SEATTLE ACADEMY

UPPER SCHOOL CURRICULUM GUIDE

2023-2024

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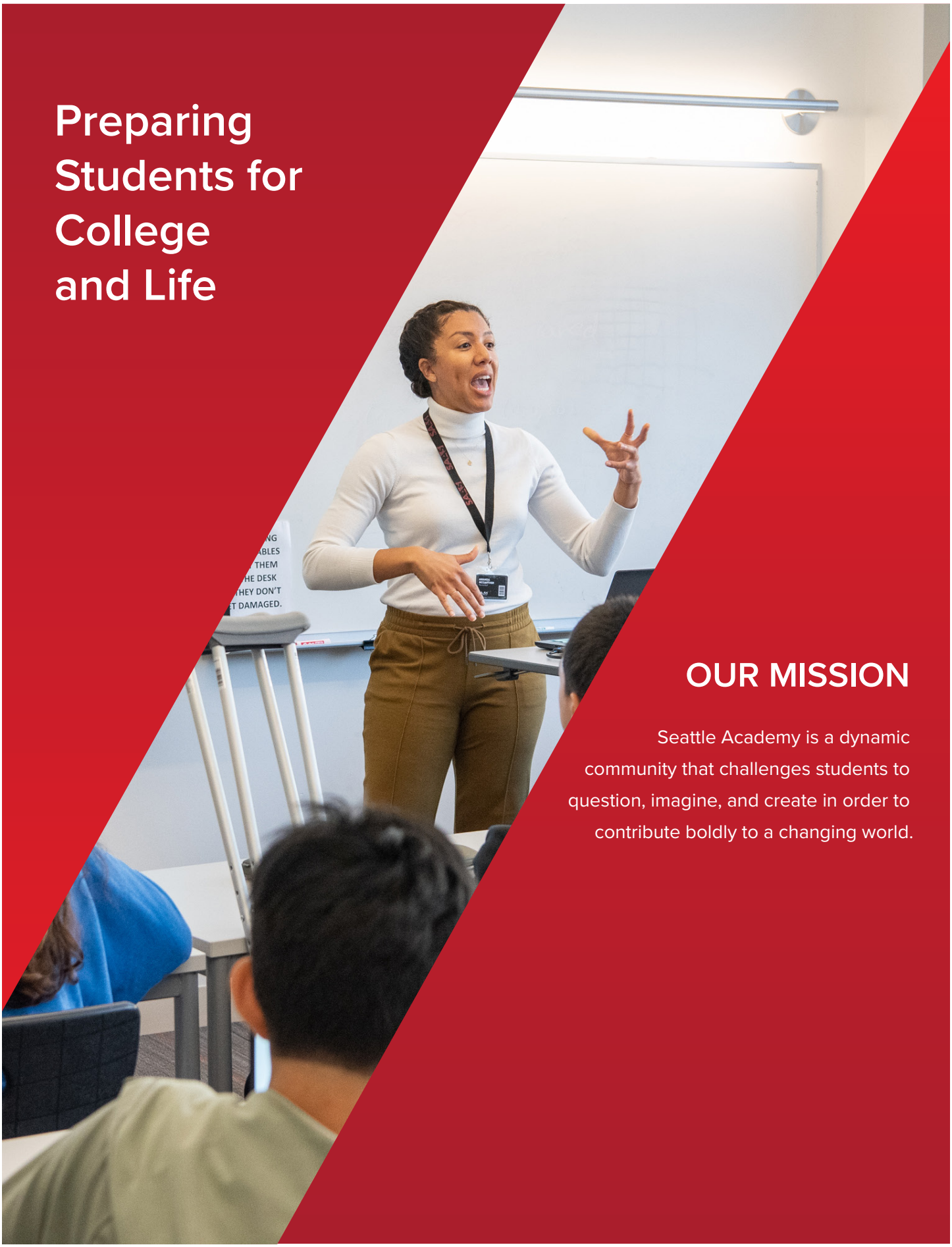
Updated 05/2022

Preparing Students for College and Life



OUR MISSION

Seattle Academy is a dynamic community that challenges students to question, imagine, and create in order to contribute boldly to a changing world.

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Registration

Students register in the spring with the help of their advisors for the following academic year. Math and World Language placements are made in consultation with the Math and World Language Faculty and are finalized in the spring. Placement for arts courses with required auditions occur after auditions are held in the spring. Students select elective courses for all subject areas from a range of choices and are placed in classes based on availability and with consideration of level and complexity of schedule.

Students should earn a minimum of 23 credits per year during 9th and 10th grades, 20 credits during 11th grade. Seniors are required to take 6 classes minimum per trimester. If fewer than 6 classes are taken, approval of the Head of the Upper School is required. These 6 classes do not include community service, independent studies, or after school activities. During the spring of senior year, due to senior projects, seniors only earn half-credit in all courses they are enrolled in other than English. Senior projects provide .5 credit toward the English requirement.

Schedule/Course Changes

There is a three day add/drop period the first week of each trimester. Students are allowed to add/drop an elective course during this time by request through a Google form. We generally do not allow students to drop a yearlong course or to make a change that involves a change of instructor for a yearlong course. When these changes are requested, students will need the approval of the Head of the Upper School, Advisor, Teacher, Dean, and Registrar.

Outside Credits

Students are allowed to earn 5 trimester credits outside of Seattle Academy. Credits must be earned with an accredited organization and must be pre-approved by the Registrar. Outside credits are recorded on transcripts as pass and are not calculated into the grade point average. Outside credits count as elective credits, with the exception being PE credits, which can count toward the PE requirement, and credits made up to replace a failed course (see below). Outside PE credits and failed classes that are made up outside of Seattle Academy are considered part of the 5 allowed credits.

Making up an F for required credits/repeated courses

If a student fails a required course they must retake the course or take an online equivalent and pass in order to fulfill the requirement to graduate. Failed courses can be made up through Yellow Wood Academy, BYU Independent Study, or another educational institution approved through the Registrar. Failed classes that are made up outside of Seattle Academy are considered part of the 5 allowed credits.

Failing grades are not removed from the transcript. Both courses are included on the transcript. Credit from outside institutions are recorded as pass on the transcript.

Independent Study

Independent Study courses are designated primarily for juniors and seniors and are arranged between a student and an instructor in an area in which the student has a special interest. The student and instructor develop a contract of work, which includes a minimum of a once-a-week meeting and a time commitment from the student of at least 40 hours of work. Independent study courses earn a pass, not a grade and count as an elective credit. Learn more about the Guidelines here.

Credit Waivers for Graduation Requirements

We encourage students to complete the graduation requirements at Seattle Academy. In exceptional cases, waivers for graduation requirements will be considered by the administration.

Incompletes

Incompletes can be issued at end-of-term for a variety of reasons. If an incomplete is issued, faculty will provide a written statement that indicates material to be completed and a completion date. Once the work is complete, the transcript will be adjusted.

Grading Policy

Letter grades are based on a grading scale that includes (+) plus and minus (-) grades.

93% - 100%	*A*	*4.0*
90% - 92%	*A-*	*3.7*
87% - 89%	*B+*	*3.3*
83% - 86%	*B*	*3.0*
80% - 82%	*B-*	*2.7*
77% - 79%	*C+*	*2.3*
73% - 76%	*C*	*2.0*
70% - 72%	*C-*	*1.7*
67% - 69%	*D+*	*1.3*
63% - 66%	*D*	*1.0*
60% - 62%	*D-*	*0.7*
0% - 59%	*F*	*0.0*

Pass grades are not figured into the grade point average. High Honor Roll is a GPA of 3.75 and above. Honor Roll is a GPA of 3.45 to 3.74 and are based off of a student's unweighted GPA. Seattle Academy calculates a weighted academic core cumulative GPA by adding .5 to the honors courses listed at right.

HONORS CLASSES

Honors English 11
Honors English 12
Honors History 11 (American History)
Honors History 12
Honors Intro to Calculus
Honors Accelerated Calculus 1
Honors Accelerated Calculus 2
Honors Advanced Topics in Math
Honors Statistics
Honors Mandarin Chinese 4, 5, 6
Honors French 4, 5, 6
Honors Spanish 4, 5, 6
Honors Advanced Chemistry
Honors Biology*
Honors Physics

*Students may also earn honors distinction in Biology on a term-by-term basis.

INNOVATIONS DISTRIBUTION AND GRADUATION REQUIREMENTS

This table illustrates the Innovations Distribution that are part of the new graduation requirements.

Grade	Trimester	Trimester	Trimester
9th	Rhetoric	Health	Beginning Studio Arts
10th	Foundations in Financial Literacy	Foundations in Computational Thinking	Foundations in Design Thinking
11th	Entrepreneurship and Design	Health	
12th	Financial Literacy	Computational Thinking	

One additional course is required in each of these areas during the high school career.

Foundations courses are assigned during the 10th grade year and are available to 9th grade.

These courses offered can be taken 9th - 12th grades if student schedule allows.

GRADUATION REQUIREMENTS

Seattle Academy's academic year is divided into 3 trimesters. 84 trimester credits and a set number of hours of community service are required to graduate. These 84 credits are made up of the following:

HUMANITIES	**31**
English	12
History / Social Studies	9 *
World Languages	9 *
Rhetoric	1
STEM	**21**
Math	9 *
Science	9 *
Math or Science	3
INNOVATIONS	**6**
Distribution Areas	**3**
Required Electives	**3**
ARTS	**7**
Distribution Areas	4
Required Electives	3
PHYSICAL EDUCATION / HEALTH	**6**
Health	2
PE	4
ADDITIONAL CREDITS (Earned through a fourth year of core academic courses, general electives, and/or study skills)	**13**
TOTAL CREDITS REQUIRED TO GRADUATE	**84**

✱ = MINIMUM REQUIREMENT
Most students will be encouraged to take a 4th year.

Additional Credits

When students continue to take classes in an area and have fulfilled their graduation requirement the credit is applied to the elective requirement.

CLASS OF 2022 AND BEYOND • ADDITIONAL GRADUATION REQUIREMENTS

160 Hours of Community Service

Seattle Academy has a graduation requirement of 160 service-learning hours. In response to COVID-19, the annual service-learning requirement has been reduced from 40 to 20 hours beginning in the 2020-2021 academic year for all Upper School students. Therefore, the graduation requirement for the class of 2022 has been adjusted to 125 hours which represents a reduction of 15 hours for the 2019-20 school year, and a reduction of 20 hours for the 2020-21 school year. **Class of 2022 & 2023 Graduation Requirement = 125 hours. Class of 2024 = 140, Class of 2025 = TBD.**

Health Requirement

Two credits of Health are required within the Physical Education requirement.

Washington State History Requirement

This course is completed in the 7th grade year at Seattle Academy and usually completed in the 7th or 8th grades at other institutions. Students in grades 9 to 12 who have not taken Washington State History will be scheduled to take the course their senior year in order to fulfill the requirement.

SERVICE-LEARNING PROGRAM

To help our students build an understanding and respect for what it means to fully participate in society, we ask all students to serve our local and global community in ways that are meaningful to them, turning their passion into action. Service credit can also be earned by volunteering for tasks within the Seattle Academy community.

All hours must be entered with a description of the service performed and a reflection question answered completely on the Seattle Academy Community Service Online Tracking System X2Vol, to receive service credit. Service entries should be entered online within six months of the service date to be recognized and credited. To access the online system, go to: www.x2vol.com.

- A minimum of 60 of the 120-hour graduation requirement must be earned outside the SAAS community.
- These requirements may be adjusted if a student enters Seattle Academy after 9th grade.
- Students are required to submit verification for all service entries on the online tracking system X2Vol.
- Service entries must be entered online within six months of the service date to be recognized and credited.
- Service hours cannot be double-counted. For example, zero hours will be counted toward the graduation requirement if a student receives compensation or class credit.
- We strongly encourage students to earn a minimum of 30 service-learning hours each year to stay on track to meet the graduation requirement.
- Students can earn service-learning hours the summer before starting 9th grade, which WILL count toward the graduation requirement.

External Service Opportunities

These opportunities include but are not limited to nonprofit organizations such as food banks, parks, environmental restoration and/or art projects, hospitals, shelters, and retirement homes that provide health, human, and/or civic services. External hours can also be earned by participating in SAAS-sponsored trips that contain a service component.

Internal Service Opportunities

Students can earn up to a **MAXIMUM** of 40 hours serving as a Teacher Assistant (TA) for SAAS faculty, an athletic manager, or an art department stage/production assistant. Although students may work more than 40 hours, **ONLY** up to 40 hours count toward the graduation requirement. Students can do any of the activities mentioned above multiple times, but only a maximum of 40 hours will be recognized toward the graduation requirement. Additional hours credited toward the graduation requirement include peer tutoring and volunteering for SAAS events like Open House and SAAS in the City. Only the literal amount of hours served will be awarded.

SENIOR PROJECT

Senior Projects count as .5 English credit and is graded on a pass/fail basis

The Senior Project Program is a culminating experience in the Seattle Academy curriculum. An objective of the Senior Project is to provide career-exploration opportunities for students in order to obtain real-life employment experience. As part of ***Preparing Students for College and Life***, the Senior Project Program is offered the final half of spring trimester. This non-paid educational internship is designed to add value to the business and provide students with real-world job experience in a career area of interest. Students will work with an advisor during the winter trimester to begin the brainstorming process to determine potential outside internship sites, or to identify an internal project. Senior Projects begin after spring break for a five-week duration.

Students who have completed their academic and service credit requirements will then continue with only their internship, which includes regular writing assignments about the work experience and a final presentation. Students currently receive a .5 English credit for their Senior Projects, which are graded on a pass/fail basis.

To see a list of the 2022 project sites, please visit pages 45 & 46 of the curriculm guide.

LEARNING SUPPORT - STUDY SKILLS

Study Skills is a small group, fee-based, elective class open to all students. Students receive coaching in executive functioning and individualized learning strategies and resources to support their learning in their content classes. To enroll as a new student in this class, parents/guardians meet with the Director of Learning Support to determine if placement is desired. Once a supplemental contract for Study Skills has been signed, a student is scheduled into a Study Skills class.

What does the Study Skills class look like?

The class meets during one of the elective blocks. The classes are typically organized around the same grade level but occasionally the grades are mixed if the priority is to have a student with a particular Study Skills teacher or in a specific block.

Students will work on individually identified goals based on their own specific learning profile, but the group setting allows them to work collaboratively on similar assignments or learn different strategies from peers. Initial emphasis is on developing habits for tracking assignments, time management, willingness to ask for and accept help, and metacognition. Once students have established regular habits around turning assignments in on time, higher order study skills are introduced. Rather than a separate study skills curriculum (i.e., stand alone unit on note taking or mnemonic memory strategies), students are learning to apply these skills to their coursework from their content area classes. While Study Skills teachers can help support students in their content area classes, the class does not provide basic skill remediation, and Study Skills teachers are not necessarily content area specialists across subjects.

How else do Study Skills teachers their support students?

The Study Skills teacher serves as an advocate for the student in helping them navigate their accommodations and communications with their teachers. Study Skills teachers work closely with classroom teachers so they know what assignment expectations are and can help the classroom teacher better understand the student's unique learning profile. The Study Skills teacher also has regular communication with parents around assignment completion and progress.

Who is Study Skills for?

Students who typically enroll in a Study Skills class are ones who benefit from high frequency, individualized support for a variety of reasons, including:

- Help with organization and time management
- Stress management strategies
- Access and understanding of accommodations and developing individualized learning strategies to work around their specific areas of challenge for those with specific learning differences
- Help with making connections in the curriculum or need more guided practice in doing reading, writing, or math assignments
- Those who are waiting for developmental maturity to catch up and need help managing expectations of a fast paced and demanding academic environment

Please contact **Jess Claesson, Study Skills Department Chair**, if you have questions or are interested in learning more about the program.

CALENDAR OF AFTER-SCHOOL ACTIVITIES

Below is a listing of activities that are offered after school. In creating one's schedule, it is important for students to note that the schedules for the after-school activities in the chart below overlap and conflict with each other, so students need to choose one activity per season. Questions about individual options or conflicts should be directed to the Athletics Director and/or Head of the Arts Department.

Please note information below the table with details about participation and auditions/turnouts.

FALL	WINTER	SPRING
Fall Musical	Robotics	Robotics Continues
Girls' Soccer	Winter Production	Underwater Robotics
Girls' Volleyball	Vocal Ensemble	Spring Production
Boys' Tennis	Basketball	Boys' Soccer
Boys' Golf	Wrestling	Boys' Lacrosse
Boys' Ultimate Frisbee		Girls' Lacrosse
Cross Country		Girls' Tennis
		Girls' Golf
		Girls' Ultimate Frisbee
		Track and Field

Participation and Excellence

All programs represent the school's philosophy of Participation and Excellence. Certain arts programs have auditions and sports teams have turn-outs for placement, to ensure that all students have access to programs and can participate at their appropriate level. In the arts, for example, there are advanced, intermediate, and beginning levels, and sports teams have varsity, junior varsity, and additional teams when needed.

Earning Credits

- PE credit can be earned by participating in the after-school sports on the chart above. Sports that are part of SAAS clubs (for example, Bouldering) do not typically support enough hours in one trimester to earn PE credit.
- Arts credit can be earned by participating in after-school performances on the chart above.

Arts Auditions

(See Appendix D for more specific Arts Audition information.)

- Auditions for fall and winter trimester Theater productions occur at the beginning of the trimester in which the show is scheduled. The "Spring Production" is open only to Advanced and Intermediate Acting classes.
- Auditions for Advanced and Intermediate levels of the Vocal and Instrumental Music, Theater, and Dance programs occur in spring trimester for the following year.
    - The Advanced and Intermediate levels of arts programs meet during the school day.
    - Advanced Dance also has an after-school commitment for choreography and advanced technique.

2023-2024 COURSE DESCRIPTIONS

ALPHABETICAL BY DEPARTMENT

Not all electives listed will be offered each year as determined by interest and staffing availability.

Arts

Graduation Requirement: 7 credits, must include at least one credit each of Dance, Visual, Theater Arts, and Music.

Artistic endeavors require the development and integration of the following four complex skills and processes. The first is engagement. In this phase, students become acclimated to the creative environment and begin to recognize and exercise their natural creativity. Second is the development of vocabulary and technical skills. Vocabulary both supports the student in dialogue with artists, peers, and teachers, and begins to shape a worldview in which the arts is in an integrated element. The development of technical skills allows students to excel in artistic expression. Third is performance and exhibition. Students must be able not only to apply the skills that are required but also to integrate these skills into the creative process. Fourth and last is evaluation and reflection on both the product and the process. Students must have the critical skills both to assess their own individual development and provide constructive feedback to peers.

Dance

The following courses satisfy the dance distribution and qualify for arts credit. Extra dance credits can count towards PE credits, and once those are complete, towards elective credits.

Introduction to Dance

One trimester. Open to grades 9-12.

A beginning level class that will focus primarily on jazz and modern dance techniques. Jazz dance includes rhythmic footwork, sharp and stylized movements, and draws from other dance styles including hip-hop, ballet, and social dance. Modern dance focuses on moving the whole body with a sense of efficiency and full range of motion. Throughout the trimester, students will learn a variety of movements that incorporate rhythm, coordination, and making clear shapes with their bodies. They will also work on dancing with a sense of dynamic range, and on making it clear to the observer where in the body a particular movement originates. The class structure includes a thorough warm-up, exercises that move across the floor, and learning a longer piece of choreography.

Dance Program

Placement by Audition

Intermediate Dance

Two trimesters: Winter and Spring. Open to grades 9-12, by audition.

Intermediate Dance is a two trimester course. Classes will focus on dance technique in a variety of idioms including but not limited to: ballet, modern, jazz, contemporary, hip-hop, and musical theater dance. Throughout the year, students will also work on fine-tuning their technical and artistic skills with challenging movement material that is presented at a rapid pace. Rehearsals for the Dance Concert and other performances allow students to focus on the performing aspect of being a dancer. Auditions will be held in the spring.

Intermediate Advanced Dance

Yearlong. Open to grades 9-12, by audition.

Intermediate Advanced Dance is a yearlong course. It is designed for the more serious dance student who has taken at least one or two trimesters of an introductory dance class or who has had some outside dance experience. Students should be interested in more detailed training and gaining additional performing

experience. Auditions will be held in the spring.

Advanced Dance
Yearlong. Open to grades 9-12, by audition.
Advanced Dance is a yearlong course. It is designed for the more serious dance student in order to provide intensive training in addition to multiple performing opportunities. There will be an after-school component to Advanced Dance for choreography. Auditions will be held in the spring.

Music

The following courses will satisfy the music distribution and qualify for arts credit.

Beginning Music Appreciation
One trimester. Open to grades 9-12.
Music Appreciation is a beginning-level survey of music. The course will cover aspects of the following:

- Listening and Interpreting Music
- Music Theory
- Basic Vocal Technique
- Ensemble Building

Classes will be tailored to the students in the course each trimester. As an introductory course, prior music experience is not required, but is always welcome. We will fully embrace the Culture of Performance by providing a creative atmosphere and options for performance opportunities. A portion of this class will be project-based, so students can tailor their learning to their own interests within the vast and wonderful world of music.

Choir
One trimester. Open to grades 9-12.
In this class, we will be singing in a group setting with the goals of becoming better singers, being supportive teammates, and creating beautiful music.
We will sing a variety of choral music and learn aspects of the following:

- Vocal technique
- Collaborative Music
- Performance Etiquette
- Music Theory
- Aural Skills & Sight-Singing

Choir will become a community in which you look forward to making music and feel comfortable enough to grow your voice. Engagement, Effort, and Respect are the core values of this course.

Beginning Music Production
One trimester. Open to grades 9-12.
Students will work together to compose, record and produce original music. Class meets in a recording studio setting where students have access to digital audio workstations, a studio mixing console, and recording equipment, to produce and record their songs. The curriculum will cover song composition, basic audio engineering, music theory, and more.

Intermediate Music Production
Two trimesters: Fall and Winter or Winter and Spring. Open to grades 9-12, by Instructor Review.
Prerequisite: *Beginning Music Production*
Intermediate Music Production is for students who have taken the beginning level course. Students will continue to develop their technical and composition skills while learning audio engineering basics and an in-depth exploration of the stereo field. The course will build on concepts and topics learned in Beginning Music Production, with students completing individual recording projects as well as sharing in their creative process by way of musical collaborations. The Instructor Review placement process will take place in the spring.

Advanced Music Production
Yearlong. Open to grades 9-12, by Instructor Review.
Prerequisite: *Intermediate Music Production*
Advanced Music Production is a yearlong class where students will create a youth run record label, SAAS Records. Students will compose original music, learn music as a business, and take their music into the community in an innovative and entrepreneurial learning model. The curriculum is organized into three sections: CREATE (music creation), SHARE (music as a business), and SERVE (music as a service). The course will feature guest artists, field trips to professional recording studios, opportunities

to serve the community, a SAAS Records music compilation album, and branded merchandise with all proceeds going to a service or non-profit organization.

Musical Theater
Winter trimester. Open to grades 9-12.
See description under Theater Arts section.

Vocal Performing Groups

Placement by Audition

Vocal Revue
Spring trimester. Open to grades 9-12, by audition.
Vocal Revue students will study basic voice technique. While the course is relatively casual, the performance goals for the class are high, and Vocal Revue has a one-night show.

Vocal Ensemble
Winter Trimester. Open to grades 10-12, by audition.
Vocal Ensemble is a one trimester class, **after school,** graded Pass/Fail. The Vocal Ensemble will put on a show in February. Students will study voice technique, and the performance standards are high. A placement audition is required, and auditions are held in the spring.

Jazz Choir III
Two trimesters: Fall and Winter. Open to grades 9-12, by audition.
Jazz Choir III is a two-trimester class which performs at school and festival events. Jazz Choir III focuses on solo and group repertoire from the jazz idiom. While this is the beginning level of our Jazz Choir sequence, expectations in this group are high and require regular homework. Auditions for this group are competitive and are held in the spring.

Jazz Choir II
Two trimesters: Fall and Winter. Open to grades 9-12, by audition.
Jazz Choir II is a two-trimester class. This group performs regularly at school and at the Bellevue Jazz Choir Festival. Jazz Choir II focuses on solo and group repertoire from the jazz idiom. Expectations in this group are high and require regular homework. Auditions for this group are competitive and are held in the spring.

Jazz Choir I, "The Onions"
Yearlong. Open to grades 9-12, by audition
Jazz Choir I is a yearlong class. This group performs regularly at school and community functions, at the national jazz festival, and they have an end-of-year concert. "The Onions" represent the best in Seattle Academy vocal music, and therefore will maintain the highest of musical standards. Auditions for this group are competitive and are held in the spring.

Instrumental Music

Placement by Audition

Jazz Band I & II
Yearlong. Open to grades 9-12, by audition.
The SAAS Instrumental Jazz Bands are yearlong classes, with both intermediate and advanced instrumental levels. While focusing on a variety of musical styles, the groups work to develop solid skills in performance technique, sight-reading, self- and group-evaluation, and improvisation. Both ensembles are performance classes and play two evening concerts a year, at end-of-tri performances, sports manias, traveling competitive festivals, and other special events. Placement in ensembles is made through an audition in the spring and is subject to the instrument needs of each group. Previous playing experience of at least one year is highly recommended, but accommodations can be made for beginners taking private lessons.

String Ensemble
Yearlong. Open to grades 9-12, by audition.
String Ensemble is a course for intermediate to advanced level string players (violin, viola, cello, bass). The focus is mainly on playing classical chamber music and learning the skills to be a good ensemble player. The repertoire chosen will address the skill level of the group as a whole to develop a cohesive group sound and produce an accomplished end of trimester presentation. We will explore and learn chamber music skills such as verbal and non-verbal

communication, ensemble techniques, musical expression, sight reading, and performance skills.

Theater Arts

The following courses satisfy the theater arts distribution and qualify for arts credit.

Beginning Acting
One trimester. Open to grades 9-12.
Students will explore basic aspects of character creation: improvisation, expression, voice, diction, projection, and interaction. They will research and select a scene, with partner(s), from a known work of theater. They will learn how to prepare a scene from prewritten material and bring a character to life from that material. The class will culminate with a public performance of their scenes. This class is a prerequisite for other theater arts classes.

Improvisation
One trimester. Open to grades 9-12.
Students will learn the techniques of acting without prepared text. The class uses techniques derived from Viola Spolin, Theater Sports, Keith Johnstone, and others. Students will learn to make offers, develop characterizations, and be required to perform on a daily basis. This class satisfies the prerequisite for other theater arts classes.

Mask Making
Spring trimester. Open to grades 9-12.
Students in this class explore the role of the mask in both character development and performance. Students will begin with the development of individual life masks, then move on to character masks, and finally to exploration of physical acting using masks.

Musical Theater
Winter trimester. Open to grades 9-12.
This course is designed to give students a general introduction into the world of musical theater. Students will explore basic concepts and principles of musical theater and will learn how to combine the components of music, dance, and drama to create a finished musical theater number. This course is team taught with a musical director and a choreographer/director. Musical Theater can count as a Music or Theater credit.

Sketch Comedy TV Writing
One trimester. Open to grades 9-12.
Students will learn proper formatting techniques for a half-hour situational comedy. They will explore story structure, character development, and joke writing. Students will learn to write story pitches, episode pitches, create outlines, and write dialogue. Various scripts from actual television shows will be read, watched, and analyzed. The class collaborates on writing a half-hour episode of a TV show that has been developed over many years at Seattle Academy.

Stage Combat
Spring trimester. Open to grades 9-12
Stage combat is an artistic presentation of violence in a theatrical environment. It is violence based on the principles of reality, masked by specific techniques that make the actions safe for the performers, and perceived by an audience as reality. The choreographed piece is designed to enhance and continue the narrative of a theatrical event. The class will focus on use of physical acuity and development of sword techniques.

Technical Theater and Design
One trimester. Open to grades 9-12.
This class will function as an introductory survey of stagecraft and will walk students through the major design forms of set, light, sound, and costume. Elementary drafting, model work, and a study of the historical development of the technical aspects of dramatic art are all studied. Students need to serve on the technical crew for one SAAS theater show during the course of the trimester.

Acting Program

Placement by Audition

Intermediate Acting
Two trimester class: Fall and Winter.
Open to grades 10-12, by audition.

Intermediate Acting focuses on developing ensemble techniques, basic scene study, and an introduction to emotional exploration for the actor. Students will work on the development of a short theatrical piece during the second trimester. Intermediate students are also eligible to audition for the Winter Main Stage production.

Advanced Acting
Yearlong. Open to grades 10-12, by audition.
Advanced Acting students will explore a deeper, more serious level of character creation. They will explore their inner landscape, personal obstacles to expression, and deep emotional character work. The class focuses on a monologue of the student's choosing. The work will focus on the exercises of Jerzy Grotowski, Stephen Waugh, Sanford Meisner, Ethel Eyler, and Warren Robertson. Auditions for this class are held in the spring.

Visual Arts

The following courses will satisfy the visual arts distribution and qualify for arts credit. Beginning Studio Arts, required for all incoming freshmen, is a prerequisite for all other Visual, Studio, & Media arts courses with the exception of Film.

Beginning Studio Arts
One trimester. Open to grades 9-12.
Beginning Studio Arts instills in each student a foundation, rooted in the Elements & Principles of Art. With an emphasis on exploration, students will work in a variety of media with the focus on fundamental skills including drawing, painting, mixed-media, and an introduction to digital art. Creativity and personal voice is nurtured throughout. Students will learn to reflect on their work and participate in critiques and peer reviews. Art history and contemporary art and artists are woven into the curriculum.

Intermediate Studio Arts
Two trimesters: Fall and Winter or Winter and Spring. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
Intermediate Studio Arts offers students the opportunity to take the fundamental skills from Beginning Studio Arts and develop them further. With an emphasis on observational drawing, painting, and exploring personal voice, students will work on longer term projects and develop a body of work to create a portfolio. Research Journals will be used throughout to research, explore techniques, practice, and document the artistic process.

Portfolio Development
One Trimester, Spring Open to grade 11
Prerequisite: *Beginning Studio Arts & Portfolio Review*
Portfolio Development is designed specifically for juniors who are interested in building a portfolio to prepare for art schools and/or for a supplemental portfolio. Students will work on a series of works and conceptual ideas, and they will strengthen techniques and skills and apply those to existing work. The course will include regular critiques, as well as documenting one's work digitally and uploading images to a drive, blog, or website portfolio.

Advanced Studio Arts
Two trimesters: Fall and Winter. Open to grades 11-12.
Prerequisite: *Portfolio Review*
Students in this class are developing a portfolio of work for college admissions and personal use. A portfolio of student work should demonstrate a mastery of basic skills as well as student voice. A portfolio is a visual document of a collection of a student's artwork representing the variety and quality of their capabilities as an artist. Process Journals will be used throughout the year to research, explore techniques, practice, and document the artistic process. Students will be required to submit a portfolio in October for colleges, competitions, and supplemental portfolios. Students will continue to refine their portfolios throughout the year by exploring new mediums, skills, which will culminate in a body of work for our annual spring art show.

Studio 12
Fall trimesters: Fall Open to grade 12.
Prerequisite: *Portfolio Review*
Studio Arts 12 is for seniors who are not in Advanced Studio Arts but want to focus on

deepening their voice as an artist in 3D mediums (ceramics, sculpture, sewing, fiber arts, etc.) and students who are putting together a portfolio for college applications for majors outside of Visual Art. This is a self-directed course for students who have a clear objective for the work they want to do. We provide mentorship, check-ins, reviews, and peer feedback.

Studio Arts

Studio Arts courses offer students an opportunity to focus their creative development on a specific medium and/or concept. All of these courses will help to deepen your understanding and practice of art as well as your portfolio.
The following courses will also satisfy the visual distribution and qualify for arts credit.

Studio Arts: Art History Studio
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
When creating artwork, it is almost impossible not to refer to it's history, whether you are aware of it or not. Humans are highly visual creatures and we take and break down images from the moment we are brought into the world. For artists, Art History is an essential area of study. In this course, we will take the position of the artist who is eager to learn of the histories of their craft. Going across the globe, through eras, and centuries we will discover our own understanding of how our life has been transformed through the arts. Emphasis will be on deepening our skills in observational drawing and painting.

Studio Arts: Printmaking
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
This course offers students a hands-on experience with the art of multiples. Students will use drawing skills to transfer images from one surface to another by replicating images multiple times with shape, lines, colors, and textures, by etching, carving, rubbing, and silk-screening. The artistic practice transfers ink from a plate onto material - typically paper - making multiple impressions of the original image or drawing. Projects could include screen-printing t-shirts, poster art, etching/lithography, woodcuts, linoleum reduction printing and monoprinting.

Studio Art
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
This is a one-trimester course and open to all students who have taken Beginning Studio Arts. Students will study and create artwork using the Elements of Principles of Design, enhancing their skills in life drawing, painting, and printmaking. Topics vary, and 2-dimensional, and 3-dimensional artwork will be explored. This course can be repeated multiple times.

3D Mixed-Media
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
In this studio class we will explore three-dimensional design from concept to form. We will work with assemblage boxes, found-object transformations, cardboard, and paper and wire sculpture, to name just a few materials. Mixed-media is just that! A mix of things from traditional art-making materials to found and recycled materials. Students will create free-standing objects, working individually and in small groups. Past projects have included articulated figures, topographical paper portraits, architectural models, site-specific installations, oversized pop art sculptures, and Ruth Bader Ginsberg inspired collars!

Ceramics
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
As long as humans have been on earth, they have worked with clay both for the joy of expression as well as to satisfy utilitarian needs. In Ceramics we will focus on hand building using a low-fire clay and explore both ancient and modern techniques. We will create both sculptural and functional pieces while exploring a variety of surface techniques including sgraffito, relief, printing, glazing, and more!

Intermediate Ceramics
Two trimesters: Fall and WInter. Open to grades 11-12.

Prerequisite: *Beginning Studio Arts & Ceramics*
In Intermediate Ceramics we will explore longer term projects with an emphasis on personal voice and developing a body of work. Students will also have the opportunity to work on the wheel. The history of this craft and contemporary artists will inform our work.

Fiber Arts
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
In this class we will be exploring all things fiber, with a twist! The goal is to expose you to as many different kinds of materials as possible, while at the same time pushing you to think conceptually about how you are using them. We will therefore be using traditional materials in non-traditional ways and non-traditional materials in traditional ways. Projects could include felting, weaving, shibori resist, embroidery, sewing, textile design, silk-screening and dyeing.

Sewing & Design
One trimester. Open to grades 9-12.
Prerequisite: Beginning Studio Arts.
In Sewing & Design we will focus on the Elements & Principles of Design as they relate to fashion and clothing, and fibers and fabrics. Students will learn how to use a sewing machine, adapt a commercial pattern, and sew a basic garment. We will look at the history of clothing and wearable art, the impact of personal expression and adornment, color theory, and more!

Graphic Design and Typography
One trimester: Winter or Spring. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
This course combines studio work with classroom instruction, demos, and field trips. Students will experience an introduction to the visual principles and fundamentals of graphic design as they relate to line, form, color, icon & logo design, and typography. The history of graphic design and visual communication will also be covered, as well as a look into the way visual media and design has permeated and affected the cultural atmosphere, both in America and Internationally. Students will develop hands-on drawing, sketching, and crafting skills, as well as learn basic digital-based skills using Adobe software to produce their final projects incorporating text and image, including book or CD album covers, posters, and more.

Digital Art
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
Digital Art explores how to take art from the page to the digital world and back. We will explore: Drawing on paper, scanning, editing, and changing drawings before printing out and going back to paper; Scanning and and coloring digitally; Creating digital collages and then painting them; and Digital painting techniques including light, layers and blending.
Software programs included will be Procreate & Photoshop. Students have school access to Photoshop and we will work out having access to the iPads for Procreate.

Sculpture
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
In this repeatable course we concentrate on the proficient and safe use of many studio/shop tools and explore the most prevalent three-dimensional art-making techniques. They are: Reduction (carving,) Fabrication (assemblies), and Casting (multiples from molds and poured liquids.) Using influences mostly from post-WWII Western artists, students can execute works in wood, stone, steel, aluminum, copper, fiberglass, plaster, concrete, and potentially, some thermoplastics. A partial list of the tools used in this course includes chisels and knives, rasps, sanders, drills, grinders, and saws.

Sound as Sculpture
One trimester. Open to grades 9-12.
Sound as Sculpture investigates the various ways sound, and sound equipment, can be used as visual art or to create visual art. We will study the theory and art history of sound and acoustics through speaker and instrument building. Students will learn electronics, wood working, laser cutting, circuit bending, and other sculptural

methods for audio and amplification. No prior sculpture, music, or electronic experience is required.

Media Arts

Media Arts courses have limited enrollment due to space and distribution of equipment. Students interested in Media Arts classes will be selected in consultation with the teachers, based on enrollment numbers, arts requirements, and individual student schedules.
The following courses will also satisfy the visual distribution and qualify for arts credit.

Beginning Film
One trimester. Open to grades 9-12.
Beginning Film is designed to introduce students to the film-making process and provide a foundation for media literacy. You will gain an understanding of how to use your cellphone (a camera can be provided on request) and basic software for producing short films in addition to common techniques for capturing and editing your ideas. We will also explore how video and cinema is created and consumed in popular and artistic culture, and how to be informed creators and consumers of this content.

Advanced Film
Two trimesters: Fall and Winter. Open to grades 9-12.
Prerequisite: *Film & Instructor Review*
Advanced Film is a production-oriented class with more in-depth coverage of technical aspects of film: lighting, cameras and lenses, editing equipment usage, etc. Exposure to film theory, different genres, new technologies, and analog practices will be introduced to give you an idea of the possibilities and history of this medium. This course is aimed at giving students maximum control and ability to express their own vision through film during one or two trimesters and the time and space to develop their ideas and see them through to a finished film.

Animation
One trimester. Open to grades 9-12.
Prerequisite: *None*
In this course you will begin by learning to use filmmaking software and have access to some of the professional equipment SAAS has to offer. After gaining experience with these tools, you will explore some of the ways animation brings still images to life, whether your images start out as hand drawn pictures, lumps of clay, Lego pieces, real live people, or even computer generated shapes and characters. We will view many animated works and discuss the techniques used to create them. Then, working together as a class, individually, and/or in small groups, we will use time-honored manual techniques and learn to use computer programs like Photoshop, Motion, After Effects, and Premiere to make our own short animated films.

Intermediate Film - Documentary
One trimester. Open to grades 9-12
Prerequisite: *Beginning Film*
In this intermediate level film course you will begin by learning to use advanced filmmaking software and have access to some of the professional equipment SAAS has to offer. After gaining experience with these tools, you will explore documentary filmmaking techniques, creating films that include interviews and narration through subjects that are familiar and interesting to you.

Intermediate Film - Experimental
Spring trimester. Open to grades 9-12
Prerequisite: *Beginning Film*
In this intermediate level film course you will begin by learning to use advanced filmmaking software and have access to some of the professional equipment SAAS has to offer. After gaining experience with these tools, you will explore experimental filmmaking techniques.

Film Appreciation
One trimester. Open to grades 9-12.
Prerequisite: *None*
Learning how to read a film turns passive TV, movie, and other media viewing on its head. By becoming aware of the production elements of a film—camera movement, composition, lighting, and sound—we become active participants in

the media experience. Understanding how films influence our thoughts and feelings, we can look at the cultural and political issues relevant to the time in which the film was made, and gain a greater understanding of what the filmmaker is trying to make you believe. During this one-trimester class, we watch and discuss films, to gain a greater understanding of the power of film.

Photography: Black and White
One trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
This is an introduction to black & white film photography designed to teach creative visual expression through photography, learning manual camera operations and traditional film development, and printing in the darkroom. Elements and principles of design will be explored as they relate to photographic composition. Classes will consist of lectures, demonstrations, group critiques, and supervised lab work during class time. Students will be given weekly photography and reading assignments. Students may use their own SLR 35mm film camera that has manual controls for aperture and shutter speed, or they may check out a school camera. Students will also learn to scan prints and film to create a digital record of their work.

Photography: Digital
One trimester. Open to grades 9-12.
Prerequisite*: Beginning Studio Arts.*
Combining modern technologies with traditional photographic theory, students will use digital cameras to create color and black & white photographs, building a language of visual literacy. Classes will consist of lectures, demonstrations, field trips, and group critiques. Through introductory assignments, students will learn basic camera operations, and explore elements and principles of design as they relate to photographic composition. In the "digital darkroom," students will learn basic image editing using Adobe Photoshop software. Students will be given weekly photography and reading assignments and will create a final photography portfolio by the end of the trimester. Students may use their own digital camera that has manual controls for aperture and shutter speed, or they may check out a school camera.

Photography: Experimental
Spring trimester. Open to grades 9-12.
Prerequisite: *Beginning Studio Arts.*
In this modern technological age, more and more artists are returning to historic, hands-on processes to discover the beauty and magic of light-based image making. The focus of this class is to explore unusual, historic, and experimental methods of creating photographic images. Through an intensive hands-on approach we will cover simple camera creation, film exposure and development, darkroom procedures, and an introduction to the history of photographic image-making. Students may explore historical image-making techniques including cyanotypes (blueprints), pin-hole camera and toy camera use, and mixed media digital/film combinations. Creativity, personal expression, and exploration are key in this class. During class there will be lectures, demonstrations, slide shows, discussions, and critiques to encourage students to explore the potential of the medium. Students will have weekly reading assignments, as well as weekly shooting and printing assignments.

Advanced Photography
Two trimesters: Fall and Winter. Open to grades 11-12, priority goes to seniors.
Prerequisite: *Black & White Photography and Digital Photography as well as instructor portfolio review.*
In Advanced Photography, students will continue work to develop and refine their own photographic portfolio, explore fine art printing and presentation techniques, and prepare work for a professional group show. The class is designed to further students' understanding of visual language and to explore visual and conceptual concerns in contemporary photography as they relate to their own work. Students will learn studio lighting techniques for portrait and still life photography as well as on-location shooting. Advanced readings, demos, field trips, studio tours, and critiques will occur. Students may work with Film or Digital photography depending on which media is appropriate for their work. We

have school cameras, lighting, and advanced studio equipment to use during class and available for checkout.

Innovations

Graduation Requirement: 6 credits (1 foundations course in each of the 3 areas and an additional 3 credits can be taken during the 9th - 12th grade years in any Innovations class).
Innovations courses provide students opportunities to use creativity and practical intelligence to solve emerging real-world problems. We aim to equip students with various problem-solving approaches that emphasize the skills needed to thrive in an ever-changing professional landscape. Based in the design-thinking mindset, Innovations courses are collaborative, experimental, iterative, and fundamentally human-centered.

Computational Thinking

Graduation Requirement: 1 credit (one trimester required in 10th grade; additional credits can be taken during the 9th - 12th grade years in any Innovations class).

Foundations in Computational Thinking
One trimester. Typically taken during the 10th grade year but can be taken in 9th. Required for graduation.
Foundations in Computational Thinking is a project-based trimester course in which students learn computer science concepts such as conditional statements, loops, and functions, and apply them to build original programs. Students work primarily in the Python programming language, gaining basic fluency in Python syntax by the end of the course, and are also exposed to the web development languages HTML, CSS, and JS. In this course, students practice critical thinking, problem solving, persistence, creativity, and design.

Computational Thinking:
Machine Learning, AI, and the Future
One trimester. Open to grades 9-12.
Machine learning, automation, and artificial intelligence are technologies that already have dramatic effects on our daily lives, and will continue to impact them in challenging ways: from recommending our music, targeting our advertising, managing our money to driving our cars. In many ways these technologies will change the nature of work in many fields. This trimester course will explore the technologies behind the hype to develop an understanding of how they work, where they are headed, the ethical issues raised by them, and how to navigate a changing world. Students will complete demonstration programming projects, read primary literature, and engage in discussion. Prior programming experience is not required.

Intermediate Programming
One trimester. Open to grades 9-12.
Prerequisite: Foundations in CT
Intermediate Programming is a trimester course in which students build their programming toolbox and gain more in-depth experience with design, testing, and review. Students in Intermediate Programming continue to build on their knowledge of coding tools such as loops, lists, and functions. They are exposed to more rigorous algorithms and code organization techniques, with an emphasis on object-oriented programming.
In each unit, students have the opportunity to review old programming skills, then complete a major programming task that incorporates new skills or a new algorithm. Along the way, students engage in unplugged activities that allow them to gain conceptual understanding of a computing problem and potential solution. For assessment, students submit a written Exploration that requires them to use their code to answer questions about a computing problem,and to reflect on the design and coding processes. Students gain competence identifying appropriate uses for user-developed functions, building their own data structures, and using built-in libraries.

Advanced Programming Topics
One trimester. Open to grades 9-12.
Prerequisite: Foundations in CT and Intermediate Programming.
Advanced Programming is a trimester course in which students select or invent projects to

complete with support from a teacher. Advanced Programming is meant for students who are ready to take their programming skills to the next level by working at a faster pace and with fewer restrictions. Students have opportunities to work individually or in pairs, and can work in various programming languages. Students may take this course multiple times. Prerequisite: Intermediate Programming or equivalent.

Intro to Excel
One trimester. Open to grades 9-12.
Excel is the most highly used program in the world of business and industry. Countless people use this program on a daily basis to get their work done and work more efficiently. Using Excel involves working with data, mathematics, programming, logic and in collaboration with others. This class will be focused on the fundamentals of using spreadsheets including best practices of data analysis, formatting, formulas, pivot tables, and data sources. Students will work with various sets of data, including financial information, in combination with programming and mathematics to make professional level presentations to the class and their groups. Grades will be based on submitted work, skill quizzes, and presentations.

Global Health
One trimester. Open to grades 9-12.
See description in Health Elective section.

Intro to Mechanical Engineering
One trimester. Open to grades 9-12.
See description in Entrepreneurship and Design section.

Science of Robotics
One trimester. Open to grades 9-12.
See description under Science Electives section.

Software Development for the Web
One trimester. Open to grades 9-12. Repeatable once you have taken Intermediate or Advanced Programing.
Prerequisite: *Foundations in CT.*
The goal of Software Development for the Web is to put into practice the ideas and skills of computational thinking while building interactive software and web applications. Students will learn how the web works on a technical level, software development skills and tools like version control and project management, programming in Javascript, and will build basic websites and web applications. The course is project based and can be repeated for credit, with more advanced students completing more complex projects, but prior programming experience is not required.

English

Graduation Requirement: 12 credits (4 years). Seattle Academy requires students to take an English class each trimester of the 4 years. There are honors options in 11th and 12th grade. If a student fails a trimester, it must be made up in summer school.

Our curriculum is based first and foremost in writing: personal and expository essays, critical analyses, poetry, fiction, or journalism—all these modes must defend a position or communicate an idea using details and evidence, and affect the reader through the structure and language of the written piece itself. In addition to writing, the department emphasizes close reading as an analytical skill and as a means of appreciating the world's literature. Performing knowledge in demonstrations and presentations is also vital to students developing confidence and character and, therefore, also a major component of curriculum and assessment at all grade levels. Finally, we understand that not all students learn alike, so we strive to recognize areas of progress in individual students and to identify areas for improvement, which will help each student excel in college and in life.

English courses in 9th and 10th grades, while independent from the history courses, use a humanities approach and take into consideration the study of history when selecting certain texts or when designing integrated projects. Central to the school goal of providing a demanding and innovative college curriculum are the skills of reading and analysis. Students learn about the

various modes, purposes, and styles of writing through exposure to a broad range of literature and learn to evaluate and develop arguments with evidence. Students also learn the technical vocabulary and research skills they need to read and analyze effectively in order to become confident interpreters of information.

In the 11th grade, students can choose to take a non-integrated English course with an honors option, or an honors-level, integrated (English and History) American Studies course. In all 11th grade courses, students study American literature to accompany their study of U.S. history and, through reading and writing for a variety of purposes and in various forms, engage dynamically with texts and write to discover the power of language and to communicate precisely.

For 12th grade students, the English department offers elective English choices each term so that students can pursue emerging interests in English. As in the eleventh grade year, students will have the option to take courses with honors designation. Those courses range from choices such as Literature and Philosophy or Creative Writing. In all upper school grades, multiple teachers might teach the same course, and each teacher's curriculum will vary given a common understanding of the core skills, concepts, and expected common assessments

9th Grade English:
Literature and Self-Knowledge

Yearlong.

This course is intended to give students a foundation in the critical reading, writing, research, and thinking skills necessary to being prepared for college and life. Through the study of literature, students explore themes related to the development of self-knowledge, ethics, identity and the individual's role in society to complement the study of Ancient History in 9th grade. Students study the different genres of literature: epic poems, short story, drama, novel, and poetry. Expository writing is emphasized, as are grammatical concepts, vocabulary development, and research skills.

10th Grade English: Modern Literature

Yearlong.

This course features literature and ideas from the early Modern era to the present day, and builds upon studies completed in 9th grade. Students in English 10 practice applying thematic frameworks to texts, events, or trends to develop their skills in critical thinking and analytical writing. Two core projects link English and History classes during the winter and spring trimesters (Salon Project and Outliers Research Paper). Overall emphasis is placed on vocabulary study, grammar practice, paragraph modeling, and research writing.

11th Grade English/American Literature (Honors Option)

Yearlong.

In 11th grade English, students examine themes and patterns found in the American literary tradition and continue to develop skills as critical readers, writers, communicators, and collaborators. Students will read in various genres, from poetry to novels and plays, and have exposure to authors past and present, including emerging voices in the American landscape. Students will also write for various purposes, from the personal essay to the analytical response, with a focus on the revision process, as well as continue to develop grammar skills and vocabulary.

11th Grade American Studies (Integrated Honors English and History)

Yearlong.

American Studies is an honors-level English and History course, which is team-taught during two blocks of the student's schedule. While many of the course's assignments and much of its content is integrated with the History curriculum, the English component of American Studies teaches students to examine themes and patterns found in the American literary experience through reading both historical and contemporary works by writers ranging from Emerson to Hurston. Students write expository and personal essays, with a focus on communicating for a real reader; study to develop vocabulary and grammar skills; and perform in both individual and collaborative

and intensive group presentations.

12th Grade English: Elective Seminars
One trimester each.
During the senior year, students take three distinct, trimester-long courses on topics ranging from Philosophy and Literature to Creative Writing. Each course aims to prepare students for English at the college level, focusing on critical reading, as well as communicating and writing with attention to the audience. Students have the option to take courses at the standard or honors level.

Entrepreneurship & Design

Graduation Requirement: 1 credit (one trimester required in 10th grade; additional credits can be taken during the 9th - 12th grade years in any Innovations class). Not all electives listed will be offered each year as determined by interest and staffing availability.

Foundations in Design Thinking
One trimester. Typically taken during the 10th grade year but can be taken in 9th. Required for graduation.
Students will be pushed to learn through failure as they discover their individual learning preferences and work practices. After being introduced to project management, time management, and organizational tools, students will complete a self-guided project within a class theme. They will develop a plan and project proposal and will have frequent check-ins with the teacher as well as their peers to gain feedback. This course is meant to allow students to explore their passions while identifying the ways they best learn, develop tools to manage work, and ultimately become self- directed learners.

Building a Business
One trimester. Open to grades 9-12.
Building a Business will offer students the hands-on opportunity to plan and pitch a sustainable business idea. Students will collaborate in teams to write a 15-20 page business plan and prepare a 10-minute business pitch that will be presented to a panel of Seattle entrepreneurs at the end of the term. Similar to the open market, to be successful, you will need self-discipline, creativity, time management, persistence, and drive. We will focus on learning how to fail and fail fast - through quick iteration. Throughout the course, students will learn complex business concepts, identify a potential problem and market opportunity, and develop a prototype of their product or service. The final presentation will be an opportunity for students to answer challenging questions and receive valuable feedback from local entrepreneurs. Are you ready to build and pitch your first startup?

Disruptive Innovations
One trimester. Open to grades 9-12.
In order to successfully develop truly innovative solutions, technologies, companies, and organizations, the traditional creative, business, and management models need to fundamentally change. The course will focus on the difference between “sustaining innovation” which merely creates a new product in an existing market, as opposed to “disruptive innovations” which create new markets, needs, and add-ons never previously considered. Each week we will examine a brand new disruptive innovation and consider its effect on future development. We will examine what new set of skills, qualities, and structures are needed to develop or react to disruptive technologies and concepts.

Entrepreneurial Leadership
One trimester. Open to grades 11 & 12.
Effective entrepreneurs and leaders are self-aware, empathetic, and have the ability to connect with others from different backgrounds. They possess the ability to understand key motivational strategies and to communicate effectively in order to create a lasting impact. Entrepreneurial Leadership aims to build a foundation of strong leadership for all students and to deepen their understanding of themselves as citizens of the world. Together, we will investigate the various ways to create and build value within both the personal and professional landscapes along with how great leaders are able to incite positive action. Through direct interaction with current research and literature in the fields of business and leadership

development, socio-emotional intelligence, and bias awareness, students will develop the mindset necessary to contribute to our SAAS community and the greater world. Notable assignments such as the $2 Challenge, Podcast Project, and crafting a resume will enable students to grow their emotional intelligence, perseverance, risk-taking, and resilience both in and out of the classroom.

Data Evaluation and Information Reasoning (Fact or Fiction)
One trimester. Open to grades 9-12.
See description in Science Electives section.

Intro to Mechancial Engineering
One trimester. Open to grades 9-12.
Introduction to Mechanical Engineering is a project-based course in which students explore the design process through hands-on challenges. Students will learn the concepts of the engineering process by designing and building products that build proficiency in mechanical, electrical, & civil engineering. They will learn how to plan and document their designs as well as how to use the tools in the machine shop to prototype and test their solutions.

Sustainability
One trimester. Open to grades 9-12.
The words “sustainable” and “Sustainability” are frequently used in media, descriptors, and identifiers, but what do they actually mean? Obviously, context is important, but when we apply the overarching concepts in the study and application of Sustainability, we begin to see, think, and understand the world as a web of connected systems. This is systems thinking. Creating visual models of those systems helps us understand where and how we can intervene to improve or influence them. The systems can be as varied as the US Food Supply, Urban Planning, the Materials Economy, Salmon Preservation, or as simple as what it takes to make you happy in the morning. This is the world in which we all live. How do YOU want that world to be? Take this class and be part of The Solution.

Entrepreneurship in Eras of Economic Downturn & Disruption (formerly: History of Recessions)
One trimester. Open to grades 9-12
See description in Financial Literacy section.

Financial Literacy

Graduation Requirement: 1 credit (one trimester required in 10th grade; additional credits can be taken during the 9th - 12th grade years in any Innovations class).

Foundations in Financial Literacy
One trimester. Typically taken during the 10th grade year but can be taken in 9th. Required for graduation.
Financial Literacy students will be challenged to question their roles and assumptions in a changing and dynamic city like Seattle. Students will develop useful habits, exercise sound financial practices, and create plans to achieve financial independence, imagining a better future not only for themselves and their families, but contributing to the welfare of their community. In Foundations of Financial Literacy, students will learn the power of financial planning, both for the short and long term: how to create effective budgets, how to make wise decisions about savings, spending, and credit/debt, how to calculate and understand the time value of money, and how to utilize the power of investing and compounding interest. We will tackle difficult questions about how to equip ourselves to make sound personal finance decisions and explore how larger societal influences impact financial decisions.

Introduction to Macroeconomics
One trimester. Open to grades 11 & 12.
Prerequisite: *Foundations in FL*
Intro to Macroeconomics studies the US economy from the top down. Students will learn, examine, and evaluate broad economic measures like gross domestic product (GDP), inflation, and unemployment and how they reflect and affect different parts of American society. Since the international sector is also an important component of the U.S. economy, this course will explore global trade and currency

exchange. A key player in the macro world is the US Government which often attempts to manage the economy through spending, taxation, interest rates, and the money supply. The government's role and its impact on people and business is energetically debated in macro, highlighting the differences between liberal and conservative policies and philosophies. With a pandemic raging and the economy struggling, macro is key to understanding an unsettled world.

Introduction to Microeconomics
One trimester. Open to grades 11 & 12.
Prerequisite: *Foundations in FL*
Microeconomics is the study of economic concepts from the bottom up. We'll be looking at how consumers and producers interact--though the government plays a key role as well--to determine products, prices, and profitability. At the core of economic thinking is the assumption that individuals act according to their own perceived costs and benefits most of the time--in other words, we behave rationally... mostly. And does this rational behavior benefit society? Stay tuned. In this course, we will experience, observe, and apply--through technical concepts and the study of real-life behavior--supply and demand, profit and loss, competition, and market successes and failures. Whether or not you intend to continue your study of economics in the future, a grasp of microeconomic principles is essential preparation for the business of life.

Entrepreneurship in Eras of Economic Downturn & Disruption (formerly: History of Recessions)
One trimester. Open to grades 9-12
Societies often assume the economic conditions they're experiencing are unique; conversely, societies often characterize economic eras as being part of ongoing boom and bust cycles that are predictable. In this course, we'll examine numerous examples of recessions, creative responses, effective leadership and economic change from a variety of eras and industries. Students will hear from entrepreneurs and economic leaders, and will utilize case studies to explore specific examples. Through research and discussion, the class will gain the tools and knowledge necessary to prepare them to understand the choices, cycles and dynamics that often lead to disruption, innovation and opportunity. Major assignments include several reflection/ response essays, group presentations, preparation for group speakers, and an entrepreneur interview.

Investments
One trimester. Open to grades 11 & 12.
Investments is a trimester-long survey course with a focus on topics including investment strategy, portfolio diversification, and optimization, as well as assessing investment management and performance. The class places great emphasis on problem-solving, reasoning, representing, connecting, and communicating financial data.

Personal Finance
One trimester. Open to grades 11 & 12.
Personal Finance is the study of practical economic and financial concepts that are designed to educate and equip students with the tools necessary to navigate the modern world. Like it or not, people of all ages need to be more than simply financially aware. To survive and thrive today, one needs to know how to make and keep track of money in and out of college, how to plan for the short-term, medium-term, and long-term, how to save and invest, how to borrow money wisely and (hopefully) pay it back quickly, and how to make decisions rationally based on what's important to you. We'll look at budgeting, getting ready for college, understanding credit and debt, planning for that big purchase, and looking down the road at home-buying...and even saving for retirement! Personal Finance will also focus on the vital importance of interest rates, compounding, and taxes.

Health

Graduation Requirement: 2 credits (one trimester during 9th grade year; one trimester during 9th - 12th grade years).

Health 9
One trimester. Required.
The Health 9 course is a trimester course that informs and promotes an understanding of emotional, social and physical health issues. We do so by using information and approaches from the social and biological sciences, critical analysis about the media, and guided opportunities for self-awareness and self-reflection. We want students to understand their own decision making process and the impact of those decisions on their individual health, and to explore the many ways they can make decisions that positively impact themselves and their communities.The following topics are covered in 9th grade Health: Media Literacy and Social Media Use, Adolescent Brain Development, Substance Use and Addiction, Stress Reduction, Mindfulness and Self-Compassion, Mental Health, Sleep, Nutrition, Healthy Relationships, Comprehensive Sexuality Education (Reproductive System Structure and Function, Sexual Orientation & Gender Identity, Reproduction, Pregnancy, Contraception, STIs, Consent). Material is presented using a variety of means, including: guided discussion, readings, videos, written reflection, role playing, research projects, building models, guest speakers, and access to resources.

Endocrinology
Spring trimester. Open to grades 10-12.
See description in Science Electives section.

Global Health
One trimester. Open to grades 9-12.
In Global Health, students examine and critique the United States healthcare system against the backdrop of other national healthcare systems. They learn about insurance coverage, research the variety of systems that exist globally, and unpack the details of medical costs in the United States' multi- payer system. Students use data and research to identify opportunities and propose improvements to current health policies, regulations, and practices. They develop critical thinking skills through a wide variety of activities including discussions about healthcare inequality, natural disaster simulations, and mathematical modeling of pandemics.

Introduction to Anatomy and Physiology
One trimester. Open to grades 9-12.
See description in Science Electives section.

Psychology
One trimester. Open to grades 9-12.
This course aims to give students an overview of the science of Psychology, including the origins of the study, the founders and major theorists, childhood development, abnormal psychology, and psychology in today's world. Assessments would include vocabulary quizzes, pamphlet making, presentations on different disorders, in-class writing about current issues, and group work.

Advanced Psychology
One trimester. Open to grades 11-12.
Prerequisite: *Psychology*
Advanced Psychology will give students an in-depth look into the science of psychology, including research methods, sensory/perception, cognition, testing, and treatment of abnormal behavior. Students will have already learned about the foundations of psychology in our introductory course and will build on that knowledge in Advanced Psychology. We will have experts in the field as guest speakers in the course to enhance what we are learning and show students different careers in psychology. Assessments will include vocabulary quizzes, research papers, presentations on different disorders, and in-class writing about current issues.

Yoga
One trimester. Open to grades 9-12.
See description in Physical Education section.

History

Graduation Requirement: 9 credits and 1 additional year strongly recommended.

A fundamental belief of the History Department is that individual values are created by and exist

in a historical context. To understand both the past and present, one needs to understand the context that shaped and continues to influence individual, national, and cultural values. The department emphasizes the development of specific thinking, writing, and speaking skills that help to prepare students for college and for life. These skills include the ability to research, to analyze, and to develop, articulate, and defend a thesis. All of these skills are demonstrated through a variety of assignments and projects, and they are especially showcased when students participate in the school's culture of performance in presentations made in classes. Such skills and activities help students to expand their understanding of major historical causes and effects, and they enable students to become thoughtful, active members in their own society.

9th graders take Foundations of Civilizations, 10th graders take Modern World History, and 11th graders take American History, which meets Washington State requirements for American History. Students are required to meet the state requirement for Pacific Northwest History in middle school or by taking a senior elective.

In the 11th grade, students can choose to take a non-integrated History course with an honors option, or an honors-level, integrated American Studies course. In all 11th grade courses, students study American history to accompany their study of American literature, and continue to develop skills in areas of critical reading, research, writing, and collaboration.

For 12th grade students, the History department offers elective History choices each term so that students can pursue emerging interests in History. As in the eleventh grade year, students will have the option to take courses with honors designation. Those courses typically explore topics ranging from cultural and global studies, to anthropology and politics. It is recommended that seniors enroll in History for all 3 trimesters of their senior year. In all upper school grades, multiple teachers might teach the same course, and each teacher's curriculum will vary given a common understanding of the core skills, concepts, and expected common assessments.

9th Grade History: Foundations of Civilization
Yearlong.
This course is intended to give students a foundation in the ancient world civilizations that can best put students in a position to better understand the world today. In an age of increased communication, connectivity, and globalization, it is important to understand not only the roots of Western Civilization but also the origins and major aspects of the civilizations of Asia and the Islamic world. Success in the world of tomorrow will depend upon one's ability to comprehend these multiple histories, religions, and perspectives. While our primary focus will be on the time period between 3000 BCE–1600 CE, to draw out the connection between past and present, when the opportunity presents itself we will explore links between the present day and these historical transformations.

10th Grade History: Modern World History
Yearlong.
This course emphasizes the development of western civilization from the 17th century to present and also focuses on non-western perspectives that shaped and were shaped by western cultures. The growth of modern political, economic, and social structures in the 18th and 19th centuries is examined, covering such topics as the Scientific Revolution, the Enlightenment, and the French Revolution, colonialism/ imperialism and indigenous responses and decolonization, and the Industrial Revolution. The course also focuses on developments in the 20th century, including World War I, global politics and the rise of authoritarianism in the first half of the 20th century, World War II, and contemporary issues in politics, economics, and society from the Cold War to present.

11th Grade History: American History (Honors Option)
Yearlong.
In 11th grade History, students examine themes and patterns found in American History and continue to develop skills in critical reading, writing, research, and historical thinking. The

course offers an overview that focuses on a variety topics and issues including indigenous cultures, colonization and the American Revolution, the growth and expansion of the US in the 18th and 19th centuries, the Civil War and Reconstruction, the problem of slavery and the movement for civil rights, and America as a major world power in the twentieth and twenty first centuries. Students will write for a variety of purposes and audiences, including writing to incorporate research and synthesize ideas while developing original arguments.

11th Grade American Studies (Integrated Honors English and History)
Yearlong.
American Studies is an honors-level English and History course, which is team-taught during two blocks of the student's schedule. While many of the course's assignments and much of its content is integrated with the English curriculum, the History component of American Studies teaches students to examine themes and patterns of American History, and asks them to explore particular topics, including the American Constitution, the Cold War, and Civil Rights and Civil Disobedience, in depth. Students write expository and argumentative essays, including a Constitutional research paper; study to learn important historical events and terms; and perform in both individual and collaborative and intensive group presentations.

12th Grade History: Elective Seminars
One trimester each.
During the senior year, students take three distinct, trimester-long courses representing a broad range of historical experiences. Each course aims to prepare students for college-level history and social science courses, focusing on exposure to topics in history, cultural and global studies, anthropology, and politics. Students have the option to take courses at the standard or honors level.

Mathematics

Graduation Requirement: 9 credits (3 years) required. 3 credits (one additional year) of math or science required. One additional year of math and science strongly encouraged.
The Mathematics Department strives to ensure that all students are well prepared for college and life by providing the knowledge and skills to understand and function well in our world from a quantitative perspective. Specific skills include problem-solving processes, synthesizing concepts, understanding the relation of math concepts in other disciplines, and communicating solutions using the language of mathematics.
The teachers of the Mathematics Department foster a dynamic learning community in which students are asked to use mathematics in ways that go beyond computational knowledge. Real-world and hands-on applications are included in each course, and students integrate their math skills into other disciplines. These activities and projects integrate technology and are designed to communicate and explore ideas in depth from a global perspective, giving students the tools to better understand the world and make decisions as well as explore areas of student interest.
The Mathematics Department believes that all students can be successful and challenged in a math course that prepares them in the quantitative dimension needed for college and life. Students enter the school with different levels of preparation and in some cases with different developmental readiness. As a result, we offer a range of courses so that all students have the opportunity to succeed in an appropriate math class and all students are on a path to complete the math requirements needed for a college preparatory diploma.
Students must complete either Algebra 1 and Geometry or Integrated Algebra A and B as a minimum requirement. In addition, students are required to complete a minimum of 3 years of math in high school and are encouraged to take a full four years. Students are required to take a fourth year of either math or science.
(Please see Appendix A for a visual representation of course sequencing in math.)

Integrated Algebra A
Yearlong.
Integrated Algebra A is designed for students who need additional foundational work with

number sense, application problems, and core Algebra 1 skills. Students will develop the first half of a core Algebra 1 curriculum, including but not limited
to the study of linear functions. In addition, students will begin a study of essential Geometry concepts. Students who are successful in Integrated Algebra A would typically then move on to Integrated Algebra B, then Algebra 2, then Pre-Calculus or Math Electives.

Integrated Algebra B
Yearlong.
Integrated Algebra B is designed for students who need additional foundational work with number sense, application problems, and core Algebra 1 skills. Students will develop the second half of a core Algebra 1 curriculum, including but not limited to the study of linear functions, quadratic functions, graph transformations: linear, absolute value, quadratic, and cubic functions. In addition, students will continue a study of essential Geometry concepts, including but not limited to triangle congruence. Students who are successful in Integrated Algebra B would typically then move on to Algebra 2, then Pre-Calculus or Math Electives.

Geometry
Yearlong.
Geometry is a course in which students develop their algebraic, logical, and verbal reasoning. Topics include but are not limited to: Fall Trimester: 3-dimensional representations; points, lines, planes, rays, segments, and angles; formal algebraic reasoning; transversals and proofs of angle relationships. Winter Trimester: The coordinate plane; angle-sum theorems; and congruent triangles; special segments in triangles; the Pythagorean Theorem; similar triangles; special right triangles; and sine, cosine, and tangent. Spring Trimester: vectors and quadrilaterals, transformations, quadratic equations and in the context of problems of area, polyhedra surface area and volume, and end by studying circles and applying what we learned to spheres.

Algebra 2
Yearlong.
Course work includes review of basic algebraic concepts; solving equations; direct and inverse variations and their graphs; mathematical modeling; linear relations; systems of equations; parabolas and quadratic equations; complex numbers; functions; powers, roots, exponents, and logarithms; trigonometry, and series, combinations, and statistics.
Note: Accelerated option available. Accelerated Algebra 2 is for students who have very strong Algebra 1 skills, and are prepared to move at a fast pace with little review. Placement will be contingent on a placement test and math department approval.

Pre-Calculus
Yearlong.
Designed to prepare students for upper school Calculus or college mathematics. Course will focus on function composition, advanced functions, abstract problem solving and application. The course also covers a full trimester of trigonometry including graphing, solving, vectors and applications. Pre-Calculus is a more abstract and technical course and is meant to prepare students for higher level math and science courses through in depth analysis and exploration.
Note: Accelerated option available. Accelerated Pre-Calculus is for students who have very strong algebra 2 skills, and are prepared to move at a fast pace with little review. Placement will be contingent on a placement test and math department approval.

Honors Intro Calculus I
Yearlong. Open to students who have completed Pre-Calculus and meet the Calculus Placement requirement or with permission of the Math Department Chair.
Calculus is the study of changing systems, moving particles, and dynamic processes. Students learn the fundamental techniques and results of differentiation and integration and then apply these methods to the solution of problems from geometry, economics, biology, and physics. This class introduces students to the infinitesimal

analysis of the elementary functions of a single real variable, and the investigation of limiting values. This class will cover the basic principles of Calculus I and is meant to prepare students for a college level Calculus I class. This class does not prepare students for SAAS' Honors Accelerated Calculus II class.

Honors Accelerated Calculus I
Yearlong. Open to students who have completed Accelerated Pre-Calculus or meet the Accelerated Calculus I Placement requirement and have permission of the Math Department Chair.
Honors Accelerated Calculus I will study in depth the foundations and applications of Calculus I. Students will learn to calculate and use limits, derivatives and integrals. They will also learn what these tools can tell us about functions, data sets and the world around us. Students will study rates of change and its applications in Physics and other areas of real life, as well as learn to find complex areas and volumes. Note: Honors Accelerated Calculus I is the prerequisite for students who wish to take Honors Accelerated Calculus II at SAAS.

Honors Accelerated Calculus II
Yearlong. Open to students who have completed Honors Accelerated Calculus I.
Second-year calculus is a course designed for students who have completed Honors Accelerated Calculus I. It has the goal of preparing students to transition into advanced math courses in college. Topics include advanced integration, infinite series, Taylor polynomials, and the calculus of parametric and polar equations. Together with skills learned in first-year calculus and previous math classes, students should enter college with a good grasp of many of the models, theories, and mathematical concepts connected with the study of the sciences, economics, engineering, mathematics, and other fields.

Honors Advanced Topics in Math: Analysis, Linear Algebra, Multivariable Calculus
Yearlong. Open to students who have completed Honors Accelerated Calculus II and have permission of the Math Department Chair.
Topics in Advanced Math is designed to introduce students to some of the topics they would find in a college-level mathematics curriculum, as well as train students in critical skills that mathematicians regularly employ, such as making conjectures and writing proofs. This course will cover three major topics: Analysis, Linear Algebra, and Multivariable Calculus. This course is designed to provide students with general skills and content knowledge that are crucial to studying advanced mathematics, but should not be taken to replace a traditional college level class in any of these topics. The topics covered in this class are often required for students studying engineering and computer science as well as those majoring in mathematics or a traditional science, and have been chosen to best prepare students for further studies in these fields.

Math Electives

Functions, Statistics, and Trigonometry
Yearlong. Open to students in grades 11&12 who have completed Algebra 2.
In the Functions, Statistics, and Trigonometry (FST) math course, topics are broken down by trimester. In the fall, we will go in-depth to study functions and how they are modeled around us. We start with a study of the absolute value function, graphing and understanding how the function exists in the real world. Then, we move on to quadratic functions, covering the different forms (vertex, standard, and factored form) and the pros/cons of each, as well as how to switch back and forth between the three forms. Finally, we will cover logarithmic, exponential, and rational functions. In the winter trimester of FST, students will go on to study statistics. We will cover one- variable statistics, two-variable statistics, data collection, and probability. Students will be asked to analyze data using different methods and decide which methods are the best descriptors. Finally, in the spring, we will study trigonometry. We will explore properties of triangles, including Pythagorean Theorem,

trigonometry functions, trigonometric identities, and periodic functions. We will use graphing, translations, and algebra to explore this topic. Students are graded on homework completion, classroom participation and preparedness for class, vocabulary quizzes, assessments, and in-class projects.

Honors Statistics
Yearlong. Open to students in grades 11&12 who have completed PreCalculus.
This full year course will cover all topics of a typical semester long college statistics course . Topics covered include: describing and analyzing a sample of data, data collection methods, probability, and making inferences based on a sample of data. Students will not only learn to calculate statistics but also to analyze and assess the multitude of statistics they are inundated with each day. Students will also gain practice using both a graphing calculator as well as Excel to interpret data sets. This course is geared towards a wide range of students and is open to students who have completed Pre-Calculus through Calculus II.

Physical Education

Graduation Requirement: 4 credits

The goal of the Seattle Academy Physical Education and Health program is to prepare students for a life full of fun and healthy physical fitness. Access to a variety of fitness, sport, leisure, and adventure activities is provided in a safe and encouraging learning environment. (Health courses have been listed under Health, located alphabetically.)

PE
One trimester. Open to grades 9-12.
Upper School PE is designed to give students the opportunity to learn and apply core fitness concepts and activities and to learn and apply some basic ideas about personal health and wellness. The goal of the course is to empower students to make wise choices for the benefit of their personal health and fitness and develop positive behaviors in game play, fitness, and wellness for the rest of their lives. Fitness activities and core concepts will include cardio-respiratory endurance, muscle strength and endurance training, aerobic training, and the planning, assessment and maintenance of physical fitness activities to improve health and/or performance. The curriculum emphasis will vary based on the faculty, the age and experience (and to some extent preferences) of the students in the class, and the space available for activities.

Strength and Conditioning
One trimester. Open to grades 9-12.
Commonly referred to as “SAASFit: A Strength & Conditioning Experience!” this course is designed to support movement and effort. The course consists of cardio warm-up on a variety of machines or group warm-up with jump ropes in the weight room. Following each warm-up activity, students engage in a mixture of high-intensity workouts, ranging in different exercises that utilize free weights, kettlebells, or one’s own body weight as resistance. Students also experience a variety of cardio activities such as jump rope, running stairs, box jumping or riding a stationary bike. Students are challenged to push themselves to increase their physical strength and fitness level.

Yoga
One trimester. Open to grades 9-12.
(May be used to fulfill a Health requirement)
The goal of this yoga course is to explore the ancient practice of yoga through the tools of self knowledge and study, movement (asanas), breath work (pranayama), meditation and relaxation techniques. Students engage in movement and reflection exercises to examine their unconscious habits and thoughts to learn more about who they are. Students also learn breathing techniques (pranayama) and their effect on the physiology of the body, practicing how to apply the techniques outside of the class to help manage stress, anxiety and overwhelm.

Note:
Apart from the PE courses offered during the school day, after-school sports can be taken

for PE credit. In accordance with the school's policy of participation, sports teams have turn-outs for placement on the appropriate team, varsity or junior varsity and in some cases where needed "C" teams; students are not cut. Students receive PE credit, for a Pass (not a letter) grade. In order to earn full credit, students must fulfill the 75% participation attendance requirement. Sports credits do not fulfill the health education requirement for graduation. (Current physical forms must be on file for students to be eligible to participate in a school sport.

Sports Offerings:
All sports are one trimester, after school.

Soccer Girls Fall, Boys Spring
Cross Country Fall
Volleyball Girls Fall
Basketball Winter
Wrestling Winter
Tennis Boys Fall, Girls Spring
Track and Field Spring
Golf Boys Fall, Girls Spring
Ultimate Frisbee Boys Fall, Girls Spring
Lacrosse Spring

Seattle Academy's sports program is based on a participatory philosophy. During the first practices of the season, placement is determined for Varsity and Junior Varsity, and "C" teams where needed.

Rhetoric

Graduation Requirement: 1 credit. Any of the courses below can satisfy the Rhetoric requirement.

The Seattle Academy Department of Rhetoric believes that our programs are the crossroads of high-level academics and the Culture of Performance. Our program provides the foundational skills of Rhetoric that are helpful for success across academic disciplines, essential in the professional world, and necessary for the development of responsible citizenship.

Intro to Rhetoric
One trimester: Open to grades 9-12
This course is an introduction to the general principles of public speaking, and its core components are research, writing, and oratory. Students will learn how to craft both informational and persuasive speeches and will also have the opportunity to engage in collaborative discussions at the conclusion of the trimester. Students will gain a foundational understanding of rhetoric as it pertains to rhetorical appeals and will utilize them in both speeches and in-class discussion. In addition to developing students' oratory skills and unique voice, the class also places an emphasis on the skill of active listening and respectfully weighing and valuing the words of others. Special attention is given to the essential presentation skills needed to become an accomplished public speaker, including articulation, projection, intonation, pacing, gestures, posture, and overall expressiveness. Note: The Intro to Rhetoric class does not involve interscholastic competitions.

Debate
Two trimesters: Fall and Winter. Open to grades 9-12
Debate is a two-trimester course aimed at building skills for success in interscholastic debate competitions. The first trimester teaches the logical structure of an argument, research strategies, and case frameworks for Public Forum and Lincoln Douglas styles of debate. Students will research and write debate cases according to the current National Speech and Debate Association (NSDA) resolutions. Students will learn case delivery, strategies for asking questions, rebuttals, and summation. In the second trimester students will build upon these skills and have an opportunity to engage in Congressional style debate. Students will participate in debate games and in-class practice rounds, while continuing to write cases for current NSDA topics. Students in this class are required to participate in two interscholastic tournaments. Tournaments take place at schools in the greater Puget Sound area, usually on a Friday afternoon/evening and all day Saturday, between early November and mid-March.

Mock Trial

Two trimesters: Fall and Winter. Open to grades 9-12.

In Mock Trial, students prepare and present a mock court case. Students play the parts of lawyers, witnesses, or clerks. The class will focus on legal process, legal reasoning, and case presentation. There is also a dramatic aspect for students who take on the witness roles. This course gives students the opportunity to explore the function of lawyers in society through the dramatization of a trial. At the end of the trimester, the mock trial team will compete against other teams in the Seattle area. Students in the class must be present at this competition, and the competition is typically held on a Friday/ Saturday in February.

Speech

Two trimesters: Fall and Winter. Open to grades 9-12.

Speech is a two-trimester course aimed at building skills for success in interscholastic speech competitions. Students develop skills in research, organization, analysis, and public speaking. All of these skills prepare students for success in future coursework at SAAS and lay a firm foundation for success in college and career endeavors. Specific speech events that students learn include Original Oratory; Dramatic, Humorous, and Duo Interpretation; Prose and Poetry Interpretation; and Extemporaneous, Expository, and Impromptu Speaking. Students in this class are required to participate in two interscholastic tournaments. Tournaments take place at schools in the greater Puget Sound area, usually on a Saturday, between early November and mid-March.

Science

Graduation Requirement: 9 credits (3 years) required. 3 credits (one additional year) of math or science required. A fourthof math and science strongly encouraged.

The Science Department prepares students for college and life in a dynamic, diverse, and rapidly changing world, grounding students in the fundamental principles of scientific reasoning in a range of scientific disciplines. We seek to produce graduates who are motivated to investigate and solve problems using creativity, logic, technology, and collaboration, with a sense of and commitment to ethics and integrity.

The Science Department emphasizes science as a particular way of understanding the world. This way of knowing is based upon devising, testing, discarding, and revising hypotheses.

In order to implement this strategy, students must apply a process of inquiry which relies on both logical reasoning and imaginative thinking. Logical thinking involves the application of a canon of facts and empirical observations to draw unbiased conclusions. Imaginative thinking involves using diverse perspectives, innovative experiments, and novel uses of technology to approach questions. The Science Department seeks to emulate the methods used to conduct science in the global community, including close collaboration, individual research, and active peer review.

9th graders take Environmental Science, 10th graders take Chemistry or Concept Chemistry, 11th graders take Biology or Honors Biology, and 12th graders can choose between Honors Physics and or a variety of trimester electives. Students are required to take a fourth year of science or a combination of science and math and many students take science elective courses in addition to required courses.

9th Grade: Environmental Science

Yearlong.

Environmental Science challenges students to engage their knowledge and skills in creating and evaluating evidence with the goal of taking rigorously informed action

in their evolving world. Students master content in three major units: Environment (fall), Experimentation (winter), and Physical Science (spring). Students develop skills in data integrity, model analysis, communication and group management through project based experiences focused on implementing solutions to discovered problems. In addition, students meet increasingly sophisticated quantitative challenges in preparation for the rigors of further scientific study.

10th Grade: Chemistry
Yearlong.
Students study matter, atomic structure, the periodic table, chemical compounds and reactions, the mole, solutions, environmental issues, material science, and chemical energy. Students engage in frequent laboratory experiments and research projects, as well as several chemical engineering challenges. Lab report writing, data interpretation, and test preparation skills are developed. A lab science.

10th Grade: Concept Chemistry
Yearlong
Conceptual Chemistry is a project-based class where students study matter, atomic structure, the periodic table, chemical compounds and reactions, the mole, solutions, environmental issues, material science, and chemical energy. Each concept is covered according to student needs and will be presented with a balance of rigorous challenges and the scaffolding, discussion, and guidance necessary to make the abstract content of chemistry accessible to all learners. Students engage in frequent laboratory experiments and research projects, as well as several chemical engineering challenges. There will be an emphasis on the qualitative and conceptual understanding of the chemical world, supported by quantitative claims and literature support. Students will build skills for scientific writing, data interpretation, and test preparation. A lab science.

11th Grade: Biology
Yearlong.
This course is designed to teach the fundamental concepts and research techniques of modern biology and to increase scientific reasoning skills and the ability to communicate scientific knowledge verbally, graphically, and in writing. Topics include cell biology, genetics, evolutionary theory and ecology. During fall and winter trimesters, handson learning includes laboratory based work. During spring trimester, students will engage in ecology projects both in the classroom and through a field research project. A lab science.

11th Grade: Honors Biology
Yearlong.
This course covers core biological concepts of cell biology, genetics, evolution, and ecology. Students run experiments using laboratory-based model organisms during fall and winter terms, and during the spring term they engage in two different ecology research projects, including a field ecology project. Throughout the course, students learn how to read and interpret scientific literature and explore current discoveries related to the topics being covered in class. As an honors course, students are asked to spend time out of class on some mechanics of learning and writing to free up class time for discussion and extension activities. A lab science.

Honors Physics
Yearlong. Open to grade 12.
Physics A provides students with a conceptual understanding of the core mechanics topics: position, velocity, acceleration, forces, momentum, and energy. We emphasize classroom experimentation and conversation to uncover previously held misconceptions and reach an accurate conceptual framework. Outside of the content mastery, students will develop skills in graphical analysis, scientific reading and notetaking, logical reasoning and justifying their thoughts. Beyond mechanics, the class may cover such topics as electromagnetism, gravitation, optics, astronomy, special relativity, research projects, and/or quantum mechanics, at the discretion of the teacher.

Physics C provides students with a conceptual and quantitative understanding of the core mechanics topics: position, velocity, acceleration, momentum, energy, and forces. We emphasize classroom experimentation and conversation to uncover previously held misconceptions and reach an accurate conceptual framework. Outside of the content mastery, students will develop skills in mathematical modeling and problem solving, graphical analysis, scientific reading and notetaking, logical reasoning and justifying their thoughts. Beyond mechanics, the class may cover such topics as gravitation, special relativity, and/or quantum mechanics, at the discretion of the

teacher.

Note: Placement in Physics is based upon completion of Calculus 1; Physics C is calculus-based and Physics A is algebra-based.

Science Elective Courses

Not all electives listed will be offered each year as determined by interest and staffing availability.

Honors Advanced Chemistry

Yearlong. Open to grades 11 & 12.

The purposes of this course is to give students an introduction to some of the more abstract and mathematical concepts in chemistry, help students prepare for the SAT II in chemistry, and give students the opportunity to design and complete a laboratory research project.

Astronomy

One trimester. Open to grades 9-12.

The astronomy elective will expand your appreciation of our Solar System, the Milky Way Galaxy, and the larger universe. Topics will include Kepler's Laws and gravity, the Solar System, characteristics of stars and stellar evolution, our galaxy and galactic scale and evolution, the larger structure of the universe, and other cosmological objects (black holes, quasars, etc.). Content will be delivered through textbook readings, lectures, in class discussions, and space documentaries. The class will culminate in a research project where students will probe more deeply into a class topic, or explore their own astronomical interests.

Biotechnology

Spring trimester. Open to grades 10-12, priority to grade 12.

Biotechnology (or DNA science) includes gene therapy, cloning, genetic engineering, DNA fingerprinting, etc. Biotechnology is a one-term senior lab science elective. The course goal is for students to learn some basic concepts and techniques of biotechnology and to investigate public policy and science ethics issues arising from this field.

Botany

One trimester. Open to grades 9-12.

This course will provide an introduction to the diversity of plant life. From mosses to ferns to redwood forests, plants have evolved in unique ways that allow them to survive in a wide range of environments. Students will use their observation and scientific reasoning skills in the lab and outside on neighborhood walks to learn about how plants function and the roles they play in the ecosystem. Students will practice their identification skills and become familiar with our local Pacific Northwest plant communities. The course will also explore the ways in which botany intersects with topics such as agriculture, forest fire management, climate change and urban planning.

Evolution

Winter trimester. Open to grades 10-12.

Darwin's theory of evolution is one of history's most elegant and revolutionary ideas. This course is a one-term science seminar elective. Students will study Darwin's theory, both as he wrote it and as it is understood now. The controversies surrounding the theory will be discussed. Students will use techniques of biotechnology, bioinformatics, and in-silico models of natural selection.

Endocrinology

Spring trimester. Open to grades 10-12. Priority to grade 12.

This class explores two of the main systems our bodies use to send messages between cells: the nervous system and the endocrine system. In the first half of the term we will learn about neuron and brain function, and explore how this is modulated by medications and experience. The second half will focus on how hormones affect animal development, feelings and behavior. Throughout the course discussions of bioethics and social justice will help us apply science to the real world. Freshmen may enroll once getting permission from the instructor.

Data Evaluation and Information Reasoning (Fact or Fiction)

One trimester. Open to grades 9-12.

The internet and social media have opened up a vast sea of information that we can access practically anytime and anywhere. But much of that information is garbage, garbage meant to mislead either through a twisting of facts or through outright lies. This class will examine how to tell what is true from what is lies. The class will delve into the philosophy of knowledge, the methods of propaganda, the psychology of how we process information and the array of ways in which information is twisted to meet particular ends. The class involves research projects, outside reading and a great deal of discussion and debate. For a taste of the class, go to youtube and search for "the illusion of truth" by Veritasium.

Exploring Environmental Expression: Greenwashing & Green Marketing

One trimester. Open to grades 10-12, 9th grade permitted with instructor permission.

In this one-trimester science elective, students will examine the practices of greenwashing and green marketing through seminars, discussions, and case studies. Students will grapple with big picture questions, such as; Is organic always better? Is Tesla a sustainable purchase? Is Patagonia contributing to climate change? In this course, you will learn to think critically about how sustainability is expressed in areas as diverse as film, business, art, advertisement, products, entrepreneurship, and social media. Additionally students will design their own green marketing examples demonstrating principles of sustainability within the diverse areas. Projects will include designing movie trailers, business plans, art, advertisements, and social media posts.

Forensic Science

One trimester. Open to grades 9-12.

In Forensic Science, students will learn structured and scientific approaches for the investigation of criminal activity. Students will survey a wide variety of methods for gathering and interpreting physical evidence from a crime scene, including forensic anthropology, entomology, trace evidence analysis, toxicology, fingerprinting, and document analysis. In each case, data interpretation draws on scientific principles from chemistry, biology, and physics as well as mathematical reasoning through correlations and graphical analysis. Students will practice their analytical skills on case studies and simulated crime scenes. They will also explore how scientific evidence is used in court cases and the legal system. Finally, students will have the opportunity to create a mystery story, podcast, or film that incorporates examples from real forensic science.

GIS (Geographic Information Systems) & Urban Ecology

Winter trimester. Open to grades 9-12. Priority to grade 12.

Spatial technology and geographic information systems (GIS) play an important role in today's society. From Google Maps to specialized industrial applications, the ability to visualize, interpret, and analyze data allows us to make more informed decisions. This course will introduce students to GIS, global positioning systems (GPS), and remote sensing technologies. We will investigate both how these systems work and their applications in fields ranging from conservation and environmental science to urban and evacuation planning. Additionally, students will use QGIS to investigate and answer questions related to urban ecology in the Pacific Northwest. Persistence, a love of problem solving, and a willingness to engage with technology are the only prerequisites for this class.

Infectious Diseases

Fall trimester. Open to grades 10-12.

This is a one-term science elective, in which we will study the human immune system, the nature of infectious diseases, and the history of human attempts to combat disease. Why do diseases like Ebola seem to "come out of nowhere?" Why don't we have epidemics of bubonic plague anymore? Why did we stop giving people vaccinations against smallpox? Why can't we cure AIDS? Why do human chromosomes contain over a million copies of DNA from an ancient virus? We will investigate these and other questions.

Introduction to Anatomy and Physiology

Fall or Winter trimester. Open to grades 9-12. Priority to grade 12.

This class covers the structure and function of the major systems of the human body, at both a cellular

and organismal level. It will also explore the cellular basis of diseases and the ways the physiology of different animals reflects adaptations to specific environmental challenges. There will be an emphasis on current science and the ethical application of modern research. Freshmen may enroll once getting permission from the instructor.

Intro to Mechanical Engineering
One trimester. Open to grades 9-12.
See description in Entrepreneurship and Design section.

Introduction to Entomology
One trimester. Open to grades 9-12.
In Introduction to Entomology, students will learn basic taxonomy and morphology of insect orders. Study will include extensive fieldwork and insect identification, often taking you outdoors to collect insect samples using a variety of techniques. Students will complete a final project collecting, preparing, and identifying insect samples for an insect collection (alternate assignment is an option for those with ethical issues to the practice of insect collection). Additional topics include forensic entomology, medical entomology, entomophagy, and predation/parasitism.

Marine Science
One trimester. Open to grades 9-12. Priority to grade 12.
In Marine Science we focus on developing an understanding of chemical, geologic, and biological principles underpinning marine systems. Our review of these topics has included studying trophic networks, physical properties of water, tides, waves, oceanic circulation,
and primary productivity. Rather than consider these factors in isolation, we have used case studies and global phenomena as a means of synthesizing discrete factual information into a more complete and complex understanding of marine science. Students will apply a systems approach to the discussion and study of many topics, including the global and regional impacts of the El Niño phenomenon, problems facing Florida's Indian River lagoon, and the complex challenges associated with studying deep sea hydrothermal vent communities.

Science of Robotics
One trimester. Open to grades 9-12.
By the end of this course, students will be able to design, build and program a robot. They will learn project management and collaboration skills as they work together to carry out the design process. Content will include the foundational mechanisms and functions of robots, communication through basic programming, use of handheld and power tools, and integration of mechanical and electrical systems. Students of all grades are welcome to take this course and can approach the material from many different levels and backgrounds.

Psychology
One trimester. Opent to grades 9-12.
See description in Health section.

Advanced Psychology
One trimester. Open to grades 11-12.
Prerequisite: *Psychology*
See description in Health section.

World Language

Graduation Requirement: 9 credits (3 years), 2 years in the same language.

At Seattle Academy, the study of world languages fosters students' understanding of their place in a diverse world, teaches them to communicate in culturally appropriate ways, and deepens their intellectual curiosity. The World Languages department strives to prepare students for college and life by teaching them to participate effectively in contemporary society. Students develop linguistic skills that help them communicate effectively in their chosen language both in the classroom and in the world beyond the classroom. Students have the option of studying French, Mandarin Chinese or Spanish. World language classes are proficiency-based: students learn grammar, vocabulary, and cultural competencies in order to effectively communicate in their chosen languages.

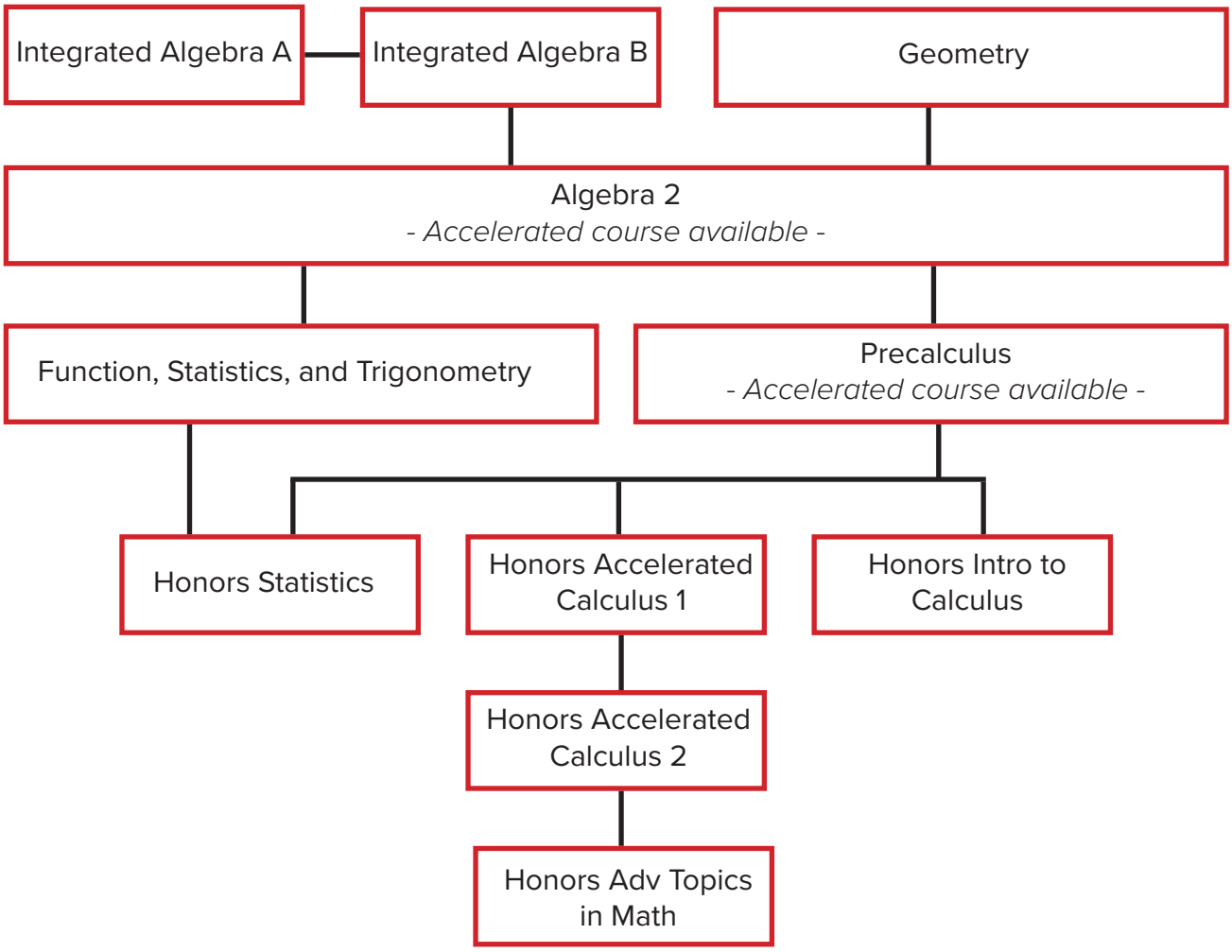
Course offerings for French, Mandarin and Spanish classes include levels 1-6 in each language. Students usually progress through the program sequentially. In French and Spanish, students may choose, in consultation with their teacher, between Honors and non-Honors in level 4 while all level 5 and 6 classes are Honors classes. In Mandarin, levels 4, 5 and 6 are Honors classes. Upon entering the World Languages program, students may choose to take a placement exam and be placed according to their demonstrated proficiency.. Some students may choose to learn a second World Language after–or while–completing their World Language requirement. Students earn elective credits for classes taken in excess of the World Language requirement.
(Please see Appendix B and C for a visual representation of course sequencing in Spanish and French.)

9th-12th Grade: French/Spanish
Yearlong, each level. Grades 9-12.
At each level, Spanish and French classes focus on increasing proficiencies at appropriate levels in all areas: listening, reading, writing and speaking. Courses stress communicative skills, cultural competencies and understandings, identification of connections with other disciplines, and thoughtful language and cultural comparisons. Through engagement with authentic cultural texts and artifacts, students learn and practice their language skills in real world situations.

9th-12th Grade: Mandarin Chinese
Yearlong, each level, grades 9-12.
The goals of Seattle Academy's Chinese program are to develop students' communicative proficiency and comprehension skills in listening, speaking, reading and writing as well as to increase awareness and interest in Chinese culture and customs through numerous activities and projects. We focus on pronunciation, phonics and tonal inflection, gradually learn vocabulary and sentence structures written in Pinyin, and introduce Mandarin characters. Students also learn proper Chinese calligraphy techniques and strokes.

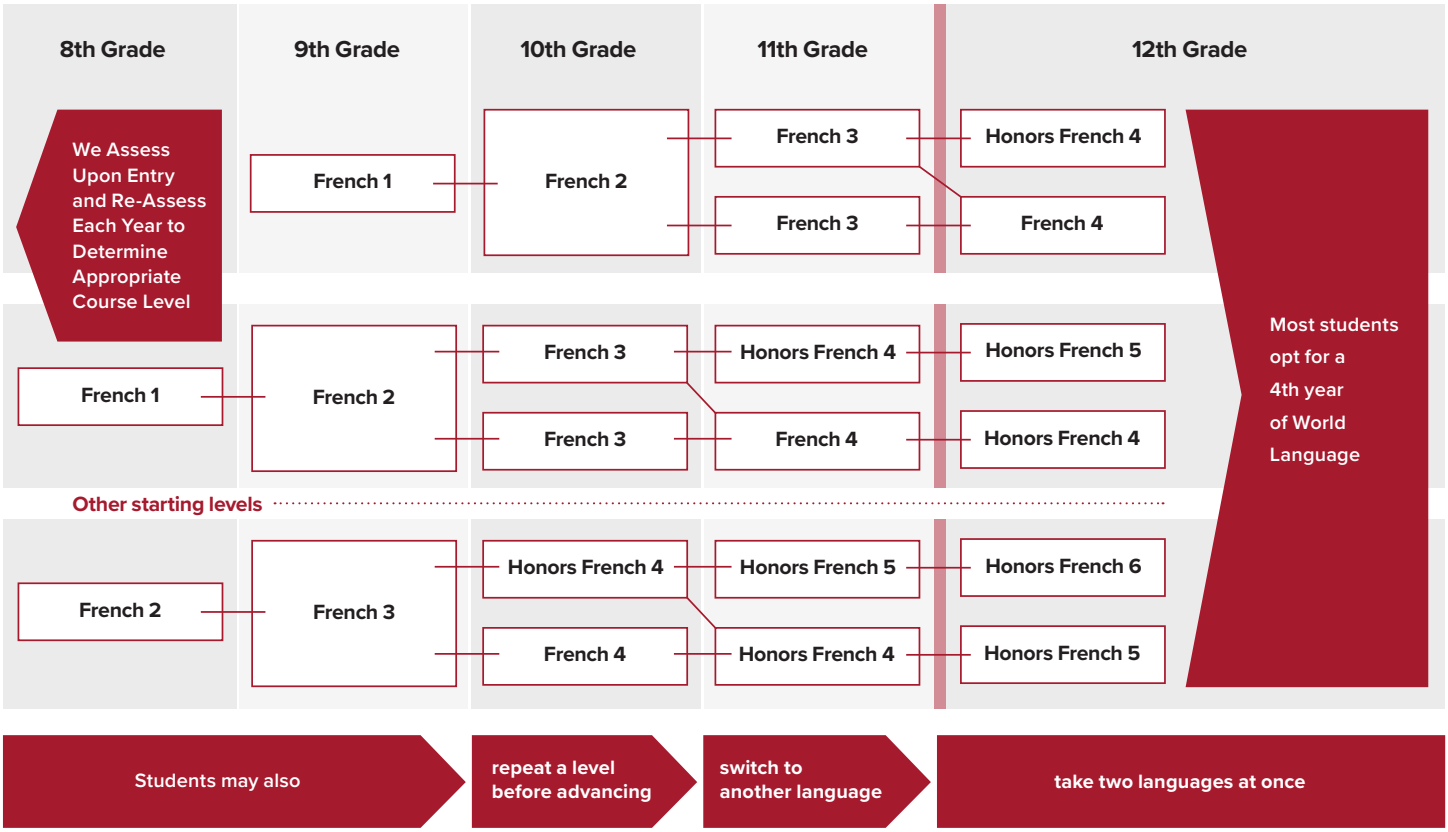
Math Course Offerings: Upper School

Below is a visual representation of course sequences for math.



World Language Offerings: French

SAAS World Language Requirement:
3 years of High School World Language; at least 2 in the same language.



SHADED RED LINE represents the point at which the SAAS graduation requirement has been met.

Notes

1 The chart shows general patterns for grade levels.
Actual individual schedules can and do vary.

2 Students who enter with academic fluency in a language typically begin a new language.

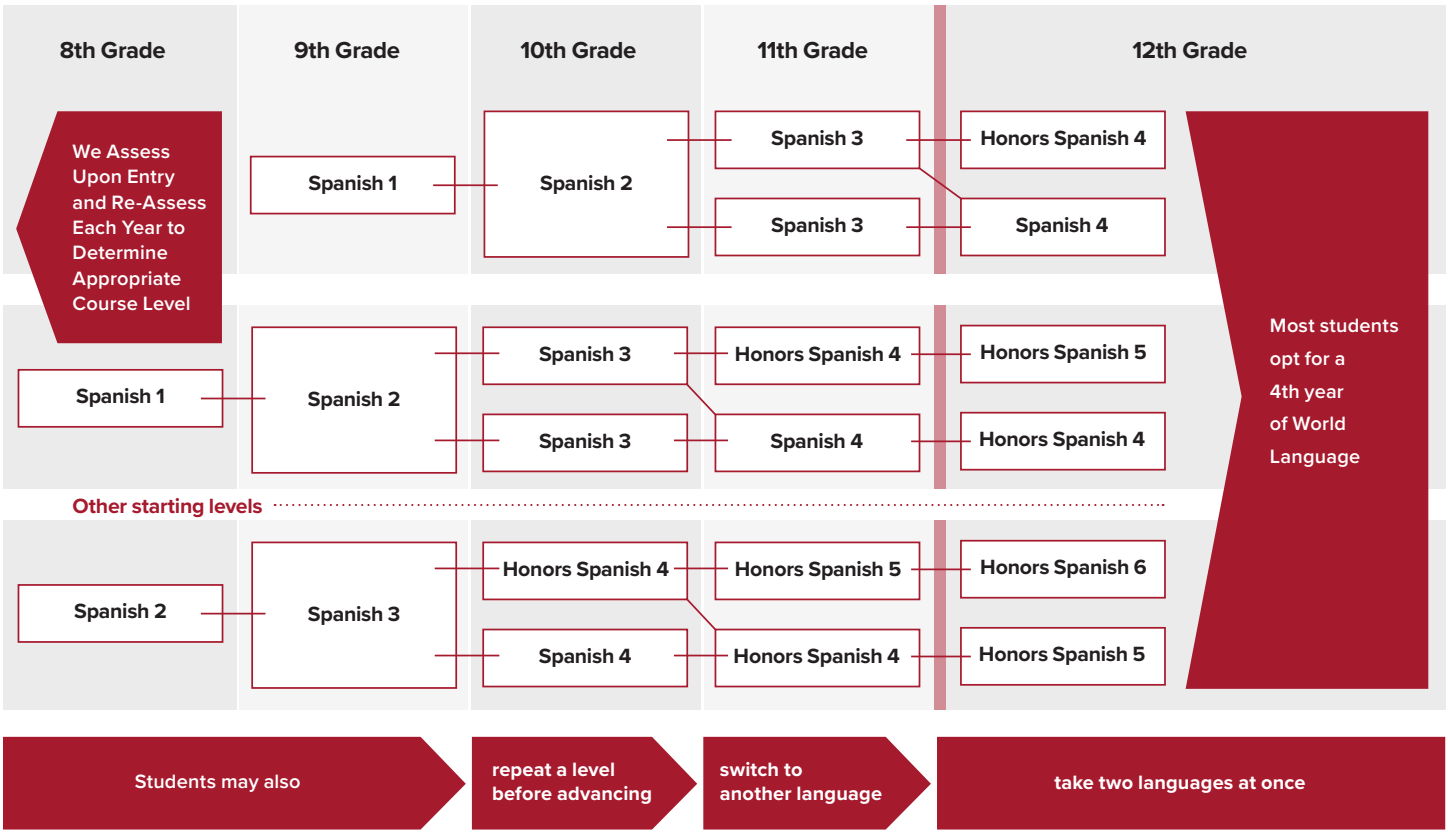
3 Students are assessed and placed in the appropriate level upon entry and by the end of each academic year.

4 Placement is based on proficiency level, rather than grade level.

5 A course may be repeated; teachers recommend the course level for the following year.

World Language Offerings: Spanish

SAAS World Language Requirement:
3 years of High School World Language; at least 2 in the same language.



SHADED RED LINE represents the point at which the SAAS graduation requirement has been met.

Notes

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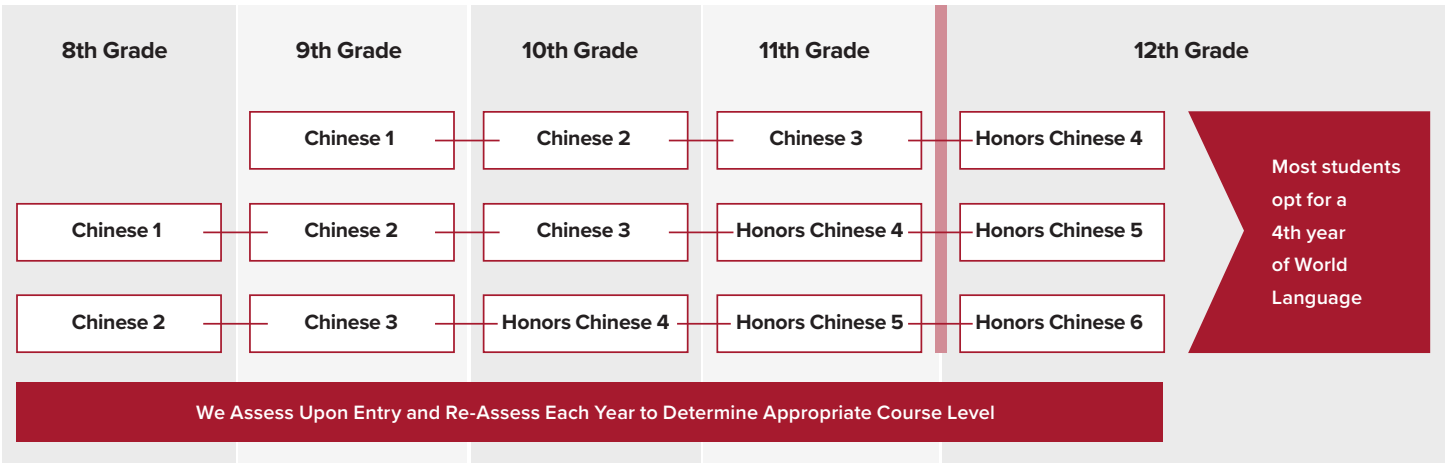
3 Students are assessed and placed in the appropriate level upon entry and by the end of each academic year.

4 Placement is based on proficiency level, rather than grade level.

5 A course may be repeated; teachers recommend the course level for the following year.

World Language Offerings: Chinese

SAAS World Language Requirement:
3 years of High School World Language; at least 2 in the same language.



Students may also **repeat a level before advancing** | **switch to another language** | **take two languages at once**

SHADED RED LINE represents the point at which the SAAS graduation requirement has been met.

Notes

1 The chart shows general patterns for grade levels.
Actual individual schedules can and do vary.

2 Students who enter with academic fluency in a language typically begin a new language.

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5 A course may be repeated; teachers recommend the course level for the following year.

APPENDIX E

Sample Upper School Schedule 2022-2023

Day /Time	Monday Odd	Tuesday Even	Wednesday Odd	Thursday Even	Friday Odd
8:15 - 9:30	Block 1	Block 2	Block 1	Block 2	Block 1
9:30- 10:15	Community Time	Community Time	Community Time	Community Time	Community Time
10:15 - 11:30	Block 3	Block 4	Block 3	Block 4	Block 3
11:30 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 1:35	Block 5	Block 6	Block 5	Block 6	Block 5
1:35 - 1:45	Transition	Transition	Transition	Transition	Transition
1:45- 3:00	Block 7	Block 8	Block 7	Block 8	Block 7

APPENDIX F

Arts Information, Audition Dates, and Portfolio Reviews for 2023-2024

Auditions for 2023-2024 take place in the Spring of 2023. See below.

Arts Courses	Audition Dates & Information	Details
Acting **Intermediate Acting** *2 trimesters: Fall & Winter* **Advanced Acting** *Yearlong*	**Audition submissions due by March 16** Refer to registration webpage for additional information. Open to students in grades 10 through 12 next year. Students will need to present a 1-2 minute memorized monologue as a video submission.	If you have questions, or a conflict with the date, contact **Michael Cimino** at **mcimino@seattleacademy.org**. **Note:** Incoming 9th graders will have the opportunity to audition for the after school productions and can register for other acting electives. After-school Musical (fall tri) and Drama productions hold auditions at the start of the term they are scheduled in.
Dance **Intermediate Dance** *2 trimesters: Winter & Spring* **Intermediate Advanced Dance** *Yearlong* **Advanced Dance** *Yearlong*	**Audition submissions due by March 16** Refer to registration webpage for additional information. Open to all students. All students wishing to be considered for the SAAS dance program will submit a video audition. Except returning advanced dancers.	Contact **Alicia Mullikin** at **amullikin@seattleacademy.org** if you have questions or a conflict with the date.
Instrumental Music **Jazz Ensemble I & II** *Yearlong*	**Auditions the week of March 13-17** Refer to registration webpage for additional information. Open to all students.	Jazz Ensemble: For audition materials and/or if you have questions or a conflict with the date please contact **Stuart MacDonald** at **smacdonald@seattleacademy.org**.
String Ensemble *Yearlong*	Students will need to submit a video audition by **March 16**	Strings: For audition materials and/or if you have questions or a conflict with the date please contact **Kim Zabelle** at **kzabelle@seattleacademy.org**.
Vocal Music **Vocal Revue** *1 trimester* **Vocal Ensemble** *After-school winter trimester* **Jazz Choir III, II** *2 trimesters: Fall & Winter* **Jazz Choir (The Onions)** *Yearlong*	**Audition are in person March 14** Refer to registration webpage for additional information. Open to all students.	If you have questions about the program, or a conflict with the audition date, contact **Mark Hoover** at **mhoover@seattleacademy.org**.
Advanced Music Production *Yearlong*	Open to all students. **Upload sample of work by March 16**	If you have question about the program, contact **Amos Miller** at **amiller@seattleacademy.org**

Arts Courses:

All Portfolio Review Dates noted at right:

Film
Advanced Film
Two trimesters: Fall and Winter

Open to juniors and seniors. who have taken two previous film courses.Contact **Laura Wright** for a review of previous work by **March 16.** Contact Laura at **lwright@seattleacademy.org**.

Photography
Advanced Photography
Two trimesters: Fall and Winter

Open to juniors and seniors. Students need to present their portfolio to **Rebekah Rocha** by **March 16**. Contact Rebekah at **rrocha@seattleacademy.org.**

Visual Arts
Advanced Studio Arts
Two trimesters: Fall and Winter

Open to juniors and seniors. Students need to present their portfolio. Interested students need to email Lily and Ray by **March 3**. Interviews the week of **March 13-16. Lily Hotchkiss, lhotchkiss@seattleacademy.org** and **Ray Mack rmack@seattleacademy.org**

Studio 12
One trimester: Fall
Email Lily Hotchkiss **lhotchkiss@seattleacademy.org by March 3**
Fill out questionnaire by **March 10th.** Interviews will happen the week of **March 13-16.**

2022 Senior Project Sites

2R Productions
9MileLabs
Access to Advanced Health Institute (AAHI)
Aduro
AEG Presents
Ahimsa Dog Training
American Cancer Society
American Cancer Society
Angela Bern
Antica Farmacista
Artistmax LLC
Aspiring Youth
Assemble Inc
atelierjones, llc
Aurora Commons
BlkBry
Bowie Salon and Spa
Cascadia Capital
CBRE, Inc.
City of Normandy Park
COLOR Creative
Columbia Pacific Advisors
Cone and Steiner General
Contrib Inc.
Corre
Creative Block Seattle
Eckstein Middle School
Emerald Water Anglers, LLC
Evans School, University of Washington
Exes and Babies
Family Black Belt Academy
Food Lifeline
Fred Hutchinson Cancer Research Center
Gardner Global
GE Healthcare
General Electric/ Virginia Mason
Gibbs Houston Pauw PLLC
Giddens School
GIVE Volunteers
Good Day Projects LLC
Goodman Racing
Goodwill
Hanger Clinic
HealthPoint
Human Centered Robotics Lab, University of Washington
I - TECH
ICAN
Indieflix
J. Rinehart Gallery LLC
Jake Crocker LLC
James Andrews Media
Karen Mason-Blair Photography
King County Metro
King County Prosecuting Attorney's Office
Kraken Community Iceplex
Learning the Mind
Likewise
Little Bit Therapeutic Riding Center
MarkyBoy Productions / Creative Block LLC
Microsoft
Modernist Cuisine
Mykabin, LLC
Need Pastel
Newman Partners
NFFTY
Nick Shadel
Normandy Park
Northwest African American Museum (NAAM)
NW Energy Coalition
Oxbow Farm & Conservation Center
Pacific Coast Tennis
Premera Blue Cross
Prison Scholar Fund
Private Division
Refugees Women's Alliance
Richaven Architecture and Preservation
Rocket Community Fitness
RockMeadow Equestrian Center
Ryther
Sage Dining
School of Medicine
Sea Mar Community Health Centers
Seattle Academy
Seattle Children's Theater
Seattle Girls School
Seattle Humane
Seattle Municipal Court
Seattle Nanny Network Inc
Seattle Pacific University
Seattle Shirt Company
Seattle University
Social Strategy Associates LLC
Spruce Street School
Tagge Inc
Tewes Design LLC
The 5th Avenue Theatre
The Access to Advanced Health Institute
The Artist Collective
The Barn Owl Vintage Goods

The Boeing Company
The Milkshake Club
TheWMarketplace
Tougo Coffee
Transformational Travel Council
Treatment Technologies & Insights, Inc.
Tureček Research Group
Turntide Technologies
U.S. Department of Transportation
UCDS - University Child Development School
United States Courts
University Child Development School
University of Washington
University of Washington Biology Department
University of Washington Center for Leadership and Athletics
University of Washington School of Medicine
Urban Artworks
US Department of Transportation, Federal Transit Administration, Region 10
UW Autism Center
UW/I-TECH (Int'l Training and Education Center for Health)
Weatherly Yacht Service
Weaving Studio
Wells Fargo
White Matter LLC
Windermere
Windermere Real Estate/Capitol Hill, Inc
Women In Cloud
World One Law Group
Yu Tang Ceramics
ZGF Architects LLP

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