



## UPPER SCHOOL CURRICULUM GUIDE



**2024-2025**

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Graduation Requirements

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Registration Information

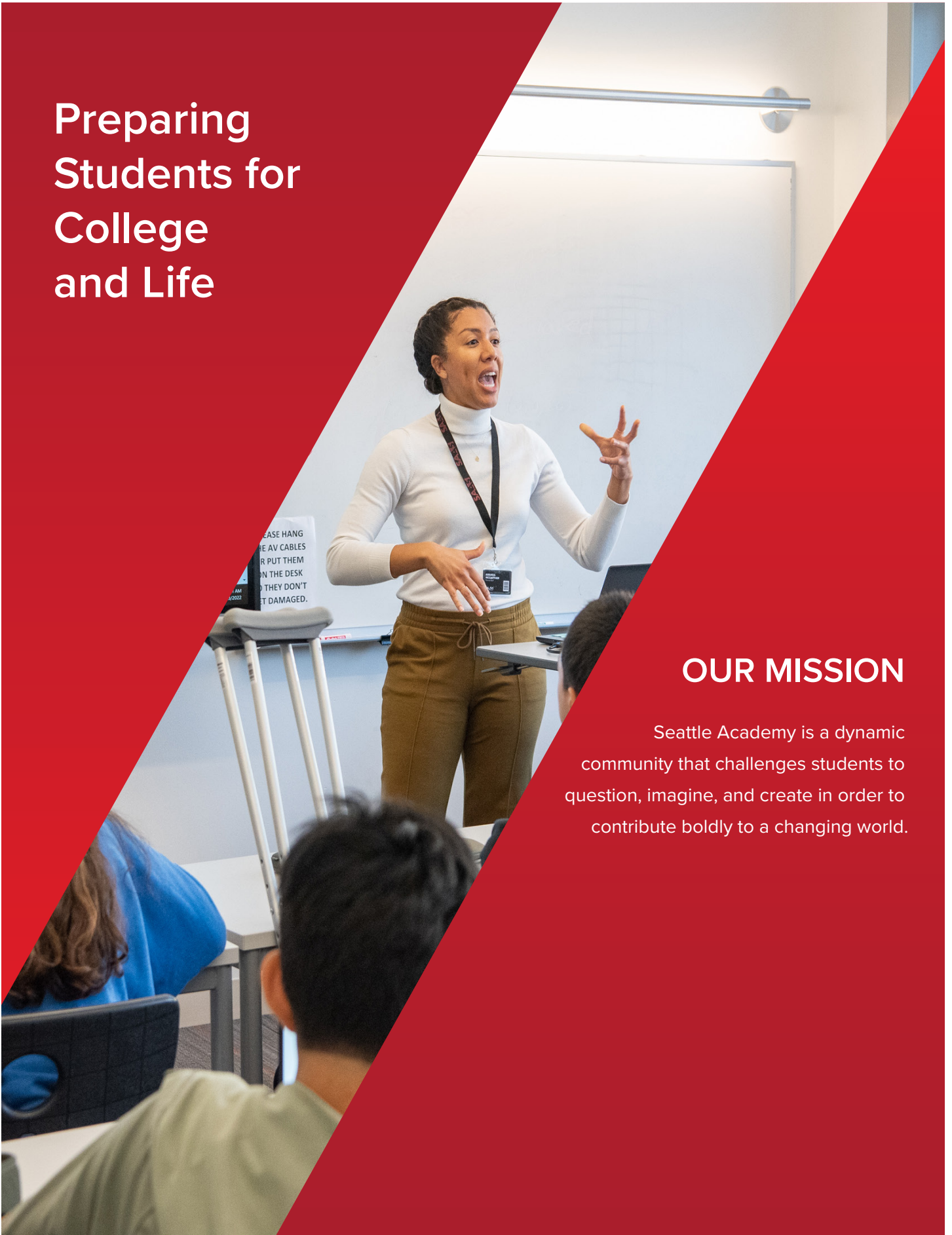
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Course Descriptions

# Preparing Students for College and Life

## OUR MISSION

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



# TABLE OF CONTENTS

Registration Information and Academic Protocols . . . . .	4
Graduation Requirements. . . . .	6
Community Service . . . . .	7
Senior Project . . . . .	8
Learning Support . . . . .	9
Calendar of After-School Activities . . . . .	10

## 2024-2025 COURSE DESCRIPTIONS AND CREDITS BY DEPARTMENT

Arts . . . . .	11
English . . . . .	19
Health . . . . .	21
History . . . . .	22
Innovations . . . . .	23
Mathematics . . . . .	28
Physical Education . . . . .	31
Rhetoric . . . . .	32
Science . . . . .	33
World Language . . . . .	37

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Appendix A: Math Courses   Chart . . . . .	38
Appendix B: French Courses   Chart. . . . .	39
Appendix C: Spanish Courses   Chart. . . . .	40
Appendix D: Mandarin Courses   Chart . . . . .	41
Appendix E: Daily Block Schedule . . . . .	42
Appendix F: Arts Audition Dates. . . . .	43

### Registration

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

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

### Schedule/Course Changes

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

### Outside Credits

Students are allowed to earn five-trimester credits outside of Seattle Academy. Credits must be earned with an accredited organization and must be pre-approved by the Registrar. Outside credits are recorded on transcripts as pass and are not calculated into the grade point average. Outside credits count as elective credits, with

the exception being PE credits, which can count toward the PE requirement, and credits made up to replace a failed course (see below). Outside PE credits and failed classes that are made up outside of Seattle Academy are considered part of the five allowed credits.

### Making up an F for required credits/repeated courses

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

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

### Independent Study

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

### Credit Waivers for Graduation Requirements

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

## Incompletes

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

## Grading Policy

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

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

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

## HONORS CLASSES

Honors English 11  
 Honors English 12  
 Honors History 11 (American History)  
 Honors History 12  
 Honors Intro to Calculus  
 Honors Accelerated Calculus 1  
 Honors Accelerated Calculus 2  
 Honors Advanced Topics in Math  
 Honors Statistics  
 Honors Mandarin Chinese 4, 5, 6  
 Honors French 4, 5, 6  
 Honors Spanish 4, 5, 6, 7  
 Honors Advanced Chemistry  
 Honors Biology  
 Honors Physics  
 Honors Intro to Macroeconomics  
 Honors Intro to Microeconomics

## INNOVATIONS DISTRIBUTION AND GRADUATION REQUIREMENTS

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

Grade	Trimester	Trimester	Trimester
9th	Rhetoric	Health	Beginning Studio Arts
10th	Foundations in Financial Literacy	Foundations in Computational Thinking	Foundations in Design Thinking
11th	Entrepreneurship and Design	One additional Health credit is required during the high school career.	
12th	Financial Literacy	Computational Thinking	

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

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

3 additional credits are required in any of these Innovations areas during the high school career.

## GRADUATION REQUIREMENTS

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

### HUMANITIES

	<b>31</b>
English	12
History / Social Studies	9 *
World Languages	9 *
Rhetoric	1

**\* = MINIMUM REQUIREMENT**

Most students will be encouraged to take a 4th year.

### STEM

	<b>21</b>
Math	9 *
Science	9 *
Math or Science	3

### INNOVATIONS

	<b>6</b>
Distribution Areas	<b>3</b>
Required Electives	<b>3</b>

### ARTS

	<b>7</b>
Distribution Areas	4
Required Electives	3

### PHYSICAL EDUCATION / HEALTH

	<b>6</b>
Health	2
PE	4

### ADDITIONAL CREDITS

(Earned through a fourth year of core academic courses, general electives, and/or study skills)

**13**

### Additional Credits

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

### TOTAL CREDITS REQUIRED TO GRADUATE

**84**

## ADDITIONAL GRADUATION REQUIREMENTS

### Required Hours of Community Service

Seattle Academy has a graduation requirement of 105 service-learning hours for the class of 2024 & 2025. The class of 2026 and above will earn a total of 120 hours.

### Health Requirement

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

### Washington State History Requirement

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

## SERVICE-LEARNING PROGRAM

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

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

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

requirement.

- Students can earn service-learning hours the summer before starting 9th grade, which WILL count toward the graduation requirement.

### External Service Opportunities

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

### Internal Service Opportunities

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



## SENIOR PROJECT

**Senior Projects count as 1 Innovations credit and is graded on a pass/fail basis**

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

Students who have completed their academic and service credit requirements will then continue with only their internship, which includes regular writing assignments about the work experience and a final presentation.

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**To see a list of the 2022 project sites, please visit pages 44 & 45 of the curriculum guide.**

Study Skills is a small group, fee-based, elective class open to all students. Students receive coaching in executive functioning and individualized learning strategies and resources to support their learning in their content classes. To enroll in this class, students indicate their desire to enroll on their registration form. Families will then be contacted with an option to meet with the Study Skills Department Chair to determine if placement is desired. Once a supplemental contract for Study Skills has been signed, a student is scheduled into a Study Skills class. The class meets during one of the elective blocks. As with all electives, students receive an elective credit and a grade for this class, and students can take it for multiple trimesters.

### **What does the Study Skills class look like?**

The classes are typically organized around the same grade level, but occasionally, the grades are mixed if the priority is to have a student with a particular Study Skills teacher or in a specific block. Students work on individually identified goals based on their own specific learning profiles. The small group setting allows students to receive individual teacher support and work collaboratively with peers. The initial emphasis is on developing habits for tracking assignments, time management, willingness to ask for and accept help, and metacognition. Once students have established regular habits around turning assignments in on time, higher-order study skills are introduced. Study Skills teachers base their skill curriculum on individual student needs and work with the students to apply these skills to their current coursework from their content area classes. While Study Skills teachers can help support students in their content area classes, the class does not provide basic skill remediation, and Study Skills teachers are not necessarily content area specialists across subjects.

### **How else do Study Skills teachers support students?**

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

### **Who is Study Skills for?**

Students who typically enroll in a Study Skills class benefit from high-frequency, individualized support for a variety of reasons. This may include students who:

- Need help with organization and time management
- Need help with managing stress
- Have a specific learning difference who need help in learning how to utilize their accommodations and developing individualized learning strategies to work around their specific areas of challenge
- Need help with making connections in the curriculum or need more guided practice in doing reading, writing, or math assignments.
- Are waiting for developmental maturity to catch up and need help managing expectations of a fast-paced and demanding academic environment.

Please contact **Jess Claesson, Study Skills Department Chair**, if you have questions or are interested in learning more about the program. For more information, you can also visit our [SAAS Study Skills Classes](#) page linked here.

## CALENDAR OF AFTER-SCHOOL ACTIVITIES

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

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

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

### Participation and Excellence

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

### Earning Credits

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

### Arts Auditions

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

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

# 2024-2025 COURSE DESCRIPTIONS

## ALPHABETICAL BY DEPARTMENT

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

### Arts

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

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

### Dance

Additional dance credits can count toward PE credits and, once those are complete, towards elective credits.

#### Introduction to Dance

*One trimester*

*Open to grades 9-12*

A beginning-level class that will focus primarily on jazz and modern dance techniques. Jazz dance includes rhythmic footwork and sharp and stylized movements and draws from other dance styles, including hip-hop, ballet, and social dance. Modern dance focuses on moving the whole

body with a sense of efficiency and full range of motion. Throughout the trimester, students will learn a variety of movements that incorporate rhythm, coordination, and making clear shapes with their bodies. They will also work on dancing with a sense of dynamic range and on making it clear to the observer where in the body a particular movement originates. The class structure includes a thorough warm-up, exercises that move across the floor, and learning a longer piece of choreography.

### Dance Program

*Placement by Audition*

#### Intermediate Dance

*Two trimesters: Winter and Spring*

*Open to grades 9-12, by audition*

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

#### Intermediate Advanced Dance

*Yearlong*

*Open to grades 9-12 by audition*

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

## **Advanced Dance**

*Yearlong*

*Open to grades 9-12, by audition*

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

## **SAAS Dance Team**

*Yearlong*

*Open to grades 9-12, by audition*

The SAAS Dance Team meets before and/or after school two to three times a week, which is an opportunity to practice, perform, and compete with other schools while learning and growing in new skills and abilities. The Dance Team promotes school spirit by performing at events such as assemblies, sports pre-game and/or half-time shows, spirit events, and other events on campus. As a sport at SAAS, the team has a chance to compete at regional competitions and qualify for District and State Championships through WIAA. Note: The Dance Team is only open to students who are enrolled in Intermediate, Intermediate Advanced, or Advanced Dance classes.

## **Music**

### **Beginning Music Appreciation**

*One trimester*

*Open to grades 9-12*

Music Appreciation is a beginning-level survey of music. The course will cover aspects of the following: Listening to and Interpreting Music, Music Theory, Basic Vocal Technique, and Ensemble Building. Classes will be tailored to the students in the course each trimester. As an introductory course, prior music experience is not required but is always welcome. We will fully embrace the Culture of Performance by providing a creative atmosphere and options for performance opportunities. A portion of this class will be project-based so that students can tailor their learning to their own interests within the vast and wonderful world of music.

## **Choir**

*One trimester*

*Open to grades 9-12*

In this class, we will be singing in a group setting with the goals of becoming better singers, being supportive teammates, and creating beautiful music. We will sing a variety of choral music and learn aspects of the following: Vocal technique, Collaborative Music, Performance Etiquette, Music Theory, Aural Skills & Sight-Singing. The choir will become a community in which you look forward to making music and feel comfortable enough to grow your voice. Engagement, Effort, and Respect are the core values of this course.

## **Beginning Music Production**

*One trimester*

*Open to grades 9-12*

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

## **Intermediate Music Production**

*Two trimesters: Fall and Winter or Winter and Spring*

*Open to grades 9-12 by Instructor Review*

**Prerequisite:** Beginning Music Production

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

## **Advanced Music Production**

*Yearlong*

*Open to grades 9-12 by Instructor Review*

**Prerequisite:** Intermediate Music Production

Advanced Music Production is a yearlong class where students will create a youth-run record label, SAAS Records. Students will compose original music, learn music as a business, and take their music into the community in an innovative and entrepreneurial learning model. The curriculum is organized into three sections: CREATE (music creation), SHARE (music as a business), and SERVE (music as a service). The course will feature guest artists, field trips to professional recording studios, opportunities to serve the community, a SAAS Records music compilation album, and branded merchandise, with all proceeds going to a service or non-profit organization.

### **Musical Theater**

*Winter trimester*

*Open to grades 9-12*

**See description under Theater Arts section.**

## **Vocal Performing Groups**

*Placement by Audition*

### **Vocal Revue**

*Spring trimester*

*Open to grades 9-12, by audition*

Vocal Revue students will study basic voice techniques. While the course is relatively casual, the performance goals for the class are high, and Vocal Revue has a one-night show.

### **Vocal Ensemble**

*Winter Trimester*

*Open to grades 10-12, by audition*

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

### **Jazz Choir III**

*Two trimesters: Fall and Winter*

*Open to grades 9-12, by audition*

Jazz Choir III is a two-trimester class that performs at school and festival events. Jazz Choir III focuses on solo and group repertoire from the jazz idiom. While this is the beginning

level of our Jazz Choir sequence, expectations in this group are high and require regular homework. Auditions for this group are held in the spring.

### **Jazz Choir II**

*Two trimesters: Fall and Winter*

*Open to grades 9-12 by audition*

Jazz Choir II is a two-trimester class. This group performs regularly at school and at the Bellevue Jazz Choir Festival. Jazz Choir II focuses on solo and group repertoire from the jazz idiom. Expectations in this group are high and require regular homework. Auditions for this group are held in the spring.

### **Jazz Choir I, “The Onions”**

*Yearlong*

*Open to grades 9-12 by audition*

Jazz Choir I is a yearlong class. This group performs regularly at school and community functions, at a national jazz festival, and at an end-of-year concert. “The Onions” represent the best in Seattle Academy vocal music and, therefore, will maintain the highest musical standards. Auditions for this group are held in the spring.

## **Instrumental Music**

*Placement by Audition*

### **Jazz Band I & II**

*Yearlong*

*Open to grades 9-12, by audition*

The SAAS Jazz Bands are yearlong classes with both Intermediate and Advanced Band levels. While focusing on the jazz idiom, the groups work to develop solid skills in performance technique, sight-reading, self- and group evaluation, and improvisation. Both ensembles are performance classes and play two evening concerts a year at end-of-tri performances, Winter Hoopla, traveling competitive festivals, and other special events. Placements in ensembles are made through an audition in the spring and are subject to the instrument needs of each group. Previous playing experience of at least one year is highly recommended, but accommodations can be made for beginners

taking private lessons.

## **String Ensemble**

*Yearlong*

*Open to grades 9-12, by audition*

String Ensemble is a course for intermediate to advanced-level string players (violin, viola, cello, bass). The focus is mainly on playing classical chamber music and learning the skills to be a good ensemble player. The repertoire chosen will address the skill level of the group as a whole to develop a cohesive group sound and to produce an accomplished end-of-trimester piece. We will explore and learn chamber music skills such as verbal and non-verbal communication, ensemble techniques, musical expression, sight reading, and performance skills.

## **Theater Arts**

### **Beginning Acting**

*One trimester*

*Open to grades 9-12*

Students will explore basic aspects of character creation: improvisation, expression, voice, diction, projection, and interaction. They will research and select a scene, with a partner or partners, from a known work of theater. They will learn how to prepare a scene from pre-written material and bring a character to life from that material. The class will culminate with a public performance of their scenes. This class is a prerequisite for other theater arts classes.

### **Improvisation**

*One trimester*

*Open to grades 9-12*

Students will learn the techniques of acting without prepared text. The class uses techniques derived from Viola Spolin, Theater Sports, Keith Johnstone, and others. Students will learn to make offers, develop characterizations, and be required to perform on a daily basis.

### **Mask Making**

*Spring trimester*

*Open to grades 9-12*

Students in this class explore the role of the mask in both character development and performance. Students will begin with the

development of individual life masks, then move on to character masks, and finally, explore physical acting using masks.

## **Musical Theater**

*Winter trimester*

*Open to grades 9-12*

This course is designed to give students a general introduction to the world of musical theater. Students will explore basic concepts and principles of musical theater and will learn how to combine the components of music, dance, and drama to create a finished musical theater number. Musical Theater can count as a Music or Theater credit.

## **Sketch Comedy TV Writing**

*One trimester*

*Open to grades 9-12*

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

## **Stage Combat**

*Spring trimester*

*Open to grades 9-12*

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

## **Technical Theater and Design**

*One trimester*

*Open to grades 9-12*

This class will function as an introductory survey of stagecraft and will walk students through

the major design forms of set, light, sound, and costume. Elementary drafting, model work, and a study of the historical development of the technical aspects of dramatic art are all studied.

## Acting Program

*Placement by Audition*

### Intermediate Acting

*Two trimesters: Fall and Winter*

*Open to grades 10-12, by audition*

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

### Advanced Acting

*Yearlong*

*Open to grades 10-12, by audition*

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

## Visual Arts

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

## Studio Arts

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

## Beginning Studio Arts

*One trimester*

*Open to grades 9-12*

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

## Intermediate Studio Arts

*Two trimesters*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

Intermediate Studio is an in-depth course to teach students about drawing and painting with many mediums and on many different surfaces. Drawing, primarily a process of seeing and rendering, is taught through exercises; this will strengthen skills, push students to be more creative, and deepen their understanding of the Elements and Principles of Design. Students will begin to create their visual portfolio using different mediums to create artwork, such as self-portraits, still life drawings, printmaking, and mixed media design. In addition, students learn to critique their own work and analyze other's work throughout the two trimesters.

## Advanced Studio Arts

*Yearlong*

*Open to grades 11-12*

**Prerequisite:** *Beginning, Intermediate, and Portfolio Review*

Students in this class are developing a portfolio of work for college admissions and personal use. A portfolio of student work should demonstrate a mastery of basic skills and student voice. A portfolio is a visual document of a collection of a student's artwork representing the variety and quality of their capabilities as an artist. Process Journals will be used throughout the year to research, explore techniques, practice, and document the artistic process. Students

will be required to submit a portfolio in October for colleges, competitions, and supplemental portfolios. Students will continue refining their portfolios throughout the year by exploring new mediums and skills, culminating in a body of work for our annual spring intermediate and advanced art show.

### **Art History Studio**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts.*

When creating artwork, it is almost impossible not to refer to its history, whether you know it or not. Humans are highly visual creatures, and we take and break down images from the moment we are brought into the world. For artists, Art History is an essential area of study. In this course, we will take the position of the artist eager to learn their craft's history. Going across the globe, through eras and centuries, we will discover our own understanding of how our lives have been transformed through the arts. The course will also deepen our skills in observational drawing and painting.

### **Mixed-Media**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

This studio class will explore 2D and 3D design from concept to form. We will work with collage, assemblage boxes, found-object transformations, cardboard and paper, and wire sculpture, to name a few materials. Mixed Media is just that! A mix of things from traditional art-making materials to found and recycled materials. Students will work individually and in small groups. Past projects have included articulated figures, topographical paper portraits, architectural models, site-specific installations, oversized pop art sculptures, and Ruth Bader Ginsberg-inspired collars!

### **Ceramics**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

As long as humans have been on earth, they

have worked with clay for the joy of expression and to satisfy utilitarian needs. We will focus on hand-building using low-fire clay in Ceramics and explore ancient and modern techniques. We will create sculptural and functional pieces while exploring various surface techniques, including sgraffito, relief, printing, glazing, and more!

### **Intermediate Ceramics**

*Two trimesters: Fall and Winter*

*Open to grades 11-12*

**Prerequisite:** *Beginning Studio Arts and Ceramics*

In Intermediate Ceramics, we will explore longer-term projects emphasizing personal voice and developing a body of work. The first trimester will focus on deepening skills and familiarity. The second tri is where you can present and work on a series of your choosing. Students in this class will also have the opportunity to work on the wheel. The history of this craft and contemporary artists will inform our work.

### **Sustainable Fashion Design**

*One trimester. Open to grades 10-12*

*Arts or Innovations Credit*

Gain a comprehensive understanding of the fashion business, from supply chain management to consumer behavior analysis, while examining the textile industry's profound impacts on our planet. Explore key topics such as ethical sourcing, circular economy principles, and sustainable marketing strategies that promote conscious consumption. But we won't stop there. Equipped with this knowledge, you'll develop practical skills to reduce waste and consumption in your own fashion journey. Develop hands-on techniques for upcycling textiles, extending garment lifecycles, and adopting conscious shopping habits. Join us to become a catalyst for positive change in the fashion industry and shape a more sustainable future. This is a Fiber Design course.

### **Sustainable Dyes & Surface Design**

*One trimester. Open to grades 10-12*

*Arts or Innovations Credit*

In this class, you will learn about natural and traditional dye practices with a global perspective, fostering respect for technology

that has been passed down through cultures and generations. Learning to dye cloth and create interesting patterns and surfaces, as well as an exploration of the plants and chemistry that make up this process, will be the foundation for making dyes, patterned textiles, and paints. Additionally, we will learn about the history of different colors and roles dye, textiles, and a multitude of cultures have played in shaping contemporary society, including medicine, warfare, financial markets, computational thinking, and trade.

### **Graphic Design and Typography**

*One trimester: Winter or Spring*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

This course combines studio work with classroom instruction, demos, and field trips. Students will experience an introduction to the visual principles and fundamentals of graphic design as they relate to line, form, color, icon and logo design, and typography. The history of graphic design and visual communication will also be covered, as well as a look into how visual media and design have permeated and affected the cultural atmosphere, both in America and internationally. Students will develop hands-on drawing, sketching, and crafting skills, as well as learn basic digital-based skills using Adobe software to produce their final projects incorporating text and images, including book or CD album covers, posters, and more.

### **Digital Art**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

Digital Art explores how to take art from the page to the digital world and back. We will explore drawing on paper, scanning, editing, and changing drawings before printing and going back to paper; scanning and coloring digitally, creating digital collages and then painting them; and digital painting techniques, including light, layers, and blending. Software programs included will be Procreate and Photoshop. Students have school access to Photoshop, and we will work out having access to the iPads for Procreate

### **Sculpture**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

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

### **Sound as Sculpture**

*One trimester*

*Open to grades 9-12*

Sound as Sculpture investigates the various ways sound and sound equipment can be used as visual art or to create visual art. We will study sound and acoustics theory and art history through speaker and instrument building. Students will learn electronics, woodworking, laser cutting, circuit bending, and other sculptural methods for audio and amplification. No prior sculpture, music, or electronic experience is required.

### **Media Arts**

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

### **Beginning Film**

*One trimester*

*Open to grades 9-12*

Beginning Film introduces students to the filmmaking process and provides a foundation for media literacy. You will gain an understanding of how to use a camera/camcorder, cellphone,

and basic software for producing short films, in addition to common techniques for capturing and editing your ideas. We will also explore how video and cinema are created and consumed in popular and artistic culture and how to become informed creators and consumers of this content.

### **Advanced Film**

*Two trimesters: Fall and Winter*

*Open to grades 10-12*

**Prerequisite:** *Beginning Film and Instructor Review*

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

### **Animation**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *None*

In this course, analog and digital animation techniques will teach you how to bring still images and objects to life. We will start with hand-drawn methods (no prior drawing experience required!) and move slowly toward stop motion. You will learn some basics of digital animation and film editing programs, but emphasis is placed on in-class work and old-school, analog animation practices.

### **Intermediate Film - Documentary**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Film*

In this intermediate-level film course, you will begin by learning to use advanced filmmaking software and have access to some of the professional equipment SAAS has to offer. After gaining experience with these tools, you will

explore documentary filmmaking techniques, creating films that include interviews and narration through familiar and interesting subjects.

### **Intermediate Film - Experimental**

*Spring trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Film*

In this intermediate-level film course, you will begin by learning to use advanced filmmaking software and have access to some of the professional equipment SAAS has to offer. After gaining experience with these tools, you will explore experimental filmmaking techniques.

### **Film Appreciation**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *None*

Learning how to read a film turns passive TV, movie, and other media viewing on its head. By becoming aware of the production elements of a film—camera movement, composition, lighting, and sound—we become active participants in the media experience. Understanding how films influence our thoughts and feelings, we can look at the cultural and political issues relevant to the time in which the film was made and gain a greater understanding of what the filmmaker is trying to make you believe. During this one-trimester class, we will watch and discuss films to gain a greater understanding of the power of film.

### **Photography: Black and White Film**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

This is an introduction to black-and-white film photography designed to teach creative visual expression through photography, learning manual camera operations, and traditional film development and printing in the darkroom. Elements and principles of design will be explored as they relate to photographic composition. Classes will consist of lectures, demonstrations, group critiques, and supervised

lab work. Students are required to shoot weekly during class as well as outside of class time, and they will create a final photography portfolio by the end of the trimester. Students may use their own SLR 35mm film camera that has manual controls, or they may check out a school camera. Students will also learn to scan prints and film to create a digital record of their work.

### **Photography: Digital**

*One trimester*

*Open to grades 9-12*

**Prerequisite:** *Beginning Studio Arts*

Combining modern technologies with traditional photographic theory, students will use digital cameras to create color and black-and-white photographs to build a language of visual literacy. Classes will include lectures, demonstrations, field trips, and group critiques. Through introductory assignments, students will learn basic camera operations and explore elements and principles of design as they relate to photographic composition. In the “digital darkroom,” students will learn basic image editing using Adobe Photoshop software. Students are required to shoot weekly during class as well as outside of class time, and they will create a final photography portfolio by the end of the trimester. Students may use their own digital camera that has manual controls for aperture and shutter speed, or they may check out a school camera.

### **Advanced Photography**

*Two trimesters: Fall and Winter*

*Open to grades 11-12, priority goes to seniors.*

**Prerequisite:** *Black & White Photography and Digital Photography as well as instructor portfolio review*

In Advanced Photography, students will continue to work to develop and refine their own photographic portfolio, explore fine art printing and presentation techniques, and prepare work for a professional group show. The class is designed to further students’ understanding of visual language and explore visual and conceptual concerns in contemporary photography as they relate to their work. Students will learn more advanced shooting

skills, including portrait lighting techniques, still-life photography, and documentary storytelling. Advanced readings, demos, field trips, studio tours, and critiques will occur. Students may work with analog film or digital photography, depending on the appropriate media for their work. We have school cameras, lighting, and advanced studio equipment to use during class, and available for checkout. Students are required to shoot weekly during class as well as weekly outside of class time and will create a final print portfolio of the work at the end of the class.

## **English**

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

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

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

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

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

For 12th-grade students, the English department offers elective English choices each term so that students can pursue emerging interests in English. As in the 11th-grade year, students will have the option to take courses with honors designation. Those courses range from choices such as Literature and Philosophy or Creative Writing. In all Upper School grades, multiple teachers might teach the same course, and each teacher's curriculum will vary given a common understanding of the core skills, concepts, and expected common assessments.

### **9th Grade English: Literature and Self-Knowledge**

*Yearlong*

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

### **10th Grade English: Modern Literature**

*Yearlong*

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

### **11th Grade English/American Literature (Honors Option)**

*Yearlong*

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

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

*Yearlong*

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

and intensive group presentations.

## 12th Grade English: Elective Seminars

*One trimester each*

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

## Health

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

### Health 9

*One trimester*

*Required*

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

building models, and access to resources.

### Endocrinology

*Spring trimester*

*Open to grades 10-12*

**See description in Science Electives section.**

### Global Health

*One trimester*

*Open to grades 9-12*

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

### Introduction to Anatomy and Physiology

*One trimester*

*Open to grades 9-12*

**See description in Science Electives section.**

### Psychology

*One trimester*

*Open to grades 9-12*

This course aims to give students an overview of the science of Psychology, including the origins of the study, the founders and major theorists, childhood development, behavioral psychology, social psychology, and abnormal psychology. Assessments include quizzes, poster making, presentations, in-class writing about current issues, and group work.

### Advanced Psychology

*One trimester*

*Open to grades 11-12*

**Prerequisite:** *Psychology*

Advanced Psychology will give students an in-depth look into the science of psychology, including research methods, bias and racism, memory and perception, and trauma and

the brain. Students will have already learned about the foundations of psychology in our introductory course and will build on that knowledge in Advanced Psychology. We will have experts in the field as guest speakers in the course to enhance what we are learning and show students different careers in psychology. Assessments will include presentations and in-class writing about the topics we are studying.

## Yoga

*One trimester*

*Open to grades 9-12*

**See description in Physical Education section.**

## History

**Graduation Requirement: Nine credits and one additional year strongly recommended.**

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

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

In the 11th grade, students can choose to take

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

For 12th-grade students, the History department offers elective History choices each term so that students can pursue emerging interests in History. As in the 11th-grade year, students will have the option to take courses with honors designation. Those courses typically explore topics ranging from cultural and global studies to anthropology and politics. It is recommended that seniors enroll in History for all three trimesters of their senior year. In all Upper School grades, multiple teachers might teach the same course, and each teacher's curriculum will vary given a common understanding of the core skills, concepts, and expected common assessments.

### 9th Grade History: Foundations of Civilization *Yearlong*

This course is intended to give students a foundation in the ancient world civilizations that can best put students in a position to understand the world better today. In an age of increased communication, connectivity, and globalization, it is important to understand how human societies developed and interacted across the world. Success in the world of tomorrow will depend upon one's ability to comprehend these multiple histories, religions, and perspectives. While our primary focus will be on the period between 3000 BCE–1600 CE, to draw out the connection between past and present, we will explore links between the present day and these historical transformations when the opportunity presents itself. Students will develop skills in reading primary and secondary sources and practice using context clues to build their own inferences as part of a historical argument. They will also engage in interdisciplinary humanities units focusing on both Ethics and Civics, connecting themes of long-running human dilemmas from the past to the present.

## **10th Grade History: Modern World History**

### *Yearlong*

Modern World History 10 builds on the foundation set in 9th grade, where students covered a variety of topics in the ancient world. Now, they turn their attention to more recent events and themes, examining the world's cultures as they transition into modern political, economic, and social structures. Some of the topics include a comparison of political, social, and agricultural structures of the 1400s, the introduction of new technologies and their impacts, colonization and imperialism, global politics and the rise of authoritarianism in the 20th century, the developing world and the legacy of colonization, and contemporary issues in politics, economics, and society, from the Cold War to the present. Additionally, students will engage in interdisciplinary humanities projects, including the Salon Project and an extended biographical research paper. Learning goals include researching an issue, identifying appropriate academic sources, and using those sources to support an argument over a longer essay. The ability to communicate their findings to a variety of audiences through both speech and writing is a tremendously important skill.

## **11th Grade History: American History (Honors Option)**

### *Yearlong*

In 11th grade History, students examine themes and patterns found in American history and continue developing critical reading, writing, research, and historical thinking skills. The course offers an overview that focuses on a variety of topics and issues, including indigenous cultures, colonization, and the American Revolution, the growth and expansion of the US in the 18th and 19th centuries, the Civil War and Reconstruction, the problem of slavery and the movement for civil rights, and America as a major world power in the 20th and 21st centuries. Students will write for a variety of purposes and audiences, including writing to incorporate research and synthesize ideas while developing original arguments.

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

### *Yearlong*

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

## **12th Grade History: Elective Seminars**

### *One trimester each*

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

## **Innovations**

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

## Computational Thinking

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

### Foundations in Computational Thinking

*One trimester*

*Typically taken during the 10th grade year but can be taken in 9th*

*Required for graduation*

Foundations in Computational Thinking is a trimester course in which students learn computer science concepts such as conditional statements, loops, and functions and apply them to add functionality to existing code and build original programs. Students work primarily in the Python programming language, gaining basic fluency in Python syntax by the end of the course, and are also exposed to the web development languages HTML, CSS, and JS. In this course, students practice critical thinking, problem-solving, persistence, creativity, and design.

### Computational Thinking: Machine Learning, AI, and the Future

*One trimester*

*Open to grades 9-12*

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

## Intermediate Programming

*One trimester*

*Open to grades 9-12*

*Prerequisite: Foundations in CT*

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

## Advanced Programming Topics

*One trimester*

*Open to grades 9-12*

*Prerequisite: Foundations in CT and Intermediate Programming*

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

## Intro to Excel

*One trimester*

*Open to grades 9-12*

Excel is the most highly used program in the world of business and industry. Countless people

use this program on a daily basis to get their work done and work more efficiently. Using Excel involves working with data, mathematics, programming, logic, and collaborating with others. This class will be focused on the fundamentals of using spreadsheets, including best practices for data analysis, formatting, formulas, pivot tables, and data sources. Students will work with various sets of data, including financial information, in combination with programming and mathematics to make professional-level presentations to the class and their groups. Grades will be based on submitted work, skill quizzes, and presentations.

### **Global Health**

*One trimester*

*Open to grades 9-12*

**See the description in the Health Elective section.**

### **Intro to Mechanical Engineering**

*One trimester*

*Open to grades 9-12*

**See the description in the Entrepreneurship and Design section.**

### **Software Development for the Web**

*One trimester*

*Open to grades 9-12*

*Repeatable once you have taken Intermediate or Advanced Programming*

**Prerequisite:** *Foundations in CT*

The goal of Software Development for the Web is to put into practice the ideas and skills of computational thinking while building interactive software and web applications. Students will learn how the web works on a technical level, software development skills and tools like version control and project management, programming in Javascript, and will build basic websites and web applications.

## **Entrepreneurship and Design**

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

and staffing availability.

## **Foundations in Design Thinking**

*One trimester*

*Typically taken during the 10th grade year but can be taken in 9th*

*Required for graduation*

Students will be pushed to learn through failure as they discover their individual learning preferences and work practices. Students will complete a self-guided project within a class theme after being introduced to project management, time management, and organizational tools. They will develop a plan and project proposal and will have frequent check-ins with the teacher as well as their peers to gain feedback. This course is meant to allow students to explore their passions while identifying the ways they best learn, develop tools to manage work, and ultimately become self-directed learners.

## **Building a Business**

*One trimester*

*Open to grades 9-12*

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

## **Disruptive Innovations**

*One trimester*

*Open to grades 9-12*

To successfully develop truly innovative solutions, technologies, companies, and

organizations, the traditional creative, business, and management models need to fundamentally change. The course will focus on the difference between “sustaining innovation,” which merely creates a new product in an existing market, as opposed to “disruptive innovations,” which create new markets, needs, and add-ons never previously considered. We will examine a new disruptive innovation each week and consider its effect on future development. We will examine what new sets of skills, qualities, and structures are needed to develop or react to disruptive technologies and concepts.

### **Entrepreneurial Leadership**

*One trimester*

*Open to grades 11 & 12*

Effective entrepreneurs and leaders are self-aware, empathetic, and have the ability to connect with others from different backgrounds. They possess the ability to understand key motivational strategies and to communicate effectively in order to create a lasting impact. Entrepreneurial Leadership aims to build a foundation of strong leadership for all students and to deepen their understanding of themselves as citizens of the world. Together, we will investigate the various ways to create and build value within both the personal and professional landscapes, along with how great leaders are able to incite positive action. Through direct interaction with current research and literature in the fields of business and leadership development, emotional intelligence, and bias awareness, students will develop the mindset necessary to contribute to our SAAS community and the greater world. Notable assignments such as the \$2 Challenge, Podcast Project, and crafting a resume will enable students to grow their emotional intelligence, perseverance, risk-taking, and resilience both in and out of the classroom.

### **Intro to Mechanical Engineering**

*One trimester*

*Open to grades 9-12*

Mechanical Engineering for “makers” is a hands-on way to learn essential engineering

principles. Students will learn about “mechanical advantage” and how levers, pulleys, and gears work within mechanical systems. Students will learn the basics of engineering design, reverse engineering, and measurement, alongside fabrication and assembly training.

### **Advanced Engineering**

*Prerequisite: Foundations in Design Thinking and either Intro to Mechanical Engineering or Two Seasons Robotics*

Advanced engineering continues to build upon skills from foundations in design thinking, introduction to mechanical engineering, and the robotics program. Students work on designing and fabricating a product for a client, such as a scientific instrument that could be used to gather data for applied science. Students will continue to build proficiency in engineering design & testing, wiring & electrical systems, CAD, and fabrication & precision measurement.

### **Sustainability**

*One trimester*

*Open to grades 9-12*

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

### **Sustainable Dyes & Surface Design**

*One trimester*

*Open to grades 10-12*

**See the description in the Visual Arts section.**

## **Sustainable Fashion Design**

*One trimester*

*Open to grades 10-12*

**See the description in the Visual Arts section.**

## **Financial Literacy**

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

### **Foundations in Financial Literacy**

*One trimester*

*Typically taken during the 10th grade year but can be taken in 9th*

*Required for graduation*

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

### **Honors Introduction to Macroeconomics**

*One trimester*

*Open to grades 11 and 12*

*Prerequisite: Foundations in FL*

Macroeconomics studies the US economy from the top down. Students will learn, examine, and evaluate broad economic measures like gross domestic product (GDP), inflation, and unemployment and how they reflect and affect different parts of American society. Since the international sector is also an important

component of the U.S. economy, this course will explore global trade and currency exchange, interest rates, and business cycles, and the debate over whether the economy self-adjusts.. A key player in the macro world is the US Government, which often attempts to manage the economy through spending, taxation, interest rates, and the money supply. The government's role and its impact on people and business is energetically debated in macro, highlighting the differences between liberal and conservative policies and philosophies and analysis of the long-term consequences of government policy. Macro is key to understanding a changing and frequently unsettled world.

### **Honors Introduction to Microeconomics**

*One trimester*

*Open to grades 11 and 12*

*Prerequisite: Foundations in FL*

Microeconomics is the study of economic concepts from the bottom up. We'll be looking at how consumers and producers interact (though the government plays a key role as well) to determine products, prices, and profitability. At the core of economic thinking is the assumption that individuals act according to their own perceived costs and benefits most of the time. In other words, we behave rationally... mostly. Does this rational behavior benefit society? In this course, we will experience, observe, and apply technical concepts and the study of real-life behavior, supply and demand, profit and loss, competition, and market successes and failures. Additionally, we will discuss and analyze what happens when a market creates inefficiencies, including pollution, wealth, and income inequality. Whether or not you intend to continue your study of economics in the future, a grasp of microeconomic principles is essential preparation for the business of life.

### **Investments**

*One trimester*

*Open to grades 11 and 12*

Investments is a trimester-long survey course with a focus on topics including investment strategy, portfolio diversification, and optimization, as well as assessing investment

management and performance. The class places great emphasis on problem-solving, reasoning, representing, connecting, and communicating financial data.

## **Personal Finance**

*One trimester*

*Open to grades 11 and 12*

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

## **Mathematics**

**Graduation Requirement:** Nine credits (three years) required. Three credits (one additional year) of math or science are required. One additional year of math and science is strongly encouraged.

The Mathematics Department strives to ensure that all students are well prepared for college and life by providing the knowledge and skills to understand and function well in our world from a quantitative perspective. Specific skills include problem-solving processes, synthesizing concepts, understanding the relation of math concepts in other disciplines, and communicating solutions using the language of mathematics. The teachers of the Mathematics Department foster a dynamic learning community in which students are asked to use mathematics in ways that go beyond computational knowledge. Real-world and hands-on applications are

included in each course, and students integrate their math skills into other disciplines. These activities and projects integrate technology and are designed to communicate and explore ideas in depth from a global perspective, giving students the tools to better understand the world, make decisions, and explore areas of student interest. The Mathematics Department believes that all students can be successful and challenged in a math course that prepares them in the quantitative dimension needed for college and life. Students enter the school with different levels of preparation and, in some cases, with different developmental readiness. As a result, we offer a range of courses so that all students have the opportunity to succeed in an appropriate math class and are on a path to complete the math requirements needed for a college preparatory diploma. Students must complete either Algebra 1 and Geometry or Integrated Algebra A and B as a minimum requirement. In addition, students are required to complete a minimum of three years of math in high school and are encouraged to take a full four years. Students are required to take a fourth year of either math or science. (Please see Appendix A for a visual representation of course sequencing in math.)

### **Algebra 1**

*Yearlong*

Algebra 1 is designed for students who have completed Pre-Algebra or Algebra Concepts or those who have taken middle school Algebra 1 and need more exposure to the content in a high school setting. Students will work to develop and refine core Algebra 1 skills, including, but not limited to, the study of linear functions, quadratic functions, and graph transformations: linear, absolute value, quadratic, and cubic functions. Students who are successful in Algebra 1 would typically move on to Geometry, then Algebra 2, then PreCalculus or FST.

### **Integrated Algebra B**

*Yearlong*

Integrated Algebra B is designed for students who need additional foundational work with number sense, application problems, and core

Algebra 1 skills. Students will develop the second half of a core Algebra 1 curriculum, including but not limited to the study of linear functions, quadratic functions, and graph transformations: linear, absolute value, quadratic, and cubic functions. In addition, students will continue to study essential geometry concepts, including but not limited to triangle congruence. Students who are successful in Integrated Algebra B would typically then move on to Algebra 2, then PreCalculus or Math Electives.

## **Geometry**

### *Yearlong*

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

## **Algebra 2**

### *Yearlong*

Coursework includes a review of basic algebraic concepts; solving equations; direct and inverse variations and their graphs; mathematical modeling; linear relations; systems of equations; parabolas and quadratic equations; complex numbers; functions; powers, roots, exponents, and logarithms; trigonometry, and series, combinations, and statistics. Note: Concepts and Accelerated options are available. Algebra 2 Concepts is for students who could benefit from more teacher support and review of past math material interspaced with their learning of Algebra 2. Accelerated Algebra 2 is for students with very strong Algebra 1 skills who are prepared to move quickly with little review.

Placement will be contingent on a placement test and math department approval.

## **Functions, Statistics, and Trigonometry**

### *Yearlong*

*Open to students in grades 11&12 who have completed Algebra 2*

In the Functions, Statistics, and Trigonometry (FST) math course, topics are broken down by trimester. In the fall, we will go in-depth to study functions and how they are modeled around us. We start with a study of the absolute value function, graphing, and understanding how the function exists in the real world. Then, we move on to quadratic functions, covering the different forms (vertex, standard, and factored form) and the pros/cons of each, as well as how to switch back and forth between the three forms. Finally, we will cover logarithmic, exponential, and rational functions. In the winter trimester of FST, students will go on to study statistics. We will cover one-variable statistics, two-variable statistics, data collection, and probability. Students will be asked to analyze data using different methods and decide which methods are the best descriptors. Finally, in the spring, we will study trigonometry. We will explore the properties of triangles, including the Pythagorean Theorem, trigonometry functions, trigonometric identities, and periodic functions. We will use graphing, translations, and algebra to explore this topic. Students are graded on homework completion, classroom participation, and preparedness for class, vocabulary quizzes, assessments, and in-class projects.

## **Pre-Calculus**

### *Yearlong*

Designed to prepare students for Upper School Calculus or college mathematics, the course will focus on function composition, advanced functions, abstract problem solving, and application. The course also covers a full trimester of trigonometry, including graphing, solving, vectors, and applications. Pre-calculus is a more abstract and technical course and is meant to prepare students for higher-level math and science courses through in-depth analysis and exploration. Note: Accelerated

option available. Accelerated Pre-Calculus is for students who have very strong Algebra 2 skills and are prepared to move at a fast pace with little review. Placement will be contingent on a placement test and math department approval.

### **Honors Intro Calculus I**

*Yearlong*

*Open to students who have completed Pre-Calculus and meet the Calculus Placement requirement or with permission of the Math Department Chair.*

Calculus is the study of changing systems, moving particles, and dynamic processes. Students learn the fundamental techniques and results of differentiation and integration and then apply these methods to the solution of problems from geometry, economics, biology, and physics. This class introduces students to the infinitesimal analysis of the elementary functions of a single real variable and the investigation of limiting values. This class will cover the basic principles of Calculus I and is meant to prepare students for a college-level Calculus I class. This class does not prepare students for SAAS' Honors Accelerated Calculus II class.

### **Honors Accelerated Calculus I**

*Yearlong*

*Open to students who have completed Accelerated Pre-Calculus or meet the Accelerated Calculus I Placement requirement and have permission of the Math Department Chair.*

Honors Accelerated Calculus I will study in depth the foundations and applications of Calculus I. Students will learn to calculate and use limits, derivatives, and integrals. They will also learn what these tools can tell us about functions, data sets, and the world around us. Students will study rates of change and their applications in Physics and other areas of real life, as well as learn to find complex areas and volumes. Note: Honors Accelerated Calculus I is the prerequisite for students who wish to take Honors Accelerated Calculus II at SAAS.

### **Honors Accelerated Calculus II**

*Yearlong*

*Open to students who have completed Honors Accelerated Calculus I.*

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

### **Honors Advanced Topics in Math: Analysis, Linear Algebra, Multivariable Calculus**

*Yearlong*

*Open to students who have completed Honors Accelerated Calculus II and have permission of the Math Department Chair*

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

## Math Electives

### Honors Statistics

*Yearlong*

*Open to students in grade 12 who have completed PreCalculus*

This full-year course will cover all typical topics in a semester-long college statistics course. Topics covered include: describing and analyzing a sample of data, data collection methods, probability, and making inferences based on a sample of data. Students will learn to calculate statistics and analyze and assess the multitude of statistics they are inundated with daily. Students will also gain practice using a graphing calculator and Excel to interpret data sets. This course is geared towards a wide range of students and is open to students who have completed Pre-Calculus through Calculus II.

## Physical Education

**Graduation Requirement:** four credits

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

### PE

*One trimester*

*Open to grades 9-12*

Upper School PE is designed to give students the opportunity to learn and apply core fitness concepts and activities and to learn and apply some basic ideas about personal health and wellness. The goal of the course is to empower students to make wise choices for the benefit of their personal health and fitness and develop positive behaviors in gameplay, fitness, and wellness for the rest of their lives. Fitness activities and core concepts will include cardiorespiratory endurance, muscle strength and endurance training, aerobic training, and the planning, assessment, and maintenance

of physical fitness activities to improve health and/or performance. The curriculum emphasis will vary based on the faculty, the age and experience (and, to some extent, preferences) of the students in the class, and the space available for activities.

### Strength and Conditioning

*One trimester*

*Open to grades 9-12*

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

### Yoga

*One trimester*

*Open to grades 9-12*

**May be used to fulfill a Health requirement**

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

### Note:

Apart from the PE courses offered during the school day, after-school sports can be taken for PE credit. In accordance with the school’s policy of participation, sports teams have turn-outs for placement on the appropriate team, varsity or

junior varsity, and in some cases, where needed, “C” teams and Cardinal Club. Students are not cut. Students receive PE credit for a Pass (not a letter) grade. In order to earn full credit, students must fulfill the 75% participation attendance requirement. Sports credits do not fulfill the health education requirement for graduation. Seattle Academy’s sports program is based on a participatory philosophy. Current physical forms must be on file for students to be eligible to participate in a school sport.

### **Sports Offerings:**

All sports are one trimester, after school.

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

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

## **Rhetoric**

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

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

### **Intro to Rhetoric**

*One trimester*

*Open to grades 9-12*

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

### **Debate**

*Two trimesters: Fall and Winter*

*Open to grades 9-12*

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

November and mid-March.

### **Mock Trial**

*Two trimesters: Fall and Winter*

*Open to grades 9-12*

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

### **Speech**

*Two trimesters: Fall and Winter*

*Open to grades 9-12*

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

## **Science**

**Graduation Requirement:** Nine credits (three years) required. Three credits (one additional year) of math or science are required. A fourth of math and science is strongly encouraged.

The Science Department prepares students

for college and life in a dynamic, diverse, and rapidly changing world, grounding students in the fundamental principles of scientific reasoning in a range of scientific disciplines. We seek to produce graduates who are motivated to investigate and solve problems using creativity, logic, technology, and collaboration, with a sense of commitment to ethics and integrity. The Science Department emphasizes science as a particular way of understanding the world. This way of knowing is based on devising, testing, discarding, and revising hypotheses. In order to implement this strategy, students must apply a process of inquiry that relies on both logical reasoning and imaginative thinking. Logical thinking involves the application of a canon of facts and empirical observations to draw unbiased conclusions. Imaginative thinking involves using diverse perspectives, innovative experiments, and novel uses of technology to approach questions. The Science Department seeks to emulate the methods used to conduct science in the global community, including close collaboration, individual research, and active peer review. 9th graders take Environmental Science, 10th graders take Chemistry or Concept Chemistry, 11th graders take Biology or Honors Biology, and 12th graders can choose between Honors Physics and or a variety of trimester electives. Students are required to take a fourth year of science or a combination of science and math, and many students take science elective courses in addition to required courses.

### **9th Grade: Environmental Science**

*Yearlong*

We will explore simple and then increasingly complex phenomena in the natural world as well as their fundamental causes and constraints. In the first half of the year, we ground our work in fundamental science skills (ex: Data Collection, Analysis, and Graphing) and core concepts of Chemistry, Physics, and Biology as we examine patterns existing in the natural world prior to human intervention. In the second half of the year, we consider how humans apply these same fundamentals to industrialized machinery that gives rise to global warming emissions. In the final units,

the same fundamentals inform us about scaling impacts of global climate change as well as steering us towards climate solutions.

### **10th Grade: Chemistry**

*Yearlong*

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

### **10th Grade: Concept Chemistry**

*Yearlong*

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

### **11th Grade: Biology**

*Yearlong*

This course is designed to teach the fundamental concepts and research techniques of modern biology and to increase scientific reasoning skills and the ability to communicate scientific knowledge verbally, graphically, and in writing. Topics include cell biology, genetics, evolutionary theory, and ecology. During fall and winter trimesters, hands-on learning includes laboratory-based work. During the spring trimester, students will engage in ecology

projects both in the classroom and through a field research project. A lab science.

### **11th Grade: Honors Biology**

*Yearlong*

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

### **Honors Physics**

*Yearlong*

*Open to grade 12*

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

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

such topics as gravitation, special relativity, and/or quantum mechanics at the discretion of the teacher.

Note: Default placement in Physics is based upon completion of math topics; Physics C is calculus-based, and Physics A is algebra-based. Students must have completed Algebra 1 or Integrated Algebra B in order to be placed into Physics A. Students who have completed Calculus 1 will be placed into Physics C. Students with questions about this placement should contact the Department Chair.

## Science Elective Courses

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

### Honors Advanced Chemistry

*Yearlong*

*Open to grades 11 & 12*

The goal of this course is to provide the exposure necessary for students to be successful in an introductory undergraduate chemistry course in college. Students will need to apply the foundational skills learned in 10th-grade chemistry as we investigate the exceptions to assumptions previously learned. For example, students will spend a day or two reviewing the basics of chemical bonding and the octet rule, followed by several weeks investigating expanded and limited octets supported by the molecular orbital theory of hybridization and its applications to Organic Chemistry. Successful students in Advanced Chemistry possess an authentic interest in chemistry, an open and curious mind, and dedication to demonstrating proficiency in a standards-based setting.

### Astronomy

*One trimester*

*Open to grades 9-12*

The astronomy elective will expand your appreciation of our Solar System, the Milky Way Galaxy, and the larger universe. Topics will include Kepler's Laws and gravity, the Solar System, stars and stellar evolution characteristics, our galaxy and galactic scale and evolution, the larger structure of the universe, and other cosmological objects (black holes,

quasars, etc.). Content will be delivered through textbook readings, lectures, in-class discussions, and space documentaries. The class will culminate in a research project where students will probe more deeply into a class topic or explore their own astronomical interests.

### Biotechnology

*Spring trimester*

*Open to grades 10-12, priority to grade 12*

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

### Botany

*One trimester*

*Open to grades 9-12*

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

### Evolution

*Winter trimester*

*Open to grades 10-12*

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

models of natural selection.

## **Endocrinology**

*Spring trimester*

*Open to grades 10-12, priority to grade 12*

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

## **Environmental Analysis**

*One trimester*

*Open to grades 10-12, 9th grade permitted with instructor permission*

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

## **Forensic Science**

*One trimester*

*Open to grades 9-12*

In Forensic Science, students will learn structured and scientific approaches for the investigation of criminal activity. Students will survey a wide variety of methods for gathering and interpreting physical evidence from a crime scene, including forensic anthropology, entomology, trace evidence analysis, toxicology, fingerprinting, and

document analysis. In each case, data interpretation draws on scientific principles from chemistry, biology, and physics, as well as mathematical reasoning through correlations and graphical analysis. Students will practice their analytical skills on case studies and simulated crime scenes. They will also explore how scientific evidence is used in court cases and the legal system. Finally, students will be able to create a mystery story, podcast, or film incorporating examples from real forensic science.

## **Infectious Diseases**

*One trimester*

*Open to grades 10-12*

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

## **Introduction to Anatomy and Physiology**

*Fall or Spring trimester*

*Open to grades 9-12, priority to grade 12*

This class covers the structure and function of the human body’s major systems at both a cellular and organismal level. It will also explore the cellular basis of diseases and how the physiology of different animals reflects adaptations to specific environmental challenges. There will be an emphasis on current science and the ethical application of modern research. Freshmen may enroll once getting permission from the instructor.

## **Intro to Mechanical Engineering**

*One trimester*

*Open to grades 9-12*

**See description in Entrepreneurship and Design section.**

## **Introduction to Entomology**

*One trimester*

*Open to grades 9-12*

In Introduction to Entomology, students will learn basic taxonomy and morphology of insect orders. Studies will include extensive fieldwork and insect identification,

often taking you outdoors to collect insect samples using a variety of techniques. Students will complete a final project collecting, preparing, and identifying insect samples for an insect collection (an alternate assignment is an option for those with ethical issues with the practice of insect collection). Additional topics include forensic entomology, medical entomology, entomophagy, and predation/parasitism.

## Marine Science

*One trimester*

*Open to grades 9-12, priority to grade 12*

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

## Psychology

*One trimester*

*Open to grades 9-12*

**See description in Health section.**

## Advanced Psychology

*One trimester*

*Open to grades 11-12*

**Prerequisite:** Psychology

**See description in Health section.**

## World Language

**Graduation Requirement:** Nine credits (three years), two years in the same language.

At Seattle Academy, the study of World Languages fosters students' understanding of their place in a diverse world, teaches them to communicate in culturally appropriate ways, and deepens their intellectual curiosity. The World Languages department

strives to prepare students for college and life by teaching them to participate respectfully and responsibly in contemporary society. Students develop linguistic skills that help them communicate effectively in their chosen language both in the classroom and in the world beyond the classroom. Students have the option of studying French, Mandarin Chinese, or Spanish. World language classes are proficiency-based: students learn grammar, vocabulary, and cultural competencies to effectively communicate in their chosen languages. Course offerings for French and Mandarin classes include levels 1-6 in each language. Course offerings for Spanish include levels 1-6; level 7 of Spanish is also offered as needed based on the number of students at that proficiency level. Students usually progress through the program sequentially. In French and Spanish, students may choose, in consultation with their teacher, between Honors and non-Honors in level 4, while all level 5 and 6 classes are Honors classes. In Mandarin, levels 4, 5, and 6 are Honors classes. Upon entering the World Languages program, students may choose to take a placement exam and be placed according to their demonstrated proficiency. Some students may choose to learn a second World Language after—or while—completing their World Language requirement. Students earn elective credits for classes taken in excess of the World Language requirement.

## 9th-12th Grade: French/Spanish

*Yearlong, each level. Grades 9-12.*

Spanish and French classes at each level focus on increasing proficiencies at appropriate levels in all areas: listening, reading, writing, and speaking. Courses stress communicative skills, cultural competencies, and understandings, identification of connections with other disciplines, and thoughtful language and cultural comparisons. Students learn and practice their language skills in real-world situations by engaging with authentic cultural texts and artifacts.

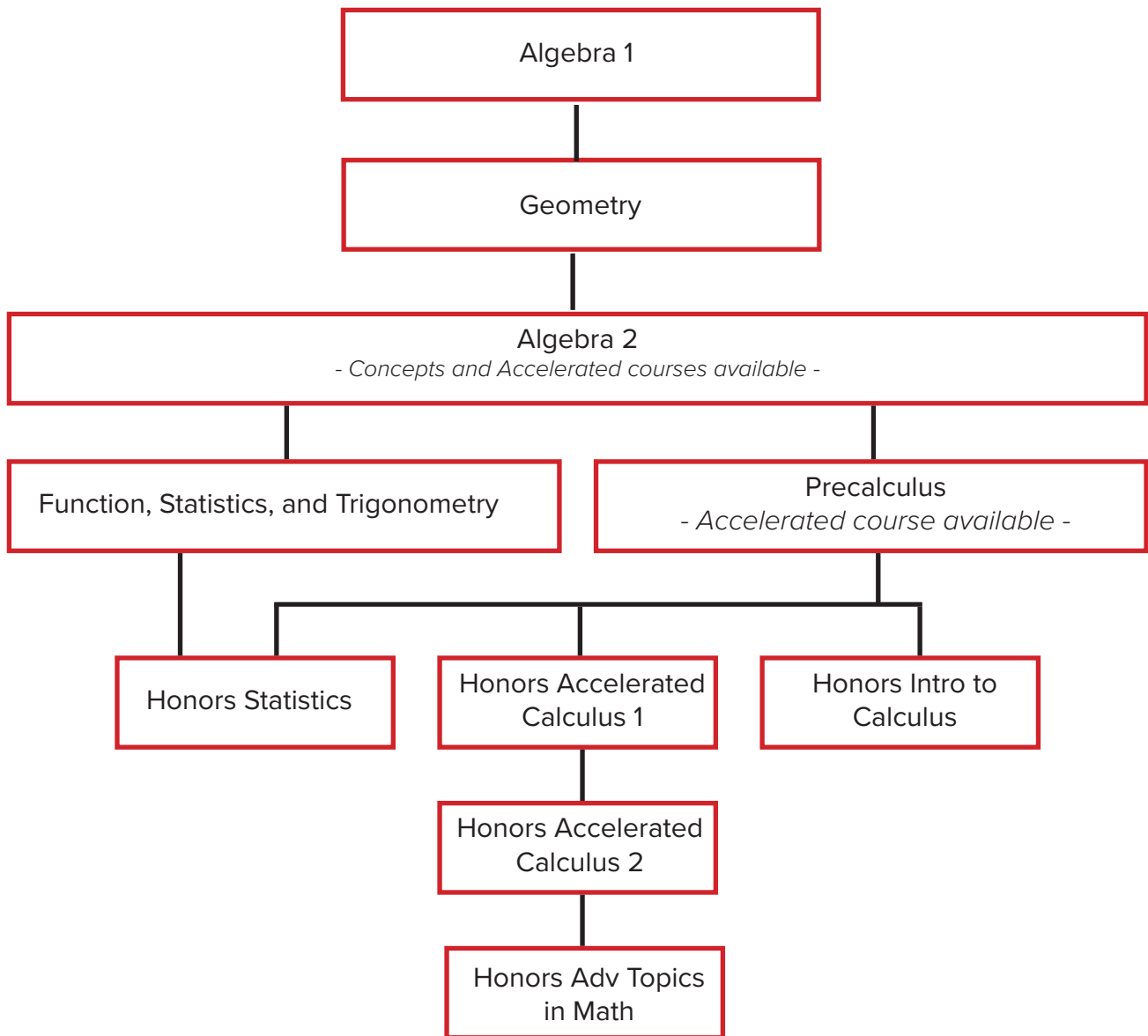
## **9th-12th Grade: Mandarin Chinese**

*Yearlong, each level, grades 9-12.*

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

**Math Course Offerings: Upper School**

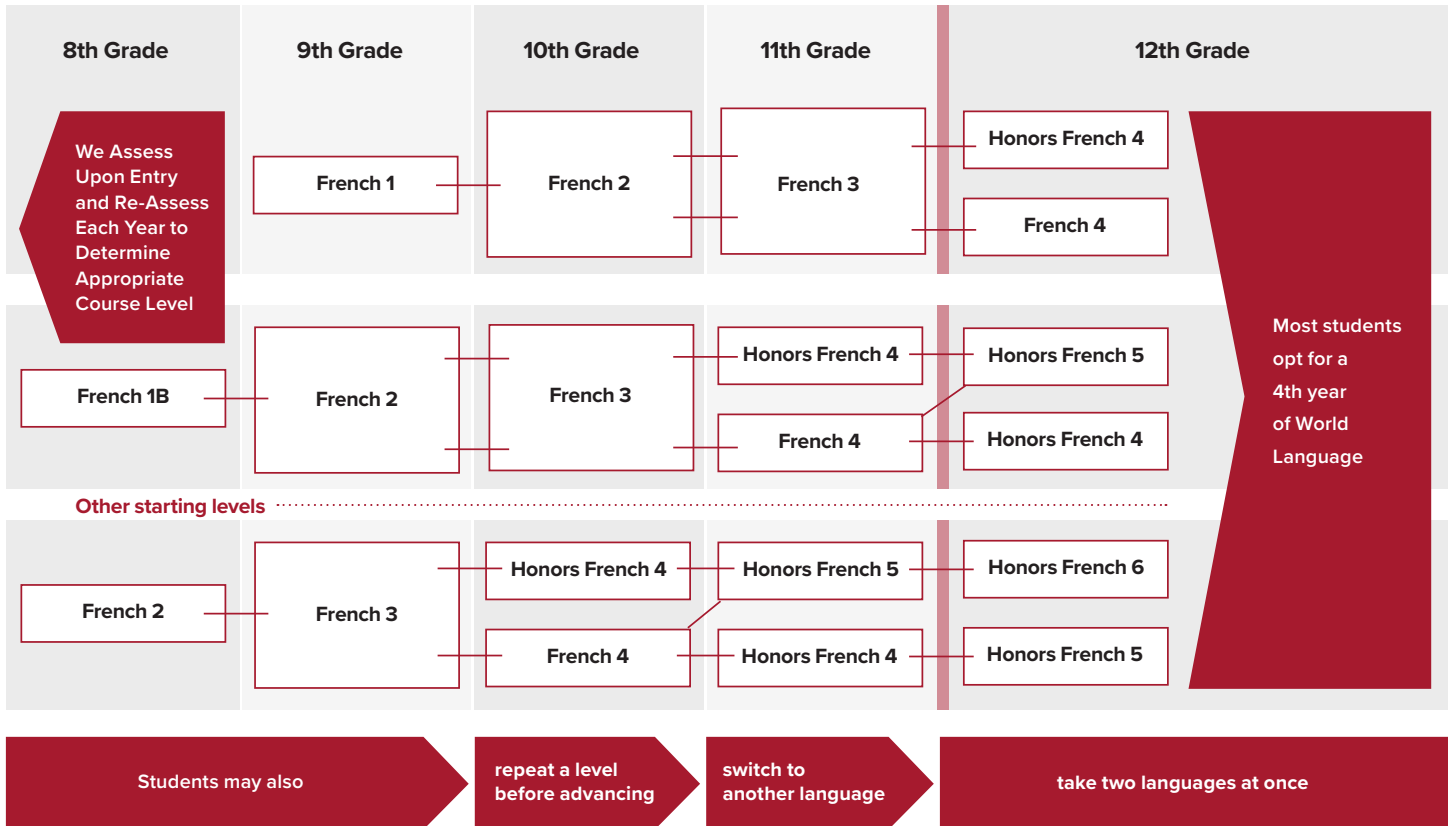
Below is a visual representation of course sequences for math.



## World Language Offerings: French

SAAS World Language Requirement:

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



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

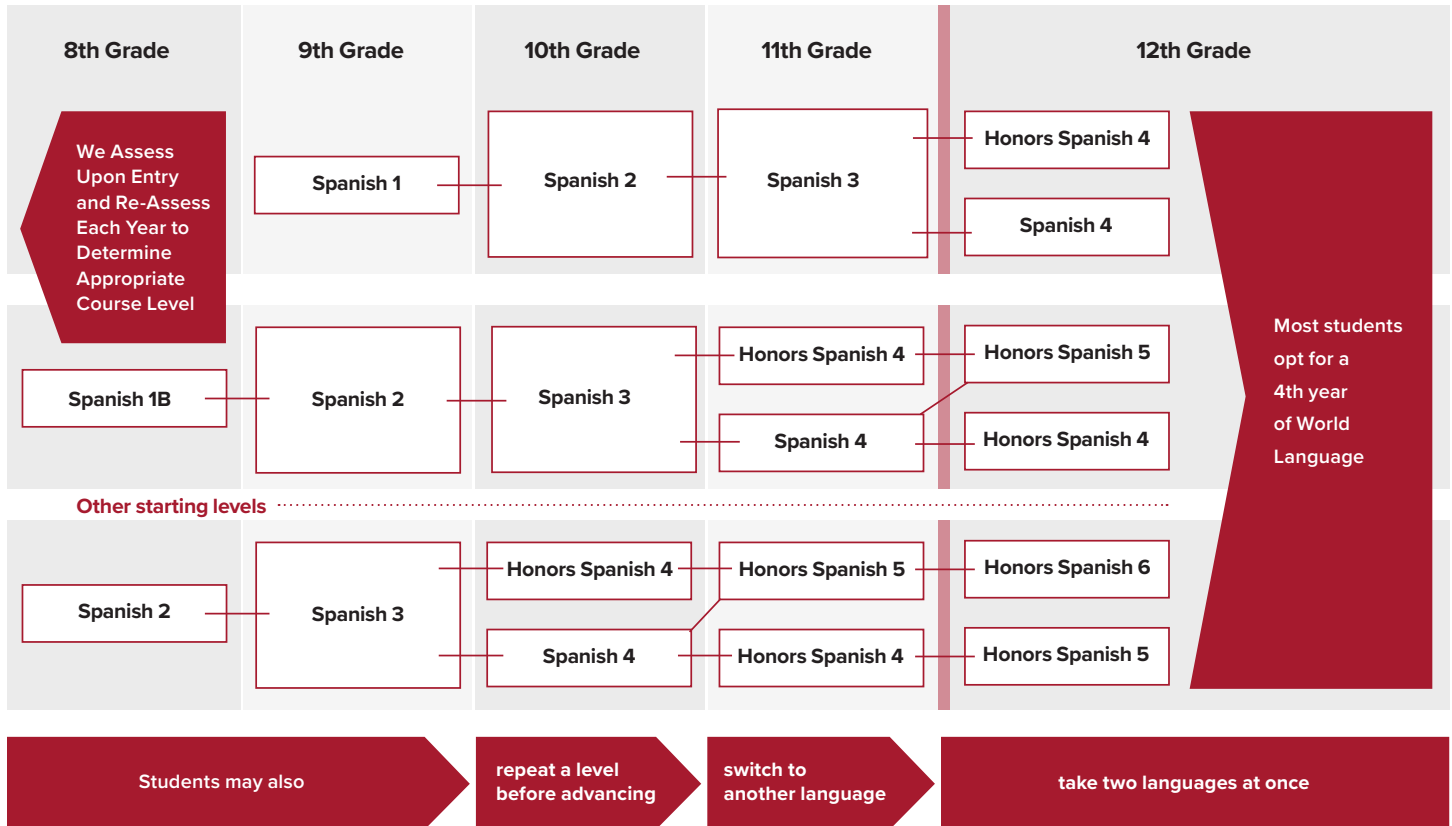
### Notes

- 1 The chart shows general patterns for grade levels. Actual individual schedules can and do vary.
- 2 Students who enter with academic fluency in a language typically begin a new language.
- 3 Students are assessed and placed in the appropriate level upon entry and by the end of each academic year.
- 4 Placement is based on proficiency level, rather than grade level.
- 5 A course may be repeated; teachers recommend the course level for the following year.

## World Language Offerings: Spanish

SAAS World Language Requirement:

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



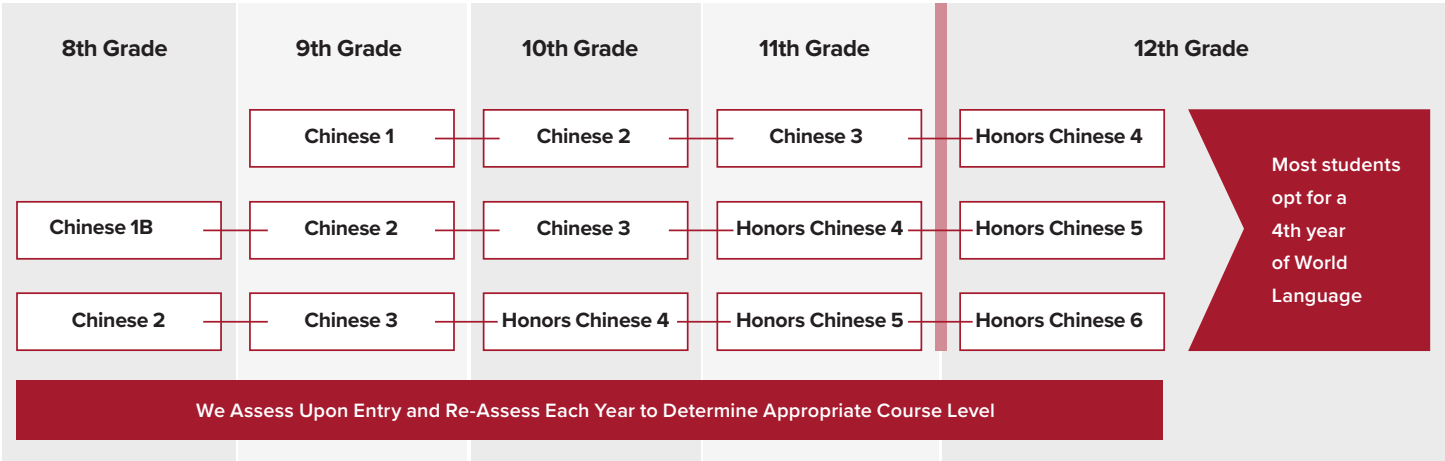
SHADED RED LINE represents the point at which the SAAS graduation requirement has been met.

### Notes

- 1 The chart shows general patterns for grade levels. Actual individual schedules can and do vary.
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- 4 Placement is based on proficiency level, rather than grade level.
- 5 A course may be repeated; teachers recommend the course level for the following year.

World Language Offerings: Chinese

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



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

Notes

- 1 The chart shows general patterns for grade levels. Actual individual schedules can and do vary.
- 2 Students who enter with academic fluency in a language typically begin a new language.
- 3 Students are assessed and placed in the appropriate level upon entry and by the end of each academic year.
- 4 Placement is based on proficiency level, rather than grade level.
- 5 A course may be repeated; teachers recommend the course level for the following year.

## Sample Upper School Schedule 2023-2024



# 2023-2024 DAILY SCHEDULE

## UPPER SCHOOL

	ODD 1	EVEN 2	ODD 7	EVEN 8
8:15-9:30	BLOCK <b>1</b>	BLOCK <b>2</b>	BLOCK <b>7</b>	BLOCK <b>8</b>
9:30-9:40	<b>TRANSITION</b>			
9:40-10:55	BLOCK <b>3</b>	BLOCK <b>4</b>	BLOCK <b>5</b>	BLOCK <b>6</b>
11:00-11:40	<b>LUNCH</b>			
11:40-12:55	BLOCK <b>5</b>	BLOCK <b>6</b>	BLOCK <b>3</b>	BLOCK <b>4</b>
12:55-1:05	<b>TRANSITION</b>			
1:05-1:35	<b>COMMUNITY TIME</b>			
1:45-3:00	BLOCK <b>7</b>	BLOCK <b>8</b>	BLOCK <b>1</b>	BLOCK <b>2</b>

## Arts Information, Audition Dates, and Portfolio Reviews for 2024-2025

Auditions for 2024-2025 take place in the Spring of 2024. See below.

Arts Courses	Audition Dates & Information	Details
<b>Acting</b> <b>Intermediate Acting</b> <i>2 trimesters: Fall &amp; Winter</i> <b>Advanced Acting</b> <i>Yearlong</i>	<b>Audition submissions due by March 14</b> Refer to registration webpage for additional information.  Open to students in grades 10 through 12 next year.  Students will need to present a 1-2 minute memorized monologue as a video submission.	If you have questions, or a conflict with the date, contact <b>Michael Cimino</b> at <a href="mailto:mcimino@seattleacademy.org">mcimino@seattleacademy.org</a> .  <b>Note:</b> Incoming 9th graders will have the opportunity to audition for the after school productions and can register for other acting electives. After-school Musical (fall tri) and Drama productions hold auditions at the start of the term they are scheduled in.
<b>Dance</b> <b>Intermediate Dance</b> <i>2 trimesters: Winter &amp; Spring</i> <b>Intermediate Advanced Dance</b> <i>Yearlong</i> <b>Advanced Dance</b> <i>Yearlong</i>	<b>Audition submissions due by March 14</b> Refer to registration webpage for additional information.  Open to all students.  All students wishing to be considered for the SAAS dance program will submit a video audition. Except returning advanced dancers.	Contact <b>Alicia Mullikin</b> at <a href="mailto:amullikin@seattleacademy.org">amullikin@seattleacademy.org</a> if you have questions or a conflict with the date.
<b>Instrumental Music</b> <b>Jazz Band I &amp; II</b> <i>Yearlong</i>	<b>Auditions the week of March 11-15</b> Refer to registration webpage for additional information.  Open to all students.	Jazz Ensemble: For audition materials and/or if you have questions or a conflict with the date, please contact <b>Stuart MacDonald</b> at <a href="mailto:smacdonald@seattleacademy.org">smacdonald@seattleacademy.org</a> .
<b>String Ensemble</b> <i>Yearlong</i>	Students will need to submit a video audition by <b>March 14</b>	Strings: For audition materials and/or if you have questions or a conflict with the date please contact <b>Kim Zabelle</b> at <a href="mailto:kzabelle@seattleacademy.org">kzabelle@seattleacademy.org</a> .
<b>Vocal Music</b> <b>Vocal Revue</b> <i>1 trimester</i> <b>Vocal Ensemble</b> <i>After-school winter trimester</i> <b>Jazz Choir III, II</b> <i>2 trimesters: Fall &amp; Winter</i> <b>Jazz Choir (The Onions)</b> <i>Yearlong</i>	<b>Auditions are in person March 12</b> Refer to registration webpage for additional information.  Open to all students.	If you have questions about the program, or a conflict with the audition date, contact <b>Mark Hoover</b> at <a href="mailto:mhoover@seattleacademy.org">mhoover@seattleacademy.org</a> .
<b>Advanced Music Production</b> <i>Yearlong</i>	Open to all students.  <b>Upload sample of work by March 14</b>	If you have question about the program, contact <b>Amos Miller</b> at <a href="mailto:amiller@seattleacademy.org">amiller@seattleacademy.org</a>

### Arts Courses:

All Portfolio Review Dates noted at right:

#### Film

##### Advanced Film

*Two trimesters: Fall and Winter*

Open to juniors and seniors.

who have taken two previous

film courses. Contact **Laura**

**Wright** for a review of previous

work by **March 13**. Contact Laura

at [lwright@seattleacademy.org](mailto:lwright@seattleacademy.org).

#### Photography

##### Advanced Photography

*Two trimesters: Fall and Winter*

Open to juniors and seniors.

Students need to present their

portfolio to **Rebekah Rocha** by

**March 13**. Contact Rebekah at

[rrocha@seattleacademy.org](mailto:rrocha@seattleacademy.org).

#### Visual Arts

##### Advanced Studio Arts

*Two trimesters: Fall and Winter or Yearlong*

Open to juniors and seniors. Interest email along with digital portfolio sent to **Ray Mack**

by **March 13**. Contact Ray at

[rmack@seattleacademy.org](mailto:rmack@seattleacademy.org).

## 2022 Senior Project Sites

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

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



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