using mathematical models to simulate decision making.

### **Advanced Calculus**

This is a second-year Calculus course. Topics include limits, vectors, proofs, and advanced integration techniques. Students differentiate and integrate functions and relations (expressed parametrically and in the polar coordinate plane) to find area, volume, and arc length. Additionally, infinite sequences and series, convergence tests, improper integrals, power series, and Taylor polynomial approximations are explored, culminating in Euler's identity. The course concludes with an extension of the ideas of calculus to three dimensions, including equations, intersections of lines and planes, and partial derivatives.

## **Computer Science**

### **Computer Science Principles**

This course is available as an elective to students in grade 9, 10, 11, and 12. Students discover how the internet works and the basics of computational thinking. Topics include an introduction to scripted language and event-based programming, big data, privacy and security, and the social impacts of computing. Students create rapid research projects, flash talks, and film reviews. They also apply the general principles of program design and algorithmic thinking to create their own applications.

### **Programming I**

This course is available as an elective to students in grades 10, 11, and 12. While the course does involve weekly lectures on syntax and theory, the focus of the course is to design algorithms and implement them in code. Students gain proficiency in the Python programming language. The concepts and strategies covered are broadly applicable to any modern language. Topics include variables, expressions, operators and string operations, functions, stack diagrams, Boolean operators, conditional execution, iteration, basic data structures (lists and dictionaries) and, most importantly, flow charts. This class is recommended for students interested in studying the sciences and data-informed fields, such as economics.

## **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 our changing Earth and the Universe. Probable topics of study: 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 and global issues. Our course will explore the living world from the discussion of the question "What is life?" to how we use classification to study the living world. We study ecology and how we as humans are changing ecosystems around the world and how we can take action. The next big question we think about is "Where does life come from?" We talk about the important contributions of different scientists and how these allow us to think about the theory of Natural Selection. From the macro scale we move to the micro, looking at microbes, cells, and biological molecules and the importance of them to our own survival and how the recent pandemic relates to this. Finally, we learn about DNA, chromosomes, and genetic engineering to allow us to think about "Where is life going?" Expectations are high for independent study, learning scientific methodology, 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 that are relevant to their lives, from water quality to plastic pollution; 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; and 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 is highlighted with labs that help students build techniques as well as introduce them to a variety of chemical instrumentations. Students explore primary journal articles to build scientific reading skills and explore the current research dealing with our unit of study. Projects to be completed throughout the year range 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**

Students in this year-long course 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 BLAST 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**

Seniors may petition to be a Lab Assistant for 6th General Science, 7th Life Science, 8th Earth Science, 9th Physical Science, 10th Biology, or 11th Chemistry. The (12th grade) student will work with one of the above science classes to help prepare materials, facilitate activities, and generally provide support to the faculty and students in the class. Permission of the faculty is required, and arrangements will be made after the student has received their own class schedule in the fall. The Lab Assistant must have free periods that match the science course they want to support. *Lab Assistants 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 to 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 environmental 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 their 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 Learned Language)***Beginning Grammar/Writing – ELL**

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

**Intermediate Grammar/Writing – ELL**

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

**English Composition & Advanced Grammar – ELL**

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

**Advanced English Composition**

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

*French*

### **French I**

This course is designed for beginners and is taught entirely in French. This course aims to develop the skills of speaking, listening, reading, and writing to a basic level of proficiency so that the students can communicate ideas in French and understand some cultural aspects of the French-speaking world. The focus is on learning the tools to exchange basic information with others. Students learn how to talk about themselves, their immediate surroundings (family, friends, school, free-time activities, and others) and how to get by in a French-speaking country. We begin the year by learning to describe who we are (learning numbers to share age and phone numbers, expressions for giving, and asking personal information such as address and languages spoken). We also learn to describe what life at school looks like by discussing schedules, classes, and likes and dislikes. We connect with our sister school in Angers, France, and compare school life in the U.S. to school life in France. Later, students learn to describe their families and friends and discuss family structures. Finally, the focus shifts to free time as students learn to describe their daily routines and recreational activities, as well as wishes and plans. Building oral and written proficiency, learning grammar, developing metalinguistic awareness, understanding authentic documents (films, songs, short texts), and cultural topics are all part of the curriculum.

### **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 and develop grammar and vocabulary skills through units on environment and climate change (from the macrocosm to microcosm) and by speaking about events that occurred in the past. Students study French culture and society as well as the broader francophone world. We read short texts (often complementing topics studied in Humanities) and read and memorize poems. We also include the viewing (followed by discussions and written assignments) of French-language films. We strongly emphasize the development of listening and speaking skills. The year's primary goals are to develop a solid foundation for the continuous study of French and encourage oral and written expression.

### **French III**

This course is entirely taught in French. Students review and extend the learning of the past tenses, as well as learn the future and the conditional. They expand their oral skills through class discussions and group presentations. Films and projects are directly linked to grammar and the Humanities 11 curriculum. Some class projects include recording the life story of a family relative, and the reading and discussion of Tahar Ben Jelloun's book, *Le racisme expliqué à ma fille*. The main goal at the end of French III is for students to sustain a conversation, express their opinions, and challenge others' opinions.

### **French IV**

At this advanced level, we approach the language mainly as art. Students study literary texts (several short stories and one larger piece), as well as do translation, discuss current events, and engage in conversation with students from our partner school in Angers, France. Grammar is reviewed and studied according to the needs of the students. To help their mode of expression, students study the relative prepositions and the subjunctive. Themes, books, and films are chosen according to the class's interests and language level. The last trimester is often devoted to personal and collective projects and presentations such as the creation of an online magazine, a book of poems, a short soap opera, or a one-act play.



## Spanish

### **Spanish I**

This course is designed for students with little or no background in Spanish. Taught primarily in Spanish, 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, and is taught primarily in the target language. Students continue to deepen their Spanish language proficiency. Each lesson targets the four essential skill areas of 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. Students experience cultures from a variety of Spanish-speaking countries through the use of authentic materials. By the end of the 10th grade year, students are able to express themselves on basic topics in the past, present, and future tenses. Ultimately, students gain an understanding of the true practicality of learning a world language.

### **Spanish III (Grade 9)**

This class is offered to rising ninth graders from our Middle School Spanish program as well as incoming ninth graders who have at least two middle school years of previous Spanish language study and demonstrate readiness. In this class, we focus on communication and the consolidation of the skills and knowledge acquired at the beginner and intermediate levels. Connections between cultures and communities are examined in depth, with increased emphasis on critical thinking by applying sophisticated grammar structures and vocabulary. Throughout the year, we discuss key themes relevant for today's students, such as technology and its challenges, global challenges, multiculturalism, diversity, equity, and inclusion, environmental awareness, and local community engagement.

### **Spanish III (Grades 10-11)**

This class is entirely taught in Spanish. The course aims to advance the skills of speaking, listening, reading, and writing that students have acquired since beginning to learn Spanish. Students work on increasing language proficiency so they can communicate ideas and understand some cultural aspects of the Spanish-speaking world. Building oral and written proficiency, learning grammar, developing metalinguistic awareness, and understanding authentic documents and cultural topics are all part of the curriculum. Students start the year with oral and written activities to get to know one other and review what they've have learned. Main study units include topics such as the environment, the city, and living a healthy lifestyle. Students learn to express their opinion, give directions, and how to talk about their health. Because no foreign language study goes without studying the target culture, we also listen to music, watch films, and read authentic journalistic or literary texts from the Spanish-speaking world.

### **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 Spanish proficiency level. Vocabulary and language functions are embedded in the themes covered throughout the year. We focus on what the students can do with the language, using authentic documents and real-life tasks. Themes and essential questions are centered around healthy living, tourist or traveler, the environment, city life, the arts, and current events.

### **Spanish V**

Taught entirely in Spanish, this course completes the three-year Upper School language requirement for students who began Spanish in Middle School. We continue examining the connections between cultures and communities (macro and micro), and gaining critical thinking and problem-solving skills by applying sophisticated grammar structures and vocabulary. Throughout the year, students discuss key themes relevant for today, such as technology and its challenges, global issues, multiculturalism, diversity, equity, and inclusion, environmental awareness, and local community engagement.

### **Spanish VI**

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. We review essential grammatical structures throughout the year while exploring art, literature, and culture in Latin America and Spain. Students work on and improve their writing, listening, and speaking skills. Among the authors and painters studied 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. *The curriculum for this course will be evaluated in the next academic year and may change.*

## **Physical Education/Health**

**Physical Education Requirement:** *Students must fulfill the two-year Physical Education requirement in order to graduate. One year of P.E. credit is earned through 9th grade P.E. (see below). Additional credit toward the two-year physical education requirement can be met through enrollment in dance, outdoor education, or 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, Director of P.E., Health and Wellness, and Registrar. Contact the Registrar's office for further information.*

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

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

All 9th graders will be enrolled in a full-year health and fitness P.E. course. The class combines physical activity and training with a health and 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 have regular access to all training equipment and facilities in the 401 building and receive both personal and group coaching to build a program that is designed to meet their needs and goals.

## Interscholastic Athletic Teams

	Boys	Girls
<b>Fall</b> <i>NOTE: Fall sports begin August 20<sup>th</sup></i>	Ultimate Cross Country Fit Club/Strength & Conditioning <i>(begins 9/8)</i>	Soccer Cross Country Volleyball Fit Club/Strength & Conditioning <i>(begins 9/8)</i>
<b>Winter</b>	Basketball Fit Club/Strength & Conditioning Mixed Ultimate	Basketball Fit Club/Strength & Conditioning Mixed Ultimate
<b>Spring</b>	Track & Field Soccer Fit Club/Strength & Conditioning	Track & Field Ultimate Fit Club/Strength & Conditioning

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

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 is e-mailed to families prior to each season.

### How to sign up for a sport:

Formal sports team registration is completed by parents or guardians through their My Backpack account. Detailed information is e-mailed 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 or the coaches will email sport-specific information to prospective fall athletes and their parents or guardians 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 is sent out after student registration to those who sign up to participate. This information includes:

- Team selection
- Time commitment
- Playing time
- Participation fee
- Practices/contests during school breaks
- Eligibility rules
- Communication between coaches, players, and parents/guardians
- Transfer and international students

### **Fit Club/Strength & Conditioning**

Open to all Upper School students, this course meets in the Fitness Mezzanine, Monday–Friday, after school. Fall Fit Club/Strength & Conditioning takes place in Trimester 1, Winter Fit Club/Strength & Conditioning in Trimester 2, and Spring Fit Club/Strength & Conditioning in Trimester 3. Participation improves student fitness, strength, mobility, and functionality.

There are two sessions each day: Fit Club takes place 3:45–4:45pm, and Strength & Conditioning, (oriented toward sport-specific conditioning in addition to overall fitness) follows from 4:45–6:00pm. The athletics participation fee (\$125) is required for this course. This fee is covered by the NWS Experience Fund for students receiving financial aid. Students may attend as fits their schedule; attendance is not mandatory. P.E. credit is earned by students based on attendance: full credit for those participating an average of three or more sessions per week, and half credit for those participating 1.5–3 times per week. The Fall/Winter/Spring Athletics Form (available in the parental My Backpack account), along with a current (within the past two years) sports physical, must be completed prior to participation.

### **Outdoor Education**

This course provides students with opportunities to develop a wide variety of outdoor recreational skills and interests. The course exposes 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 visit wilderness areas that are highly susceptible to human impact, this course stresses 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 gain practice with all steps of the writing process: pre-writing, drafting, revising, and editing. Written work includes the personal essay, the analytic essay, persuasive writing, and creative writing. Readings consist of a variety of genres: fiction, creative non-fiction, editorials, and articles. Through reading, writing, peer-editing, and revision, students 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 9–12)**

This course is available as an elective to students in grade 9, 10, 11, and 12. Students discover how the internet works and the basics of computational thinking. Topics include an introduction to scripted language and event-based programming, big data, privacy and security, and the social impacts of computing. Students create rapid research projects, flash talks, and film reviews. They also apply the general principles of program design and algorithmic thinking to create their own applications.

**Programming I** · (Grades 10-12)

This course is available as an elective to students in grades 10, 11, and 12. While the course does involve weekly lectures on syntax and theory, the focus is on students designing algorithms and implementing them in code. Students gain proficiency in the Python programming language. The concepts and strategies covered are broadly applicable to any modern language. Topics include variables, expressions, operators and string operations, functions, stack diagrams, Boolean operators, conditional execution, iteration, basic data structures (lists and dictionaries) and, most importantly, flow charts. This class is recommended for students interested in studying the sciences and data-informed fields, such as economics.

**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? In this course, students work to find stories that matter to them and get those stories into the hands (and phones) of readers. They learn how to recognize a good story, research and gather facts, conduct interviews, and shape the information into an engaging piece of writing. In the era of fake news, we emphasize truth-telling and fact-checking in this class. In terms of stories, we cover news, arts, sports, features, and editorials. Our work appears in the NWS print newspaper, *The Publishing Haus*, and additionally, we focus on expanding our digital presence and entering into journalistic discourse on social media. Together, we 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, this is the class for you.

**Peer Mentoring** · (Grades 11-12)

This year-long class offers students the opportunity to develop leadership skills and a knowledge base around issues that can impact teens and young adults, including but not limited to mental health, relationships, developmental psychology, sex and sexuality, identity, stress, self-care, and mindfulness. The most significant element of being a Peer Mentor is active participation and engagement in class and in the NWS community. Mentors also invest in building relationships with a small group of mentees in grades 6-12 throughout the school year. In and out of class, Mentors maintain their responsibilities as leaders within our community of students, faculty and families.

The heart of our discussions and learning happen during class time, meaning regular and consistent engagement are imperative. Class activities typically include discussion, outside readings, field trips, guest speakers, exploration of community resources, mentoring younger students, teaching opportunities in the Middle School, 9th grade, community meeting, advisory, Parent Forums, faculty meetings, etc. On occasion, Mentors may be asked to miss one of their other classes to work with students in other grades.

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.

Peer Mentoring class is typically offered during the 11/12 Arts Block and it does conflict with these other course offerings: Black Social Dance, Latin Social Dance, Popular Musics, Vocal Collective, Spoken Word, Drawing II, Photography, and Programming 1.

*An application is required for admission to this class. Information about the application process and deadline is distributed to students 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 that is 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 identify and explore the origins of Black Social Dance\* and its subsequent modern contexts, meanings, and applications. We define and explore the Africanist Aesthetic as it relates to dance of body, mind, and spirit. Additionally, we practice and embody the idea of self-determination by employing, at the beginning-level, the modern dance technique developed by Katherine Dunham during her field research of African people living in the Caribbean.

\*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)

Creative dance is about exploring and creating movement. In this class we focus on accessing creativity using Modern/Contemporary dance approaches. We explore what the body can do physically and how humans express themselves using dance. We start with the basic dance habits of mind: focus, observation, awareness, and control of your body in space. Along the way, we play fun movement games and try out choreographic experiments. We also explore many ways that dance exists in the world and investigate the reasons why people dance across cultures and throughout time. This class is great for beginners and creative thinkers. Students explore new ways of moving, make their own dances, and experience performing. *No prerequisites or previous dance experience required.*

#### **Jazz and Theater Dance** · (Grades 9-12)

This class is geared towards those who are interested in building concert dance and performance skills. Curriculum includes authentic jazz, theater dance, commercial jazz and lyrical/contemporary jazz styles. Jazz dance has been influenced by African and Latin dance aesthetics as well as Swing and even Ballet. In this class students dive into these styles and explore their histories and techniques. Dancers practice quick sharp isolations and syncopated rhythms and create long lines and crisp shapes with the body. Jazz dance is often associated with show business and pop culture so this is an excellent choice for actors, singers, and anyone interested in Musical Theater. **Prerequisite:** *some previous dance experience (at least one class in any style) and teacher recommendation. Please email [maya.soto@northwestschool.org](mailto:maya.soto@northwestschool.org) for a recommendation.*

**Latin Social Dance** · (Grades 11-12)

This class explores Latin social dances, including partner dances, line dances, and party dances. Students learn the basics of Merengue, Bachata, Salsa, and more. Merengue and Bachata have roots in the Dominican Republic; Salsa is 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. These forms have evolved over time and are now danced passionately all over the world. This class explores the history, cultural context, and evolution of the dances. Curriculum includes 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 partner dancing. By practicing Salsa and other Latin dance styles, students improve their sense of rhythm, musicality, balance, coordination, endurance, and general body connectivity. *No prerequisites or previous dance experience required.*

**Line Dance and Lindy Hop** · (Grades 9-12)

In this year-long class, we explore social dancing that comes from folk dances, story dances, and the study of somatic expression that reveals inner and outer truths and creates meaningful connections. In Trimester 1 we learn Line Dances, and in trimester 2 and 3 we focus on learning the partner and solo social dance steps that are an intrinsic part of the Lindy Hop legacy.

Line Dance: This ancient social dance form uses the structure of the line to create a circle that holds the collaborative energy of the dancers. These easy-to-follow dances are not only fun, they empower the practitioner while connecting to the people around them. Everyone gets to support one another while dancing these steps. We explore the Electric Slide, the Wobble, the Cupid Shuffle, and many others!

Lindy Hop is a part of the line dance legacy because its development, like other Africanist dance forms, compel the observer to “join the party!” Lindy Hop dance developed parallel to and because of the development of Swing Band music in America. This art form had its heyday in the 1940s, bringing people together through rhythm and time, and is now undergoing a renaissance; people all over the world learn to dance these time-honored steps. A long-standing legacy class of The Northwest School, social dance survives and thrives in our Haus! *No prerequisites or previous dance experience required. Beginners are welcome.*

**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 explores improvisational exercises and choreographic devices and will help students 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. Students interested in joining PDE, who are not currently members, **must submit a short (1-2 min.) video freestyle of them dancing**, in any movement form. In this video, teacher Ellie Sandstrom will be looking for confidence and skills in creative improvisation, not set choreography. Solo freestyles only. Videos should be uploaded to the Flipgrid for the Performing Arts Auditions/PDE. In the video, students must state their name, the grade level they will be entering, and their dance background. Additionally, students must express their interest in wanting to join this crew, as well as what they will add to this ensemble. Please email [ellie.sandstrom@northwestschool.org](mailto:ellie.sandstrom@northwestschool.org) with any questions. *Interested dancers must audition for possible placement into this course. Dance experience required.*

## Music

### **Popular Music Ensemble/House Band** · (Grades 9-12)

Experienced musicians join together to form The Northwest School's own House Band. In this class we study, perform, and ultimately create our own music in a wide range of popular styles, including folk, indie, pop, rock, bluegrass, and more. Students learn songwriting through the analysis and performance of great music of their own choosing, followed up by the genesis of their own songs. This exploration of song form, melody, and lyric writing is complemented by developing the skills of playing back-up, adding fills and riffs, generating rhythm on any instrument, and creating original solos. We partner with the VERA Project to gain experience with tools essential to performing in a band, such as electrifying your instrument, working with microphones, using amplification, and working with effects such as looping, delay, and distortion. The House Band members also learn the basics of arts management, including how to find gigs, create contracts, self-promote, work with a recording studio, self-publish, and fund-raise. The culmination of the class is a live concert produced by the VERA Project, performing covers of the songs studied alongside the originals written in class. This concert is recorded as an album. *Open to singers and all instrumentalists with significant proficiency, grades 9-12, with preference given to 11th and 12th grade. Interested musicians must audition for placement into this course each year.*

### **Popular Musics** · (Grades 11-12)

In this course, students dive into the world of music fundamentals and composition with a hands-on approach. Through playing guitar and keyboard, they explore the basics of music creation and composition. Instrument work is supported by digital media, including using computers to record, arrange, multi-track, edit, and mix. Students also make semi-regular presentations on both personal music choices and assigned research topics. *No prerequisites or previous music experience required. Beginners are welcome.*

### **Upper School Beginning Choir** · (Grades 9-12)

This year-long vocal ensemble course is open to all interested Upper School students. Beginning Choir is specifically geared toward students who have limited or no previous choral singing experience. The choir sings pieces in mostly three-part vocal textures, and explores a variety of musical styles, cultures, and traditions. Students study concepts such as vocal technique, music theory, musical expression, and performance practice. Choir members are expected to practice regularly and to enthusiastically participate in rehearsal. The ensemble performs at least once per trimester. *No prerequisites or previous choir experience required. Beginners are welcome.*

### **Upper School Concert Band** · (Grades 9-12)

This course is open to all Upper School students, with or without experience. In this class, students earn the essential elements of music through the hands-on experience of playing wind instruments, including flute, clarinet, trumpet, or trombone (other instruments may be available by permission of the teacher). Students learn note and rhythm reading and gain listening skills vital to playing in an ensemble in addition to critical skills of personal musicianship. We also explore composition, chamber ensembles, and music around the world. *No prerequisites or previous music experience required. Beginners are welcome.*

### **Upper School Jazz Band** · (Grades 9-12)

This is a top performing band and incoming students should have mastery of basic fundamentals. Students continue the study of an instrument of the jazz band with the goals of improving their ability to read and improvise music, deepen understanding of musicianship and artistic expression, and collaborate within the ensemble to prepare standard jazz repertoire as well as contemporary pieces. The band performs each trimester in required concerts. *Prerequisite: Annual audition for all students.*



**Upper School Orchestra** · (Grades 9–12)

Advanced musicians join together to play orchestra music spanning all genres, from baroque and classical to pop tunes and movie scores. Second trimester includes working with wind and brass players for a symphonic experience. In tandem with performance, students study orchestral music within the broader contexts of history and cultures around the world. We consider how music serves as a tool for social justice, seeking ways to use our art to better our community. The Global Orchestra is a core element of curriculum, using a virtual platform to connect young musicians to peers around the world. Practice outside of class time is essential and private lessons are highly recommended. Required performances include community outreach and evening events such as Open House, Fall Concert, Winter Concert, ArtsFest, and Spring Concert. *Prerequisites include advanced technique and proficiency in reading music. Interested musicians must audition for placement into this course.*

**Varsity Voices (Intermediate Choir)** · (Grades 9–12)

This year-long auditioned vocal ensemble course is open to all interested Upper School students with prior singing experience. The choir sings selections mostly in four-part vocal textures, and explores a variety of musical styles, cultures, and traditions. Students study more in-depth vocal technique, music theory, musical expression, and performance practice. Choir members are expected to practice regularly and to enthusiastically participate in rehearsal. The ensemble performs at least once a trimester. *Prerequisite: Audition or approval of Instructor.*

**Vocal Collective (Advanced Choir)** · (Grades 11–12)

In this is a year-long ensemble course, students explore advanced choral repertoire in a variety of musical styles and genres with a modern and socially conscious focus. The ensemble sings in predominately four-part and five-part textures, which include a cappella music. Students are expected to practice their music regularly and be held to a high musical standard. The ensemble potentially performs several times a trimester. *Prerequisite: Audition or approval of instructor.*

## Theatre Arts

**Acting for the Stage** · (Grades 9–12)

This course is designed to give students a solid foundation in theater performance. Students learn basic acting skills through class participation in monologues, scripted scene work, theater games, and improvisation. We also study and attend plays within Seattle's vibrant theatre scene. Students do multiple in-class performances in Trimester 1 and 2, and in Trimester 3, they produce an evening of theatre for the larger school community.

**Advanced Theatre Production** · (Grades 9–12)

This is a year-long performance class for actors interested in co-creating and investing in the future of theatre! Actors audition, rehearse, and perform two productions during the school year: one in February and one in May, for The Northwest School community and general public. Every other school year, we perform a musical in the spring (our next musical is set for May of 2023.) This class works closely with the Upper School Stage Design and Technology class to create full and innovative productions which include but are not limited to acting on camera, film production, stage management, costume, lighting, sound and set design, and promotional photography and videography. All theatre classes and theatrical curriculum at The Northwest School will be working toward eradicating anti-blackness and anti-IPOC (Indigenous People of Color) practices and will uplift anti-oppressive theatre, making spaces for all. *Auditions or permission from the instructor required.*

**Improv Theatre** · (Grades 9-12)

In this class students learn how to create theatre without a script. The first term focuses on ensemble building, improv basic skills, and short-form games/scenes. In the second term, students tackle long-form improv and perform an improvised one-act play. In the final term, students combine formats and develop an epic evening of improvised theatre for the school community.

**Physical Theatre** · (Grades 9-10)

This physical theater class is open to advanced or beginning actors and dancers who want to broaden their skill sets by learning classic mime illusions, exploring the power of theatrical masks, improving stage presence, and tackling the intellectual challenges of spontaneous theater. The training includes exercises to increase awareness of the space around you and of the ensemble on stage with you. A primary goal for the class is to create and then perform original works for the community. We usually have small performances in Trimester 2 and a bigger, end-of-year show in June. The only prerequisite is a willingness to play with new ideas and to take a few risks.

**Spoken Word** · (Grades 11-12)

Spoken Word is poetry recited aloud. That can encompass competitive slam poetry, classically written poetry read aloud, monologues in theater and film, hip hop and other genres of music. Over the course of the year students study the form—its history, methods, and goals— to better understand and enrich their own work. The bulk of the course is centered around workshop and performance, but students also devote time to studying spoken word’s history in the oral storytelling traditions of various indigenous peoples, as well as its presence in both contemporary art forms and unexpected texts. In nearly every class, we write, share, and discuss. The goal of the class is to better learn how to grapple with internal conflict and navigate how the self is located in relation to surrounding people and events. Spoken word is reflective, but it’s also historical and political. The hope is for all of us to gain tools for honest self-reflection so we can better cope with the complexity of being a person. *No prerequisites or previous poetry experience required.*

**Stage Design and Technology** · (Grades 9-12)

This course is open to all students 9-12, and especially to artists, tinkerers, craftspeople, technologists, and inventors seeking to explore the intersection of art and science. In this project-based course, students act as designers and crew leaders to create spectacular theatre and performance events in collaboration with students in Advanced Theatre Production and the Performing Arts Department at-large. Using the theater as laboratory, students explore everything from legacy crafts (like carpentry and painting, costuming and stitching, props construction, hair and makeup, lighting and sound) to the technologies of tomorrow (including drafting and rendering, digital animation and projection, robotics, automation, and special effects). Students are empowered with confidence and the skills to make imaginations become tangible and dreams become reality.

**Theatre as Communication** · (ELL 9)

This course is designed to help 9th grade international students strengthen their confidence in speaking, writing, and understanding English by learning how to express themselves in the dramatic arts. Students engage in daily English pronunciation practice, community building, scripted and improvisational theatre exercises, and opportunities to write and perform original dramatic work. Theater provides the opportunity for students to enter into another world and walk in the footsteps of characters frequently very different from their own. We build the following skills: collaboration, picking up on non-verbal cues, being present in the moment, teamwork, listening, integrating, tracking narrative, risk taking, sustained focus, and confidence in public performance, both verbally and physically. Personal growth occurs as students get out of their comfort zones and emerge from the process with new perspectives and personal insight.

**Theatre for Social Justice** · (Grades 10–12)

This course is designed for creative students in grades 10–12 who are curious about how theater can be used as a “rehearsal” for social change! Students will work to build ensemble through the exploration of Applied Theatre forms such as Forum Theatre and Theatre of the Oppressed, and by participating in open discussions around identity and the social-emotional issues we face, both as individuals and in our communities. In Trimester 1, students explore and perform a one-act play and investigate their ancestral history through writing and storytelling. In Trimester 2, students have the opportunity to work with invited guest artists in weekly Forum Theatre workshops. In Trimester 3, students have creative freedom to share their talents and celebrate their culture/ identity in a student-led Variety Cabaret Show! This show is performed for The Northwest School community and general public. All theatre classes and theatrical curriculum will be working toward eradicating anti-blackness and anti-IPOC (Indigenous People of Color) practices and will uplift anti-oppressive theatre-making spaces for all.

## Visual Arts

**Advanced Photography** · (Grade 12)

This course is for serious students who want to pursue the creative and conceptual aspects of photography. Several weeks are devoted to ‘making images’ in the camera through five shooting assignments, including a review, still life, conceptual, and color photography. Next, students explore archival printing, alternative processes, and color inkjet printing. In addition to synthesizing ideas and collaborating on group projects, students study and discuss photographic history, contemporary concerns, social responsibility, and alternative presentations. **\$150 lab fee.** *Prerequisite: Beginning Photography*

**Animation** · (Grades 9–10)

This is a hands-on studio workshop course. Students work with a range of experimental animation processes to create short animations, develop dynamic stories, and design original animated characters. Animation introduces a range of software and technologies from the Adobe Creative Cloud as artmaking tools. Students also learn to apply concepts from cinematography, drawing, sculpture, photography, creative writing, and video production to their animation work. Individual and group projects build creativity and critical thinking skills while establishing lifelong confidence to experiment with all forms of animation.

**Ceramics** · (Grades 9–12)

Through both hand-building (hands-on sculpting) and wheel-throwing (using the mesmerizing potter’s wheel), this class offers students a year-long opportunity to learn many new and powerful ceramic art-making techniques. We explore the vast palette of glazes, including experimenting with the unique process of fusing colored glass into and onto our artwork. Using a combination of traditional and innovative techniques, we explore functional and abstract forms and focus on figurative sculpting, including realistic sculpting of a human head, animals, and masterpieces that defy description. Meanwhile, we continuously hone our pottery skills by producing actual cups, bowls, plates, vases and more that are useful, beautiful, and satisfying!

**Drawing I** · (Grades 9–12)

So, you think you can’t draw? This is the perfect class for you. Students of all skill levels find this class to be helpful and inspiring. We begin with the basics: line, negative space, and proportion. Later in the year, we work with value (black, white, and grays), “shading” to create a sense of depth in our work, and finally, color. Projects include still life drawing, portraits, collaborative drawings, scratchboard paper work, and an extended series of four, in-class, self-portraits.

**Drawing II** · (Grades 11-12)

This course is an introduction to the concepts, terminology, and techniques relating to drawing as a primary mode of visual communication. Within the basic units of still life, landscape, portraiture, expressive design, and composite drawing, students sharpen their ability to construct more effective compositions, record proportion, and scale, and replicate the effects of light on form. In the process of speaking constructively about their work and the work of their peers, students develop a personal voice, utilizing the language of drawing. **Prerequisite:** To register for this class, students must have completed *Drawing I*, or present one or two of their drawings to the Advanced Drawing teacher.

**Film and Video Art** · (Grades 9-12)

This class explores cinematic filmmaking, documentary filmmaking for social justice storytelling, and video art. Students get an introduction cinematography, video editing, sound design, and video projection, using programs like Procreate, WeVideo, SoundTrap, and Lightform Creator. Students make short films by shooting documentary interviews, animating motion graphics, compositing found footage, and creating experimental video art for live performances and sculptures. This hands-on production class is supplemented with visits from guest artists and field trips to local art galleries and museums. If you like making and sharing sound and video content with your phone and you want to take your craft to the next level, this class is for you!

**Graphic Design** · (Grades 9-12)

This course explores the fundamental principles of graphic design through a series of studio projects and critiques that are supplemented by short readings, class discussions, and lectures. Students develop the skills, knowledge, and techniques to effectively utilize Adobe Creative Cloud applications, including Photoshop, Illustrator, and InDesign. Students study and apply the elements and principles of art and design in a digital format. We investigate the use of communicative tools such as composition, color, hierarchy, scale, rhythm, and visual metaphor. Topics include typography, the design process, identity design, publications design, advertising design, and information design. Students in this course learn basic and complex techniques for creating digital works as well as the methods and uses for graphic design in a real-world context.

**Mixed Media** · (Grade 12)

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

**Painting and Printmaking** · (Grades 9-12)

In this course, students learn techniques for using acrylic paint to make representational paintings such as people and pet portraits, cityscapes, and natural landscapes. In addition to learning printmaking techniques such as collagraph prints, color monotype prints, and carved relief prints, students study historic and contemporary visual art examples for inspiration. They paint from life, photo sources, and imaginations, ultimately creating art that combines painting and printmaking techniques.

**Photography** · (Grades 10-12)

Introducing students to both traditional and alternative methods, this class begins by exploring the basic materials, techniques, and processes of black-and-white photography. Creative assignments enable students to increase skills in light metering, depth of field, shutter speeds, exposure, composition, and development. Students also study and gain a deep understanding of the history of photography. **\$150 lab fee.** *This class is not open to 9th grade students.*

**Sculpture and Materials Exploration** · (Grades 9-12)

This class focuses on constructing three-dimensional art forms from a variety of materials, including plaster, wire, wood, and paper. We explore the characteristic differences of these materials as we explore the creation of 3D forms. For inspiration, students look at images of sculpture from different artists, cultures, and time periods, and study design and engineering strategies for building and combining materials from nature. They also learn how to use hand tools, simple power tools, a laser cutter, and 3D printings.

**Watercolor and Related Media** · (Grades 9-12)

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

**Yearbook and Publication Design** · (Grades 9-12)

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



# The Northwest School

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**Meg Goldner Rabinowitz**

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**Amy Berner-Hays**

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