



The
Northwest
School



Upper School Curriculum Guide

2022-2023



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 (Integrated English & History)
- Mathematics3 or 4 years*
- Science3 or 4 years*
- Modern Languages.....3 or 4 years*
- Visual & Performing Arts4 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 th	10 th	11 th	12 th
Humanities	Humanities 9 Humanities 9 – ELL	Humanities 10 Humanities 10 – ELL	Humanities 11 Humanities 11 – Transitional	Humanities 12: Social Studies Electives Humanities 12: Language Arts Electives
Math	Algebra I Geometry Algebra II Pre-Calculus	Geometry Algebra II Pre-Calculus Calculus	Algebra II Pre-Calculus Calculus Advanced Calculus	Math Modeling Statistics Pre-Calculus Calculus Advanced Calculus
Science	Physical Science	Biology	Chemistry	Advanced Chemistry Adv. Topics in Biology Physics
Modern Languages <i>Language Placement determined by faculty.</i>	Chinese French Spanish Beg. Grammar/ Writing – ELL	Chinese French Spanish Int. Grammar/ Writing – ELL	Chinese French Spanish Eng. Comp & Adv. Grammar – ELL	Chinese French Spanish Advanced English Composition
Arts	Two full-year arts courses are taken each year. A minimum of six arts courses must be taken to graduate. To fulfill the arts distribution requirement, students must take at least one course in each of the four departments: Dance, Music, Theatre, and Visual Arts. Students who choose a non-arts elective (e.g., Computer Science, Journalism, Peer Mentoring) for a given year must take at least one art course in that year.			
Physical Education/ Health	The two-year physical education requirement may be fulfilled by PE 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 PE requirement and the entire health requirement will be accomplished in the 9th grade year.			
Environment	Four years of satisfactory work in the Environment Program are required.			

Curriculum Overview for International Students

International students who receive 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

*9th grade students share Math, Physical Science, PE, 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. Please refer to the Student/Parent/Guardian Handbook for further details.

9th Grade Curriculum

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

Humanities 9 Humanities 9 – ELL	Course combining English and History (counts as two of eight)
Math	Algebra I Geometry Algebra II Pre-Calculus
Science	Physical Science
Modern Languages <i>Language placement determined by faculty.</i>	Chinese French Spanish Beginning Grammar/Writing – ELL
Arts/Electives	Students take two arts/elective courses. A minimum of six arts courses are required to graduate.
Physical Education/Health	Full-year course. Meets state requirements for health.
Environment	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 PE requirement through this class. Additional PE 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 Courses available for 9th grade ELL students

ELL students take an arts class in Art Block D.

Arts Distribution Requirements

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 disciplines: Dance, Music, Theatre, and Visual Arts. Students are encouraged to complete three of the four arts distribution requirements by the end of their 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 courses of their choice during the 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 discipline for 9th grade.)

Arts/Elective Courses available to 9th Grade Students

Ninth grade students are enrolled in two arts courses, one in Art Block D and one in Art Block F. Arts 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. See Arts Curriculum section for course descriptions.

Art Block D	
Dance	Performing Dance Ensemble*
Music	Popular Music Ensemble/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	Drawing
Visual	Film and Video Art
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Related Media
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	Spoken Word
Theatre	Physical Theatre Technique
Visual	Animation
Visual	Ceramics
Visual	Drawing
Visual	Graphic Design
Visual	Painting and Printmaking

Electives	
Block D	Journalism
Block F	Computer Science Principles

* Audition or Faculty Approval Required

10th Grade Curriculum

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

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

Physical Education Requirements

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

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 Director of Global Programs and Outreach.*

Arts Distribution Requirements

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 disciplines: Dance, Music, Theatre, and Visual Arts. 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.

Arts/Elective Courses available to 10th Grade Students

Tenth grade students are enrolled in two arts courses, one in Art Block D and one in Art Block F. Arts courses available to 10th graders listed here are arranged by Art Block. See Arts Curriculum section for course descriptions.

Art Block D	
Dance	Performing Dance Ensemble*
Music	Popular Music Ensemble/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	Drawing
Visual	Film and Video Art
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Related Media
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	Spoken Word
Theatre	Physical Theatre Technique
Visual	Animation
Visual	Ceramics
Visual	Drawing
Visual	Graphic Design
Visual	Painting and Printmaking

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

* Audition or Faculty Approval Required

11th Grade Curriculum

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

Humanities 11 Humanities 11 – Transitional	Course combining English and History (counts as two of seven)
Math	Algebra II Math Analysis Pre-Calculus Calculus Advanced Calculus
Science	Chemistry
Modern Languages <i>Language placement determined by faculty.</i>	Chinese French Spanish English Composition & Advanced Grammar – ELL
Arts/Electives	Students take two arts/elective courses. A minimum of six arts courses are required to graduate.
Environment	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. PE credit can be earned through enrollment in dance courses, outdoor education, fitness, or participation on an interscholastic sports team. *See Physical Education description.*

Arts Distribution Requirements

A minimum of 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 disciplines: Dance, Music, Theatre, and Visual Arts. Juniors should complete the four arts distribution requirements by the end of 11th grade. This allows students to take 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	Performing Dance Ensemble*
Music	Popular Music Ensemble/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	Drawing
Visual	Film and Video Art
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Related Media
Visual	Yearbook and Publication Design

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

Art Block F	
Dance	Creative Dance
Dance	Line Dance and Lindy Hop
Music	Upper School Concert Band
Music	Varsity Voices (Intermediate Choir)*
Theatre	Spoken Word
Theatre	Physical Theatre Technique
Visual	Ceramics
Visual	Drawing
Visual	Graphic Design
Visual	Painting and Printmaking
Visual	Photography

Art Block G	
Dance	Black Social Dance
Dance	Latin Social Dance
Music	Popular Musics
Music	Vocal Collective*
Theatre	Acting for the Stage
Visual	Animation 2
Visual	Mixed Media
Visual	Photography

* Audition or Faculty Approval Required

12th Grade Curriculum

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

Humanities 12: Social Studies	<p>Humanities 12: Social Studies – Students will choose from several electives over the course of the year, surveying a diverse range of topics and disciplines from the Social Sciences. Fall electives are centered on Civics and will meet state requirements for U.S. Government and History.</p>
Humanities 12: Language Arts	<p>Humanities 12: Language Arts – Students will choose from several electives over the course of the year, surveying a diverse range of topics and disciplines from the Humanities. A full year of classes meets state requirements for English.</p>
Math	<p>Pre-Calculus Calculus Advanced Calculus Statistics Mathematical Modeling</p>
Science	<p>Advanced Chemistry Advanced Topics in Biology Physics</p>
Modern Languages <i>Language placement determined by faculty.</i>	<p>Chinese French Spanish Advanced English Composition</p>
Arts/Electives	<p>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.</p>
Environment	<p>Full-year satisfactory participation in a leadership position is required.</p>

12th Grade Requirements

Course Load

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

Humanities

Humanities 12: Social Studies – Students will choose from several electives over the course of the year, surveying a diverse range of topics and disciplines from the Social Sciences. Fall electives are centered on Civics and will meet state requirements for U.S. Government and History.

Humanities 12: Language Arts – Students will choose from several electives over the course of the year, surveying a diverse range of topics and disciplines from the Humanities. A full year of classes meets state requirements for English.

Math, Science, and Modern Languages

Students must be enrolled in 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 Principles, Programming 1, 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 PE requirement has not been met in 9–11th grades, courses must be selected to meet this requirement. PE 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	Performing Dance Ensemble*
Music	Popular Music Ensemble/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	Drawing
Visual	Film and Video Art
Visual	Sculpture and Materials Exploration
Visual	Watercolor and Related Media
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	Spoken Word
Theatre	Physical Theatre Technique
Visual	Ceramics
Visual	Drawing
Visual	Graphic Design
Visual	Painting and Printmaking
Visual	Photography

Art Block G	
Dance	Black Social Dance
Dance	Latin Social Dance
Music	Popular Musics
Music	Vocal Collective*
Theatre	Acting for the Stage
Visual	Animation 2
Visual	Mixed Media
Visual	Photography

Art Block H	
Visual	Advanced Photography
Visual	Watercolor and Related Media

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

*Audition or Faculty Approval Required

Humanities · 9th–11th Grade

Humanities 9 • The Ancient World Through the 17th Century

In this course, we examine a variety of world cultures from early civilizations to the 17th century. Students learn the basics of Humanities methodology, asking questions such as: What does it mean to be human? How have different societies defined what is (and what is not) human? How does the individual relate to society? How do societies interact with one another? How do societies interact with the natural environment? Using an analytical framework called the Five Elements of Society, Humanities 9 students study world history, literature, philosophy, and visual art while drawing connections to current world events. The course includes a survey of the origins of major world religions. Informed by Northwest’s mission statement and core values, the Humanities 9 curriculum reflects the conviction that including a diversity of ethnic, racial, religious, gender, and economic perspectives is essential to a comprehensive understanding of the human experience.

Full texts may include *Parable of the Sower*, *Epic of Gilgamesh*, *Oedipus Rex* and *Antigone*, *The Tempest*, and a choice of graphic novels, either *Persepolis* or *Zahra’s Paradise*. Students read excerpts from *Sapiens*, *The Aeneid*, primary sources from Ancient Greece and Rome, religious texts such as the Torah and Talmud, Old and New Testaments, the Qur’an, Tamil poetry, and medieval poetry and literature (*Sir Gawain and the Green Knight*, *Canterbury Tales*, *The Prince*, and *The Decameron*).

Students practice the following skills—historical questioning and primary source analysis; persuasive, expository, creative, and narrative writing; literary analysis and strategies for close reading; note taking, annotation, and organizational skills; and presentation and rhetorical skills—through projects such as literary and historical analysis essays, reader’s theatre, creative writing (narrative fiction and poetry), research projects, student-led seminars and debates, and current events project.

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, literature, and art with a focus on the United States during the 17th–19th Centuries. The course is taught through a global lens, including events, theories, and thoughts that had a significant impact on the social, cultural, and political structure of the United States during this time period and beyond. The course asks these essential questions: (1) How do our identities shape the way we interact with the Humanities? (2) How do power, positionality, and narrative shape the US and our experiences? (3) Why and how do people rise up? Major topics include the African Diaspora and the Trans-Atlantic Slave Trade; European Enlightenment, Revolutions, and the Roots 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, Capitalism, Immigration, Labor, and the Social Realities of the Post-industrial City; and, Gender and Sexuality in the 19th Century.

Full-length texts have included *Homegoing*, *Narrative of the Life of Frederick Douglass*, *A Doll’s House*, *A Small Place*, *Beloved*, *The Crucible*, and *The Way to Rainy Mountain*. Additional texts have included excerpts from the philosophers and the architects of the American Constitution. The course also includes various selections from historical primary and secondary sources, short stories, music, visual art, and poetry.

This course focuses on developing students’ ability to analyze history and literature. Students engage the curriculum not only through formal essay composition but also through creative and collaborative works that assess their learning through experiential, identity-based projects that include Homegoing Infographics, Uprisings Project: 19th and 21st Century Revolutions, Structured Academic Debates, Labor Union Simulations, Virtual Museum Exhibit: Hidden Narratives of the 19th Century, Debunking Myths of the Civil War: Monuments Project, Facing East: Sacred Sites Mapping Project, and an Immigration Research Project.

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, gender, and 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 various ideologies of difference (including race, gender, sexuality, class) inform conceptions of nationalism and internationalism?
- How do different narratives imagine and construct national and international communities?
- How do different storytelling strategies challenge dominant nationalisms or internationalisms?

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, and *Tell Me How It Ends* by Valeria Luiselli. Also included have been selections from historical primary sources, short stories, documentaries, film, and poetry.

Selected Assignments/Projects: Students will practice formal academic writing, literary analysis, and historical, critical thinking in assignments like the The Progressive Era: Imagining Historical Conversations Essay; the Fascism: Propaganda Visual Analysis; and the Modernism and the Harlem Renaissance: Historicizing Literature Essay. They will practice applying their historiographic and cultural analysis in creative applications through assignments like the Japanese Incarceration: Curating a Museum Exhibit and The Holocaust: Designing a Memorial for King County. And, they will practice scholarly research, reading, and writing skills through their Modern China: Structured Academic Controversy Research Presentations, and the 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 Elective System

In their senior year, Northwest students choose a series of electives that will define their course of study in both the Humanities 12: Social Studies and Humanities 12: Language Arts tracks. Students will choose preferences from a list of trimester-long electives in both tracks and will have the chance to sample several focused, inquiry-based lines of study in diverse topics and fields. Topics and approaches for these courses are designed to reflect student interest, instructor areas of expertise and passion, and the larger mission of the school itself. These more focused courses are intended to align with the school's educational goals for student-centered learning, and to prepare them for the challenge of college-level pacing and expectations.

In the **Humanities 12: Social Studies** track, students will begin the year with a focus on Civics and U.S. government studies in a curriculum that is built around a trimester-long Civic Engagement Project. In this 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 course facilitates reflection on these experiences in civil service and an analysis of the larger social, political, and historical contexts for this kind of engagement. After the first trimester of Civics, seniors will rotate through two more trimester-long electives, built to facilitate learning in the fields of History and the Social Sciences from a variety of different critical perspectives and areas of study.

In the **Humanities 12: Language Arts** track, students will rotate through three trimesters (a whole year) of electives in the Humanities, including courses in Literary Studies, Philosophy, Cultural Studies, Art History, and Media Studies. As with most Humanities courses at the NWS, these courses will engage students in a combination of academic and creative writing, all with the aim of encouraging complex learning on identity, representation, and the important role of art and culture in our social and political worlds. At the end of the year, students will complete a cumulative portfolio project, where they will reflect upon connections that they have independently formed across their Humanities 12 courses in both tracks. This final reflective piece is intended to encourage independent learning and personal growth, while encouraging all students to see a larger goal or purpose for their education in the interdisciplinary study of art and society.

Humanities 12 · Language Arts

Creative Writing: Identity, Joy, Justice, Action

This creative writing course centers joy and self-awareness in the reading and writing process. Creative writing from a critical identity lens requires that we move beyond the writing maxim, "Show, don't tell" and shift into a space where students consider the ways in which writing is political. This course will challenge students to consider how their positionality impacts how they read and write. Designed for students who wish to become better readers and creative writers, this course will expose students to a variety of writing styles and genres, with a particular focus on writers of color who celebrate their identities and amplify writing as a form of activism. Students will practice reading and writing in various genres, including narrative, verse, and creative nonfiction, using materials drawn from their own work and selected texts from established and peer writers.

Hope in Misery: Science Fiction & Social Justice

“At its best, science fiction stimulates imagination and creativity. It gets reader and writer off the beaten track, off the narrow, narrow foot path of what “everyone” is saying, doing, thinking— whoever “everyone” happens to be this year.” – Octavia E. Butler in “*Positive Obsession*,” *Bloodchild: And Other Stories*

“Without new visions we don’t know what to build, only what to knock down. We not only end up confused, rudderless, and cynical, but we forget that making a revolution is not a series of clever maneuvers and tactics but a process that can and must transform us.” – Robin D.G. Kelley in *Freedom Dreams: The Black Radical Imagination*

This course looks at how hope and social justice are imagined in science fiction stories where the future is presented as bleak and miserable. Joining scholarly and activist conversations, we will work together to think about how our authors imagine social justice community organizing strategies, and we will consider their different visions of “hope in misery.” We will study the near future through a science fiction lens to help us better understand the present, as we work towards envisioning and creating more equitable and just futures. Our class texts will include aliens, magic, new technologies and other fantastical qualities, and will inspire new and creative ideas for creating social change today.

Innovation in Modern Latin American Art and Literature

This course will introduce seniors to seminal works from a broad range of genres, including literary prose, poetry, manifesto, crime fiction, and visual art by Latin American writers, thinkers, and artists from the Twentieth and Twenty-First centuries. This course will discuss major developments in Latin American social thought to explore how literature negotiates and shapes contemporary concerns regarding gender, class, race, sexuality, and colonialism within the contexts of modernity, nationalism, capitalism, revolution, and dictatorship. In addition, students will develop their critical skills in literary and cultural analysis and build their argumentative and creative writing abilities.

Introduction to Ethics

In this seminar-style course, seniors will explore various schools of ethical philosophy with an eye towards exploring their own views on key ethical questions. These will include both metaethical questions (such as whether right and wrong are objective categories) as well as applied ethics (such as the nature of obligation to those less fortunate than oneself). The course will focus on the three primary ethical schools of philosophy (Kantian/deontological ethics, consequential ethics, and virtue ethics), with a short final unit on existential ethics. It will not be a chronological survey or a history of philosophy course. Instead, the goal is to group authors by key questions and subject matter to highlight various approaches to historical questions. The goal of the seminar is to direct students towards confronting and examining their assumptions about right and wrong to help them refine their own views.

Postcolonial Literature

This course examines literature produced by people from and in colonized and formally colonized spaces in the Caribbean, Africa, and South Asia. Students will read a variety of literary genres (including a novel, poetry, short stories, and memoir selections) that reflect upon the experiences of people living in the path of U.S. and European empires. As students learn to think historically about how the cultural encounters between the colonizer and the colonized have shaped the politics of the literature we read, they will learn about the relationships among history, art, and political resistance.

Translation: The Journey in Between

Translation is close to my heart and defines, for a large part, my journey as an immigrant, teacher, writer, and translator. I believe that the liminal space of translation is always an uprooting, a state of both disorientation and intimacy, and a discovery that enlarges the scope of our humanity. This course provides an important framework to reflect on our current reality and on our shared humanity across borders. The “other” we translate can touch us, move us, and resemble us. Translation is both a place of learning (about us and others) and a promise of understanding. The key questions we are raising throughout the year are: Who translates and who is translated? What is translation? What is translated and when? How do we translate? Why does translation matter? The class is both language-intensive and literary, part of a classical education, and yet directly linked to contemporary issues we are navigating right now. It gives us a place to be aware and critical of the world we live in, to explore our own language(s) and culture(s), to better understand the mechanisms at work when moving from one domain of knowledge to another, from one register of language to another, from oneself to another. It also offers us a great opportunity to work creatively with language.

Humanities 12 · Social Studies

Black Internationalism and African Decolonization

This course introduces students to the histories of Black internationalist movements across the U.S., Caribbean, and Africa. It considers how and why Black thinkers began to look beyond national borders in order to find and imagine freedom, thus turning to the idea of the “international” at different moments throughout the Nineteenth and Twentieth centuries. Students will consider the ways that historical Black internationalist thought both influenced and contributed to nationalist decolonization efforts on the African continent, and will conduct group presentations that apply the theoretical framework of “internationalism” to the histories of decolonization in places such as Senegal, Algeria, Ghana, Kenya, and South Africa.

Finding Voice, Fighting Power: Modern Latin American History from Independence to the Present

This course will cover Latin American history from the late Nineteenth century to the present day, focusing on the three major regions of Mexico, Argentina, and Brazil. We will look at primary and secondary sources to analyze issues of political power, racial ideology and identity, indigenous rights, competing theologies, colonial and post-colonial structures, violence and resistance, and economic inequalities, to understand how social processes have shaped the culturally diverse lives of Latin Americans. Students will also apply the frameworks studied to investigate specific issues such as environmental policy, indigenous autonomy, war on drugs, media representation, etc. Looking at a variety of written and visual forms of media, art, speeches, music, and films, students will develop an understanding of the social and historical forces that have impacted Latin American society over the past two hundred years.

Japan and the Modern World

This course will cover Japanese history from the early modern period (~1600 CE) to today. The primary focus will be on Japan’s relationship to the concept of modernity, to Western nation-states (which Japanese intellectuals and politicians often took to represent modernity), and to the idea of Japanese nationhood and self-identity. The course will particularly emphasize the periods of 1853-1889 and 1931-1960 as eras when these questions were centered in Japanese political and social discourse. The class will also make use of curricula and teaching structures from Barnard College’s Reacting to the Past system, a student-led pedagogy that emphasizes active learning through roleplaying. Students will be assigned roles through which they will explore the above issues through primary and secondary sources as well as their relationships with other roles in the class.

Law & Society

This course promotes and strengthens critical thinking, oral communication skills, and effective problem solving through a study of legal reasoning and judicial procedure. Topics of study change somewhat annually, depending on the US Supreme Court docket and student interests, but the readings always include landmark legal precedents about religious discrimination, race discrimination, marriage equality, and transgender rights. By the end of the year, students will have a broad sense of how the U.S. legal system works, be familiar with many legal terms and concepts, and know their way around the King County Superior Courthouse.

Media Literacy for Social Action

This course centers on media literacy in the social and news media spaces. Social media can be a dangerous, exploitative space, and it can also be an inspiring, world-changing space uplifted by advocates, rebels, critics, artists, and activists. Like any other tool, social media needs to be turned in the right direction and it is critical that the next generation develops their own compass and toolkit for navigating online spaces. We will explore how social media and algorithms work, how it impacts us as consumers and creators, and what it means to be an ethical, responsible digital citizen and navigate the space safely in an era of polarization, misinformation, trolling, and hate-centered extremism. We will also explore how social media can be a fertile, imaginative space of creation where people develop new languages visually, textually, and aesthetically to describe who they are and how they want to be in the world. We will research and analyze how writers and activists center on uplifting (their own) intersectional identities, educating others, and create from a place of compassion, kindness, and directness to counter racism, sexism, transphobia, homophobia, ableism, and more. Students will practice constructing their own arguments through research and analysis, and content creation in response to their own interests, identities, and what is happening in the world today.

Prisons, Policing, and Abolition

In this course, we will study the root causes of mass incarceration, criminalization, and the Prison Industrial Complex (PIC). We will also, as Black Feminist scholars/activists Beth Ritchie, Angela Davis, and Gina Dent describe in *Abolition. Feminism. Now.*, work towards “a hope and joy in the possibility of abolition.” To do so, this course will engage with a range of interdisciplinary materials that bridge conversations between scholars, artists, and activists who are all working towards abolition in the now. The first unit of this course will focus on understanding the historically grounded root causes of mass incarceration. Our approach will also include attention to how race, class, gender, sexuality, ability, citizenship, and other ideologies of difference intersect with, and are foundational to, the Prison Industrial Complex. Threaded throughout, we will explore abolitionist dreams, theories, and practices, and students will have opportunities to follow their own interests. The second unit of the course focuses on Counternarratives, a scholarly, artistic, and activist theory and practice. Here, we take inspiration from (and pay respect to) contemporary Black radical journalist and visual artist, Alexandra Bell and her Counternarratives series and methodology. Like Bell’s work demands, we will strengthen our media literacy skills through the close reading of texts, layouts, and imagery to decode the power dynamics that shape mainstream news narratives on the PIC (and the subtopics students choose themselves).

Mathematics

Algebra I

This course builds the mathematical foundation to all other Upper School math courses. Students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. They use these representations to model relationships and constraints but also reason with them abstractly. Students write, rearrange, evaluate, and solve equations and inequalities, explaining and validating their reasoning with increased precision. Students deepen their understanding of functions and their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs. They also see categories of functions, starting with linear functions (including their inverses) and piecewise-defined functions (including absolute value functions), followed by quadratic functions. For each function type, students begin their investigation with real-world and mathematical contexts, look closely at the structural attributes of the function, and analyze how these attributes are expressed in different representations. The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. In solving quadratic equations, students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system.

Geometry

Geometry is a course of logic and problem-solving in both two and three dimensions. Students begin learning the fundamentals of Geometry, such as points, lines, and angles, and build on those concepts through working with congruence and similarity in polygons. Students engage with triangles where students are introduced to the Pythagorean Theorem, special right triangles, and right-triangle trigonometry. Logical reasoning is emphasized through justification of processes and writing proofs to defend reasoning. Properties of circles are then explored to solve for area, circumference, sectors, arcs, and segments. Students work with geometric concepts in the coordinate plane, and compute area and volume. Additionally, throughout the year, students will reinforce skills learned in Algebra I and connect it to Geometry. *Prerequisite: Successful completion of Algebra I.*

Algebra II

Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first terms of a geometric sequence. Next, students extend exponent rules to include rational exponents. They solve equations involving square and cube roots before developing the idea of a number whose square is expanding the number system to include complex numbers. This allows them to solve quadratic equations with non-real solutions. Building on rational exponents, students return to their study of exponential functions and establish that the property of growth by equal factors over equal intervals holds even when the interval has non-integer length. They use logarithms to solve unknown exponents and are introduced to the number and its use in modeling continuous growth. Logarithm functions and some situations they model well are also briefly addressed. Students learn to transform functions graphically and algebraically. *Prerequisite: Successful completion of Geometry.*

Math Analysis

A course taken as an option after Algebra II to prepare students for future high school and college math courses. Students enrolling in Math Analysis will both review and build on techniques from Algebra I, Geometry, and Algebra II. Following a practical approach, this course allows students time to apply algebraic skills and concepts while building confidence with mathematical reasoning. *Prerequisite: Successful completion of Algebra II.*

Pre-Calculus

This course is for students who desire a theoretical, conceptual, and rigorous mathematics course after completing Algebra II. Pre-Calculus 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. *Prerequisite: Successful completion of Algebra II.*

Calculus

In this first-year Calculus course focusing 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 instantaneous rate of change, area under a curve, and other aspects of functions, and apply these skills to real-world applications. *Prerequisite: Successful completion of Pre-Calculus.*

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. *Prerequisite: Successful completion of Algebra II.*

Mathematical Modeling with Financial Applications · Grade 12

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 levels and finance at the federal and personal levels. 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. *Prerequisite: Successful completion of Algebra II. This course is only available to seniors.*

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 and intersections of lines and planes and partial derivatives. *Prerequisite: Successful completion of Calculus.*

Computer Science

Computer Science Principles · *Grades 9-12*

This course seeks to provide knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture. Students learn about how the internet works, the basis for computing, programming, big data and cyber security. Topics include an introduction to scripted language (JavaScript) 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. All students can succeed in Computer Science when given the right support and opportunities, regardless of prior knowledge or privilege. The course materials have been developed to actively eliminate and discredit stereotypes and elevate equity within the field of Computer Science.

Programming I · *Grades 10-12*

The course begins with Alice 3, a visual programming language made by Carnegie Mellon University, that helps to teach the basics of computer programming using characters that interact in a virtual world. Then, students move to using Python 3 to apply the concepts they learned. Topics include variables, expressions, operators and string operations, functions, stack diagrams, Boolean operators, conditional execution, and basic data structures (lists and dictionaries). Students learning to program see the world in a whole new way. When faced with a task that feels tedious, programming allows you to automate it. When faced with a challenging intellectual question, students will learn to write an algorithm to solve it.

Science

9th Grade

Physical Science

Physical Science is focused on the process of building understanding of the physical universe through careful observation, investigative practices, scientific modeling, and collaboration with peers. This course celebrates the wonder and awe that inspires scientific thinking and supports the development of skills and perspectives necessary for growth as a student of Science. Observational astronomy, engineering and design process, visible light and electromagnetic radiation, atomic theory, and climate science are some of the topics explored.

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

Physics

Physics encourages students to gain a deeper conceptual understanding of the rules of the physical world, utilize mathematical calculations to describe physical interactions, and make connections between science and the most important questions our society faces. Students regularly complete laboratory investigations and engineering design projects to strengthen their scientific understanding and gain experience in the skills and practices of a scientist. Topics covered include: kinematic motion, forces, energy, electricity, and aerodynamics. A range of math levels is accommodated through differentiated coursework, depending on aptitude and background.

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 biohacker 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.

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 Chinese). Students learn the Pinyin Romanization system and use acquired oral language skills in a variety of activities and games. While our focus is primarily on oral proficiency, students learn to read and write basic Chinese characters and to recognize these words in context. At the end of this course, students will reach the ACTFL Novice Mid level of oral proficiency and will have acquired the following language skills: ask and answer basic questions, make self-introductions, describe likes and dislikes; in addition, students will deliver short oral presentations in Chinese, two cultural presentations, and engage in short reading and writing activities. These skills are employed within the framework of familiar contexts such as family, leisure activities, home and school life, and will touch on Chinese food, festivals and traditions. Films viewed may include *The Road Home (Wo de fuqin muqin)* and *Beijing Bicycle (Shiqi sui de danche)*, which give insight into Chinese family life and society in both rural and urban communities. Both films will be watched with English subtitles, occasionally focusing on the Chinese dialogue for comprehension.

Chinese II

This course is a continuation of Chinese I and focuses on building students' command of oral communicative structures in more sophisticated contexts, as well as building skills to read and write using Chinese characters with gradually less pinyin support via supplementary elementary story texts. Unit themes include learning about school life both in the US and China, daily activities and hobbies, and learning about places in China. In the class, we will work on building oral fluency with the goal of conducting the class entirely in Chinese by midyear. Students will reach the ACTFL Novice High oral proficiency level at the end of the course. Films viewed may include *Not One Less (Yi ge dou bu neng shao)* and *Shower (Xizao)*, with increased focus on the language spoken in Chinese without the benefit of English subtitles.

Chinese III

Our focus in Chinese III continues to be on increasing oral proficiency and fluency, along with a review of major Chinese grammatical patterns and more intensified practice of Chinese characters to bring students to engage in intermediate level tasks of spoken proficiency. Class discussion and presentations focus on comparing the differences between Western and Eastern values on topics such as holidays and etiquette. Our reading will be supplemented with annotated news and culture articles found on several websites along with reading an intermediate level supplementary reader. Students will reach or approach the ACTFL Intermediate Low level by the end of the course. We view films that show the lives of ordinary Chinese people both in cities and rural areas, such as *Together (He ni zai yiqi)* and *Postmen in the Mountains (Na shan, na ren, na gou)*, with students completing comprehension tasks viewing the films without English subtitles.

Chinese IV

The goal of Chinese IV is to engage students to work more independently in Chinese, either in projects interviewing Chinese-speaking international students, or reading authentic texts online and providing oral reports to the class. The cultural focus of this class will shift to learning about life in Taiwan and Hong Kong as well as China, with screenings of Taiwanese and Hong Kong films like *Yi Yi*, *The Wedding Banquet (Xiyan)*, *Comrades*, *Almost a Love Story (Tian mi mi)* and *Eat Drink Man Woman (Yinshi nannü)* and focusing on how Taiwanese and Hong Kong Chinese culture compare to and contrast with mainland Chinese and other world cultures. Students will be expected to function in performance tasks meeting ACTFL Intermediate Levels, moving toward tasks that approach advanced level skills. (*A minimum enrollment of four students is required for this course to be offered.*)

English as a Learned Language

ELL Beginning Grammar & Writing · 9th grade

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.

ELL Intermediate Grammar & Writing · 10th grade

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.

ELL English Composition & Advanced Grammar · 11th grade

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.

English Composition & Advanced Grammar

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. This class challenges students to develop their voice in academic writing and polish their advanced grammar and vocabulary. Using the ACTFL Superior standards to assess performance, students write, test, and teach each other as they engage in collaborative learning, creating a culture of learning in which peers can be teachers. 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. Through examination of student samples and daily discussions, students will learn what effective writing means. As students strengthen their writing skills, they will reflect on different writing styles and techniques. Several grammar-based projects, writing assignments, and presentations are required.

Essential Questions:

- What makes good writing?
- How can communication in different writing styles highlight different goals of academic writing?

Course Goals:

- To increase students' ability to communicate original ideas and insights
- To become strong, confident, capable communicators in writing and speaking
- To use and master the academic English necessary for strong writing

French

French I

This course is designed for beginners and is taught entirely in French. The course aims to develop the skills of speaking, listening, reading, and writing to a basic level of proficiency so that 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 for 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 major units such as our relationship to our devices, environment and climate change issues, and current events as needed (elections, cultural and societal issues and controversies). 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 to be able to further engage in more complex conversations. 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 both in class and through more developed written compositions.

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 and the texts being read. To help their mode of expression, students study relative clauses, the literary tense of *passé simple*, and the subjunctive. Themes, books, and films are chosen according to the class's interests, language level, and popular culture. 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 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 talk about their health. Because no foreign language study takes place 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, the 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

This course is an elective, and the focus is on communication and the consolidation of the skills and knowledge acquired at the beginner and intermediate levels. Students communicate in Spanish and study real-life materials such as newspaper articles, films, music, and literature. Students continue to develop their interpretive, interpersonal, and presentational skills in the Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors, along with other non-required texts. Connections between cultures, history, and communities are examined more in-depth, emphasizing critical thinking and problem solving while applying increasingly sophisticated grammar structures and vocabulary. We will discuss key themes relevant for today's students throughout the year, such as technology and its challenges, global challenges, multiculturalism, diversity, equity & inclusion, environmental awareness, and local community engagement.

Physical Education/Health

Physical Education Requirement: *Students must fulfill the two-year Physical Education requirement in order to graduate. One year of PE credit is earned through 9th grade PE (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 PE requirement through participation in a variety of these activities. If none of these options work 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, PE Department Chair, and Registrar. Contact the Registrar's office for further information.*

9th Grade Fitness, Health, and Wellness

All 9th graders will be enrolled in a full-year health and fitness PE 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. *Required for all 9th graders. Meets state requirements for Health.*

Interscholastic Athletic Teams

	Boys	Girls
Fall <i>NOTE: Fall sports begin August 22nd</i>	Ultimate Cross Country Fit Club/Strength & Conditioning <i>(begins September 7)</i>	Soccer Cross Country Volleyball Fit Club/Strength & Conditioning <i>(begins September 7)</i>
Winter	Basketball Mixed Ultimate Fit Club/Strength & Conditioning	Basketball Mixed Ultimate Fit Club/Strength & Conditioning
Spring	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.*

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

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

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

How to sign up for a sport:

Formal sports team registration is completed by parents/guardians through their My Backpack account. Students may also indicate interest through registration in May or by contacting the Athletics Office. Registered athletes and their parents/guardians will receive detailed athletics information for their sport following the registration period.

Fit Club/Strength & Conditioning

Open to all Upper School students, this course is offered after school in the Fitness Mezzanine. Fit Club participation will enhance one's fitness, strength, and mobility. Strength & Conditioning is tailored to personal goals and/or sport-specific fitness, power, and functionality.

There are two sessions each day: Fit Club takes place from 3:45-4:30 pm, and Strength & Conditioning follows from 4:30-5:30 pm. Students may attend as fits their schedule; attendance is not mandatory. PE credit is earned by students based on attendance (full credit = participating an average of three or more sessions per week, half credit = participating an average of 1.5 times per week). The athletics participation fee (\$125) is required for this course. This fee is covered by the NWS Experience Fund for students receiving financial aid. Eligibility forms (waivers and sports physical) are required 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. The amount of credit (half or full) is based on the 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.

English Composition & Advanced Grammar · International Grade 12

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. This class challenges students to develop their voice in academic writing and polish their advanced grammar and vocabulary. Using the ACTFL Superior standards to assess performance, students write, test and teach each other as they engage in collaborative learning, creating a culture of learning in which peers can be teachers. 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. Through examination of student samples and daily discussions, students will learn what effective writing means. As students strengthen their writing skills, they will reflect on different writing styles and techniques. Several grammar-based projects, writing assignments, and presentations are required.

Essential Questions:

- What makes good writing?
- How can communication in different writing styles highlight different goals of academic writing?

Course Goals:

- To increase students' ability to communicate original ideas and insights
- To become strong, confident, capable communicators in writing and speaking
- To use and master the academic English necessary for strong writing

Computer Science Principles · Grades 9-12

This course seeks to provide students with the knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture. Students learn about how the internet works, the basis for computing, programming, big data, and cyber security. Topics include an introduction to scripted language (JavaScript) 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. All students can succeed in Computer Science when given the right supports and opportunities, regardless of prior knowledge or privilege. The course materials have been developed to actively eliminate and discredit stereotypes and elevate equity within the field of Computer Science.

Programming I · Grades 10-12

The course begins with Alice 3, a visual programming language made by Carnegie Mellon University, that helps to teach the basics of computer programming using characters that interact in a virtual world. Then, students move to using Python 3 to apply the concepts they learned. Topics include variables, expressions, operators and string operations, functions, stack diagrams, Boolean operators, conditional execution, and basic data structures (lists and dictionaries). Students learning to program see the world in a whole new way. When faced with a task that feels tedious, programming allows students to automate it. When faced with a challenging intellectual question, students will learn to write an algorithm to solve it.

Journalism · Grades 9-12

How do you tell a good story? How do you tell a true story? 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. For students who want to bring their passions—for politics, justice, art, music, sports, photography, or digital media—to readers at Northwest and beyond, this is the class for them.

Peer Mentoring · Grades 11-12

This year-long class offers students the opportunity to develop essential leadership skills and a knowledge base around issues that can impact teens and young adults. The most significant element of being a Peer Mentor is active participation and engagement in class and in the NWS community. The class supports and develops Peer Mentors, allowing them to grow into their responsibilities as leaders within our community of students, faculty, and families.

Class activities typically include discussion, outside reading, field trips, guest speakers, exploration of community resources, leadership development, and mentoring younger students. There will also be teaching and facilitating opportunities in the Middle School, 9th grade, Community Meeting, Advisory, Parent Forums, faculty meetings, etc. On occasion, Peer Mentors may be asked to miss one of their classes to work with students in other grades. 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 conflicts with these other course offerings:

- *Dance* - Black Social Dance
- *Dance* - Latin Social Dance
- *Music* - Vocal Collective*
- *Music* - Popular Musics
- *Theatre* - Acting for the Stage
- *Visual* - Photography
- *Visual* - Mixed Media
- *Visual* - Animation 2
- *Visual* - Fashion and Design

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

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

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

Creative Dance · Grades 9-12

Creative Dance is about exploring and creating movement. This class accesses creativity using modern/contemporary dance approaches. We will explore what the body can do physically and how humans express themselves using dance. We will start with the basic dance habits of mind: focus, observation, awareness, and control of your body in space. Along the way, we will play fun movement games and try out choreographic experiments. In this class, we will explore many ways that dance exists in the world. We will investigate the reasons why people dance across cultures and throughout time. This class is great for beginners and creative thinkers! You will explore new ways of moving, do your own dances, and experience performing. You will often say "What happens if we...?"

No prerequisites or previous dance experience required.

Latin Social Dance · Grades 11-12

This class explores Latin social dances, including partner dances, line dances, and party dances. You will 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 1950's-70's. 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 each dance. The curriculum includes the basic footwork, rhythm, and foundational skills needed to dance both socially and to 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 will 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 Line Dance and Lindy Hop, we will explore social dancing that comes from folk dances, story dances, and the study of somatic expression that reveals inner and outer truths: creating meaningful connections. In this year-long class, we will learn line dances in trimester one, and in trimesters two and three, we will focus on learning the partner and solo social dance steps which 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 also empower the practitioners while connecting them to the people around them. Everyone gets to support one another while dancing these steps. We will 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, compels 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 1940’s, bringing people together through rhythm and time—and it is undergoing a renaissance; people all over the world learn to dance these time-honored steps. A long-standing legacy class at The Northwest School, we are happy to see this social dance survive and thrive in The House!

Performing Dance Ensemble/PDE · Grades 9-12

This class is for dancers who love to create, rehearse, and perform for the community. In this space, highly dedicated dance students collaborate with each other and the teacher, with the common goal of deepening their dance education. This class offers opportunities to broaden students’ horizons regarding movement. The ensemble explores a variety of movement styles with an emphasis on hip-hop and contemporary dance. The group enhances each other’s passion for dance in a fun, joyful environment. As the most advanced dance course in our program, PDE dancers are role models, representing dance at school and community events. PDE dancers are passionate, dedicated, self-motivated, strong collaborators with a curiosity to explore new challenges among an ensemble. Interested dancers must audition for possible placement into this course. *Dance experience required. Prerequisite: Audition or approval of Instructor*

Music

Popular Music Ensemble/House Band · Grades 10-12, Grade 9 with instructor permission

Experienced musicians join together to form the Northwest School’s own House Band. In this class, we will be studying, performing, and ultimately writing our own music in a wide range of popular styles, including folk, indie, pop, rock, bluegrass, and more. Students will learn songwriting through the analysis and performance of music of their own choosing, followed by the collaborative creation of their own songs. This exploration of song form, melody, and lyric writing will be complemented by developing the skills of playing backup, adding fills and riffs, generating rhythm on any instrument, and creating original solos. We will partner with the VERA Project to gain experience with tools essential to performing in a band, such as electrifying your instrument, working with microphones, using amplification, and working with effects such as looping, delay, and distortion. The House Band members will also learn the basics of arts management, including how to find gigs, create contracts, self-promote, work with a recording studio, self-publish, and fundraise. The culmination of the class will be a live concert produced by the VERA Project, performing covers of the songs studied alongside the originals written in class. This concert will be recorded as an album. *Open to singers and all instrumentalists with significant proficiency, grades 10 -12 (and 9th by instructor permission), with preference given to 11th and 12th grade students. Interested musicians must audition for placement into this course each year.*

Popular Musics · Grades 11-12

In this course, we look at the history, language, and power of popular musics and their intersection with popular culture through multiple creative approaches. This class will include reading music notation, understanding the architecture of pieces of music, studying what makes great music great, songwriting, attaining basic piano and guitar skills, exploring digital audio workstation software, and much more. Active listening, critical thinking, independent work skills, and respectful discussion are key parts of the class. *No prior musical experience is necessary.*

Upper School Beginning Choir · Grades 9-12

This is a beginning level ensemble where students will learn music from various styles/genres of choral music (classical; art music; spirituals; Broadway; and current mainstream music). Students will increase their depth of knowledge regarding music theory and sight-reading. Because this is a non-auditioned ensemble with many beginners, students will learn the fundamentals of choral singing. With an emphasis on performance-based ensembles, students will be required to participate in multiple performances throughout the school year.

Upper School Concert Band · Grades 9-12

This course is open to all high school students, with or without experience. In this class, students will learn 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 will learn note and rhythm reading and will gain listening skills vital to playing in an ensemble in addition to critical skills of personal musicianship. We will also explore composition, chamber ensembles, and music around the world.

Upper School Jazz Band · Grades 9-12

This is the top performing band at the NWS. Students in this course should have mastery of basic fundamentals. Students will continue the study of an instrument of the jazz band with the goals of improving their ability to read and improvise music, deepening their understanding of musicianship and artistic expression, and collaborating within the ensemble to prepare standard jazz repertoire as well as contemporary pieces. The band will perform each trimester in required concerts.

Prerequisite: annual audition for all students, new and returning

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, the orchestra looks at the place of our art within the broader context 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 the 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 is an intermediate level ensemble where students will learn music from various styles/genres of choral music (classical; art music; spirituals; Broadway; and current mainstream music). Students will increase their depth of knowledge regarding music theory and increasingly complex sight-reading skills. Because this is an auditioned-based ensemble, students will learn and perform choral music that is more complex than beginning choir singers. With an emphasis on performance-based ensembles, students will be required to participate in multiple performances throughout the school year. *Audition required.*

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

This is an advanced level ensemble where students will study rigorous and increasingly difficult part music from various styles/genres of choral music (classical; art music; spirituals; Broadway; and current mainstream music). Students will also increase their depth of knowledge regarding music theory and sight-reading. Because this is an audition-based ensemble, part independence is also required. Students in this ensemble will be required to participate in multiple performances throughout the school year. *Audition required*

Theatre Arts

Acting for the Stage · *Grades 11-12*

This course is designed to strengthen each student's theatrical and acting technique while building an ensemble and a sense of community. Students work toward sharing small group performances and solo project performances that are based in Applied Theatre pedagogy. Students work closely with published playwrights' work and write and perform their own original pieces. Students will also be introduced to the theatrical conventions and the methodologies of Brian Way, Dorothy Heathcote, and Gavin Bolton, especially "Process Dramas." Theatre students in this class experience a strong concentration around critical thinking, student-centered dialogue, and social justice issues that matter most to them.

Advanced Theatre Production · *Grades 9-12*

A full-year course designed to strengthen each student's theatrical and acting techniques while building an ensemble and a sense of community through live performance. Students audition, rehearse, and work toward sharing performances of full-length plays and musicals. Our performances are based in Applied Theatre pedagogy, with a strong concentration around critical thinking, student centered dialogue, and social justice issues that matter most to students. This class collaborates directly with the Upper School Stage Design and Technology class to create full and innovative productions. We empower theatre students to inspire positive change and transformation in the world they want to be active participants in.

Improv Theatre · *Grades 9-12*

In this class, students learn how to create theatre without a script. Rotating styles/topics may include Commedia all'Improvviso, Playback Theatre, short-form games/scenes/Theatre Sports, Harolds, Spolin technique, live composing, and more. The class includes at least two public performances for the school community.

Physical Theatre Technique · *Grades 9-12*

This class offers a rotating assortment of experiential exercises, creative prompts, and select readings/viewings in mask, puppetry, clown, acrobatics, circus, mime, and dance-theatre forms from around the world. Through solo and collective creation/devising of original physical theatre works, students will develop their creativity, collaboration, and communication skills. Public performance opportunities include a fall showcase of shorter work and a culminating project in the spring.

Spoken Word · Grades 9-12

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, we'll study the form—its history, methods, goals, etc. to better understand and enrich our own work. While we will 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, the bulk of the course will be centered around workshop and performance. We will write, share, and discuss in almost every class. The goal of the class is both to better learn how to grapple with internal conflict and navigate how the self is located in relation to the people and events around us. 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 craziness 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 in grades 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 a 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, projection, robotics, automation, and special effects). Students are empowered with confidence and the skills to make imaginations become tangible and dreams become reality.

Visual Arts

Advanced Photography · Grade 12

This is an intermediate/advanced level course that promotes discussion of photographic processes within the larger context of contemporary art, photography, and digital media. Workshops in the context of the course will introduce strobe lighting for studio applications. The course will emphasize the process involved in generating a portfolio of images and a coherent body of work based upon a theme, concept, or selected subject matter. The class will discuss topics such as locating an individual voice, refining a working process, considering methods for presentation/distribution of photographs, and reflecting on current issues in contemporary art. Lectures/demonstrations will include assembling a portfolio of photographs, submitting work for review, and preparing photographs for an exhibition. **\$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.

Animation 2 · Grades 10-12

Taking the techniques from Animation 1, students create full length or full feature animations. Students could go further into Stop Motion Studio®, Toon Boom® products, Maya®, iMovie®, and Final Cut Pro®. Students will learn and go more in depth into building armatures. *Prerequisite: Animation 1, or show animation to the instructor to demonstrate some experience.*

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 · *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.

Film and Video Art · *Grades 9-12*

Film and Video Art explores cinematic and documentary filmmaking for social justice, storytelling, and video art. In this class, students will get an introduction to cinematography, video editing, sound design, and video projection using programs like Procreate, WeVideo, SoundTrap, and Lightform Creator. Students will be making short films, filming documentary interviews, animating motion graphics, compositing found footage, and creating experimental video art for live performances and sculptures. This hands-on production class will be 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 will develop the skills, knowledge, and techniques to effectively utilize Adobe® Creative Cloud® applications including Photoshop®, Illustrator®, and InDesign. Students will understand and apply the elements and principles of art and design in both hands-on and digital formats. We will investigate the use of communicative tools such as composition, color, hierarchy, scale, rhythm, and visual metaphor. Topics covered include: the stages of design process, typography, identity design, publications design, advertising design, and information design.

Mixed Media · *Grade 10-12*

In this class, students dive into image-making using a variety of media and techniques in combination with one another, including ink, graphite, acrylic paint, book arts, collage, and hand-sewing. Students will have the opportunity to explore links between drawing, painting, photography, and sculpture. We will work on a variety of substrates including paper, board, fabric, plastics, and found materials in order to investigate how context and material relate to concept. Some projects are large-scale, others are collaborative. We will connect our practice to both historical and contemporary artists who use mixed media to ask questions about artistic presentation, sustainability, and human rights.

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*

In this course, we will explore a variety of photographic processes and concepts. Using big ideas in conjunction with the elements and principles of design, students will master the fundamentals of good composition and quality craftsmanship as they relate to photography as an art form. Technical skills such as the handling of a manual SLR camera, the developing processes, and various darkroom procedures will serve as a foundation for creative exploration. The student will study the work of master photographers and other artists as sources of cultural and historical understanding and inspiration. Creative activities will encourage growth in critical thinking, decision-making, and problem-solving. Students will need to welcome constructive criticism, be willing to work hard, and be open to new experiences. **\$150 lab fee.**

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 these materials and how to use them to “think in the round” and create sculptures. For inspiration, students look at images of sculptures from different artists, cultures, and time periods. They will study design and engineering strategies for building and combining materials from nature. The students in this class learn how to carve, solder, fuse glass, and more.

Watercolor and Related Media · *Grades 9-12 (Art Block D) · Grade 12 (Art Block H)*

This class is suited for beginners as well as more experienced artists. It focuses exclusively on water-soluble media, including watercolor, gouache (opaque watercolor), Sumi color, India ink, and aquarelle pencils and markers. Students create both non-representational and carefully observed “realistic” works. Students are given technical as well as conceptual prompts, and they write short artist statements for each project. Students gain experience with a variety of critique formats, including self-assessments, written reviews, small group discussions, and roundtable sharing. They collaborate on group work, explore issues such as environmentalism, social activism, personal narrative, and formal abstraction, and learn about historical and contemporary artists who use water-based media to investigate similar issues.

Yearbook and Publication Design · *Grades 9-12*

This full-year course offers students an introduction to the basic elements of visual communication and the print world using the Adobe® Creative Cloud® applications of Photoshop® and InDesign® as well as Canva® as they work on the yearbook team. Students will learn the fundamentals of photography as they document important events from the school year. Students will develop their communication skills via reporting, writing, class discussions, presentations, and publications. Students will create the yearbook and a variety of narrative projects that show how photography and the written word combine to inform society. The course will culminate in the publication of the annual school yearbook documenting the school’s community, memories, and events from the year. While the yearbook will be a major focus of the class, students will also be able to follow their creativity and interests in creating a zine-type publication of their own.



The Northwest School

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