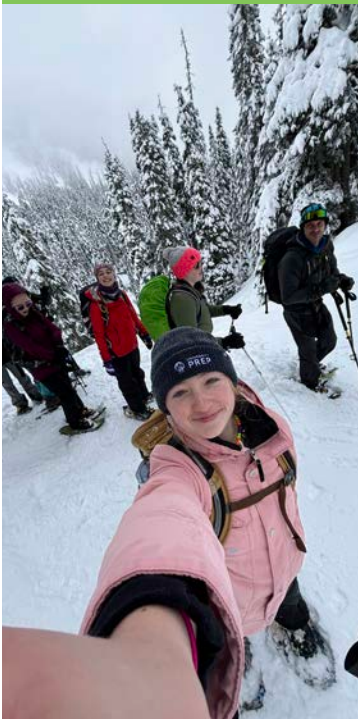


# PROGRAM OF STUDY 2024-2025



UPREP



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# 2024–2025 Middle School Academic Regulations and Program of Study

Middle School at UPrep is about establishing the building blocks for academic success and character development. Our students begin to learn what it means to self-advocate as learners and begin to find their voices, their passions, and their community.

Most importantly, our students see their teachers as partners in their academic journey. Middle School students demonstrate their ability to understand and articulate their academic strengths and areas for growth during biannual student-led conferences, and they formulate action plans to improve academic performance, gaining confidence in the process of learning.

Our students transition into UPrep’s Upper School program poised and positioned as collaborative, confident, self-advocating learners.

## DISTINCTIONS

**Grading.** We use a nontraditional formative grading system instead of a traditional letter-grade system to help students break down their learning into component parts, assess progress toward mastery, and communicate about their academic progress.

**Unified campus.** Middle School students use our learning spaces, including Founders Hall (our theatre), the Pumadome (our gym), the Library, the Commons, and the Integrated Learning Office.

**Intensives.** Twice each year, students take full-credit, three-week intensive courses in January and in May/June that allow them to focus on one course, study deeply, and learn both inside and outside the classroom. Courses include required and elective offerings and feature contemporary topics and interdisciplinary learning. Middle School spring intensives are all required, grade-level courses taught by a team of teachers:

- 6th grade: Deep Space Six (interdisciplinary English and Science)
- 7th grade: Washington State History
- 8th grade: Capstone

## GRADING

In Middle School, families receive regular feedback about the academic progress of their student. Teachers and advisors prepare multiple reports over the course of the year.

- Each teacher completes a course-specific checklist of course objectives, marking an individual student’s progress for each objective at the end of every quarter.
- At the end of the first and third quarters, teachers write narrative comments to further describe a student’s progress on the course objectives.
- Midway through each semester, advisors assist students in a process of reviewing and reflecting on the narrative comments on their progress reports in the prior quarter and setting goals for the next quarter at student-led conferences attended by parents/guardians and advisors.

All reports are available to families electronically through our Family Portal. The registrar is responsible for transferring semester grades into each student’s course history to generate a transcript.

The following guidelines are used in assigning grades on the Middle School report cards at the end of the quarters and semesters.

### **Middle School Grading System**

**E = Exceeds:** Student exceeds grade-level understanding of standard when working independently. Student can make in-depth applications of standard beyond grade-level expectations.

**M = Meets:** Student is able to demonstrate mastery of standard when working independently. Student makes no major errors or omissions when working independently.

**W = Working Towards:** Student is able to demonstrate mastery of standard with assistance from the teacher. When working independently, student makes errors or omissions in their work.

**N = Needs Improvement:** Student is not able to demonstrate mastery of standard, even with assistance from the teacher. When working with assistance, student makes errors or omissions in their work.

### **LEARNING PATHWAYS**

Learning Pathways serves a small group of our students, focusing on skills and strategies through a personalized program inspired by the principles of Orton-Gillingham. Students and teachers work together to build foundational literacy skills and academic confidence to prepare for future independence.

The Orton-Gillingham approach—a sequential, multisensory, phonetically based system of instruction—is implemented in an individualized one-to-one teaching situation or in small groups. Multisensory learning simultaneously involves the visual, auditory, and tactile pathways to enhance learning.

UPrep’s Learning Pathways course includes phonics for reading and spelling, penmanship, vocabulary building, reading comprehension, written and oral composition, organizational study skills, and self-advocacy.

Learning Pathways occupies one period in the student’s schedule. The program lasts one or two years and requires an additional fee. To learn more, contact our Integrated Learning Team.

### **TECHNOLOGY**

Our curriculum challenges students to be thoughtful and intentional technology users.

**Digital citizenship.** Students discuss positive social interactions online and practice respectful communication with online communities both on and off campus. The Chromebook is a designated educational device not to be used for entertainment or social purposes. Teachers ask students to use their Chromebooks for specific classroom activities. At all other times, students should put the Chromebook into their backpack until instructed to take it out.

## COURSE-LOAD REGULATIONS

The standard course-load expectation is six courses per semester. Additionally, each student is enrolled in an intensive in the winter and the spring. All Middle School students will be enrolled in six classes in Semester 1 and Semester 2 and take a class in each intensive.

## SCHEDULE CHANGE PROCEDURE

Generally, course changes are made only after consultation with the student, their advisor, their parents/guardians, and the appropriate division director. Any student-initiated schedule changes will only be considered during the designated add/drop period for each grading period/semester. The timing for each of the add/drop periods will be determined at the beginning of the school year. This information will be published on the school calendar, which is viewable on Veracross Family and Student Portals and will also be announced in the UPrep All-School Email.

## COURSE DESCRIPTIONS

The full descriptions for all courses are listed below by their departments or programs.

Each description indicates the grades in which the course is available or the grades in which students typically take the course in question, the length of the course, and its associated credits. The course prerequisites or co-requisites, if any, follow each course description. The course length is indicated as follows:

- **Yearlong:** These full-credit courses meet during both the fall and spring semesters
- **Semester 1 or Semester 2:** These half-credit courses meet in either the fall or spring semester as indicated
- **Semesters 1 and 2:** These half-credit courses meet for one semester, like those described above, but are offered in both the fall and spring semesters
- **GOA Semester 1, Semester 2, and/or Yearlong:** Some GOA (Global Online Academy) courses are offered during only one GOA term, while others are offered during more than one GOA term as indicated. In addition, some GOA courses are yearlong offerings that span Semester 1 and Semester 2. See the GOA catalog at this link: <https://globalonlineacademy.org/media/publications/GOA-2024-2025-General-Course-Catalog.pdf>.

# 2024–2025 Upper School Academic Regulations and Program of Study

## DEPARTMENTAL GRADUATION REQUIREMENTS

A minimum of 225 credits are required for graduation and must include the following:

Department	Credits	Specific Requirements
English	40 credits	Four full years
Mathematics	30 credits	Three years of math that includes Statistics
History	35 credits	Includes two years of World History, one year of U.S. History, and one semester of Civics
Science	30 credits	Laboratory sciences only; must include one year each of Biology, Chemistry, and Physics
World Languages	30 credits	At least three years of the same language in the Upper School or two years of one language and two years of another
Fine Arts	20 credits	Must include one class from at least two of the four disciplines and a total of four classes
Physical Education	20 credits	Three semesters plus Health
LaunchPad		UPrep’s LaunchPad is a three-week, real-world experience for students to step off campus and work in an environment that speaks to their personal passions and/or their professional, vocational, or academic curiosities. As an evolution of UPrep’s Senior Project, students may meet this graduation requirement in junior or senior year.
Electives	20 credits	Any combination of 5.0 credits in grades 9–12. Elective courses are available in all departments.

Washington state law requires that credits toward graduation must be earned during high school. Washington state history and government is a noncredit graduation requirement, and the course is offered in 7th grade. This requirement is waived for students who did not reside/attend school in Washington state during their 7th and 8th grade year.

## Community Service

Upper School students are required to complete 80 hours of community service. Schoolwide community service days count toward that total. Hours need to be completed prior to June of their senior year.

## **Enrollment Requirements**

Students may earn a UPrep diploma only after completing four academic years of high school study and meeting all UPrep graduation requirements. While a portion of a student's graduation requirements may be earned elsewhere, students must be enrolled and on campus for their senior year to graduate from UPrep.

## **Transferred Credit**

High school credits earned at an accredited institution prior to enrollment at UPrep will be translated into UPrep equivalents on a student's transcript. The evaluation process will happen before the student is admitted. Once enrolled, students are expected to meet graduation requirements through UPrep. A student who wishes to obtain UPrep credit for courses taken outside of UPrep should send a written request to the appropriate department head and the director of the Upper School. If approved, the student should then arrange for transcripts to be sent from the other institution to the registrar.

## **Independent Study (Approval process required)**

If an Upper School student wishes to pursue a topic beyond the offerings at UPrep, they may arrange an independent study with a UPrep faculty member. Students are eligible to request independent study only after graduation requirements have been met in the department of interest. Written arrangements must be made with the appropriate department, and the proposal must be completed no later than one week after the start of a semester. Forms are available in the registrar's office.

## **Semester Away**

Students enrolled at UPrep may study away in recognized semester programs and receive credit toward graduation. This option is only available to students in the 10th and 11th grades. Programs that are less than a semester in duration will not be considered for credit. General information about our policies regarding student, financial, curricular, and program requirements for receiving credit while away from UPrep is available from the director of the Upper School and the assistant head of school for academics.

## **Audit**

Upon special request, teachers may give permission to audit a class. Students taking courses for credit will take precedence over those wishing to audit. Credit is not awarded for auditing a class, and no permanent record of the audit is maintained.

## **Course Placements and Prerequisites**

All newly enrolled and rising 9th grade students will take a language and math placement test as a portion of their enrollment process to determine course placements. For courses that have a particular grade requirement for entry (as listed in the individual course descriptions), teachers make preliminary placements at the beginning of the spring semester. These placements are revisited at the end of the spring semester based on students' final averages.



## Course-Load Regulations

The standard course-load expectation is six courses per semester. Additionally, each student is enrolled in an intensive in the winter and the spring. All Upper School students must be enrolled in at least five classes in Semester 1 and Semester 2 and take a class during both intensives. It is recommended that students not take a free period until their 11th grade year so graduation requirements may be met.

## Schedule Change Procedure

Generally, course changes are made only after consultation with the student, their advisor, their parents/guardians, and the appropriate division director. Any student-initiated schedule changes will only be considered during the designated add/drop period for each grading period/semester. The timing for each of the add/drop periods will be determined at the beginning of the school year. This information will be published on the school calendar, which is viewable on Veracross Family and Student Portals and will also be announced in the UPrep All-School Email.

## Course Credit and Grade Average Computation

We believe that an accurate assessment of academic progress is an important part of helping students, parents/guardians, faculty, and administrators identify each student's strengths and weaknesses.

In the Upper School, letter grades and written comments are sent to parents/guardians midway through each semester. In addition, parents/guardians receive report cards at the end of each semester indicating quarter grades, the permanent semester grade, and a brief narrative explanation.

UPrep uses A through E marks with pluses and minuses. Grades are based primarily on student mastery of learning goals as provided by the faculty.

In Fine Arts classes, student work is assessed based on multiple-criteria grade reports, portfolios of student work, and narrative comments. The grade report assesses skills, technique, and artistic expression using the terms E = exceeds expectation, M = meets expectations, W = works to meet expectations, or N = does not meet expectations. Grades for Fine Arts classes are reported on student transcripts as Pass/Fail.

GPA's are used nearly exclusively in-house. We compute GPA's by assigning a numerical equivalent to each grade, multiplying the numerical value by the number of credits the course carries, adding these grade points, and then dividing by the number of credits. Pluses and minuses add or detract from the grade by 0.3 point. UPrep does not recognize a GPA of more than 4.0 regardless of numerical points. P stands for pass and I stands for incomplete.

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- E = 0 points
- P = 0 points (not factored in GPA)
- I = 0 points (not factored in GPA)

**Incompletes.** A grade of I is used to denote incomplete work for the quarter and/or the semester. For each incomplete grade, an agreement will be made between the student, advisor, and teacher regarding the due date for the completed work. This due date is to be no more than four weeks into the next quarter;



for Quarter 4 and Semester 2, the due date must be no later than four weeks into the new academic year for returning students. Graduating seniors earning an incomplete for Quarter 4 or Semester 2 must complete their work no later than the last day of teacher in-service at the end of the academic year. Work not completed before the agreed-upon due date will be given a grade of E, which may or may not result in a grade of E for the class. Exceptions to these guidelines may be made at the discretion of the division director.

**Pass/fail.** During the first week of the semester, with permission of the instructor and after consultation with the parents/guardians, personal advisor, division director, and (if applicable) the College Counseling Office, a student may elect to take one class on a pass/fail basis. Occasionally, extenuating circumstances require a student to request a pass/fail designation after the first week of a semester. In these cases, the division director will determine approval of the request in consultation with the student's teacher and advisor. If circumstances require a student to drop a course after the first week of a semester, the student's transcript will reflect either a WP or WF, indicating withdrawn passing or withdrawn failing as determined by the division director in consultation with the teacher.

**Repeated courses.** If a student repeats a course, the grades for both the repeated and the original courses will appear on the transcript. However, only certain courses may be repeated for credit.

## Intensives

At UPrep, intensives are three-week terms during which students take one class full-time, earning the same credit as a one-semester class. Intensive courses are academic and include student-designed projects, internships and mentorships, day visits to organizations in town, and overnight travel nearby and far away.

Intensives promote student leadership, collaboration, and community engagement, and de-emphasize homework, solitary study, and isolated subjects. Learning like this helps our students attain the knowledge, skills, and thinking dispositions needed to successfully navigate our rapidly changing world.

During intensives, students and teachers can take full advantage of the freedom of time and space afforded by all-day classes, allowing Seattle and other parts of the world to become their learning laboratories. For example, students designed prototype desks during the Engineering intensive, educated by their visits to the Microsoft Inclusivity Studio and Boeing's 777 factory.

## Global Online Academy

UPrep partners with Global Online Academy (GOA), a consortium of over 150 leading independent schools across 31 states and 27 different countries, offering UPrep students a collaborative, cross-cultural, transdisciplinary learning experience with peer institutions around the world.

Faculty members from GOA schools (including UPrep) develop and teach the courses, which emphasize contemporary topics, project-based learning, and frequent communication with the teacher. A key component of GOA is acquiring the modern competencies required of students in an increasingly complex, networked society.

While students complete most work independently, and GOA courses do not have full class meetings, students do collaborate in real time with classmates and meet with their teachers via video call.

Our partnership with GOA allows us to expand what we can offer to our students, encouraging new interests and feeding their passion for learning through the diversity possible in a global, online environment. This is not an added cost for the student (except during summer), and it must be taken as one of their six semester courses. Students cannot enroll in GOA on top of a full UPrep load of six courses. GOA courses do not count towards graduation requirements. A GOA class may not be taken in the semester preceding a Global Link trip. For example, if a student is going on a Global Link trip during the spring

intensive, they may not take a GOA course during second semester. See the GOA catalog at this link: <https://globalonlineacademy.org/media/publications/GOA-2024-2025-General-Course-Catalog.pdf>.

**Who should enroll in GOA courses?** Successful online learning requires a specific set of skills—skills that might not be exercised as often in a brick-and-mortar environment. It is recommended that students considering these courses be intrinsically motivated and able to effectively manage their own time. In a typical week, students commit five to seven hours to a GOA course and log in five to seven times to interact with their teacher and peers. GOA faculty members publish a calendar and coursework, ensuring that there are multiple touchpoints for students to show their learning and connect with others. While enrolled in GOA courses, students will develop six core competencies in practical, hands-on ways, including:

- Collaborate with people who don't share your location
- Communicate and empathize with people who have perspectives different from your own
- Curate and create content relevant to real-world issues
- Reflect on and take responsibility for your learning and that of others
- Organize your time and tasks to learn independently
- Leverage digital tools to support and show your learning

## Integrated Learning

Our goal at UPrep is for all students to grow to be independent learners who can advocate for themselves at school. In support of that goal, the Integrated Learning Office provides support to help students who learn differently meet the high expectations of our challenging academic program. The Integrated Learning staff work with families as they seek to understand their students' learning profiles, observe student learning in the classroom and intervene with instructional strategies, partner with teachers to practice those strategies, help students learn how to apply study skills, and provide drop-in support to students before and after school through the Integrated Learning Center.

## Course Descriptions

The full descriptions for all courses are listed below by their departments or programs.

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# Course Offerings

## COMPUTER SCIENCE AND TECHNOLOGY

At UPrep, students use technology as a tool for learning. Our curriculum is built for creativity, communication, and collaboration, while modeling how professionals use technology in their respective fields. Faculty work with academic specialists, developing students' technology skills in real-world ways.



## ROBOTICS PROGRAMMING

### *7th–8th grades*

A robot is a machine that can sense its environment, run programs to make decisions, and perform physical actions. In this course, students learn to program robots that navigate obstacle courses, draw pictures, play and dance to music, and even fly! Students also learn about robotics in the real world, go on a field trip to see an industrial robotics lab, and write a robot short story. This course does not require any prior experience with robotics or programming. *Intensive 1.*

## COMPUTER SCIENCE I: PYTHON

### *Middle and Upper School*

Students explore fundamentals of computer science and learn to write programs in Python, a language used by many scientists and software professionals. Individual and group projects include art, interactive quizzes, and games. Students build computational thinking, problem-solving, and collaboration skills, in addition to learning programming language features, including user input, text and graphical output, variables, control structures, functions, and lists. After this course, students will be well prepared for Computer Science II or an introductory college computer science course. No prior coding experience necessary. *Middle School: semester 2. Upper School: semester 1 or 2.*

## COMPUTER SCIENCE II: JAVA

### *Upper School*

Students build a solid understanding of computer science fundamentals and the software development process while learning to write programs in Java, a language used by many software professionals. Individual and group projects include budgets, fraction math, and pattern analysis. Students build object-oriented design, collaboration, and debugging skills while learning Java language features, including input and output, variables and data types, control structures, methods, and classes. After this course, students will be well prepared for Computer Science III or a college computer science course. *Prerequisite: Computer Science I or equivalent experience. Semester 1.*

## COMPUTER SCIENCE III: JAVA

### *Upper School*

Students explore additional topics in computer science, object-oriented design, and Java language features, including multidimensional arrays, ArrayLists, interfaces, inheritance and polymorphism, and recursion. Individual and group projects include cryptography, spreadsheets, and games. Students analyze standard searching and sorting algorithms, and gain deeper experience in the software development process, including unit testing. After this course, students will be prepared for Computer Science IV or a college computer science course focused on data structures and algorithms. *Prerequisite: Computer Science II or equivalent experience. Semester 2.*



## COMPUTER SCIENCE IV: ADVANCED TOPICS

### *Upper School*

Students explore topics that typically appear in college computer science courses and software job interviews, as well as researching and presenting topics of interest. Students learn to implement and apply standard data structures, including stacks, queues, heaps, sets, hash tables, trees, and graphs. Students learn to design and analyze algorithms, and explore standard algorithms, including disjoint set union, minimum spanning tree, and shortest path. Other topics may include discrete mathematics, logic circuits, finite automata, dynamic programming, and writing programs for popular puzzles like variant Sudoku and Rubik's cube. Most code examples will use the Java language, and students may choose to use other languages for some projects. *Prerequisite: Computer Science III or equivalent experience. Semester 2.*

## DATA SCIENCE AND ANALYTICS

### *Upper School*

This course empowers students to find, explore, transform, visualize, and interpret big data sets using some of the same programming tools used by professional data scientists. Students explore the use of data in public policy using public data sets and discuss issues of bias in data collection and analysis. Students analyze data to ask and answer questions about real-world topics, train and apply machine learning models, and query SQL databases. This course involves programming in the Python language; however, previous programming experience is not required. *Prerequisite: Introduction to Statistics or equivalent experience. Semester 1.*

## ENGLISH DEPARTMENT

Our Middle School English Program fosters the imagination of young writers while exposing them to traditional literary elements. Students engage with novels to learn and apply reading strategies that promote comprehension and analysis. The novels become increasingly complex through the grades. In writing, students build and hone skills with increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students practice the fundamentals of composition through pre-writing, drafting, revising, and publishing. The English Department encourages students to develop both self-awareness and personal style through the writing process.

Upper School English courses teach students to engage in critical and creative thinking, reading for meaning and inspiration, writing with passion and precision, and communicating with intention and authenticity. Our goal as a department is to create supportive spaces that invite risk-taking and thoughtful decision-making, allow students to deepen awareness of themselves and the world around them, and encourage them to develop and share their voice. Twelfth grade students must have to take two semesters of English, and the electives offered meet graduation requirements. English intensives taken during the senior year will not fulfill the English graduation requirements.



## ENGLISH 6

### **6th grade Required**

This course focuses on developing each student's active critical reading skills and analytical writing skills. Fiction, nonfiction, short stories, and poetry are read over the course of the year, and students consistently practice close, active reading and engage in thoughtful discussion that aims to get to the deeper meaning of a text. There is much emphasis on composing paragraphs that include a topic sentence that makes a claim, relevant supporting evidence, and a clear concluding sentence. Students write frequently and have many opportunities to demonstrate their thinking through writing. Additionally, there are opportunities to develop creative writing skills. Students may write poetry or short stories, or even write and draw their own comic strip. Texts may include *Feathers* (Jacqueline Woodson), *A Long Walk to Water* (Linda Sue Park), *The Circuit* (Francisco Jimenez), and *The Pearl* (John Steinbeck). *Yearlong*.

## DEEP SPACE SIX: SCIENCE FICTION, SCIENCE FACT

### **6th grade Required**

This course is a partnership between the 6th grade English and Science Departments to explore astronomy, the solar system, and methods of inquiry in a creative, artistic, and hands-on fashion. Through a variety of trips and projects, students explore outward from the moon to the solar system, and then to some of the anomalies and the history of the universe itself. Students read, analyze, and write science fiction using their own learning and projects for inspiration. Field trips include the University of Washington Planetarium, the Challenger Learning Center at the Museum of Flight, and the Museum of Pop Culture. *Intensive 2*.

## ENGLISH 7

### **7th grade Required**

This course exposes students to literature and cultures both local and global. Students are taught to think critically about the works they read and to note similarities between themselves and the characters within those works. In this way, the course encourages students to learn empathy and gain understanding of the characters and their experiences. The course helps students develop the fundamental skills of writing a formal, thesis-based essay through practice and feedback. Formal grammar study is also a part of the curriculum and is centered on the study of commas and sentence structure. Vocabulary study is developed from the texts encountered in the course. Assessments come in the form of individual and group projects, as well as formal paragraphs, essays, and creative writing assignments. The book list may include *Roll of Thunder, Hear My Cry* (Mildred D. Taylor), *A Long Walk to Water* (Linda Sue Park), *Hotel on the Corner of Bitter and Sweet* (Jamie Ford), *The Crossover* (Kwame Alexander), *The Old Man and the Sea* (Ernest Hemingway), and *The Giver* (Lois Lowry). *Yearlong*.

## ENGLISH 8

### *8th grade*

#### **Required**

In 8th grade English, students explore the concept of voice and the impact it has on the reader's experience. Through close reading, discussion, dramatic performance, and imitation, students unveil the subtleties that make a writer's voice distinctive. The primary learning goal is to help students express themselves clearly, both orally and in writing. Students read and write in a variety of genres, including expository essay, personal narrative, poetry, fiction, and podcasting. Class texts may include *The House on Mango Street* (Sandra Cisneros), *Outcasts United* (Warren St. John), *Nimona* (Noelle Stevenson), and *Lord of the Flies* (William Golding). A priority is placed on cultivating personal reading habits, and students also read an additional text through literature circles. Other materials shared in class include episodes of *This American Life*, assorted poems, a variety of short stories, *Grammar for Middle School: A Sentence Composing Approach* by Killgallon, and No Red Ink (a website for differentiated instruction in grammar). *Yearlong*.

## THE GRAPHIC NOVEL

### *7th–8th grade*

This course focuses on the conception, design, and production of a visual narrative piece. Students read examples of comics and graphic novels that bring together writing and visuals to tell their stories. Using these pieces as inspiration, students then develop their own characters and storylines, write and draw the piece, and produce an anthology series distributed at UPrep. *Intensive 1*.

## FOUNDATIONS IN COMPOSITION

### *9th grade*

#### **Required**

This course focuses on the examination and application of what makes writing effective, beginning with the foundations of all written work: ideas, organization, voice, sentence structure, word choice, and conventions. Through reading and responding to published mentor texts from a variety of authors, students identify intentional writers' moves and stylistic approaches they can apply to their own work. Working through the entire writing process—from generating ideas to drafting, gathering feedback, and revising—students craft short pieces in a variety of genres: process, description, narrative, analysis, creative, and persuasive. As we explore what makes writing compelling, we continue to build the skills at the heart of all English courses at UPrep: close reading, critical thinking, careful interpretation, creative expression, active listening, and effective communication. *Yearlong*.

## FOUNDATIONS IN LITERATURE

### *10th grade*

#### **Required**

This course focuses on reading and comprehension skills through a range of genres, including prose (fiction and nonfiction) and poetry. Students practice analyzing, interpreting, and synthesizing the literary themes and texts they encounter. Through this practice, students will continue to work on the skills English classes address each year: close reading, critical thinking, analytical interpretation, creative expression, effective writing, and skillful public speaking. *Semester 1*.



## HUMANITIES

**10th grade**

**Required**

English and history are combined into one single-block interdisciplinary humanities course that studies both world literature and history. This course continues the focus on identity and community that begins in the first semester of both the 10th grade Modern World History and Foundations in Literature courses. Students continue to develop critical reading, researching, and writing skills in the second semester of 10th grade Humanities.

During the intensive term, students take one of three different themed tracks, leading them to ultimately write a six- to eight-page *New Yorker*-style article based on the topic of their track. They immerse themselves in a research and writing process aligned with the overarching themes of the world history and literature curricula: promoting human rights and building an international community. How can we view each of these three topics from historical, literary, artistic, ethical, environmental, and global perspectives? Students apply the lessons they have learned from their history, English, and humanities courses from earlier in the year to focus on how these issues and topics are playing out locally and globally. *Semester 2 and intensive 2.*

## AMERICAN VOICES

**11th grade**

**Required**

Who or what constitutes “America” in a continually evolving literary landscape? Through classic and contemporary texts, students examine how the American past interacts with the present moment, inspect the concept of the American Dream, and explore tensions inherent in our society. Longer works such as novels and long-form nonfiction are paired with thematically related shorter pieces (poetry, short fiction, speeches, and essays) from a variety of voices and time periods. Students consider not only the structure, style, and themes of texts, but also the social, cultural, and historical issues surrounding various pieces, and respond to these pieces through discussion, creative projects, and a wide range of written assignments. *Yearlong.*

## LITERARY NONFICTION WRITING

**11th–12th grades**

“Tell all the truth but tell it slant,” wrote Emily Dickinson in her poem of the same name. In a world where truth is often questioned, what is the role of the author in nonfiction writing? In this class, we explore the world of “slant” truth—nonfiction with an angle, a purpose, or a larger message. We’re not recording truth but telling its story through utilizing many of the same techniques that fiction writers use in their prose. We practice facets of creative nonfiction, paying special attention to the genres of literary journalism, memoir, and personal essay, as we craft a portfolio of work to track our progress and ultimately feature a piece fit for publication. If you’re interested in growing your writing by marrying the artistry of fiction with the truth of your world, join us. *May be offered intensive 1.*

## CREATIVE WRITING: POETRY

### 11th–12th grades

What is a poem, and what does it do? How do poets see and write about the world differently from short-fiction writers or novelists? How do they make meaning through rhyme, meter, structure, and carefully selected words? How can we tell when a poem is complete, and how can we revise poetry when we know it's not quite finished? How do poets develop their own style? And what does it mean to read with a writer's eye? In this class, students attempt to answer these questions while engaging in a variety of reading and writing exercises and experimenting with a range of subjects, styles, and approaches. Emphasis is placed on student choice and the self-directed development of skills. As the main objective, students discover what they would like to say, broaden their awareness and understanding of the many tools in a poet's toolbox, and intentionally and effectively apply those tools to their own work. *May be offered intensive 2.*

## THE BIG NOVEL/THE BIG AUTHOR

### 12th grade

#### Elective

The Big Novel version of this course focuses on the in-depth study of big novels (generally 500 pages or longer). In addition to closely reading each novel, students explore the biographical background of the author, the historical context of the work, and reexamine the novel through a variety of critical and cultural lenses. In the Big Author version of this elective, students read multiple works by one author, and explore the author's body of work both thematically and stylistically. Much like walking through the retrospective of an artist's work in a museum, students will come to understand how each work influences and is in conversation with the others. Students will write analytical and creative essays from a variety of critical lenses in both versions of the class. Journal writing and discussion will be at the heart of every class. *May be offered in either semester 1 or semester 2.*

## THE CANON & ENGLISH LITERATURE

### 12th grade

#### Elective

The Canon elective course examines some of the most well-known and influential works from the Old, Middle, and Modern English periods, including Elizabethan, Neoclassical, and Romantic poetry, essays, plays, and novels. We will explore three essential questions: What is "the canon," and why does it matter? How can we approach and engage with these (and other) texts through various critical lenses? Where do we see the influence of canonical texts on literature, art, and culture, both historically and today? Past texts have included *Beowulf* (unknown author), *Canterbury Tales* (Geoffrey Chaucer), *Sir Gawain and the Green Knight* (Sir Arthur Conan Doyle), *Macbeth* (Shakespeare), *Hamlet* (Shakespeare), and *Frankenstein* (Mary Shelley). *May be offered in either semester 1 or semester 2.*

## CREATIVE WRITING: SHORT FICTION

**12th grade**

**Elective**

How do writers find subjects to write about? How do they hone their craft to effectively bring to life the ideas in their heads? How do they develop their own style? And what does it mean to read with a writer's eye? In this class, we engage in a variety of reading and writing exercises, exploring a range of voices, styles, modes, and genres. Weekly seminar discussions of published fiction provide opportunities to analyze how writing works and provide inspiration and strategies for students to apply in their own work. Emphasis is placed on student choice, individual goal setting, reading like a writer, and developing the skills to become disciplined lifelong learners of the craft. *May be offered in either semester 1 or semester 2.*

## LITERATURE OF IDENTITY: HYPHENATING AMERICA

**12th grade**

**Elective**

Who are we? What factors shape us into who we will become? To what degree can we choose the paths we take? In this course, we examine literature that represents the experience of people whose whole identity cannot be encompassed by the singular term "American." Through a novel, personal essays, poetry, and the context of history and societal expectations, we explore literature that highlights several groups of Americans—Native Americans, Southeast Asian Americans, and Hispanic Americans—as they, and we, navigate the hybrid identity of being or becoming "American." Join us in this discussion-based course to consider topics of immigration, ethnicity, gender, and religion, in the context of the question: what does it mean to construct a cultural identity in contemporary America? *May be offered in either semester 1 or semester 2.*

## MEDIEVALISM: AN ARTHURIAN LITERARY STUDY

**12th grade**

**Elective**

This literature course traces the stories of King Arthur, from his possible roots as an amalgamation of mythic kings; to the creation of chivalry, courtly love, and the concept of Camelot; and through the revival of these stories in the Victorian and early modern eras. We investigate how the original ideas and values of medieval literature influenced people, even as these ideas were reimagined by the creators of each period. By considering these works, we question: how does medievalism influence us today? Sources may include *The Mabinogion*, *The History of the Kings of Britain* (Geoffrey of Monmouth), *The Once and Future King* (T.H. White), and poems by Alfred, Lord Tennyson, in addition to peer-reviewed articles and visual art. *May be offered in either semester 1 or semester 2.*

## **DYSTOPIAN LITERATURE**

**12th grade**

**Elective**

This course focuses on reading and studying texts that are considered dystopian and function as critiques of our current historical moment. Students will write, discuss, and research the ways in which the dystopian genre functions as a comment on social and cultural trends, and how these critiques are connected to racism, gender discrimination, class polarization, and reliance on technology in our world today. In reading these narratives, students are asked to determine what they reveal about human nature and values, and how the dystopian genre works to address and define these values. *May be offered in either semester 1 or semester 2.*

## **STORIES OF MIGRATION**

**12th grade**

**Elective**

Through a wide range of texts—fiction, nonfiction, short stories, essays, poetry, film, and art—this course explores how traditional narratives about migration have shaped our understanding of what it means to be “from” a place, to call a place “home,” and to belong. We will reflect on the push and pull factors that drive individuals to migrate, and challenge established conceptions about what it means to be an immigrant. As we begin to face increasing levels of displacement due to climate change, we will ask ourselves these questions: How do we draw borders? What does it mean to be part of a community? What is our role in shaping the narratives about migrations today? *May be offered in either semester 1 or semester 2.*

## **SHAKESPEARE**

**12th grade**

**Elective**

Shakespeare is often considered the epitome of the traditional English canon. His writings are in many ways timeless, which is part of why his stories have endured for over 400 years. On the other hand, Shakespeare’s works have also been used to enforce the so-called superiority of Anglo-European literature and often problematic social norms of Elizabethan England. So, what was Shakespeare really about? The texts themselves often push boundaries, suggesting that audiences question class structures, gender roles, racial norms, and sexualities in Elizabethan England and beyond. How has the performance of Shakespeare’s plays throughout history told us as much about the societies performing them as about Shakespeare’s own thinking? The course will focus on bringing Shakespeare’s works to life. Students will have opportunities to interact with the text through performance and discussion, as well as creative, analytical, and process writing. *May be offered in either semester 1 or semester 2.*



## LITERATURE AND THE ENVIRONMENT

**11th–12th grades**

**Elective**

Many writers assert that one of the root causes of our myriad environmental crises is that we have lost an essential connection to “nature.” In the course we’ll examine what we mean by “nature” and what it is we may have lost. We’ll consider the ways that literature and media have expressed and shaped ideas about our relationship with the more-than-human world and how those ideas have evolved. We will begin with what is typically defined as the canon of environmental literature and the origins of the environmental movement in the United States—Western writers like Thoreau, Emerson, Muir, Leopold, Carson, Dillard, and McKibben. To these voices, we’ll foreground those of indigenous writers and philosophers who are grappling with the ways we might shift the dominant cultural narrative, like Kimmerer, Shiva, Quinn, and Norberg-Hodge. Through an examination of fiction, nonfiction, essays, poetry, film, music, and art, we’ll consider not only the stories we’ve told in the past that have shaped who we are today but imagine the literature we might write going forward in order to create a more sustainable future for all. *May be offered in either semester 1 or semester 2.*

## SCIENCE FICTION

**11th–12th grades**

**Elective**

In this course, students will explore the science fiction genre through a variety of lenses. As with every English class, the primary focus will be on discovering what makes good writing good writing. More specific to sci-fi, students will analyze the genre and its ability to reflect, critique, and influence the present day. Students will then use those observations to inform their own creative writing as they employ, adapt, and subvert the genre’s tropes and conventions to craft new, personally relevant stories. Above all, this class will require that student take ownership of their own understanding—of the material, of themselves, and of how those two elements intersect. *May be offered in either semester 1 or semester 2.*

## FINE ARTS DEPARTMENT

The UPrep Fine Arts Department fosters an environment that encourages students to think, learn, and create while challenging them to work toward excellence and self-understanding. We promote the development, expression, and evaluation of ideas and processes; the ability to produce, read, and interpret dramatic, musical, and visual symbols; and the assimilation of information needed to recognize and understand the artistic achievements of various societies.

Every UPrep student receives a balanced and comprehensive program of instruction in the arts. Students learn the basic techniques, terminology, and vocabulary of the major media by participating in experiences that develop and exercise aesthetic functions. Techniques, processes, and experiences form a foundation for thinking about the uniqueness of the individual, as well as an awareness of the relationships among the arts, the individual, and society.



## FINE ARTS ROTATIONS FOR 6TH GRADE: FOUR OPTIONS

### *6th grade*

#### **Required**

Sixth-grade students have four choices for classes in the Fine Arts Department:

- Arts Rotation 1: One semester of fine arts instruction and one semester of instrumental music instruction in Orchestra & Band I
- Arts Rotation 2: One semester of fine art instruction and one semester of music instruction in Vocal Music
- Orchestra & Band I: A full year of beginning instrumental music instruction
- Advanced music and drama classes: Students with prior musical or theatrical experience can audition for the advanced music and drama classes listed in the Program of Study

During the semester of fine arts instruction, sixth-grade students engage in three of the four UPrep fine arts disciplines: dance, drama, and visual arts. Dance includes basic movement and an introduction to the elements of dance through a variety of dance styles and techniques. Drama focuses on two basic elements of theatre: story and character. Students explore their inherent theatricality using improvisation, theatre games, storytelling exercises, and other tools. Visual art focuses on self-expression and exploration via the elements of line and color, exposing students to a variety of ideas, styles, media, and techniques.

## FINE ARTS REQUIREMENT IN 7TH AND 8TH GRADE

7th and 8th grade students are required to take a minimum of two semester-long courses in any of the fine arts disciplines over two years. Most of the Fine Arts electives for 7th and 8th grades cannot be repeated; exceptions that can be repeated are yearlong musical ensembles such as Orchestra and Band II, the Dramatic Play or Musical (not Stagecraft), Yearbook, and Journalism. The following courses are currently in the Fine Arts Department curriculum. Specific offerings vary from term to term.

### **DANCE**

#### ***7th–8th grade***

Students deepen technique, movement expression, and choreographic experience. This course includes a variety of dance styles, including modern, ballet, hip-hop, break dancing, salsa, swing, and more. Students practice skills in choreography and composition, working both individually and collaboratively with peers. Guest artists enrich the learning with special classes and performances. In addition, students may participate in performance events throughout the semester to share their creative work. Dance class is an opportunity for students to learn more about their own artistic voice and to build community and confidence through group collaboration. *Semester 2.*

## **THEATRE BASICS**

### ***7th–8th grade***

This introductory course aims to provide students with a foundational understanding of the fundamental elements and techniques involved in theatrical performance and production. Through a combination of theoretical study and practical application, students will explore various aspects of theatre, including acting, stagecraft, script analysis, and theatrical history. By the end of the course, students will have gained a comprehensive understanding of the basic principles of theatre, developed their creative and critical thinking skills, and cultivated a deeper appreciation for the art of dramatic expression. Participation in this class provides a solid foundation for students to enter our performance-based Play Production and Stagecraft courses. *Semester 1.*

## **INTRO TO ACTING**

### ***7th–8th grade***

This course is designed to introduce Middle School students to the fundamentals of acting through a variety of engaging activities and exercises. Whether you dream of performing on stage or just want to build confidence and communication skills, this class will provide a supportive and creative environment for you to explore the art of acting. Students will learn essential acting techniques such as improvisation, characterization, voice projection, stage presence, and script analysis. Through fun games, scene work, and group activities, students will develop their creativity, imagination, and ability to express themselves both verbally and physically. This course will also explore the importance of teamwork and collaboration in acting, as students will work together to create scenes and performances. Additionally, students will have the opportunity to explore various genres of acting, including comedy, drama, and even elements of physical theatre. By the end of the course, students will have gained a foundational understanding of acting principles and techniques, as well as improved confidence in their ability to perform in front of others, and students will be ready to join one of our Play Production courses. *Semester 2.*

## **PLAY PRODUCTION: DRAMATIC PLAY**

### ***7th–8th grade***

This class offers students the experience of the rehearsal and performance process. From basic acting technique through performance and critique, students experience the full range of the actor's process. The class will include one nonperforming student who serves as the stage manager for the production, assisting the director throughout the semester. This student should have prior experience with stagecraft. Rehearsal and performance requirements: two to three weeks before performance, afterschool or evening rehearsals are required. Students who enroll in this class may not participate in afterschool sports. *Semester 1.*

## **STAGECRAFT: DRAMATIC PLAY**

### ***7th–8th grade***

Working in conjunction with the Play Production class, Stagecraft students study the technical aspects of theatre, including the design and production of scenery, lighting, sound, properties, costumes, and publicity. During the semester, students research, design, and construct all elements of the set. Students serve as the stage crew during tech rehearsals and performances, providing production support, technical direction, and stage management. Rehearsal and performance requirements: six after-school and/or evening rehearsals and performances. *Semester 1.*



## PLAY PRODUCTION: MUSICAL

### *7th–8th grade*

This course is designed to develop an understanding of the theatrical production process from the first reading of a script to postproduction critique. Students participate in auditions, research, rehearsal, and performance, and work with the Stagecraft class to produce the Middle and School musical. The class will include one nonperforming student who serves as the stage manager for the production, assisting the director throughout the semester. This student should have prior experience with stagecraft. Rehearsal and performance requirements: seven mandatory after-school and/or evening rehearsals and performances. *Semester 2.*

## STAGECRAFT: MUSICAL

### *7th–8th grade*

Working in conjunction with the Play Production class, Stagecraft students study the technical aspects of theatre, including the design and production of scenery, lighting, sound, properties, costumes, and publicity. During the semester, students research, design, and construct all elements of the set. Students serve as the stage crew during tech rehearsals and performances, providing production support, technical direction, and stage management. Rehearsal and performance requirements: seven mandatory after-school and/or evening rehearsals and performances. *Semester 2.*

## ORCHESTRA AND BAND II

### *7th–8th grade*

This class is intended for advanced beginner- to intermediate-level instrumentalists seeking to advance their technique and musicianship. We will build fundamentals, working on ensemble playing, practice techniques, basic theory, and listening skills in order to prepare and present a performance. The course is designed to prepare students for participation in the jazz and/or orchestral performance groups. An audition is required for first-time participants for Orchestra and Band II. *Yearlong.*

## MIDDLE SCHOOL ORCHESTRA

### *7th–8th grade*

The Middle School Orchestra is UPrep’s advanced Middle School performing ensemble. We compete in regional adjudications and travel to one overnight destination each year. This ensemble is open to all orchestral instruments, including saxophone, and requires an audition or teacher signature for enrollment. An audition is required for Middle School Orchestra. *Yearlong.*

## INTERMEDIATE JAZZ ENSEMBLE

### *7th–8th grades*

Intermediate Jazz Ensemble is UPrep’s entry-level jazz instrumental group. This class is designed for intermediate-level instrumentalists who are familiar with note reading and rhythms. The focus of this class is on building skills playing in a group setting, basic improvisation, jazz articulations, and preparation for the Advanced Jazz Ensemble class. We will participate in two jazz festivals each year and perform at least twice a year at a Seattle-area jazz club. This class is open to students who play saxophone, trumpet, trombone, piano, bass, drums, and guitar. Other instruments considered on a case-by-case basis. Performance requirements: two to three evening concerts and open houses, as well as weekend performance trips. *Yearlong.*

## ADVANCED JAZZ ENSEMBLE

### *8th grade*

This is UPrep's advanced jazz instrumental performing group. We participate in three or four regional jazz festivals and perform twice a year at a Seattle-area jazz club. Because of our performance exposure, the commitment level and expectations for student preparedness are high. This class is open to students who play saxophone, trumpet, trombone, piano, bass, drums, and guitar. Entry into the class is by audition and/or teacher signature. Other instruments are considered on a case-by-case basis, but no one has ever been turned away! Performance requirements: two to three evening concerts and open houses, as well as weekend performance trips. *Yearlong.*

## VOCAL MUSIC

### *7th–8th grade*

This class is for students who are interested in gaining experience in a group vocal setting. Over the course of the semester, we focus on vocal technique, sight-reading, group singing skills, and performance. We explore a wide variety of styles and genres, reflect on the role that music has played in our lives, and deepen our understanding of what singing is all about. This class is for students of all experience levels and backgrounds. Performance requirements: Music Day and Fall Concert. *Semester 1.*

## ART FOUNDATIONS

### *7th–8th grade*

This course is a journey through the basics of art making. Students will explore self-expression while learning fundamental techniques for drawing, painting, and sculpture. Projects may include line drawing, value drawing, observational painting, abstract painting, papier-mâché, and student-guided works. Students will also spend time broadening and questioning their understanding of art, while creating a space that allows for experimentation and collaboration. *Semester 1.*

## PHOTOGRAPHY

### *7th–8th grade*

This course is an introduction to photography in which students explore the basics of traditional black-and-white photography and transition into digital. Students learn basic camera functions for film and digital cameras, exposure, lighting, composition, darkroom usage, and film development. Through weekly assignments, themes, and portfolios, students develop observational skills, improve critical and creative thinking, and learn a variety of photographic applications. *Semester 1 or 2.*

## WORLD ART

### *7th–8th grade*

Students will create a portfolio of original artwork based on techniques from diverse locations around the world. They will learn about global culture while gaining a wide variety of art skills and exploring the ways in which they can express their own experiences, memories, and stories through art. Projects may include mask making, suminagashi, ink wash painting, retablo, ex-voto, aboriginal dot painting, worry dolls, sand art, etc. The course emphasizes both the artistic techniques and the cultural significance of each project as it relates to students' own lives and cultures. *Semester 2.*

## CERAMIC ARTS

### *7th–8th grade*

Ceramics is a very tactile, hands-on course in which students will be working with clay and glazes. Students use basic hand-building techniques to create sculptural and functional works of pottery. Students also learn alternative firing methods such as sawdust firing, charcoal grills, and saggar firing, as well as help build the kilns needed to complete these firings. Topics include the origins of ancient firing and building methods used by European, Asian, Native American, and other Indigenous cultures. Students will also examine how contemporary artists incorporate such methods in their art. Be ready to get a little dirty, experiment, and be creative. *Intensive 1.*

## YEARBOOK

### *7th–8th grade*

This course is designed to teach students the skills necessary to create UPrep's yearbook, *Showcase*. Students are responsible for documenting the school year, with an emphasis on visual presentation. The course covers photography, layout/graphic design, and journalistic writing. Students gain experience with Adobe Creative Cloud. This class requires work outside of school hours. Students may take the course more than once and advance to more responsible positions on staff each year. *Semester 1.*

## MIDDLE SCHOOL JOURNALISM

### *7th–8th grade*

This course is designed to teach students the skills necessary to create UPrep's Middle School newspaper, *Puma Prints*, and maintain an online news presence, UPrepMedia.com. Students are responsible for photos, stories, and design. The course covers journalistic writing, photography, layout/graphic design, online publishing resources, current events, and media literacy. Students gain experience with Adobe Creative Cloud software and WordPress. This class requires work outside of school hours. Students may take the course more than once and advance to more responsible positions on staff each year. *Intensive 1 or semester 2.*

## THE GRAPHIC NOVEL

### *7th–8th grade*

This course focuses on the conception, design, and production of a visual narrative piece. Students read examples of comics and graphic novels that bring together writing and visuals to tell their stories. Using these pieces as inspiration, students then develop their own characters and storylines, write, and draw the piece, and produce an anthology series distributed at UPrep. *Intensive 1.*

## WINTER STOCK

### *8th–12th grade*

The goal and focus of Winter Stock is to enhance theatre students' ability to think creatively and engage in multiple levels of learning through an all-inclusive theatrical experience. Like young summer stock actors and theatre techs, our students develop an understanding of the artistic process and build a working, unified company while creating a fully produced play or plays in a short period of time. Students gain an understanding of their own learning process as they integrate elements of playmaking: sound, lighting, set design, set construction, acting, and performance. *Intensive 1.*

## YES AND ... IMPROV

### *7th–8th grade*

“Yes And ...” develops confidence, flexibility, adventurousness, and performance skills through the medium and playfulness of improv theatre. The ability to improvise—working with what you have, responding to changing circumstances, and going with the flow—is a skill that is as applicable to daily life as it is to theatre. This class uses two classic forms of improvisation—games and long-form—to explore character development, build the ability to think quickly and respond readily to prompts, and learn to tell a story in an improvisatory way. In these ways, the course prepares students for experiences in which quick thinking, comfort, and ease in presentation are required. The final performance is a low-key, lightly produced event presented during the class period. *Intensive 1.*

## CHOREOGRAPHY

### *7th–12th grades*

Students dive into the art of choreography and the experience of building and performing dances. Students explore a variety of choreographic exercises, improvisational scores, and creative work in the studio to build their understanding of composition and the creative process. During visits with professional dancers and choreographers, on field trips to see professional performance, and through in-class assignments and presentations of their own work, students deepen their understanding of dance and choreography. A variety of documentaries highlight current choreographers and their work. In-class lessons approach dancemaking from a variety of methods. During the course, students create their own choreography, set their movement on peers, dance in the work of their classmates, and experience having choreography set on them by others, including professional artists. Students perform a selection of dances in a showcase, sharing their creative work in a final performance for the UPrep community. *Intensive 1.*

## UPPER SCHOOL FINE ARTS REQUIREMENT

During Upper School, students must take one class from at least two of the four disciplines and a total of four classes. Most Fine Arts classes may be repeated for credit; the exceptions are Photography I and Graphic Design. The following courses are currently in the Fine Arts Department curriculum. Specific offerings vary from term to term.

## DANCE

### DANCE

#### *Upper School*

This class gives students a language in movement and increases their knowledge of the basic elements of dance. Styles may include modern dance, basic ballet, break dancing, hip-hop, salsa, swing dance, and more. Class assignments involve concepts for creative expression, movement ideas, choreography, and development of a personal aesthetic. Watching videos and attending professional performances helps students develop observational skills and exposes students to the broad spectrum of dance as a cultural medium. Dance can be taken for either Fine Arts or PE credit. Students must notify the registrar of what type of credit they choose before class begins; credit selection cannot be changed after the add/drop period ends. *Semester 1.*



## CHOREOGRAPHY

### *7th–12th grade*

Students dive into the art of choreography and the experience of building and performing dances. Students explore a variety of choreographic exercises, improvisational scores, and creative work in the studio to build their understanding of composition and the creative process. During visits with professional dancers and choreographers, on field trips to see professional performance, and through in-class assignments and presentations of their own work, students deepen their understanding of dance and choreography. A variety of documentaries highlight current choreographers and their work. In-class lessons approach dance-making from a variety of methods. During the course, students create their own choreography, set their movement on peers, dance in the work of their classmates, and experience having choreography set on them by others, including professional artists. Students perform a selection of dances in a showcase, sharing their creative work in a final performance for the UPrep community. *Intensive 1.*

## DRAMA

### PLAY PRODUCTION: DRAMATIC PLAY

#### *Upper School*

This class offers students the experience of the rehearsal and performance process. From basic acting technique through performance and critique, students experience the full range of the actor's process. The class will include one nonperforming student who serves as the stage manager for the production, assisting the director throughout the semester. This student should have prior experience with stagecraft. Rehearsal and performance requirements: four weeks before performance, afterschool or evening rehearsals are required. Students who enroll in this class may not participate in afterschool sports. *Semester 2.*

### PLAY PRODUCTION: MUSICAL

#### *Upper School*

This class offers students the experience of the rehearsal and performance process. From basic acting technique through performance and critique, students experience the full range of the actor's process. The class will include one nonperforming student who serves as the stage manager for the production, assisting the director throughout the semester. This student should have prior experience with stagecraft. Rehearsal and performance requirements: four weeks before performance, after-school or evening rehearsals are required. Students who enroll in this class may not participate in afterschool sports. *Semester 1.*

### STAGECRAFT: DRAMATIC PLAY

#### *Upper School*

Working in conjunction with the Play Production class, Stagecraft students study the technical aspects of theatre, including the design and production of scenery, lighting, sound, properties, costumes, and publicity. During the semester, students research, design, and construct all elements of the set. Students serve as the stage crew during tech rehearsals and performances, providing production support, technical direction, and stage management. Rehearsal and performance requirements: students are required to attend all technical and dress rehearsals scheduled during the afternoons and evenings of the week prior to opening, as well as all performances. *Semester 2.*

## STAGECRAFT: MUSICAL

### *Upper School*

Working in conjunction with the Play Production class, Stagecraft students study the technical aspects of theatre, including the design and production of scenery, lighting, sound, properties, costumes, and publicity. During the semester, students research, design, and construct all elements of the set. Students serve as the stage crew during tech rehearsals and performances, providing production support, technical direction, and stage management. Rehearsals and performance requirements: Stagecraft students are required to attend all technical and dress rehearsals scheduled during the afternoons and evenings of the week prior to the show's opening, as well as all performances. *Semester 1.*

## ACTING I

### *Upper School*

Acting 1 is an introductory course designed to provide students with a foundational understanding of acting techniques, theory, and performance skills. This course aims to foster creativity, self-expression, and confidence in students through the exploration of various acting exercises, improvisation, scene work, and character development. Students will engage in a variety of activities, projects, and theatre games aimed at developing their acting abilities and understanding of the theatrical arts. This will be a great way to prepare for our Play Production classes. *Semester 2.*

## THEATRE BASICS

### *Upper School*

This introductory course in theatre aims to provide students with an understanding of the fundamental elements and techniques involved in theatrical performance and production. Through a combination of theoretical study and practical application, students will engage in hands-on activities designed to develop their skills and confidence in acting, stagecraft, script analysis, and theatrical history. By the end of the course, students will have gained a comprehensive understanding of the basic principles of theatre, developed their creative and critical thinking skills, and cultivated a deeper appreciation for the art of dramatic expression. Participation in this class provides a solid foundation for students to enter our performance-based theater classes. *Intensive 2.*

## WINTER STOCK

### *8th–12th grade*

The goal and focus of Winter Stock is to enhance theatre students' ability to think creatively and engage in multiple levels of learning through an all-inclusive theatrical experience. Like young summer stock actors and theatre techs, our students develop an understanding of the artistic process and build a working, unified company while creating a fully produced play in a short period of time. Students gain an understanding of their own learning process as they integrate elements of playmaking: sound, lighting, set design, set construction, acting, and performance. *Intensive 1.*

# MUSIC

## ORCHESTRA AND BAND II

### *7th–10th grade*

This class is intended for intermediate-level instrumentalists seeking to advance their technique and musicianship. We will build fundamentals, working on ensemble playing, practice techniques, basic theory, and listening skills in order to prepare and present a performance. The course prepares students for participation in the jazz and/or orchestral performance groups. *Yearlong.*

## CHAMBER ORCHESTRA

### *Upper School*

Chamber Orchestra is open to all orchestral instruments. We play a wide range of repertoire, from the large orchestral works of Mozart and Stravinsky and the small chamber works of Reicha, Schubert, and Shostakovich to popular film scores and contemporary pop and rock tunes. It is not uncommon for us to compose or arrange pieces for performance as we sharpen music theory skills. Whenever possible, we engage in student-led rehearsal and performance to encourage dialogue, increase our reliance on one another, and promote our general musicianship.

Each year, students attend the Regional Solo and Ensemble competition and perform at either the Western Washington University Orchestra Festival in Bellingham, the Central Washington Orchestra Festival in Ellensburg, or the Northwest Orchestra Festival in Gresham, Oregon. Because of the performance exposure, students are expected to commit to individual preparation and to the full-year enrollment requirement for the course. If you are new to the school or have not taken Orchestra and Band 2, please contact Mr. Lewis for a consultation before enrolling. Auditions are required for new enrollees. Rehearsal and performance requirements: two to three evening concerts and open houses, as well as weekend performance trips.

*Yearlong.*

## INTERMEDIATE JAZZ ENSEMBLE

### *7th–12th grade*

Intermediate Jazz Ensemble is UPrep's entry-level jazz instrumental group. This class is designed for intermediate-level instrumentalists who are familiar with note reading and rhythms. The focus of this class is on building skills playing in a group setting, basic improvisation, jazz articulations, and preparation for the advanced jazz ensemble. We will participate in two jazz festivals each year and perform at least twice a year at a Seattle-area jazz club. This class is open to students who play saxophone, trumpet, trombone, piano, bass, drums, and guitar. Other instruments considered on a case-by-case basis. Performance requirements: two to three evening concerts and open houses, as well as weekend performance trips.

*Yearlong.*

## ADVANCED JAZZ ENSEMBLE

### *7th–12th grade*

This is UPrep’s advanced jazz instrumental performing group. We participate in three or four regional jazz festivals and perform twice a year at a Seattle-area jazz club. Because of our performance exposure, the commitment level and expectations for student preparedness are high. This class is open to students who play saxophone, trumpet, trombone, piano, bass, drums, and guitar. Other instruments are considered on a case-by-case basis, but no one has ever been turned away! Auditions are required for new enrollees. Performance requirements: two to three evening concerts and open houses, as well as weekend performance trips. *Yearlong.*

## VOCAL MUSIC

### *Upper School*

This class is for students who are interested in gaining experience in a vocal group setting. Over the course of the semester, we focus on vocal technique, sight-reading, group singing skills, and performance. We explore a wide variety of styles and genres, reflect on the role that music has played in our own lives, and deepen our understanding of what singing is all about. This class is for students of all experience levels and backgrounds. Performance requirements: Music Day and Spring Concert. *Semester 2.*

## ELECTRONIC MUSIC

### *Upper School*

If you want to make music using your computer, this class is for you! We will learn about how songs are composed, structured, recorded, and produced. We will then use Ableton Live to create everything from beats to full-on symphonies—whatever you desire! Along the way we’ll listen to tons of great music, visit a professional recording studio, and welcome a variety of guest artists, such as musicians, DJs, engineers, producers, etc. This class is designed for both musicians and non-musicians and is a great choice whether you play an instrument or not. You gain the skills and knowledge to produce your own work now and for years to come. *Intensive 2.*

## MARIMBA BAND

### *Upper School*

Marimba Band provides students with a deep-dive marimba ensemble experience. During the course, students learn to play the instrument and explore how to be a contributing member of a music ensemble. Along with daily practice sessions, students learn about building, tuning, and maintaining the instruments, as well as their development, cultural history, and deep connections to the Pacific Northwest. Students also use the experience of learning marimba to examine their own culture and musical heritage. *Intensive 1.*



## VISUAL ARTS

### CERAMICS

#### *Upper School*

Ceramics is a very tactile, hands-on course in which students will be working with clay and glazes. Students use basic hand-building techniques to create sculptural and functional works of pottery. Students also learn alternative firing methods such as sawdust firing, charcoal grills, and saggar firing, as well as help build the kilns needed to complete these firings. Topics include the origins of ancient firing and building methods used by European, Asian, Native American, and other Indigenous cultures. Students will also examine how contemporary artists incorporate such methods in their art. Be ready to get a little dirty, experiment, and be creative. *Semester 1.*

### GRAPHIC DESIGN

#### *Upper School*

Graphic Design teaches students visual communication skills through illustration, photography, layout, and typography, focusing on projects such as posters, logo design, book and magazine covers, and signage. Students take each project from idea to concrete expression, guided by principles of composition, hierarchy, contrast and consistency, color, texture, and shape. The course will include basic instruction on how to work with software commonly used in professional graphic design (the Adobe Creative Suite), but digital tools are simply one means to the end of creative expression and are not the sole focus of the class. Students will also complete projects using traditional hand techniques. *Semester 2.*

### PHOTOGRAPHY I

#### *Upper School*

This course is an introduction to photography in which students explore the basics of digital photography and gain knowledge of traditional black-and-white photography. Students learn basic camera functions for film and digital cameras, exposure, lighting, composition, darkroom usage, and film development. Through weekly assignments, themes, and portfolios, students develop observational skills, improve critical and creative thinking, and learn a variety of photographic applications. This course covers different material than Middle School Photography. Enrollment is limited to 14 students. *Semester 1 or 2.*

### PHOTOGRAPHY II

#### *Upper School*

Photography II is for students who want to further develop their darkroom (black-and-white) photography skills and learn color photography. Students work with film cameras and digital imaging software such as Photoshop, while also exploring advanced printing and technical skills. Each student completes a self-directed semester project that examines subject matter of personal interest. Critical and technical information is introduced to correspond with the students' needs as they advance through the course. Enrollment is limited to 14 students. *Prerequisite: Photography I. Semester 2 or intensive 2.*

## **VISUAL ART I: ART OF CRAFT**

### ***Upper School***

In this course, students learn a variety of craft histories and techniques to create works of art. Students examine the history of craft practices and evaluate traditional and contemporary craft techniques with the expectation of applying this knowledge to their own creative practice. Linkages between historical craft origins and how these crafts are viewed/used in contemporary art serve as a central focus of the course. Students develop an understanding of and appreciation for hand craftsmanship. Within each project, students consider the historical context of techniques, aesthetic attributes, and contemporary applications as they create. Crafts explored may include textile arts, paper crafts, jewelry, weaving, knitting, crochet, sewing, and lamping. Students use tools to create works of art, not potholders! *Semester 2.*

## **VISUAL ART I: INTRO TO STUDIO**

### ***Upper School***

Visual Art I is a foundational course that integrates painting, drawing, and basic sculpture as a means of developing skills, introducing techniques, and teaching art elements and design principles. This course provides students with the opportunity to see how these disciplines can genuinely be integrated into basic art practice. Basic art history and criticism are also part of the course. *Semester 1 or 2.*

## **VISUAL ART II: MIXED MEDIA**

### ***Upper School***

The term “mixed media” is commonly used to define works of art that combine media such as photography, printmaking, painting, drawing, collage, and sculpture. Students will have an opportunity to express themselves by assembling unique materials into collages and other two- and three-dimensional projects. This class will emphasize creative processes and experimentation as means of creating visual work. *Prerequisite: Visual Art I. Semester 1.*

## **VISUAL ART II: SCULPTURE**

### ***Upper School***

This course examines sculpture, kinetic art, assemblage, carving, and other forms of three-dimensional art. Through projects that stress problem-solving and experimentation, students explore form, space, line, shape, composition, mass, scale, and proportion. Projects may include, but are not limited to, clay, paper construction, assemblage, wood working, casting and reduction sculptures. *Prerequisite: Visual Art I. Semester 2.*

## **VISUAL ART II: INTERMEDIATE STUDIO**

### ***Upper School***

Visual Art II and III/IV provide students with the visual language of artistic representation and abstraction. In this course, emphasis is placed on observational drawing and painting, methods, and entry points for abstraction, and approaches to mixing media effectively. Students explore improvisation, collage, appropriation, and other methods of image creation. The second quarter of the class is primarily devoted to individual work around a central theme, during which students write artist statements, manifestos on the central theme, and comments on works in progress via blogs and Schoology. *Prerequisite: Visual Art I. Semester 2.*

## **VISUAL ART III/IV: ADVANCED STUDIO**

### ***Upper School***

Visual Art III/IV pushes students much closer to ideation, research, and experimentation as processes integrated with artistic expression and creation. In this class, students are challenged to take greater risks—and work through inevitable failures—as a process for creativity. Problem-solving is fundamental to the course, as artistic challenges are both presented by the instructor and self-generated. Contemporary art is used extensively as a vehicle and a model for moving beyond traditional representation. The course culminates in a body of finished work created around a central theme. *Prerequisite: Visual Art II or Photography II. Students may also enter the course after having taken at least two of the Visual Art I courses. Semester 2.*

## **YEARBOOK**

### ***Upper School***

This course is designed to teach students the skills necessary to create UPrep’s yearbook, *Showcase*. Students are responsible for documenting the school year, with an emphasis on visual presentation. The course covers photography, layout/graphic design, and journalistic writing. Students gain experience with Adobe Creative Cloud. This class requires work outside of school hours. Students are encouraged to take the course for the full year. Students may take the course more than once and advance to more responsible positions on staff each year. *Semester 1 and/or semester 2.*

## **UPPER SCHOOL JOURNALISM**

### ***Upper School***

This course is designed to teach students the skills necessary to create UPrep’s upper school newspaper, *The Puma Press*, and maintain an online news presence, UPrepMedia.com. Students are responsible for photos, stories, design, and marketing. They write news stories, feature stories, and opinion pieces. The course covers journalistic writing, photography, layout/graphic design, online publishing resources, advertising sales, current events, and media literacy. Students gain experience with Adobe Creative Cloud software and WordPress. This class requires work outside of school hours. As students advance each year, they develop more journalism and leadership skills and fill more responsible positions on the newspaper staff. Lead photographers or graphic designers may receive Fine Arts credit for this course with prior instructor approval. *Yearlong.*

## **ART HISTORY AND STUDIO PRACTICE**

### ***Upper School***

Students dive deeply into different topics and methods that have defined art movements over the ages. Through field trips, studio visits, and in-class presentations, students explore a variety of media and methods that they then employ in hands-on projects. Classical and contemporary art in the Western tradition, as well as the multitude of cultures that helped shape Western art, provide students with a window on not just historical context, but also on how and why the art was made, allowing them to hone their skills in visual literacy (their ability to “read” images). By the end of the course, students complete several sketches, drawings, paintings, and other projects that reflect and allude to the movements studied in class. Activities may include master copies, still life, collage, abstract painting, and others. May be taken for Fine Arts or History credit. *Intensive 1.*

## VIDEO JOURNALISM

### *Upper School*

This course is designed to teach students the skills necessary for telling journalistic stories using video and audio. Students will scour the Seattle area for stories about events, people, and issues of interest to the UPrep community. In addition to shooting and reporting their stories, students will anchor and produce a newscast to showcase their work. Completed videos will also be posted online. *Intensive 2.*

## FILM PHOTOGRAPHY

### *Upper School*

Students take a deep dive into the world of film and darkroom photography as an extension of their photographic tool kit. Students learn how to load a film camera, shoot their photos with proper exposure, develop film, and print a high-quality photo in the darkroom. The class takes field trips to shoot photos in diverse locations around the Seattle area. For their final project, students choose a theme or topic and print a five- to 10-image portfolio complete with an artist statement to present to the class. *Intensive 1.*

## PAINTING

### *Upper School*

Painting is an artistic discipline that asks the artist for time, focus, and a love of exploring possibilities. This course is designed for beginners as well as those who have experience in the practice. Through a variety of challenges, students explore brushwork, color mixing, tonal variations, texture, and paint additives. Activities may include still life, portraiture, abstraction, landscape, and student-directed work. The class also visits local museums and artist studios, watches short films, and explores the work of exemplary artists for creative inspiration. *This course may be combined with Visual Art I, II, or III to create a full year. Intensive 1.*



## HISTORY DEPARTMENT

The Middle School History Program introduces students to problem solving, research, and critical thinking skills, as well as map reading, statistics, and graph and chart interpretation. Students distinguish between primary and secondary sources and assess them by a variety of methods. They also develop time management skills and effective study methods and learn the proper form for research papers. The primary focus of 6th grade is the United States and its place in the world. In 7th grade, students take a deep dive into U.S. government and Washington state history. In 8th grade, students explore the development of belief systems and ethics by looking at world religions in the past and present.

Upper School history students master a wide variety of skills, such as recognizing, analyzing, and critiquing trends, patterns, and causal relationships in history. By reading both primary and secondary sources, students begin to recognize bias and disparity. Students are taught skills necessary to produce term or position papers. Techniques for debate, oral reporting, and group discussions are also emphasized. The course sequence includes World History in 9th and 10th grades, U.S. History in 11th grade, and a semester of Civics in either 11th or 12th grade. The department also offers a range of elective courses for students to pursue their interests beyond required topics.



## AMERICA'S PLACE IN THE WORLD

**6th grade**

**Required**

In this course, students explore the geography of the United States, consider ways in which regional conflicts affected the nation's growth and development, and examine its emergence as a global power. Projects, discussions/debates, primary source analyses, and various writing assignments aim to improve students' geographical literacy, critical thinking, writing, and research skills. Thoughtful consideration of both the United States' domestic history and its role within the global community encourages students to become more responsible and informed citizens of the world. *Yearlong.*

## AMERICAN GOVERNMENT

**7th grade**

**Required**

This course aims to prepare students to be informed and engaged participants in American democracy. Students explore the foundational documents and principles on which the United States was established, examine the structure and operation of government, and identify the rights, duties, and responsibilities of citizens. A core purpose of the course is to preserve and strengthen democracy by equipping students with the knowledge and skills to participate effectively in civic life. *Semester 1 or semester 2.*

## WASHINGTON STATE HISTORY

**7th grade**

**Required**

This three-week intensive course brings together classroom learning with experiential education. The first week of the intensive combines Pacific Northwest-focused classroom experiences with local field trips. During week two, students go on three-day, two-night excursions to different parts of Washington state. During the final week of the intensive, students participate in a project-based learning project, answering a self-created research question related to one or more of the experiences from their excursion. Students conduct research, create annotated bibliographies, write scripts, and present a visual presentation of their research to peers and faculty. *Intensive 2.*

## ANCIENT TRADITIONS

**8th grade**

**Required**

This course focuses on the religious and ethical traditions of ancient and pre-industrial cultures around the world. Our goals are for students to understand the key concepts and values that underlie these traditions and to consider the importance of religious and ethical thinking to the human experience. We examine the continued influence of these traditions on the modern world and, where possible, meet practitioners of contemporary forms of these traditions. We consider Mesopotamia and Egypt, Classical Antiquity, the Abrahamic Traditions (Judaism, Christianity, and Islam), as well as West African and East and South Asian traditions. Students also work on note-taking skills and the management, synthesis, and application of information, including practice with evidenced-based analytical writing. *Yearlong.*

## MIDDLE SCHOOL ECONOMICS

*7th–8th grade*

*Elective*

George Stigler, Nobel Laureate in economics, once wrote: “The public has chosen to speak and vote on economic problems, so the only open question is how intelligently it speaks and votes.” Middle School Economics is designed to assist students in developing economic knowledge, an essential task in a democratic society like ours that depends so much on an informed populace. This course focuses on how basic economic decisions are made in the United States and provides a foundation for students to build upon later in Upper School Macroeconomics and Microeconomics. Students who choose to take this course will be better able to understand the perspectives of the producer and the consumer, and to understand the government’s role throughout the process. *Semester 1.*

## EARLY WORLD HISTORY

*9th grade*

*Required*

What happens when peoples with different cultural traditions, different values, and from vastly different regions of the world come into contact with one another? When our globe becomes increasingly connected, what new opportunities and challenges are presented? Is progress a zero-sum game? Using case studies from the 1400s to the 1700s, Early World History examines the ongoing development of cultural traditions with an exploration of key cross-cultural encounters that shaped the course of world history and still affect us today. Students critically examine primary and secondary sources with an eye to seeing issues from multiple perspectives. A variety of research, writing, and public speaking assignments allow students to hone their historical understanding and refine their modes of expression. *Yearlong.*

## MODERN WORLD HISTORY

*10th grade*

*Required*

This course explores global history from the 1700s to the 1940s through a variety of perspectives, including race, class, gender, nation, and community. Our two main themes are the fight for human rights and the building of an international community. After studying the Atlantic Revolutions, the Industrial Revolution, and the Age of Imperialism, students end the semester exploring the two world wars and the Holocaust. To understand different viewpoints, we watch movies, read memoirs, examine art, and engage in formal debates and role-plays. Students practice many skills, including writing, close reading, note-taking, public speaking, and collaboration. *Semester 1.*

## HUMANITIES

**10th grade**

**Required**

English and History are combined into one single-block interdisciplinary humanities course to study both world literature and history. This continues the focus on identity and community that began in the first semester of the 10th grade Modern World History and Foundations in Literature courses. Students continue to develop critical reading, researching, and writing skills in the second semester of 10th grade Humanities.

During the intensive term, students choose one of three different tracks and conduct site visits to global organizations based in the Seattle community in order to write a six- to eight-page research paper. They immerse themselves in a research and writing process aligned with the overarching themes of the world history and literature curricula: promoting human rights and building an international community. How can we view each of these three tracks from historical, literary, artistic, ethical, environmental, and global perspectives? Students apply the lessons they have learned from previous history, English, and humanities courses to focus on how these historical issues and topics are playing out in Seattle and in the rest of the world. *Semester 2 and intensive 2.*

## UNITED STATES HISTORY

**11th grade**

**Required**

This course examines historical dimensions of power in the United States from pre-Columbian times to the present day through the lens of social history. Through a hybrid chronological and thematic structure, students study people's lived experiences as they consider the ways that conflict, ideas, structures, and resistance have shaped this nation, including its ideals, identity, and role in the world. Students show their learning of the material through presentations, debates, seminar discussions, exams, and essays, including a research paper on a topic of their choice. By tracing the evolution of the United States throughout the centuries, students will develop a deeper understanding of history's relevance to the challenges and opportunities in our society today. By illuminating a range of histories specific to students' identities, the course facilitates students' reflections on what those histories mean for who they are and how they will approach coalition-building work toward improving our present and futures. *Yearlong.*

## MICROECONOMICS

**9th–12th grade**

**Elective**

This course covers many fundamental concepts in microeconomics, including supply and demand, business organization, market structures, business ethics, and personal finance. Students learn about taxation as well as purchasing insurance. The applied economics component allows students to use the concepts and principles they learn in class; students form a company to develop and market a product. Students read *The Economist* each week to discuss the role of economics in current affairs. *Semester 1.*

## LATIN AMERICAN HISTORY

**9th–12th grade**

**Elective**

Latin America is a region that includes most of the countries of Central and South American (and the Caribbean). Though culturally and linguistically diverse, much of Latin America has been shaped by European colonization, struggles for independence, and globalization. Spanning from pre-Columbian civilization to the present day, this elective course offers an exploration of Latin American history with a focus on Mexican history. Students will grapple with fundamental questions such as the nature of class and race in Mexico, the diverse aspiration of various social groups during the struggle for independence from Spain, and the many legacies of the Mexican Revolution. By exploring Mexico as a case study, students will gain deeper insight into the complexities of Latin America. *Semester 1.*

## ART HISTORY AND STUDIO PRACTICE

**9th–12th grade**

**Elective**

Students dive deeply into different topics and methods that have defined art movements over the ages. Through field trips, studio visits, and in-class presentations, students explore a variety of media and methods that they then employ in hands-on projects. Classical and contemporary art in the Western tradition, as well as the multitude of cultures that helped shape Western art, provide students with a window on not just historical context, but also on how and why the art was made, allowing them to hone their skills in visual literacy (their ability to “read” images). By the end of the course, students complete several sketches, drawings, paintings, and other projects that reflect and allude to the movements studied in class. Activities may include master copies, still life, collage, abstract painting, and others. May be taken for Fine Arts or History credit. *Intensive 1.*

## CIVICS

**11th or 12th grade**

**One term required: Take either Civics: Politics and Government, Environmental Civics, or Civics: Comparative Government**

### CIVICS: POLITICS AND GOVERNMENT

**11th–12th grade**

In keeping with our school’s mission, vision, and values, we want our students to become capable and engaged citizens, able to effect political, social, and economic change. This class examines our local and federal governmental systems and structures, the Washington state and U.S. constitutions, the judicial system, and the ways that politics and current events influence each other. The course emphasizes the rights and responsibilities of both citizens and government in the ongoing dance between the competing interests of liberty and order. The course uses a variety of media, including news articles, scholarly analyses, and founding documents. Class activities include simulations and debates surrounding current issues, panels of guest speakers, and field trips. Students participate in a Mock Congress to build an in-depth understanding of the legislative process. All students also participate in either a local campaign or a practicum of observation and involvement in local government or an activist organization of their choice and are expected to commit hours outside of school to complete this experience. *Semester 1, intensive 1, or semester 2.*



## ENVIRONMENTAL CIVICS

### *11th–12th grade*

Students are coming of age in a world fraught with environmental challenges. Climate change, pollution, and natural resource utilization pose difficult challenges for office holders and citizens alike. This course examines our local and federal governmental systems and structures, including the judicial system, and asks how lawmakers and citizens address the competing interests of individual rights and collective interests. How do governments address issues of climate change, which cross international borders and last longer than most terms of office? Through interactions with guest speakers, independent research, and team problem-solving activities, students gain skills to become effective change-makers within political and governmental systems. All students also participate in either a local campaign or a practicum of observation and involvement in local government or an activist organization of their choice and commit hours outside of school to complete this experience. *Semester 2.*

## CIVICS: COMPARATIVE GOVERNMENT

### *11th–12th grade*

Democracy must be learned by each generation. During the first quarter, students learn about the United States government and political systems in their own state and communities. During the second quarter, students will investigate how other countries structure and run their governments and the extent that the voices of all the people in a democratic system are valued. They will draw important comparisons among the systems they investigate. Their final project will bring together the best components to create an exemplary governmental structure. Students also complete a citizen action project by participating directly in democracy through involvement in a campaign for a candidate or issue. *Semester 1.*

## CONFUCIUS TO K-POP: EAST ASIA CHANGES THE WORLD

### *Upper School*

This intensive course explores East Asian history and culture and its enduring impacts on the world, with a focus on regional connections. Students will learn about the arts and culture of East Asian nations and study aspects of the political, economic, and social history of the region. The course will incorporate field trips as students work on projects such as investigating memoirs from the Japanese occupation of Korea. They will pursue an independent project of their own interest and participate in a UN Council debate on a current issue. *Intensive 2.*

## U.S. FOREIGN POLICY

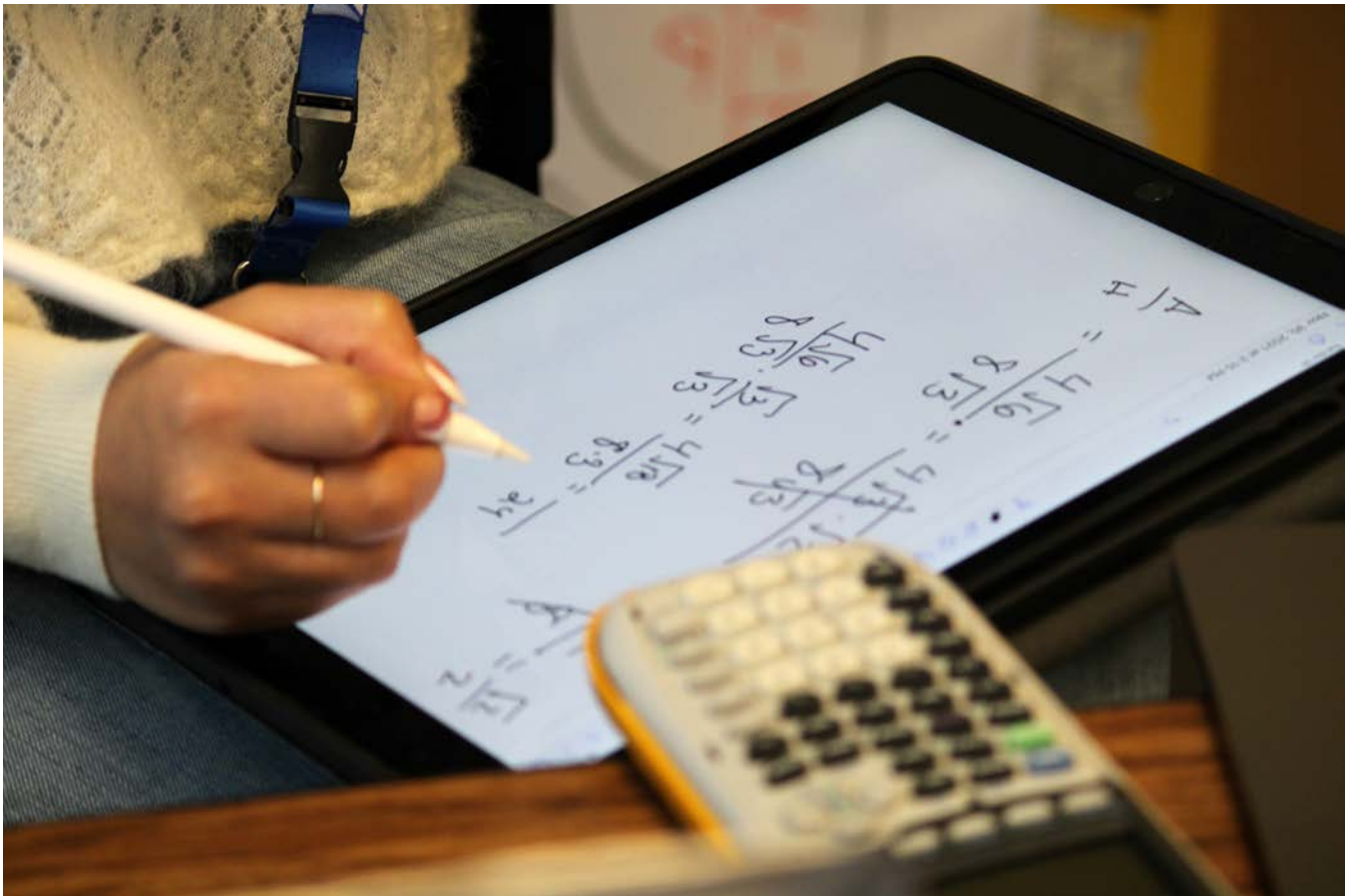
### *Upper School*

America's engagement with—and connection to—the rest of the world extends far beyond its global military presence. This intensive course aims to offer a history of American foreign policy and the role the country has played in the international sphere. Students in this course will explore the history of America's efforts in the Caribbean, American efforts to "open" Japan and China, attempts to rebuild postwar Europe, and the global economy of the 21st century. *Intensive 1.*

## MATH DEPARTMENT

Our mathematics education is designed to give students the power of problem-solving, the ability to participate intelligently in civic affairs, the skills needed to pursue educational and career choices, and an appreciation of the richness and beauty of mathematics along with its importance in our culture.

All classes provide opportunities for students to organize their thinking, reason logically, choose critically from different problem-solving strategies, learn and apply various technologies, express their ideas both orally and in writing, and work cooperatively with their peers.



## **MATH 6**

### ***6th grade***

Math 6 focuses on understanding and accuracy with operations with rational numbers (integers, fractions, and decimals). Students are engaged in a variety of problem-solving activities and applications. Topics of study include rational numbers, geometry, statistics, proportions, ratios, and an introduction to irrational numbers. Math 6 focuses on helping students build positive math student habits such as collaboration, note-taking, and work organization. Math 6 prepares students to have fluency with rational number operations and a basic understanding of proportions and geometry to expand their knowledge in Math 7. *Students placed by the recommendation of the Math Department. Yearlong.*

## **MATH 6A**

### ***6th grade***

This one-year program allows students who have mastered rational number operations to strengthen foundational mathematical concepts through problem-solving and applications. The units of study include proportions and percent operations, probability and statics, geometry, sequences, radicals and exponents, and introduction to algebraic thinking. Throughout each unit, students are challenged to develop strong study skills, problem-solving strategies, and collaboration skills to deeply explore content. Successful completion of this course prepares students to take Algebra I in 7th Grade. *Students placed by the recommendation of the Math Department. Yearlong.*

## **MATH 7**

### ***7th Grade***

Math 7 reinforces and deepens foundational mathematical concepts (integers, fractions, decimals, and their operations) while developing problem-solving skills and challenges students with pre-algebra and algebra concepts. The units of study include statistics, sequences, and algebra foundations. Throughout each unit, students are challenged to develop strong study skills, problem-solving strategies, and collaboration skills to deeply explore content. This curriculum is designed to revisit topics learned in 6th grade, reinforcing and extending them throughout the year. At the end of the year, students are placed into Algebra I or Pre-Algebra based on mastery of the material. *Prerequisites: Math 6 or students are placed by the recommendation of the Math Department. Yearlong.*

## **PRE-ALGEBRA**

### ***8th grade***

The Pre-Algebra course engages students in the study of mathematics, calling upon their curiosity, intuition, powers of reasoning, imagination, and perseverance. This course emphasizes skills in applying various algorithms, developing and using mathematical properties and relationships, applying mathematics in realistic situations, and representing concepts in preparation for higher-level mathematics courses. The curriculum reviews the more sophisticated topics from 7th grade math and moves deeper into topics in algebra, from polynomial operations through all aspects of linear functions, and all the way to an overview of quadratics. The program's guiding philosophy is to expose students to rigorous experiences that will prepare students for Algebra I. *Students are placed by the recommendation of the Math Department. Yearlong.*

## MIDDLE SCHOOL ALGEBRA I

*7th–8th grade*

Students develop skills and concepts needed to solve problems using variables. Learning occurs through discussion, exploration, and group work, with the teacher acting as a guide to facilitate the process of understanding. Topics include real, rational, and irrational numbers; solving linear and quadratic equations; graphing linear and quadratic equations; systems of linear equations; factoring polynomials; properties of exponents; properties of radicals; and simplifying rational expressions. The emphasis is on solving problems algebraically, as well as through a variety of methods, including modeling and graphing. We also work to develop students' communication skills, which are essential to the progression of their mathematical competence. *Students are placed by the recommendation of the Math Department. Yearlong.*

## MATH ART TECHNOLOGY AND HISTORY (M.A.T.H.)

*7th–8th grade*

*Elective*

The overall goal of this intensive elective course is to equip students with a lens to see the math that is present in the everyday world. Students in M.A.T.H. will explore the mathematics that exists in architecture; the patterns in natural phenomena like plants, lightning bolts, and rivers; the algorithms involved in computer programming and solving the Rubik's cube; and the patterns in art like tessellations and the golden ratio. M.A.T.H. students will develop an ability to recognize mathematics in literacy and language, culture and the arts, information and communication technology, and will have the skills and attitudes that foster lifelong learning and appreciation of mathematics that exists in the everyday world. *Intensive 1.*

## UPPER SCHOOL ALGEBRA I

*9th grade*

*Required*

Students develop skills and concepts in order to learn how to solve problems using variables. Learning occurs through discussion, exploration, and group work, with the teacher acting as a guide. Topics include real, rational, and irrational numbers; solving linear and quadratic equations; graphing linear and quadratic equations; systems of linear equations; factoring polynomials; properties of exponents; properties of radicals; and simplifying rational expressions. There is an emphasis on solving problems algebraically, as well as through other methods, including modeling and graphing. Developing communication skills is essential to the progression of the students' mathematical competence. *Yearlong.*

## GEOMETRY

*Upper School*

*Required*

The first semester of this full-year course familiarizes students with the language and notation of Euclidean geometry. Formal proof is introduced, which opens up opportunities to investigate parallel lines, triangles, constructions, transformations, triangles, quadrilaterals, and circles. The second semester introduces right-triangle trigonometry, functions and transformations, area/perimeter/volume problems, and conic sections. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra I. Yearlong.*

## ALGEBRA II

*Upper School  
Required*

The first semester of this full-year course emphasizes the role of algebra as the foundation for further mathematics study. It stresses the structure of algebra, the development of algebraic problem-solving skills, and the use of functions as models of real-world situations. This course concentrates on the application of linear equations through matrices, functions and transformations, number series, and rational expressions and equations. In the second semester, students explore the characteristics of polynomial, rational, exponential, and logarithmic functions, including an introduction to complex numbers. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra I and Geometry. Yearlong.*

## ALGEBRA II: SEMESTER AND INTENSIVE COURSE

*10th–12th grade*

This course is designed for students who are interested in an accelerated curriculum that covers the year-long Algebra 2 curriculum in the first semester and first intensive, with the intention of taking Pre-Calculus in Semester 2. The course emphasizes the role of algebra as the foundation for further mathematics study. It stresses the structure of algebra, the development of algebraic problem-solving skills, and the use of functions as models of real-world situations. This course concentrates on the application of linear equations through matrices, functions and transformations, number series, and rational expressions and equations. Students explore the characteristics of polynomial, rational, exponential, and logarithmic functions, including an introduction to complex numbers. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra I, Geometry, and approval by the Math Department. Students who sign up for the course must also sign up for Pre-Calculus in Semester 2. Semester 1 and intensive 1.*

## INTRODUCTION TO STATISTICS

*10th–12th grade*

*Required*

Collecting, representing, analyzing, and interpreting data are of major importance in contemporary society. This statistics course emphasizes that learning to interpret data correctly is a means of developing increased awareness of social, political, and scientific issues. Students learn to create unbiased surveys and experiments; describe data objectively with graphs, tables, and numerical statistics; determine correlation between variables; and understand the concept of a statistically significant result. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra II. Semester 1, semester 2 or intensive 1.*

## PRE-CALCULUS WITH TRIGONOMETRY

*10th–12th grade*

*Elective*

This semester-long course begins with a significant emphasis on trigonometry. Students explore concepts and applications from a circular function approach and then proceed to graphing trigonometric functions, using identities to transform expressions, and using trigonometric functions as mathematical models. Properties of elementary functions are reviewed, expanded upon, and applied to data analysis. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra II. Semester 2.*



## APPLIED CALCULUS

**12th grade**

**Elective**

This yearlong course develops and applies the concepts of differential and integral calculus. Concepts related to limits, derivatives, and integrals are explored and understood through contextualized application and analysis. This is often accomplished by first starting with the application of a concept in a real-world situation, such as business calculus or physics. These concepts are then used in a variety of applications, such as optimization, related rates of change, and volumes of revolution. Students interpret, analyze, and apply single-variable calculus concepts graphically, numerically, algebraically, and analytically. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus calculator is required. *Prerequisite: Pre-Calculus. Yearlong.*

## CALCULUS I

**11th–12th grade**

**Elective**

This yearlong course develops and applies the concepts of differential and integral calculus. An in-depth exploration of the underlying concepts is used to develop a foundation and understanding of limits, derivatives, and integrals. These concepts are then used in a variety of applications, such as optimization, related rates of change, and volumes of revolution. Students learn to interpret the calculus concepts from several frames of reference: graphically, numerically, algebraically, and verbally. Clear communication of ideas and process is emphasized. Material in this course is a subset of the material on the AB Calculus AP exam. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus calculator is required. *Prerequisite: Completion of Pre-Calculus with at least a B- or math teacher recommendation. Yearlong.*

## CALCULUS II

**12th grade**

**Elective**

This yearlong course initially revisits the fundamental concepts of calculus, emphasizing rigorous analysis. It continues with a dual approach: exercising the application of course topics and visiting their logical, conceptual basis. The application side may consist of short exercises and more involved projects. The logical, conceptual side introduces and explores the idea of rigorous derivation and proof. In both approaches, students look at the derivative and the integral as they relate to the following topics: infinite series, non-Cartesian coordinate systems, differential equations, vector-valued functions, and multivariable functions. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Completion of Calculus I with at least a B- or math teacher recommendation. Yearlong.*

## ADVANCED STATISTICS

**10th–12th grade**

**Elective**

A continuation of Introduction to Statistics, this course concentrates on statistical inference procedures. In the first half of this semester-long course, students analyze and interpret data. Topics include confidence intervals, tests of significance, and power and errors analysis associated with tests of significance. In the second half of the course, students design and implement a data collection method for a project of their choosing. Students then analyze and interpret the collected data and present their processes and findings. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Introduction to Statistics. Semester 2.*

## ADVANCED TOPICS IN MATHEMATICS

**Upper School**

**Elective**

Is the geometry learned in high school adequate for describing the physical world in which we live? How does an online business such as eBay or Amazon ensure the safety of a customer's credit information? In this seminar, students try to answer questions such as these. Topics might include non-Euclidean geometry, Markov chains, discrete mathematics, number theory, matrix algebra, abstract algebra, fractals, and chaos theory. Students will research a topic of interest and present their findings to the class. This course is designed for students with strong preparation who would like to develop a broader understanding of the field of mathematics. Students may repeat this course for credit. *Prerequisite: Completion or concurrent enrollment in Pre-Calculus. Semester 1.*

## MATHEMATICAL FINANCE

**Upper School**

**Elective**

Students use mathematical thinking and skills to build an understanding of personal finance, as well as a broader knowledge of the financial world. Students learn about saving for short- and long-term goals for college, a home, and retirement, and about investing in stocks, bonds, and funds. Students study taxes and the differences between progressive and regressive taxation from a mathematical perspective. Each student develops and works on a mock financial portfolio for the semester and stays current on financial news and developments through blogging and online discussion. *Prerequisite: Algebra II (may take concurrently). Semester 1.*

## PHYSICAL EDUCATION DEPARTMENT

At UPrep, the goal of the Physical Education (P.E.) Program is to redefine educational excellence by supporting all students in developing their skills, knowledge, and character in a variety of contexts, regardless of their athletic abilities. Our students learn how to develop a foundation for lifelong wellness and build upon their physical literacy by exploring P.E. in all domains of learning: cognitive, affective, and psychomotor. Students experience a diverse set of courses that support growth and challenge as they become physically and intellectually courageous and socially responsible.

In Middle School P.E., students explore a wide range of activities to create a foundation of understanding and skill development, deepen collaboration and belonging, and increase enjoyment in movement. Students gain confidence and competence to move in a variety of ways in both traditional and non-traditional activities. As students move through Upper School, the program offers more choice to explore specific interests in a semester or intensive experience. Students may not retake a course unless they have received approval from the head of the department. All students participate in P.E. classes, regardless of their participation in school sports or club/community sports and activities.

The Health Program fosters a culture of lifelong well-being by empowering students with the knowledge and skills necessary to make informed and responsible health choices to thrive in any context. Our philosophy is rooted in the understanding that health is a holistic concept encompassing physical, emotional, social, and mental well-being. The Middle School and Upper School Health courses serve as a cornerstone in our commitment to cultivating a healthy and thriving community of students who are intellectually courageous, socially responsible citizens of the world.





## 6TH GRADE P.E.

### **Required**

In this comprehensive year-long course, our primary focus is on instilling foundational skills to foster physical literacy, nurturing competence and confidence across a diverse range of contexts. Students engage in exploration of these skills through units spanning both traditional and innovative activities encompassing athletics, invasion games, movement and performance, net games, and beyond. Throughout the year, we seamlessly integrate the Health-Related Components of Fitness, Skill-Related Components of Fitness, and fundamental core values that underscore various social and emotional learning (SEL) components within each activity. Our aim is to cultivate well-rounded individuals who not only excel physically but also embrace essential life skills and values. *Full year.*

## 7TH GRADE HEALTH

### **Required**

This project-based health education course explores a variety of topics and skills for students to continue to develop their health literacy. Students develop their critical thinking and creativity while applying knowledge and skills in scenario and project-based activities. Throughout the course, students practice the essential skills of health education: goal setting, interpersonal communication, assessing valid information, analyzing influences, decision-making, self-management skills, and advocacy. Students learn key information and practice the essential skills of health education related to the following categories: dimensions of health and wellness, safety, nutrition, sexual growth and development, social and emotional health, and substance use. Topics explored include everything from vaping to consent, and stress management to time management. *Semester 1 or semester 2.*

## 7TH GRADE P.E.

### **Required**

In this course, the major emphasis is skill development. Units are usually five lessons in length and activities may include Ultimate, soccer, badminton, modified cricket, and pickleball. Throughout these units, students explore the five components of fitness, the six components of skill-related fitness, and the FITT principle (frequency, intensity, time, and type). In the fall and spring, students focus on cardiorespiratory endurance, culminating with a two-mile run excursion at Green Lake. *Semester 1 or semester 2.*

## 8TH GRADE P.E.

### **Required**

In this course, students continue their P.E. experience and explore meaningful ways they can personally find fitness for life. Students also develop increased skill and strategy application in activities and games. Units may include volleyball, lacrosse, baseball, softball, badminton, pickleball, and more. In addition, students are introduced to the fitness center to learn how to safely build a foundation for their strength and endurance as they learn about the process of creating their own workouts. They will also learn basic muscles and bones of the body. Students deepen their understanding of topics such as goal setting, the FITT principle (frequency, intensity, time, and type), and components of fitness throughout this course. *Semester 1 or semester 2.*

## 9TH GRADE HEALTH

### *Required*

Health is designed to give students a better understanding of how their decisions can affect their lives. Topics include the dimensions of health (mental, social, emotional, physical, environmental, occupational, and spiritual), substances, human relationships and sexuality, nutrition, fitness, diseases and prevention, self-esteem, and stress. Throughout the course, students explore health education skills in a variety of contexts: goal setting, interpersonal communication, assessing valid information, analyzing influences, decision-making, self-management skills, and advocacy. Health is a graduation requirement taken in 9th grade. *Students transferring to UPrep in 10th, 11th, and 12th grades without previous high school health are required to take the course as an independent study. Semester 1 or Semester 2.*

## 9TH GRADE HEALTH: INTENSIVE 1

The 9th Grade Health intensive is an alternative offering to the one-semester Health course for students who need more flexibility in their schedule. Students explore and practice the health skills (decision making, interpersonal communication, analyzing influences and accessing valid information) through topics such as substance use and abuse, human relationships and sexuality, nutrition, fitness, infectious diseases, sleep, self-esteem, stress and more. Health is a graduation requirement usually taken in 9th grade. There is only one section of the 9th Grade Health intensive, and students with schedule conflicts are prioritized. *Students transferring to UPrep in grades 10–12 without previous high school health experience are required to take this course as an independent study. Intensive 1.*

## YOGA

### *Upper School*

This course cultivates breath control, strength, balance, flexibility, and coordination while developing concentration and awareness. Students learn the basic postures and how to link the yoga poses together with breath to create a dynamic moving meditation. The class intends to develop inward attention and awareness of the present moment that will assist in the synthesis of body and mind. The class includes an introduction to meditation and the theory of yoga and considers how to refine the mechanics and alignment principles of the physical practice. This class starts at the beginner level and advances appropriately as the students' abilities increase. *Semester 1 or semester 2.*

## YOGA: ON AND OFF THE MAT

### *Upper School*

In this deep dive into the world of yoga, students will develop internal awareness and physical expression through the practice of postures, breathing exercises, and meditation techniques. Through project-based learning, students will study the history of yoga, Patanjali's eight limbs, and the chakra system. Opportunities to practice exercises in mindfulness, compassion, and gratitude will guide students in integrating their personal selves with their outer communities. Field trips and guest artist classes will be fun, experiential opportunities to deepen learning, connect with experts in the field, and explore the greater Seattle community. Students will leave the course with a toolbox of strategies to be well and de-stress and to continue practicing yoga both on and off the mat after the intensive ends. *Intensive 2.*



## INTRO TO STRENGTH AND CONDITIONING

### *Upper School*

This course helps students learn and improve foundational and functional muscle strength, endurance, mobility, and general fitness. Students develop a greater sense of mental and physical strength through exploring a variety of movements and experiences. Students practice proper use of equipment and learn how to modify exercises to align with their goals and needs. Overall, students enhance skill and health-related components of fitness. Activities include small group and full class workouts and experiences. Topics covered include safety and alignment, training theory and methods, anatomy and physiology, history, and current trends in fitness, and more. *Semester 1 or semester 2.*

## ADVANCED STRENGTH AND CONDITIONING

### *Upper School*

In this advanced course, students focus on expanding movement fundamentals through practice and analysis of higher-level skills and knowledge application of training theory and principles. Students will deepen their learning of biomechanics, practice enhanced evaluations and programming of health and skill-related fitness concepts, and develop their safety and performance in more advanced lifts. Students will explore complex strength development including, but not limited to, the Olympic lifts (cleans, squats, snatches, pulls and jerks) and higher-level CNS power exercises (intensive plyometrics, banded lifts, Zercher squats, pin press, and more). Advanced conditioning will also focus on cardiovascular development anaerobically and aerobically (i.e. V02 Max, lactate threshold, aerobic threshold, zone training) in a variety of ways that support individual student goals and interests. The course will also utilize field trips and guest speakers to help students gain perspectives, develop a personalized approach in training, and explore opportunities in the field of strength and conditioning. *Prerequisite: Intro to Strength and Conditioning. Semester 2 (may alternate every other year).*

## LIFETIME ACTIVITIES

### *Upper School*

This course helps students gain knowledge and experience in a variety of activities that they can enjoy throughout their lifetime in order to maintain a healthy lifestyle. This course also allows students to explore movement in connection to the local Seattle community. The activities range from recreation to traditional and nontraditional games and activities. Experiences may include disc golf, rock climbing, biking, running, hiking, tchoukball, volleyball, bowling, kayaking, and more. *Semester 1 or semester 2.*

## WINTER LIFETIME ACTIVITIES: INTENSIVE 1

### *Upper School*

This course helps students gain the knowledge and experience in a variety of activities they can enjoy throughout their lifetime in order to maintain a healthy lifestyle. This course also exposes students to the outside world and gives them the knowledge and power to participate in activities beyond the school setting. The activities in this class are currently popular all over the country and include those unique to Seattle. The January intensive is focused on indoor and winter outdoor activities. Units may include biking, running, hiking, rock climbing, volleyball, badminton, pickleball, bowling, ice skating, snowshoeing, and more. *Intensive 1.*

## SPRING LIFETIME ACTIVITIES: INTENSIVE 2

### *Upper School*

This course helps students gain the knowledge and experience in a variety of activities they can enjoy throughout their lifetime in order to maintain a healthy lifestyle. This course also exposes students to the outside world and gives them the knowledge and power to participate in activities beyond the school setting. The activities in this class are currently popular all over the country and include those unique to Seattle. This intensive is focused on outdoor and spring/summer activities. Units may include hiking, disc golf, road and mountain biking, running, hiking, rock climbing, Ultimate Frisbee, bowling, outdoor volleyball, kayaking, and more. Concluding the course, students create a final showcase project in health, fitness, and recreation. *Intensive 2.*

## RACKET SPORTS

### *Upper School*

Students work on learning and building skills specific to a variety of racket sports. Activities progress from basic skills and drills to game strategy. Units may include tennis, badminton, soft tennis, pickleball, Speedminton, and table tennis. Students also have the opportunity to explore their creative side through group projects and presentations. The class is open to students of all skill levels and occasionally travels off campus. *Semester 1 or semester 2.*

## DANCE

### *Upper School*

This class gives students a language in movement and increases their knowledge of the basic elements of dance. Styles may include modern dance, basic ballet, break dancing, hip-hop, and improvisation. Class assignments involve concepts for creative expression, movement ideas, choreography, and development of a personal aesthetic. Watching videos and attending professional performances help students develop observational skills and expose students to the broad spectrum of dance as a cultural medium. Dance can be taken for either P.E. or a Fine Arts credit. *Students notify the registrar of what type of credit they choose before class begins. Credit selection cannot be changed after the add/drop period ends. Semester 2.*

## GOLF

### *Upper School*

Golf class emphasizes the workings of the golf swing as well as learning about course management and etiquette. Students learn proper techniques of the golf swing, including grip, stance, posture, and club selection. This class travels off campus often to the University of Washington driving range and Jackson Park's short nine course. This class is open to all ability levels. *Semester 2.*

## SCIENCE DEPARTMENT

UPrep's Middle School Science Program offers an authentic introduction to the skills and knowledge of scientists through experiential learning. In projects, discussions, and lab investigations, students explore the biological, chemical, physical, and astronomical worlds, both individually and in groups. Our integrated approach works across a variety of disciplines, ensuring that students make connections. Strong relationships with their teachers help support students as they learn. As in all UPrep Middle School classes, experiences are carefully designed for both the concrete and abstract intellectual abilities of students this age.

In our Upper School, the core sequence of biology, chemistry, and physics allows students to gain a strong foundation of skills and knowledge, and then explore topics of interest more deeply through our extensive elective program. Labs and projects allow students to experience the uncertainty and discovery that are intrinsic to science, supported by teachers who know them and their discipline well. We believe that science learning should be relevant to our students' lives and the world outside the classroom, and our science curriculum strives to accomplish this at all levels of scientific experience and skill.



## **INTEGRATED SCIENCE I**

### ***6th grade Required***

In this course, students think critically, carry out investigations, record and interpret data, and design experiments. As they seek solutions to a variety of problems, students are introduced to some of the laboratory skills, concepts, and methods involved in the physical, biological, and chemical sciences. An emphasis is placed on the application of topics to real-world problems and scenarios, as well as on the development of critical thinking to answer the “why” and “how” of science phenomena. Inquiry, hands-on activities, labs, and projects are conducted throughout this course. *Semester 1 plus 3rd or 4th quarter.*

## **INTEGRATED SCIENCE II**

### ***7th grade Required***

In this class, students’ skills expand as scientific thinkers and researchers. Through projects, discussion, and inquiry-based experiments, students pose and answer questions about the complex interactions between biology, physics, and chemistry. These topics are addressed by applying scientific principles to current, real-world problems. A major focus of the course is the collection, analysis, and interpretation of student-generated data. *Yearlong.*

## **INTEGRATED SCIENCE III**

### ***8th grade Required***

This course continues the investigation of concepts, principles, and methods of science using an integrated approach. Through observation, experimentation, and interpretation of basic scientific concepts, students develop an understanding of how the sciences are used together to form an understanding of our world. This course emphasizes hands-on activities as a primary means of solving problems and answering questions. Students investigate scientific phenomena relating to Earth’s history in the fields of chemistry, physics, and geology. *Yearlong.*

## **PROJECT SCIENCE**

### ***7th–8th grades Elective***

We have tons of technologies to help us memorize and recall information. Let’s move beyond simply being databases of information and develop our critical-thinking and problem-solving skills. Through hands-on, project-based learning and collaboration, students cultivate the confidence and skills needed to tackle real life, messy, and challenging problems in science. Students use the engineering process to build, test, and modify prototypes for a bridge, a natural history museum exhibit, and an egg joust. *Intensive 1.*

## BIOLOGY

**9th grade**

**Required**

In this course, students explore the fundamental characteristics of living organisms, beginning with the basic cellular and molecular mechanisms of life and building to the genetic principles governing global populations. In addition, students investigate the interrelatedness of anatomical systems, global ecological cycles, and the principles of evolution. In addition to providing students with an understanding of core biological concepts, the course enhances skills in critical thinking, communication, and problem-solving. Through laboratory experiments, case studies, modeling, direct instruction, analysis of authentic data sets, and field trips, students will gain an appreciation for the diversity and unity of life on Earth. *Yearlong.*

## CHEMISTRY

**10th grade**

**Required**

This course emphasizes a conceptual understanding of fundamental topics in chemistry. Subjects include atomic and molecular structure, states of matter, chemical and physical behavior of elements and compounds, acid/base chemistry, gas behavior, and chemical reactions. Laboratory activities and demonstrations reinforce core topics, foster inductive and deductive reasoning, connect core topics to everyday phenomena, and hone laboratory skills. Students engage both as small groups and as a class with laboratory-based challenges. *Either this course or Quantitative Chemistry is required in 10th grade. Yearlong.*

## QUANTITATIVE CHEMISTRY

**10th grade**

**Required**

This course is best suited to students who have a strong interest in science and a solid mathematical background. The emphasis is on a conceptual and mathematical understanding of topics such as atomic structure, classifying and quantifying matter, chemical bonds, chemical reactions, gas laws, stoichiometry, acid-base chemistry, and electrochemistry. This chemistry option moves more quickly through mathematical content, allowing time to pursue a greater breadth of topics. Class activities and demonstrations reinforce core topics, foster inductive and deductive reasoning, connect core topics to everyday phenomena, and hone laboratory skills. Assessments include traditional tests as well as alternative skills-based assessments. *Either this course or Chemistry is required in 10th grade. Yearlong.*

## PHYSICS

**11th–12th grade**

**Required**

Physics offers students a structured understanding of everyday physical phenomena. The course examines Newtonian mechanics with an emphasis on quantitative problem-solving, using calculus when appropriate. While this course covers topics similar to those in Quantitative Physics, it is designed to offer more mathematical support for students and emphasizes more projects and lab experiences. *Prerequisite: Algebra II. Yearlong.*



## QUANTITATIVE PHYSICS

**11th–12th grade**

**Required**

Quantitative Physics offers students a structured understanding of everyday physical phenomena. While this course covers topics similar to those in Physics, it is designed for students interested in and ready for a rigorous mathematical analysis of physical concepts. The course examines Kinematics and Newtonian mechanics with an emphasis on quantitative problem-solving. *Corequisite: Calculus I. Yearlong.*

## ASTRONOMY

**Upper School**

**Elective**

Astronomy applies the tools of science to the sky above us and the universe beyond our planet. Topics include the size and age of the universe, the diverse history of astronomy, light and telescopes, the formation of the solar system, the life cycle of stars, extrasolar planets, the possibility of extraterrestrial life, and looking at astronomy as a way of learning about the nature of science. *Semester 2.*

## DEEP SPACE 6

**6th grade**

**Required**

This course is a partnership between 6th grade English and science to explore astronomy, the solar system, and methods of inquiry in a creative, artistic, and hands-on fashion. Through a variety of trips and projects, students explore outward from the moon to the solar system, and then to some of the anomalies and the history of the universe itself. Students read, analyze, and write science fiction using their own learning and projects for inspiration. Field trips include the University of Washington Planetarium, the Challenger Learning Center at the Museum of Flight, and the Museum of Pop Culture. *Intensive 2.*

## MARINE BIOLOGY

**11th–12th grade**

**Elective**

In this course, students explore life in the oceans from the intertidal zone to the deepest trenches, with emphasis on anatomical, physiological, and biochemical adaptations to major biotic and abiotic environmental factors. Students learn how the ocean works and about current environmental threats facing the ocean, such as global warming, ocean acidification, overfishing, and coastal pollution. Students spend the first week of the intensive learning about the history, technology, environmental factors, and ecology of marine sciences. The second week includes learning about the different ocean layers and benthic and pelagic biology, which will include a jigsaw dissection of dogfish sharks, frogs, perch, lamprey, and squid. Lastly, the third week dives into the magic of the ocean, including bioluminescence, hydrothermal vents, coral reefs, unique marine adaptations, and human interactions. *Prerequisites: Biology and Chemistry. Intensive 2.*

## **ELECTRICITY AND MAGNETISM**

**11th–12th grade**

**Elective**

This class introduces students to electricity and magnetism (E&M). The main topics that are covered in this class are electrostatics (electric force, field, and potential), electric circuits, magnetism, and electromagnetic induction. The class relies on a combination of problem-solving, simulations, and hands-on labs to give students a mathematical and conceptual understanding of the topics at hand. *Prerequisite or Corequisite: Physics. Semester 2.*

## **ENGINEERING I**

**Upper School**

**Elective**

Students are introduced to the ways of thinking and problem-solving that make engineering unique in STEM (science, technology, engineering, math). Students work collaboratively to identify and creatively solve real-world problems in a broad range of engineering fields. As students learn how an engineer thinks and works, they gain a better appreciation for how the world around them has taken its current form, and how engineering can address problems that affect real people. This class is designed for students with a broad range of prior experience and math skills. We especially invite students from backgrounds that are not traditionally well-represented among engineers to explore this course. *Intensive 1.*

## **ENGINEERING II**

**Upper School**

**Elective**

Students who have completed the Engineering I intensive dive deeper into more specific challenges with more advanced engineering skills. In addition to civil and mechanical engineering challenges, students complete projects in fields as diverse as robotics and biomedical, chemical, and aerospace engineering. Students leave campus when opportunities arise, visiting engineering sites and shadowing engineers. A special emphasis is placed on engineering for social justice, exploring how engineers can have a positive impact on the community and people around them. *Prerequisite: Engineering I intensive or equivalent experience. Semester 2.*

## **ENVIRONMENTAL SCIENCE**

**Upper School**

**Elective**

Environmental science is a course for everyone, especially students wanting to broaden their influence as citizen scientists. The students will explore the interconnected nature of services the environment provides, such as agricultural production, water purification, and climate regulation, as well as some of the major modern concerns like industrial pollution, water scarcity, and energy production. To explore these issues, students integrate principles from various disciplines, including physics, chemistry, biology, history, political science, and geology. The class requires nightly reading assignments and daily class discussions to keep the students informed of current topics. Along with fieldwork and a variety of projects, the students are actively doing science. Attendance on all field trips is a requirement for successful completion of this class. *Semester 1.*

## FORENSICS

**10th–12th grades**

**Elective**

This class introduces students to some of the fundamental science content, processes, and skills involved in forensics and law enforcement. Fingerprint and crime scene analysis, ballistic event reconstruction, and the rates and markers of organic decay and decomposition are all explored, as students apply what they have learned to solve real world–type problems. Lab skills are especially emphasized in this hands-on, practical course meant to appeal to all students interested in crime-solving, applied science, and lab work.

*Prerequisite: Biology. Semester 2.*

## GENETICS

**11th–12th grade**

**Elective**

In this laboratory-based course, students examine the molecular basis of genetic variation in human and non-human organisms, and how these variations influence health, development, behavior, and evolutionary success. We also learn about recent advances in biotechnology that have genetic implications, including whole genome projects (like the Human Genome Project), gene transfer, gene therapy, and gene editing, while simultaneously examining the ethical implications of genetic engineering and genome manipulation. This class is designed to help provide students with the skills necessary for success in post-secondary level biology classes and lab environments. *Prerequisites: Biology, Chemistry. Semester 1 or 2.*

## MICROBIOLOGY

**Upper School**

**Elective**

This course has been designed to provide students with an authentic lab research experience. Students will be exposed to a variety of techniques needed to isolate, visualize, and characterize common microorganisms while completing a multi-week research project. The intensive format will allow student research teams to work asynchronously on individualized projects as they learn how to troubleshoot experiments and persist through challenges within a supportive environment. The experience with self-directed lab work and knowledge of common lab techniques gained in this course will uniquely qualify students for lab internships and research experiences. *Prerequisite: Biology. A student cannot be enrolled in Microbiology and Neurobiology in a single school year. Intensive 2.*

## NEUROBIOLOGY

**10th–12th grade**

**Elective**

This course focuses on the neurobiology of drug use and drug addiction. It explores the effects of a range of mood-altering drugs to teach students about brain structures, brain chemicals, and genetic differences in people’s responses to drugs. More specifically, it covers three major classifications of drugs and investigates how these drugs impact molecules, cells, anatomy, and behavior. The content helps develop awareness of issues of drug use that are socially and personally impactful. The course also aspires to contribute to helping students become informed consumers of scientific information and decision-makers. *Prerequisite: Biology. A student cannot be enrolled in Microbiology and Neurobiology in a single school year. Semester 1.*

## ORGANIC CHEMISTRY

**11th–12th grade**

**Elective**

In this course, students study the chemistry of carbon-containing compounds. The class focuses on the typical properties of different organic groups and the three-dimensionality of everyday molecules. Through lecture, discussion, and laboratory work, students learn the nomenclature and behavior of these compounds. Lab work also includes extensive investigations of the reactions and synthesis of organic molecules, like biodiesel, esters, and soap making. *Prerequisite: successful completion of one year of chemistry. Semester 1.*

## TEACHING SCIENCE

**Upper School**

This is a project-based course in which students design science lessons for elementary school students. Students in this course would partner with local elementary/ middle school teachers to bring science or STEAM (science, technology, engineering, arts, math) lessons and demonstrations to their students. In addition to prepping their teaching, student would spend classroom time learning about learning, providing context to improve their teaching (while simultaneously informing their own future learning). No prior science coursework is required, though an enthusiasm for learning and working with others is important. *Intensive 1.*

## WORLD LANGUAGES DEPARTMENT

UPrep's Middle School language program offers a broad introduction to language learning and culture. The courses develop students' speaking, listening, reading, and writing skills; introduce basic grammar concepts; and begin to lay the foundation toward proficiency in the target language. As preparation for communication in real-life situations is stressed, teachers design tasks and activities to give students opportunities to use the language in a variety of meaningful ways. The program also includes activities related to the process of studying a second language. A system of formative assessment guides students in meeting learning and performance goals.

Middle School students complete a three-part series (Levels A, B, and C) in grades 6–8. Incoming Middle School students will not undergo a placement test. Incoming heritage speakers should select an alternative language in Middle School and then progress to a more advanced level in the Upper School for the language in which they demonstrate proficiency. The pace of the Middle School sequence allows for greater exploration of topics and cultural themes, as well as development of general study skills and good practices for language learning. Upon completion of the Level C course in Middle School, students will be placed into an Upper School course appropriate for their level of preparation.





## CHINESE

### CHINESE: INTENSIVE A

#### *6th grade*

The three-week winter intensive offers students a comprehensive introduction to the basics of spoken and written Chinese language, covering strokes, radicals, and Pinyin pronunciation, which sets the groundwork of Chinese language acquisition. Basic greetings and language phrases are introduced. Students also have the opportunity to explore diverse Chinese cultures, people, and land of greater Chinese communities. By attending several field trips and cultural events, such as the International District tours, Chinese food dining-out trips, and a martial arts class, students will have a fun and dynamic experience. They not only acquire a new language and culture, but also build connections with teachers and peers. The intensive also celebrates the Lunar New Year on campus, where student use their calligraphy and Chinese painting skills to showcase the richness of Chinese traditions with the UPrep community. *Intensive 1.*

### CHINESE A

#### *Middle School*

The introductory course lays a solid foundation for student's future language study by focusing on developing communication skills on topics relating to individual, family, personal preferences, leisure activities, and time phrases. Students learn essential greetings, engage in brief conversations, and delve into cultural differences. Students can continue to learn and advance their understanding of Chinese characters and Pinyin. Students are encouraged to write basic characters by following the correct stroke order and use Pinyin to support their listening comprehension and speaking skills. The emphasis on building vocabulary and forming learning strategies enhance the overall Chinese language experience throughout the spring semester. *Semester 2.*

### CHINESE B

#### *Middle School*

This course builds upon the foundation established in Chinese A. Students continue to learn and practice the basics of spoken and written Chinese and are encouraged to develop longer sentence structures in Chinese characters. Students start the course by learning and celebrating Chinese Mid-Autumn Festival, fostering deeper understanding of Chinese history and culture, which also allows them to share Chinese language and culture in the larger community. The course later extends into topics involving everyday life and living functions, including units relating to occupations, clothing, descriptions, daily routine, and buying and selling. Students gain language skills to communication in real-life situations and continuously study written text in Chinese characters. *Yearlong.*

## CHINESE C

### *Middle School*

This beginner-intermediate course builds upon the foundation established in Chinese B. Chinese C class systematically progresses students from basic listening, speaking, and writing simple sentences to the more advanced skills of presenting, reading, and writing basic paragraphs in Chinese characters. The course introduces complex unit topics set in real-world situations, covering giving directions, travel around China, Chinese food culture, feelings, and the formations of Chinese characters (the magic characters). Assignments involve more challenging projects to explore those topics and to apply students' acquired language skills. The primary goal of the course is to foster proficiency in everyday Chinese, comprehend real-life contexts, and enable students to showcase their Chinese language skills to an authentic language audience. Abundant exercises and activities covering listening, speaking, reading, and writing are integrated into daily lessons and assignments. *Yearlong.*

## CHINESE 1

### *Upper School*

This introductory course immerses students in the world of Chinese language acquisition using the Encounters curriculum, which employs a communicative, task-based approach. This methodology leverages authentic materials and real-life situations to facilitate effective learning. Students will learn essential greetings, engage in brief social interactions, and introduce themselves by sharing information such as name, age, birthdate, contact details, family, and relationships with others. They will also acquire skills to schedule appointments, specifying dates and times, and engage in conversations about nationality and background. This initial year of Chinese language learning primarily focuses on developing daily life communication skills through oral exchanges. Introduction to Chinese characters will provide students with a foundational understanding of radicals, strokes, and pronunciation, setting the groundwork for future reading skills. *Yearlong.*

## CHINESE 2

### *Upper School*

This course extends the groundwork laid in Chinese I, employing the Encounters curriculum to delve deeper into students' daily lives and self-discovery. Focused on units 5–8 of Encounters Book 1, the curriculum equips students with practical language skills for communicating about schooling and careers, daily routines, expressing personal needs, shopping, and making bargains. This course embraces the communicative and task-based approach, utilizing authentic materials and real-life situations to enhance language acquisition. Students persist in enhancing their listening and speaking skills while concurrently cultivating their capacity to identify and distinguish characters, thereby establishing a solid foundation for future reading proficiency. *Yearlong.*

## CHINESE 3

### *Upper School*

This beginner-intermediate course encompasses a comprehensive set of learning materials that center on communication and the application of authentic language in real-life situations. Students systematically advance from listening and speaking to the more intricate aspects of reading and writing, specifically with Chinese characters. The primary focus is on fostering communicative skills, aiming to cultivate proficiency in everyday Chinese across listening, speaking, reading, and writing. Focused on units 9–14 of Encounters Book 1 and 2, the curriculum equips students with practical language skills for discussing daily life, navigating various locations, meeting new people, introducing friends, describing their characteristics, offering compliments, and engaging in activities related to food, such as supermarket shopping and ordering meals in a restaurant. Demonstrating proficiency in reading and writing at a sentence level, students are introduced to paragraph writing, incorporating transitional words to convey connections. *Yearlong.*

## CHINESE 4

### *Upper School*

This intermediate course continues to guide students in building communication skills to become proficient in everyday Chinese. In addition to the increased complexity of their speaking and listening tasks, students are given opportunities to develop their reading and writing skills by engaging in a variety of linguistic-related activities. The curriculum reviews narration skills to describe past events and introduces the word order and some complex sentence structures in Chinese. Students read an assortment of short stories and articles to explore cultures and society. A strong emphasis is on improving their ability to recognize Chinese characters and become more proficient readers in Chinese. Reading strategies are taught and practiced during this course, too. Students discuss and write about topics regularly to apply and practice complex grammar structures. This course equips students with Chinese learning strategies that enable them to engage in independent study of the language using online tools and other resources. *Yearlong.*

## CHINESE 5

### *Upper School*

This intermediate course builds upon the foundation established in the previous course and continues to develop skills that enable learners to handle all three modes of communication: interpretive, interpersonal, and presentational. The course develops students' ability in all areas, especially preparing them to read and write in the target language. It contains a mix of ingredients to ensure that the students' learning experience is continuously intertwined with the "Five C's" of foreign language learning: communication, culture, connections, comparisons, and communities. In addition to using the language to carry communicative tasks orally, students develop their skills in comprehending and producing written materials, such as trying to decode an advertisement, understand road signs, read a doctor's prescription, or write an email to a teacher asking for a sick leave. The authenticity of all the resources, materials, and tools will prepare students for developing language proficiency and for real-life communication. *Yearlong.*

## CHINESE 6/7 (DEPENDING ON ENROLLMENT)

### *Upper School*

This intermediate-advanced course builds upon the foundation established in the previous course and continues to develop skills that enable learners to handle all three modes of communication: interpretive, interpersonal, and presentational. The course develops students' ability in all areas, especially preparing them to read and write in the target language. It contains a mix of ingredients to ensure that the students' learning experience is continuously intertwined with the "Five Cs" of foreign language learning: communication, culture, connections, comparisons, and communities. The course delves into many facets of Chinese culture and society, exposing students to a variety of topics, such as the education system, political system, and peoples' beliefs and points of view. With the help of many carefully crafted activities, students learn to understand different cultures through different lenses. In-depth discussion and writing about a topic will help students express their opinion while they listen to each other. This allows them full participation and commitment to expression in the target language. *Yearlong.*

## FRENCH

### FRENCH: INTENSIVE A — LE PETIT ATELIER

#### *6th grade*

Le Petit Atelier Français offers students an immersive cultural experience in which they develop communication skills in the target language. During the class, students speak French, sing songs, and do communicative activities. In addition to building vocabulary and practicing foundational grammar skills, students complete various projects, including a final vision map depicting their experience in the French Petit Atelier. Students visit local Francophone businesses. Guest speakers also bring their expertise and enthusiasm to share with students and create artifacts that allow exploration of the global Francophone world. *Intensive 1.*

### FRENCH A: MON EXPLORATION (MY EXPLORATION)

#### *Middle School*

In French A, students learn basic conversational skills, fundamental grammar and vocabulary, and undertake level-appropriate reading and writing activities. In addition to incorporating general study skills, supplemental materials introduce students to how the language varies in different parts of the world. Students learn songs, write and perform short skits, play games, cook traditional dishes, complete a variety of cultural and linguistic projects, and celebrate holidays and customs of the Francophone world. Students study a variety of terms, such as greetings, numbers, weather, telling time, school supplies, and colors. *Semester 2.*

## **FRENCH B: MA DÉCOUVERTE (MY DISCOVERY)**

### ***Middle School***

French B deepens the practice begun in French A, further preparing students to use the target language in class and participate in interpersonal activities and projects. Students improve conversational skills, master more complex grammar, and broaden their vocabulary to discuss an array of everyday objects and situations. Students study a variety of themes, such as foods, restaurants, clothing, getting around town, describing one's home, and chores. Throughout the course, students will practice all major skills: oral and written expression (speaking and writing), as well as oral and written comprehension (listening and reading), in French. In addition, they will develop cultural awareness of various regions of France. *Yearlong.*

## **FRENCH C: MON BIEN-ÊTRE (MY WELL-BEING)**

### ***Middle School***

In this course, students are introduced to the past tense while reincorporating use of the present tense in speaking, listening, reading, and writing. This will include regular, irregular, and reflexive verb formations. The class is highly interactive and will incorporate a variety of digital tools and hands-on learning experiences. Students will collaborate on projects in the target language and begin to move beyond simple structures in oral and written communication. Vocabulary studies will include talking about your daily routine, favorite activities, travel, family, and pets. Culturally, students delve into Francophone North America, examining Québec, Louisiana, and other places with French heritage, and may incorporate regional recipes and stories into projects for class. *Yearlong.*

## **FRENCH 1: EN ROUTE (ON THE WAY)**

### ***Upper School***

In French I, students learn vocabulary and grammar points throughout their course of study. Students practice conversations, allowing them to describe their daily routine and their preferences on a variety of subjects. Additionally, students get the opportunity to work on their interpersonal, interpretive, and presentational skills. They study vocabulary related to numbers, expressions of time, description, characteristics, foods, clothing, getting around town, describing one's home, and chores. Students learn songs, write and perform short skits, play games, cook traditional dishes, and complete a variety of cultural and linguistic projects. *Yearlong.*

## **FRENCH 2: MA COMMUNAUTÉ (MY COMMUNITY)**

### ***Upper School***

In French II, students learn more complex grammatical structures in the present and past tenses, while also maintaining an immersion-style classroom speaking environment. The class is highly interactive and will incorporate a variety of digital tools and hands-on learning experiences. Under the umbrella theme "my community," students use their French vocabulary for games, sports, travel, and more to communicate in written and oral situations. Students will explore the iconic sites of the Paris region in depth and use this vibrant city as a backdrop for transactional conversations with peers to express their plans, likes, and dislikes. Cultural studies will include Francophone music, artists, foods, and films. *Yearlong.*



### **FRENCH 3: MON MONDE (MY WORLD)**

#### ***Upper School***

This intermediate course emphasizes themes of everyday life to reinforce and broaden students' communication skills, expand vocabulary, teach grammar concepts, and heighten cultural awareness. The curriculum reviews narration skills to describe past and future events and introduces complex sentence structures with *passé composé*, and *imparfait*. Students are increasingly able to demonstrate language acquisition in both formal and informal situations. Students read and discuss short stories and articles to explore contemporary life and Francophone cultures. They make comparisons and connections between the language, current events as seen through film and the media, cultures studied, and their own culture. In the second semester, students read their first unabridged novel, Maryse Condé's *Hugo le terrible*. *Yearlong*.

### **FRENCH 4: MON COEUR (MY HEART)**

#### ***Upper School***

This advanced course delves into the many cultures of the Francophone world while building upon the students' grammar foundation. The cultural element of this course focuses on ecological awareness and the impacts of global warming on Francophone countries. The curriculum expands upon the grammatical structures from French 3 and introduces the subjunctive and *passé simple*. Students are frequently exposed to authentic audio and video material; they discuss and write about various topics to practice complex structures. In the spring, students read and analyze their second unabridged novel in French. *Yearlong*.

### **FRENCH 5: MA VOIX (MY VOICE)**

#### ***Upper School***

Upper School students raise their own voices on social justice, from local to global issues, such as equity, the notion of privilege and the Maslow pyramid, immigration, gender equality, LGBTQ+, and Black heritage, focusing on members of the Négritude movement in the 1930s (Aimé Césaire, Léopold Senghor, and Léon Damas) against French colonial rule and the policy of assimilation. To address these compelling issues in French, the class progresses thematically and includes historical and current events, reading and listening comprehension (songs, poetry, articles, films, interviews, etc.), discussions, and personal reflections. Social justice vocabulary is introduced, and grammar and rhetorical structures are reviewed to make formal arguments in the target language. Students develop skills in self-awareness, introspective reflection, analytical writing, and advanced language skills. In-depth class discussions require students' full participation and commitment to a safe, mindful, and supportive collaboration. After each thematic unit, students create presentations, infographics, and digital stories to demonstrate their own understanding, depth of reflection, and empathy. *Yearlong*.

## FRENCH 6 AND 7: LE FRANÇAIS DES AFFAIRES (BUSINESS FRENCH)

### *Upper School*

Le Français des Affaires is a French immersion course available to upper-level students who having taken French 5 and wish to pursue French in a professional context and acquire valuable oral and written communication skills. Students listen to the news via television, radio, or internet to be able to give a concise and accurate account of the information, discuss global issues, and interact with their peers as colleagues. They practice public speaking while delivering a speech, making a presentation, or bringing up convincing arguments in a meeting. They learn how to introduce themselves in person and on the phone in a formal setting, prepare and practice going through an interview with the proper protocol and etiquette, and build their own portfolio, including a resume and an original start-up plan and web page. In written communication, they explore the Francophone enterprise and practice writing reports, press releases, formal letters, and emails, while sharpening acquired French syntax and grammar. At the end of this course, students will demonstrate their ability to conduct themselves in a Francophone professional context, complementing their existing English competencies. *Yearlong.*

## SPANISH

### SPANISH IGNITION: INTENSIVE A

#### *6th grade*

This course focuses on creative and immersive experiences both in our vibrant city of Seattle and throughout Washington state. Field trips may include a Spanish-language radio station, sports stadiums, nonprofit organizations, art centers, and more. Students may attend the Latin American Film Festival, explore storytelling at Casa Latina, visit Spanish immersion schools, and learn about traditional Latin American music and dances. Students see how Spanish is used and experienced in the world outside the classroom. *Intensive 1.*

### SPANISH A

#### *Middle School*

In Spanish A, students are introduced to the language and culture of the different Spanish-speaking countries. They become familiar and comfortable with the language. Students will have a basic understanding of the grammar and vocabulary at this level; particularly, they will learn about parts of the speech with a special focus on verb conjugations. They will build their confidence within the three modes of communication, interpretive, interpersonal and presentational, in the target language. *Semester 2.*

### SPANISH B

#### *Middle School*

In Spanish B, students continue discovering the basic components of sentence structure, focusing on regular verb conjugations in the present tense, and are also introduced to more stem-changing verbs. Students delve deeply into the grammar covered in level A. They produce more writing and gain more confidence in their speaking skills. Finally, they are introduced to the preterit tense. They deepen their abilities in the three modes of communication, interpretive, interpersonal, and presentational, in the target language. *Yearlong.*

## SPANISH C

### *Middle School*

Students continue to widen their vocabulary and create more complex constructions. They are expected to be able to conjugate verbs in the present and preterit tense and dive into the many regular and irregular conjugations, with a focus on using them for a communicative purpose. They deepen their knowledge of stem-changing verbs and are introduced to the imperfect tense. Students are expected to communicate mostly in Spanish at this level. Their writing, reading, and speaking skills continue to improve. Through multimodal and cultural activities, students further develop their abilities in the three modes of communication, interpretive, interpersonal, and presentational, in the target language. *Yearlong.*

## SPANISH 1

### *Upper School*

This course introduces students to language learning in general, focusing on various verb structures and other grammar points and idiomatic structures while making natural comparisons to their own language. Spanish 1 students develop study skills and memorization techniques that will enable them to learn vocabulary and grammar points throughout their course of study. Students practice conversations related to making acquaintances, talking about personal preferences, getting around town, and family relations. Additionally, students get the opportunity to improve their interpersonal, interpretive, and presentational skills through reading two short novels. They study vocabulary related to numbers, expressions of time, food, hobbies, and sports. Students learn songs, write and perform short skits, play games, cook traditional dishes, complete a variety of cultural and linguistic projects, and celebrate holidays and customs of the Hispanic world. *Yearlong.*

## SPANISH 2

### *Upper School*

Spanish 2 builds on the writing, speaking, listening, and reading skills established in Spanish 1. This course focuses on the use of the preterit and imperfect tenses, as well as on object and reflexive pronouns. Students practice conversation skills by talking about such topics as travel, daily routines, professions, making plans for the future, comparing past and present events, and narrating past actions. Furthermore, students get the opportunity to improve their interpersonal, interpretive, and presentational skills through reading two short novels. The course provides a broad overview of the variety of cultures and linguistic differences across the Spanish-speaking world, with numerous short readings. In addition, the students work with a variety of media (stories, commercials, music videos, telenovelas, shorts, etc.) to help provide additional opportunities to hear native speakers use vocabulary and grammar in context and to infer meaning from context. *Yearlong.*

## SPANISH 3

### *Upper School*

Spanish III builds on the writing, speaking, listening, and reading skills established in Spanish II. This course focuses on the use of the present perfect, preterit, imperfect, and future tenses, and the subjunctive mood. Students practice conversational skills by talking about such topics such as family, interests and hobbies, childhood memories, and future plans. The first semester introduces Latin American history and Spanish's connection to Indigenous languages, while the second semester delves into the Chicano movement. Students read short stories and articles in Spanish and watch several films. In addition, the students work with a variety of media (stories, commercials, music videos, telenovelas, shorts, etc.) to help provide additional opportunities to hear native speakers use vocabulary and grammar in context and to infer meaning from context. *Yearlong.*

## SPANISH 4

### *Upper School*

In this advanced course, students get equal exposure to cultural, communicative, and linguistic topics. They view and discuss several films that highlight particular aspects of Hispanic society and history. Students work with authentic sources, such as news articles, poems, and short stories, to conduct research about a variety of topics. The grammar portion of the course focuses on pronouns, mood, and tense sequencing, as well as a review of selected topics from previous years. By the end of this course, students have acquired a more advanced level of communication in all three modes of communication: interpretive, interpersonal, and presentational. This course is a stepping stone to the Upper School Spanish elective offerings. *Yearlong.*

## SPANISH 5: LATINX

### *Upper School*

Students study a variety of themes, such as Latinx history, language, education, and immigration. They will explore how these topics relate to the development of identity and community, and practice the art of sharing stories through written, visual, and verbal mediums. Students will learn about the local and current history of the Latinx communities in Seattle and in Washington state through field trips and guest speakers and have regular opportunities to practice written and verbal Spanish. The grammatical concepts are aligned with the other Spanish 5 course ¡Qué Chévere!: Contemporary Society and Spanish Communication, and provide students with the skills to progress to level 6/7 courses. *Yearlong.*

## SPANISH 5: ¡QUÉ CHÉVERE!: CONTEMPORARY SOCIETY AND SPANISH COMMUNICATION

### *Upper School*

In this level 5 advanced course, students focus on developing their oral communications skills through exploring contemporary society in the Spanish speaking world. Grammatical concepts are aligned with the other Spanish 5 course and provide students with the skills to progress to level 6/7 courses. Students will explore themes of interest such as current events, pop music, film, soccer culture, food, society, and linguistic diversity. Students will work with authentic materials such as podcasts, videos, and music to develop interpretive, interpersonal, and presentational communication skills. Students will demonstrate oral proficiency through interviews, video diaries, conversation, debates, and presentations. By the end of the course, students will have improved their fluidity and comprehension, increased their vocabulary, and gained better understanding of the Spanish speaking world today. *Yearlong.*

## **SPANISH 6/7: JUSTICIA SOCIAL**

### ***Upper School***

The course explores the topic of social justice throughout the Spanish-speaking world, alternating between units that highlight themes of Spanish, Latin American, and Latino history and current social realities through art and literature, and units with a focus on individual and group struggles for social justice. This advanced course continues to challenge students to communicate with more accuracy, at a more refined level, in a wider variety of contexts, and with a greater lexical repertoire. Students work with a variety of primary sources (letters, newspaper articles, testimonies) and view and analyze a variety of films in order to discuss and interpret different historical contexts and realities. In the second semester, students also work on descriptive, narrative, and expository writing styles. *Yearlong.*

## **SPANISH 6/7: LITERATURA Y CINE**

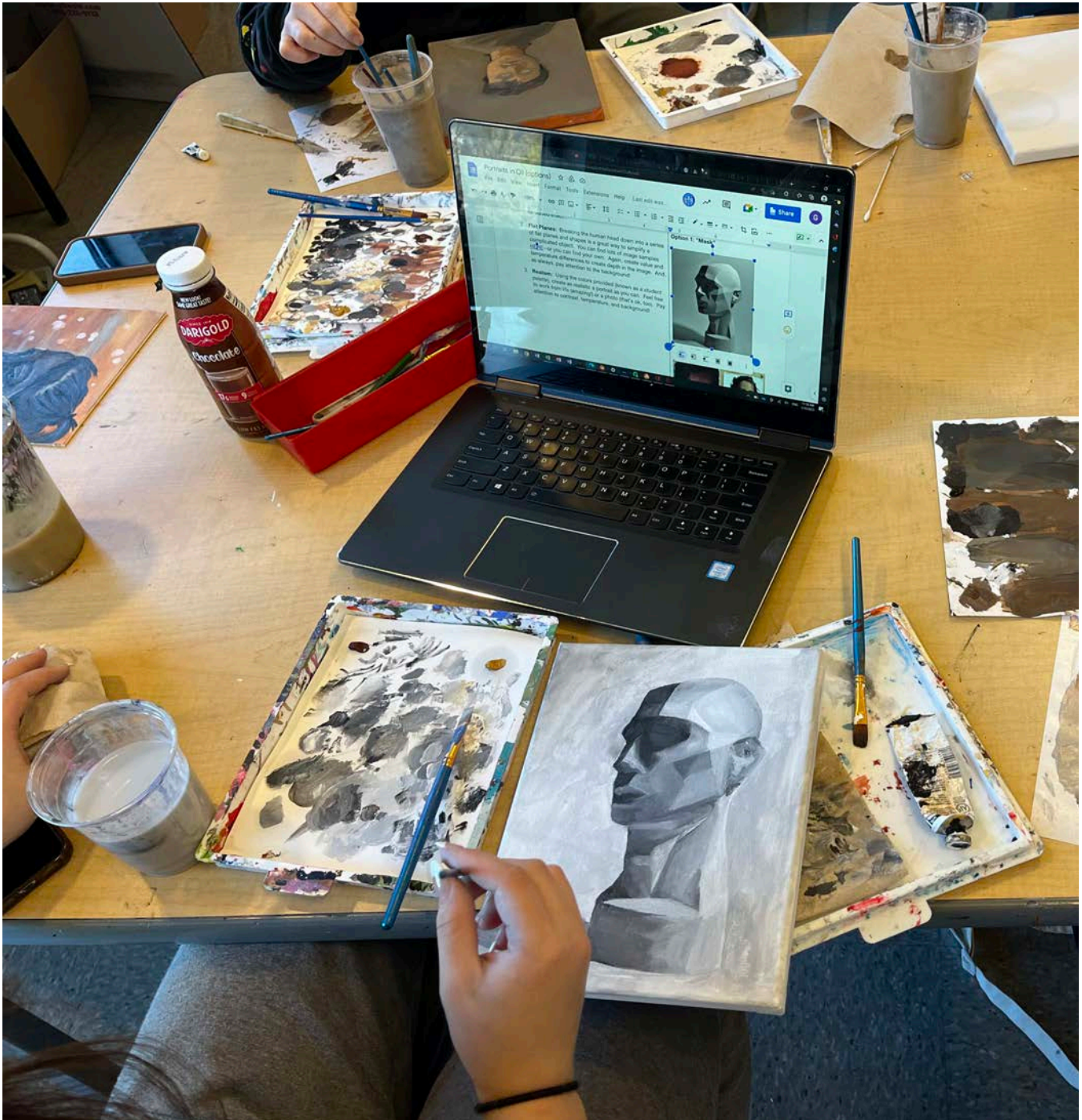
### ***Upper School***

In this advanced Spanish course on literature and film, students are critical readers and writers as well as active viewers. They write cross-cultural comparisons of literary texts and film, and compare these with their own experiences; use the works to determine how people identify with specific locations, language, and culture; discuss and interpret the historical context in which the work is set; write and apply literary analysis to a variety of genres within the context of Spanish and Latin American literary traditions; and develop, communicate, and defend a thesis with evidence based on literary texts and film. *Yearlong*



## INTENSIVES

At UPrep, intensives are three-week terms during which students take one class full-time, earning the same credit as a one-semester class. Intensive courses are academic and include student-designed projects, internships and mentorships, day visits to organizations in town, and overnight travel nearby and far away. Intensives promote student leadership, collaboration, and community engagement, and de-emphasize homework, solitary study, and isolated subjects. Learning like this helps our students attain the knowledge, skills, and thinking dispositions needed to successfully navigate our rapidly changing world.



## SPANISH — INTENSIVE A

### **6th grade**

This course focuses on creative and immersive experiences both in our vibrant city of Seattle and throughout Washington state. Field trips may include a Spanish-language radio station, sports stadiums, nonprofit organizations, art centers, and more. Students may attend the Latin American Film Festival, explore storytelling at Casa Latina, visit Spanish immersion schools, and learn about traditional Latin American music and dances. Students see how Spanish is used and experienced in the world outside the classroom. *Intensive 1.*

## FRENCH — INTENSIVE A: LE PETIT ATELIER

### **6th grade**

Le Petit Atelier Français offers students an immersive cultural experience in which they develop communication skills in the target language. During the class, students speak French, sing songs, and do communicative activities. In addition to building vocabulary and practicing foundational grammar skills, students complete various projects, including a final vision map depicting their experience in the French Petit Atelier. Students visit local Francophone businesses. Guest speakers also bring their expertise and enthusiasm to share with students and create artifacts that allow exploration of the global Francophone world. *Intensive 1.*

## CHINESE — INTENSIVE A

### **6th grade**

The three-week winter intensive offers students a comprehensive introduction to the basics of spoken and written Chinese language, covering strokes, radicals, and Pinyin pronunciation, which sets the groundwork of Chinese language acquisition. Basic greetings and language phrases are introduced. Students also explore diverse Chinese cultures, people, and land of greater Chinese communities. By attending several field trips and cultural events, such as the International District tours, Chinese food dining-out trips, and a martial arts class, students will attain a fun and dynamic experience. They not only acquire a new language and culture, but also build connections with teachers and peers. The intensive also celebrates the Lunar New Year on campus, where student use their calligraphy and Chinese painting skills to showcase the richness of Chinese traditions with the UPrep community. *Intensive 1.*

## DEEP SPACE SIX: SCIENCE FICTION, SCIENCE FACT

### **6th grade**

#### **Required**

This course is a partnership between 6th grade English and science to explore astronomy, the solar system, and methods of inquiry in a creative, artistic, and hands-on fashion. Through a variety of trips and projects, students explore outward from the moon to the solar system, and then to some of the anomalies and the history of the universe itself. Students read, analyze, and write science fiction using their own learning and projects for inspiration. Field trips include the University of Washington Planetarium, the Challenger Learning Center at the Museum of Flight, and the Museum of Pop Culture. *Intensive 2.*

## WASHINGTON STATE HISTORY

**7th grade**

**Required**

This three-week intensive course brings together classroom learning with experiential education. The first week of the intensive combines Pacific Northwest-focused classroom experiences with local field trips. During week two, students go on three-day, two-night excursions to different parts of Washington state. During the final week of the intensive, students participate in a project-based learning project, answering a self-created research question related to one or more of the experiences from their excursion. Students conduct research, create annotated bibliographies, write scripts, and present a visual presentation of their research to their peers and faculty. *Intensive 2.*

## CAPSTONE

**8th grade**

**Required**

Capstone is a culminating 8th grade learning experience during the spring intensive, where students engage in activities designed to inspire and foster civic engagement, community-building, self-reflection, and real-world problem-solving. During this intensive, students participate in three distinct learning modules: (1) Intro to Leadership; (2) Sustainable Development Goals; and (3) Global and Local Community Organizations. Additionally, 8th grade students go on an overnight retreat to celebrate the end of their Middle School years with advisors and learn about outdoor leadership and service learning. Within the three modules, students learn and incorporate leadership skills that involve self-assessment and peer assessment with the intent to build a collective leadership model that they apply to real-world problem-solving; learn how nonprofit organizations at the local level and NGOs (nongovernmental organizations) at the global level address social issues and solve problems through a variety of approaches; demonstrate learning through a variety of small products and tasks; and engage with classmates in group and grade-level discussions to celebrate 8th grade and Middle School achievements. *Intensive 2.*

## CERAMIC ARTS

**7th–8th grades**

Ceramics is a very tactile, hands-on course, in which students will be working with clay and glazes. Students use basic hand-building techniques to create sculptural and functional works of pottery. Students also learn alternative firing methods such as sawdust firing, charcoal grills, and saggar firing, as well as help build the kilns needed to complete these firings. Topics include the origins of ancient firing and building methods used by European, Asian, Native American, and other Indigenous cultures. Students will also examine how contemporary artists incorporate such methods in their art. Be ready to get a little dirty, experiment, and be creative. *Intensive 2.*

## THE GRAPHIC NOVEL

**7th–8th grade**

This course focuses on the conception, design, and production of a visual narrative piece. Students read examples of comics and graphic novels that bring together writing and visuals to tell their stories. Using these pieces as inspiration, students then develop their own characters and storylines, write and draw the piece, and produce an anthology series distributed at UPrep. *Intensive 1.*



## YES AND ... IMPROV

### *7th–8th grade*

“Yes And ...” develops confidence, flexibility, adventurousness, and performance skills through the medium and playfulness of improv theatre. The ability to improvise—working with what you have, responding to changing circumstances, and going with the flow—is a skill that is as applicable to daily life as it is to theatre. This class uses two classic forms of improvisation—games and long-form—to explore character development, build the ability to think quickly and respond readily to prompts, and learn to tell a story in an improvisatory way. In these ways, the course prepares students for experiences in which quick thinking, comfort, and ease in presentation are required. The final performance is a low-key, lightly produced event presented during the class period. The performance is open to family but does not require any special scheduling. *Intensive 1.*

## MATH IN ART TECHNOLOGY HISTORY (M.A.T.H.)

### *7th–8th grade*

This intensive elective course equips students to see the math that is present in the everyday world. Students explore the mathematics in architecture; the patterns in natural phenomena such as plants, lightning bolts, and rivers; the algorithms involved in computer programming and solving the Rubik’s cube; and the patterns in art like tessellations and the golden ratio. M.A.T.H. students develop the ability to recognize the mathematics in literacy and language, culture and the arts, and information and communication technology as they gain the skills and attitudes that foster lifelong learning and an appreciation of mathematics in the everyday world. *Intensive 1.*

## PROJECT SCIENCE

### *7th–8th grades*

#### *Elective*

We have tons of technologies to help us memorize and recall information. Let’s move beyond simply being databases of information and develop our critical-thinking and problem-solving skills. Through hands-on, project-based learning and collaboration, students cultivate the confidence and skills needed to tackle real life, messy, and challenging problems in science. Students use the engineering process to build, test, and modify prototypes for a bridge, a natural history museum exhibit, and an egg joust. *Intensive 1.*

## ROBOTICS PROGRAMMING

### *7th–8th grade*

A robot is a machine that can sense its environment, run programs to make decisions, and perform physical actions. In this course, students learn to program robots that navigate obstacle courses, draw pictures, play and dance to music, and even fly! Students also learn about robotics in the real world, go on a field trip to see an industrial robotics lab, and write a robot short story. This course does not require any prior experience with robotics or programming. *Intensive 1.*

## **OUTDOOR EDUCATION: SNOW SCHOOL**

### ***7th–8th grade***

This course is a three-week outdoor education experience run in collaboration with the Upper School Avalanche Risk Management course. Students work in various group settings to learn basic winter and snow safety lessons, complete an introductory course in avalanche awareness, participate in field-based activities in snow science, route-finding, and snow school tour planning, and participate in an overnight expedition with professional guides. Outdoor Leadership is grounded in experiential education, including many hands-on, real-world scenarios that develop problem-solving, self-confidence, critical thinking, risk mitigation, and cooperative skills. *Intensive 1.*

## **GLOBAL LINK: ALABAMA**

### ***Middle School***

Global Link: Alabama is a domestic travel program that immerses students in cultural contexts beyond their home and school cultures and provides them with opportunities to connect with and learn from partner communities in Montgomery and Selma, Alabama. This course challenges students to learn about themselves in order to build relationships with others, to seek out opportunities to deepen their understanding of complex issues and histories, to embrace the unfamiliar and gain confidence in new experiences, and to work with their team to listen, collaborate, support, and share their experiences with the UPrep community. *Intensive 1.*

## **GLOBAL LINK: NEW MEXICO**

### ***Middle School***

Global Link: New Mexico is a domestic travel program that immerses students in cultural contexts beyond their home and school cultures and provides them with opportunities to connect with and learn from partner communities in Albuquerque and Santa Fe, New Mexico. This course challenges students to learn about themselves in order to build relationships with others, to seek out opportunities to deepen their understanding of complex issues and histories, to embrace the unfamiliar and gain confidence in new experiences, and to work with their team to listen, collaborate, support, and share their experiences with the UPrep community. *Intensive 1.*

## **CHOREOGRAPHY**

### ***7th–12th grade***

Students dive into the art of choreography and the experience of building and performing dances. Students explore a variety of choreographic exercises, improvisational scores, and creative work in the studio to build their understanding of composition and the creative process. During visits with professional dancers and choreographers, on field trips to see professional performance, and through in-class assignments and presentations of their own work, students deepen their understanding of dance and choreography. A variety of documentaries highlight current choreographers and their work. In-class lessons approach dancemaking from a variety of methods. During the course, students create their own choreography, set their movement on peers, dance in the work of their classmates, and experience having choreography set on them by others, including professional artists. Students perform a selection of dances in a showcase, sharing their creative work in a final performance for the UPrep community. *Intensive 1.*



## WINTER STOCK

### 8th–12th grade

The goal and focus of Winter Stock is to enhance theatre students' ability to think creatively and engage in multiple levels of learning through an all-inclusive theatrical experience. Like young summer stock actors and theatre techs, our students develop an understanding of the artistic process and build a working, unified company while creating a fully produced play in a short period of time. Students gain an understanding of their own learning process as they integrate elements of playmaking: sound, lighting, set design, set construction, acting, and performance. *Intensive 1.*

## 9TH GRADE HEALTH

The 9th Grade Health intensive is an alternative offering to the one-semester Health course for students who need more flexibility in their schedule. Students explore and practice the health skills (decision making, interpersonal communication, analyzing influences and accessing valid information) through topics such as substance use and abuse, human relationships and sexuality, nutrition, fitness, infectious diseases, sleep, self-esteem, stress and more. Health is a graduation requirement usually taken in 9th grade. There is only one section of the 9th Grade Health intensive, and students with schedule conflicts are prioritized. Students transferring to UPrep in grades 10–12 without previous high school health experience are required to take this course as an independent study. *Intensive 1.*

## HUMANITIES

### 10th grade

English and history are combined into one single-block interdisciplinary humanities course to study both world literature and history. This continues the focus on identity and community that began in the first semester of the 10th grade Modern World History and Foundations in Literature courses. Students continue to develop critical reading, researching, and writing skills in the second semester of 10th grade Humanities. During the intensive term, students choose one of three different tracks and conduct site visits to global organizations based in the Seattle community in order to write a six- to eight-page research paper. They immerse themselves in a research and writing process aligned with the overarching themes of the world history and literature curricula: promoting human rights and building an international community. How can we view each of these three tracks from historical, literary, artistic, ethical, environmental, and global perspectives? Students apply the lessons they have learned from previous history, English, and humanities courses to focus on how these historical issues and topics are playing out in Seattle and in the rest of the world. *Intensive 2.*

## ALGEBRA II: SEMESTER AND INTENSIVE COURSE

### 10th–12th grade

This course is designed for students who are interested in an accelerated curriculum that covers the year-long Algebra 2 curriculum in the first semester and first intensive, with the intention of taking Pre-Calculus in Semester 2. The course emphasizes the role of algebra as the foundation for further mathematics study. It stresses the structure of algebra, the development of algebraic problem-solving skills, and the use of functions as models of real-world situations. This course concentrates on the application of linear equations through matrices, functions and transformations, number series, and rational expressions and equations. Students explore the characteristics of polynomial, rational, exponential, and logarithmic functions, including an introduction to complex numbers. A TI-83, TI-83 Plus, TI-84, or TI-84 Plus graphing calculator is required. *Prerequisite: Algebra I, Geometry, and approval by the Math Department. Students who sign up for the course must also sign up for Pre-Calculus in Semester 2. Semester 1 and intensive 1.*

## **CIVICS: POLITICS AND GOVERNMENT**

### ***11th–12th grade***

In keeping with our school's mission, vision, and values, we want our students to become capable and engaged citizens, able to effect political, social, and economic change. This class examines our local and federal governmental systems and structures, the Washington state and U.S. constitutions, the judicial system, and the ways that politics and current events influence each other. The course emphasizes the rights and responsibilities of both citizens and government in the ongoing dance between the competing interests of liberty and order. The course uses a variety of media, including news articles, scholarly analyses, and founding documents. Class activities include simulations and debates surrounding current issues, panels of guest speakers, and field trips. Students participate in a Mock Congress to build an in-depth understanding of the legislative process. All students also participate in either a local campaign or a practicum of observation and involvement in local government or an activist organization of their choice and are expected to commit hours outside of school to complete this experience. *Intensive 1.*

## **LITERARY NONFICTION WRITING**

### ***11th–12th grade***

"Tell all the truth but tell it slant," wrote Emily Dickinson in her poem of the same name. In a world where truth is often questioned, what is the role of the author in nonfiction writing? In this class, we explore the world of "slant" truth—nonfiction with an angle, a purpose, or a larger message. We're not recording truth but telling its story utilizing many of the same techniques that fiction writers use in their prose. We practice facets of creative nonfiction, paying special attention to the genres of literary journalism, memoir, and personal essay, as we craft a portfolio of work to track our progress and ultimately feature a piece fit for publication. If you're interested in growing your writing by marrying the artistry of fiction with the truth of your world, join us. *Intensive 1.*

## **CREATIVE WRITING: POETRY**

### ***11th–12th grade***

What is a poem, and what does it do? How do poets see and write about the world differently from short-fiction writers or novelists? How do they make meaning through rhyme, meter, structure, and carefully selected words? How can we tell when a poem is complete, and how can we revise poetry when we know it's not quite finished? How do poets develop their own style? And what does it mean to read with a writer's eye? In this class, students attempt to answer these questions while engaging in a variety of reading and writing exercises and experimenting with a range of subjects, styles, and approaches. Emphasis is placed on student choice and the self-directed development of skills. As the main objective, students discover what they would like to say, broaden their awareness and understanding of the many tools in a poet's toolbox, and intentionally and effectively apply those tools to their own work. *Intensive 2.*

## MARINE BIOLOGY

### *11th–12th grade*

In this course, students explore life in the oceans from the intertidal zone to the deepest trenches, with emphasis on anatomical, physiological, and biochemical adaptations to major biotic and abiotic environmental factors. Students learn how the ocean works and about current environmental threats facing the ocean, such as global warming, ocean acidification, overfishing, and coastal pollution. Students spend the first week of the intensive learning about the history, technology, environmental factors, and ecology of marine sciences. The second week includes learning about the different ocean layers and benthic and pelagic biology, which will include a jigsaw dissection of dogfish sharks, frogs, perch, lamprey, and squid. Lastly, the third week dives into the magic of the ocean, including bioluminescence, hydrothermal vents, coral reefs, unique marine adaptations, and human interactions. Prerequisites: Biology and Chemistry. *Intensive 2.*

## INDEPENDENT LAUNCHPAD

### *11th–12th grade*

LaunchPad is a three-week, real-world experience for students to step off-campus and work in an environment that speaks to their personal passions and/or their professional, vocational, or academic curiosities. As an evolution of UPrep's Senior Project, students may meet this graduation requirement in junior or senior year. From shadowing software engineers to maintaining hiking trails to helping manage a Pilates studio, LaunchPad gives students the chance to engage with the world beyond UPrep and practice the skills they'll need after they graduate. *Intensive 1 or intensive 2.*

## LIFETIME ACTIVITIES

### *Upper School*

This course provides students with knowledge and experience in a variety of lifetime activities in order to maintain a healthy lifestyle. This course also exposes students to the outside world and gives them the knowledge and power to participate in activities outside of a school setting. The activities in this class are currently popular all over the country and include those unique to Seattle. Activities are based on the weather. The January intensive is more focused on indoor and winter activities, and the May/June intensive is more focused on outdoor and spring/summer activities. Units may include biking, running, hiking, softball, rock climbing, volleyball, Ultimate, bowling, Nordic skiing, snowshoeing, kayaking, and more. Students are also introduced to basic nutrition concepts and the role nutrition plays in achieving a lifestyle of wellness. *Intensive 1 or intensive 2.*

## YOGA: ON AND OFF THE MAT

### *Upper School*

In this deep dive into the world of yoga, students will develop internal awareness and physical expression through the practice of postures, breathing exercises, and meditation techniques. Through project-based learning, students will study the history of yoga, Patanjali's eight limbs, and the chakra system. Opportunities to practice exercises in mindfulness, compassion, and gratitude will guide students in integrating their personal selves with their outer communities. Field trips and guest artist classes will be fun, experiential opportunities to deepen learning, connect with experts in the field, and explore the greater Seattle community. Students will leave the course with a toolbox of strategies to be well, de-stress and continue practicing yoga both on and off the mat after the intensive ends. *Intensive 2.*

## **ELECTRONIC MUSIC**

### ***Upper School***

If you want to make music using your computer, this class is for you! We will learn about how songs are composed, structured, recorded and produced. We will then use Ableton Live to create everything from beats to full-on symphonies—whatever you desire! Along the way we'll listen to tons of great music, visit a professional recording studio, and welcome a variety of guest artists, such as musicians, DJs, engineers, producers, etc. This class is designed for both musicians and non-musicians and is a great choice whether you play an instrument or not. You gain the skills and knowledge to produce your own work now and for years to come. *Intensive 2.*

## **MARIMBA BAND: MUSIC AND CULTURE**

### ***Upper School***

Marimba Band provides students with a deep-dive marimba ensemble experience. During the course, students learn to play the instrument and explore how to be a contributing member of a music ensemble. Along with daily practice sessions, students learn about building, tuning, and maintaining the instruments, as well as their development, cultural history, and deep connections to the Pacific Northwest. Students also use the experience of learning marimba to examine their own culture and musical heritage. *Intensive 1.*

## **FILM PHOTOGRAPHY**

### ***Upper School***

Students take a deep dive into the world of film and darkroom photography as an extension of their photographic tool kit. Students learn how to load a film camera, shoot their photos with proper exposure, develop film, and print a high-quality photo in the darkroom. The class takes field trips to shoot photos in diverse locations around the Seattle area. For their final project, students choose a theme or topic and print a five- to 10-image portfolio complete with an artist statement to present to the class. *Intensive 1.*

## **PAINTING**

### ***Upper School***

Painting is an artistic discipline that asks the artist for time, focus, and a love of exploring possibilities. This course is designed for beginners as well as those who have experience in the practice. Through a variety of challenges, students explore brushwork, color mixing, tonal variations, texture, and paint additives. Activities may include still life, portraiture, abstraction, landscape, and student-directed work. The class also visits local museums and artist studios, watches short films, and explores the work of exemplar artists for creative inspiration. This course may be combined with Visual Art I, II, or III to create a full year of art. *Intensive 1.*

## ART HISTORY AND STUDIO PRACTICE

### *Upper School*

Students dive deeply into different topics and methods that have defined art movements over the ages. Through field trips, studio visits, and in-class presentations, students explore a variety of media and methods that they then employ in hands-on projects. Classical and contemporary art in the Western tradition, as well as the multitude of cultures that helped shape Western art, provide students with a window on not just historical context, but also on how and why the art was made, allowing them to hone their skills in visual literacy (their ability to “read” images). By the end of the course, students complete several sketches, drawings, paintings, and other projects that reflect and allude to the movements studied in class. Activities may include master copies, still life, collage, abstract painting, and others. *May be taken for Fine Arts or History credit. Intensive 1.*

## VIDEO JOURNALISM

### *Upper School*

This course is designed to teach students the skills necessary for telling journalistic stories using video and audio. Students will scour the Seattle area for stories about events, people, and issues of interest to the UPrep community. In addition to shooting and reporting their stories, students will anchor and produce a newscast to showcase their work. Completed videos will also be posted online. *Intensive 2.*

## INTRODUCTION TO STATISTICS

### *Upper School*

Introduction to Statistics develops students’ potential to quantify and interpret what they observe. Collecting, representing, analyzing, and modeling with data are activities of major importance in contemporary society. This statistics course emphasizes that learning to interpret data correctly is a means of developing increased awareness of social, political, and scientific issues. Students learn to create unbiased surveys and experiments, detect bias in other surveys, describe data objectively with graphs table and numerical statistics, determine correlation between variables, and understand the concept of a statistically significant result. In the intensive model of Introduction to Statistics, students look outside the statistics textbook and inside the city of Seattle (and beyond) to learn how to become a generator, user, and interpreter of information from a statistical perspective. *Prerequisite: Algebra II. Intensive 1 or intensive 2.*

## ENTREPRENEURSHIP

### *Upper School*

This project-based learning course focuses on innovation, entrepreneurship, and societal needs. Students learn how to take an idea and transform it into a business or a social venture. The course is highly interdisciplinary, integrating concepts and skill development in a range of areas, including business, finance/accounting, law, engineering and design, intellectual property, marketing, government regulation, and sociology. The course taps into the tremendous resources found in the local community, both for subject-matter expertise (guest lecturers) and for real-world, on-site visits to witness entrepreneurship in action within one of the country’s most vibrant start-up ecosystems. As a final project, students develop a business plan and an investor pitch deck that is ready to present to investors for potential seed-stage or angel investment. The class develops the business plan collaboratively and gives a presentation to actual angel investors and/or social venture capitalists in the Seattle community at the conclusion of the class. *Intensive 1.*

## CONFUCIUS TO K-POP: EAST ASIA CHANGES THE WORLD

### *Upper School*

This intensive course explores East Asian history and culture and its enduring impacts on the world, with a focus on regional connections. Students will learn about the arts and culture of East Asian nations and study aspects of the political, economic, and social history of the region. The course will incorporate field trips as students work on projects such as investigating memoirs from the Japanese occupation of Korea. They will pursue an independent project of their own interest and participate in a UN Council debate on a current issue. *Intensive 2.*

## U.S. FOREIGN POLICY

### *Upper School*

America's engagement with—and connection to—the rest of the world extends far beyond its global military presence. This intensive course aims to offer a history of American foreign policy and the role the country has played in the international sphere. Students in this course will explore the history of America's efforts in the Caribbean, American efforts to "open" Japan and China, attempts to rebuild postwar Europe, and the global economy of the 21st century. *Intensive 1.*

## ENGINEERING I

### *Upper School*

Students are introduced to the ways of thinking and problem-solving that make engineering unique in STEM (science, technology, engineering, math). Students work collaboratively to identify and creatively solve real-world problems in a broad range of engineering fields. As students learn how an engineer thinks and works, they gain a better appreciation for how the world around them has taken its current form, and how engineering can address problems that affect real people. This class is designed for students with a broad range of prior experience and math skills. We especially invite students from backgrounds that are not traditionally well-represented among engineers to explore this course. *Intensive 1.*

## MICROBIOLOGY

### *Upper School*

This course has been designed to provide students with an authentic lab research experience. Students will be exposed to a variety of techniques needed to isolate, visualize, and characterize common microorganisms while completing a multi-week research project. The intensive format will allow student research teams to work asynchronously on individualized projects as they learn how to troubleshoot experiments and persist through challenges within a supportive environment. The experience with self-directed lab work and knowledge of common lab techniques gained in this course will uniquely qualify students for lab internships and research experiences. *Prerequisite: Biology, 9th–12th grades. Intensive 2.*



## TEACHING SCIENCE

### *Upper School*

This is a project-based course in which students design a science lesson or unit for elementary school students. The unit incorporates the essential elements of project-based learning that include designing a real-world project for an authentic audience. Students in this course would partner with local elementary/middle school teachers to bring science or STEAM (science, technology, engineering, arts, math) lessons and demonstrations to their students. In addition to prepping their teaching, student would spend classroom time learning about learning, providing context to improve their teaching (while simultaneously informing their own future learning). No prior science coursework is required, though an enthusiasm for learning and working with others is important. *Intensive 1.*

## OUTDOOR LEADERSHIP AND WILDERNESS FIRST AID

### *Upper School*

This course is a three-week outdoor education experience focused on student leadership, teamwork, and stewardship in Seattle and the North Cascades. Featuring classroom learning, day trips, and an overnight expedition, the program emphasizes self-awareness, judgment, and decision-making, as well as an opportunity to earn certification in Wilderness First Aid (WFA). Outdoor Leadership is grounded in experiential education, including many hands-on, real-world scenarios that develop problem-solving, self-confidence, critical thinking, risk mitigation, and cooperative skills. *Intensive 2.*

## OUTDOOR LEADERSHIP: AVALANCHE RISK MANAGEMENT

### *Upper School*

This course is a three-week outdoor education experience focused on leadership, teamwork, and avalanche safety in Seattle and the North Cascades. Students work in various group settings to complete day-long snowshoe tours, avalanche awareness workshops, companion rescue activities, and an overnight expedition with professional mountain guides where students have the opportunity to earn an American Institute for Avalanche Research and Education (AIARE) Level 1 certification. Outdoor Leadership is grounded in experiential education, including many hands-on, real-world scenarios that develop problem-solving, self-confidence, critical thinking, risk mitigation, and cooperative skills. *Intensive 1.*

# Course Sequences

## COMPUTER SCIENCE

7th and 8th grade electives: Robotics Programming and CSI may be taken in either order

Upper School electives: CS I, II, III, and IV may be taken in order; students with programming experience should discuss placement with the instructor. Data Science and Analytics may be taken after Introduction to Statistics, and students who are also planning to take CS I should take CS I first.

## ENGLISH

6th grade: 6th Grade English

7th grade: 7th Grade English

8th grade: 8th Grade English/Creative Writing

9th grade: Foundations in Composition

10th grade: Foundations in Literature/Humanities 11th grade: American Voices

12th grade: Electives

Intensives: 6th grade, required: Deep Space Six: Science Fiction/Science Fact

7th or 8th grade: The Graphic Novel

11th or 12th grade: Literary Nonfiction Writing, Creative Writing: Poetry

## FINE ARTS

6th grade: 6th Grade Fine Arts or Orchestra and Band I

7th and 8th grades: Students are required to take a minimum of two semester-long courses in any of the fine arts disciplines

Upper School: Semester and yearlong classes are offered in Dance, Drama, Visual Arts, and Music

Upper School graduation requirements: four semesters of Fine Arts classes from at least two disciplines

## **HISTORY**

6th grade: America's Place in the World

7th grade: American Government

8th grade: Ancient Traditions

9th grade: Early World History

10th grade: Modern World History and Humanities

11th grade: United States History

12th grade: Civics

Electives: Middle School Economics, Latin American History, Microeconomics

Intensives: 7th grade, Washington State History, required

Upper School: Art History and Studio Practice, U.S. Foreign Policy, Confucius to K-Pop: East Asia Changes the World

## **MATH**

6th grade: Math 6A or Math 6A

7th grade: Math 7 or Algebra I

8th grade: Pre-Algebra or Algebra I or Geometry

9th grade: Algebra I or Geometry or Algebra II

10th grade: Geometry or Algebra II or Introduction to Statistics/Pre-Calculus

11th grade: Algebra II or Introduction to Statistics/Pre-Calculus or Calculus I

12th grade: Introduction to Statistics/Pre-Calculus or Calculus I or Calculus II

## **PHYSICAL EDUCATION**

6th grade: Full year of P.E. (two semesters)

7th grade: One semester of P.E. and one semester of Health 8th grade: One semester of P.E.

Upper School graduation requirements:

- One semester of Health (9th grade)
- Three semesters of P.E. courses (semesters and/or intensives)

## SCIENCE

6th grade: Integrated Science I

7th grade: Integrated Science II

8th grade: Integrated Science III

9th grade: Biology

10th grade: Chemistry or Quantitative Chemistry

11th or 12th grade: Physics or Quantitative Physics

9th–12th grade: Electives

Intensives: 6th grade: Deep Space 6.

7th or 8th grade: Project Science

Upper School: Microbiology, Engineering I, other courses on rotation

## WORLD LANGUAGE

6th grade: Language Ignition intensive:

- Chinese: Exploring the Beauty of Chinese Language, Culture and Customs
- French: Le Petit Atelier Français
- Spanish: ¡Aventuras en Español!

Middle School: Spanish A, B, or C; or Chinese A, B, or C; or French A, B, C

Upper School: Spanish 1, 2, 3, 4, 5, 6/7; or Chinese 1, 2, 3, 4, 5, 6/7; or French 1, 2, 3, 4, 5, 6 and 7







# UPREP

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