



PROGRAM OF STUDY 2025–2026



UPREP

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2025–2026 Middle School Academic Regulations and Program of Study

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

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

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

DISTINCTIONS

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

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

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

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

GRADING

In Middle School, each family receives regular feedback about the academic progress of their student(s). Teachers and advisors prepare multiple reports over the course of the year.

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

All reports are available to families electronically through our Family Portal.

MIDDLE SCHOOL GRADING SYSTEM

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

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

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

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

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

High School Credit for Classes Taken in Middle School

A Middle School student may be granted high school credit for a class taken during Middle School if both of these conditions are met:

1. The student attends a high school–level class with high school students.
2. The student attends 9th grade at UPrep for at least one full grading period.

Algebra I or other classes taken in Middle School with other Middle School students will not be granted high school credit. While not granted credit on a student's high school transcript, Algebra I taken in Middle School will fulfill the state graduation requirement for Algebra I.

Classes granted high school credit will display with a grade of Pass/Fail and will not be included in the student's high school GPA.

Classes granted high school credit will display on the student's high school transcript as being completed in the fall (semester 1) of the student's 9th grade record.

TECHNOLOGY

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

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

COURSE-LOAD REGULATIONS

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

SCHEDULE CHANGE PROCEDURE

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

COURSE DESCRIPTIONS

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

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

- **Yearlong:** These full-credit courses meet during both the fall and spring semesters.
- **Semester 1 or semester 2:** These half-credit courses meet in either the fall (semester 1) or spring (semester 2) semester.
- **Semesters 1 and 2:** These half-credit courses meet for one semester, like those described above, but are offered in both the fall and spring semesters.
- **Intensive 1 or intensive 2:** These half-credit courses meet for one intensive period, with intensive 1 occurring in January and intensive 2 occurring in May and June.

2025–2026 Upper School UPrep Graduation Requirements

OVERVIEW

UPrep requires a minimum of 225 credits for graduation. There are also non-credit requirements for the completion of Washington state history, 80 community service hours, and senior year “on campus.”

All classes offered at UPrep are taught at the honors level and are not weighted in calculating a student’s GPA.

Even if taken at a high school level, UPrep does not award graduation credits to any classes the student takes during the 6th, 7th, or 8th grade years. If a student takes a class during middle school with other middle school students as classmates that is part of the state graduation requirements, such as Algebra I, that class will be considered to qualify for the state requirement. However, UPrep will not award high school credit or include the class on the student’s transcript.

Students should always have at least five scheduled classes during semester 1 and semester 2:

- A student may take one Free Period in their schedule in place of an elective selection in each semester.
- A student is required to take a class during both intensives.
- In general, it is not recommended for a student to take a Free Period in their schedule until their 11th grade year to provide every opportunity for graduation credit fulfillment. However, there are circumstances where a student in 9th or 10th grade may receive a recommendation to schedule a Free Period.
- Our College Counseling Office recommends that all seniors take a Free Period in their fall semester.

UPrep awards five credits per semester-length academic class:

- Completed classes with a grade of A, A-minus, B-plus, B, B-minus, C-plus, C, C-minus, D-plus, D, and D-minus are awarded credit. Classes with a grade of E do not earn credit.
- Classes taken during intensives are the equivalent of a full semester of instruction and are awarded five credits.

The UPrep graduation requirements for credits was last revised in advance of the 2018–2019 school year to incorporate new higher graduation requirements, as designated by the state of Washington.

UPrep graduation requirements fulfill all mandated graduation requirements as designated by the state of Washington.

UPrep graduation requirements are posted on the home page of Student and Family Veracross Portals. Graduation requirements are also maintained by the school registrar.

Included in this document are detailed descriptions of needed earned credits (by credit subject and student grade), non-credit requirements, and transfer credits.

CREDIT REQUIREMENTS PER SUBJECT

English: 40 credits

Students must take two English classes each year of their high school attendance: one class in semester 1, and one class in semester 2. In grades 9–11, the English classes taken are already determined, and a student will be automatically enrolled in these classes. In 12th grade, the student will choose from English electives in semester 1 and semester 2 to complete their English requirement. Note: For graduation years 2025 and beyond, English classes taken during intensives will count as elective credit and will not fulfill the English graduation requirement.

Each class that begins with the abbreviation ENGL earns English credits. The exception is Humanities (10th grade), which has the beginning abbreviation INTR (multi-subject). English credit is gained by the Humanities class that a student is automatically enrolled in for the spring intensive class of their 10th grade year. Classes that begin with the abbreviation ENGL will count as elective credit for graduation but will be displayed on the student's transcript as English.

Students in 11th grade may take an English elective class during any grading period as an elective. If a student chooses this option during 11th grade, the class will be awarded elective credit. The class will not count toward the completion of the 40 English credits required for graduation.

No English classes may be repeated for credit, with the exception of repeating a class with a completed grade of E.

History: 35 credits

Students will be automatically enrolled into a history class in both semester 1 and semester 2 for grades 9–11. Automatic enrollment will include a year and a half of World History (three classes), one year of U.S. History (two classes), and one semester of Humanities. Automatic enrollments will complete 30 of the 35 credits needed to fulfill history requirements.

In addition to the auto-enrollment classes, a student must elect to take a Civics class in the 11th or 12th grade year. Civics is both a UPrep and a state requirement for graduation and provides the final five credits needed to fulfill the UPrep 35-credit requirement.

Classes that begin with the abbreviation HIST earn history credit. Classes that begin with HISTe earn elective credit but will be displayed on the transcript as history. The exception is Humanities (10th grade), which has a beginning abbreviation on INTR (multi-subject). History credit is gained by the Humanities class that a student is automatically enrolled in for semester 2 during their 10th grade year.

No history classes may be repeated for credit, with the exception of repeating a class with a completed grade of E.

Independent Launchpad

Independent Launchpad is a required class for graduation. It is typically offered during the winter and spring intensives for students in the 11th or 12th grade. Students must submit a proposal for their Independent Launchpad project to the assistant head of school for academics prior to the class start date.

Independent Launchpad is graded on a Pass/Fail basis and counts as five elective credits.

Independent Launchpad and a four-year plan complete the state of Washington's graduation requirement for a High School and Beyond Plan.

Independent Launchpad may only be repeated for elective credit with prior approval from the assistant head of school for academics. Repeating Independent Launchpad is not an encouraged effort.

Mathematics: 30 credits

Three years (six classes) of mathematics are required to meet UPrep graduation requirements. Required classes that must be included are Algebra II and Introduction to Statistics.

Introduction to Statistics may be taken during a student's 10th, 11th, or 12th grade year, provided they have taken the prerequisite Algebra II class.

Rising 9th grade students who are currently enrolled at UPrep will continue their UPrep math progression. Students new to UPrep will take a placement test to determine their math placement for any high school grade.

Classes that begin with the abbreviation MATH and MATHe earn Math graduation credits.

UPrep math progression:

- 9th grade: Algebra I or Geometry or Algebra II
- 10th grade: Geometry or Algebra II or Introduction to Statistics/Pre-Calculus
- 11th grade: Algebra II or Introduction to Statistics/Pre-Calculus or Calculus I
- 12th grade: Introduction to Statistics/Pre-Calculus or Calculus I or Calculus II

No math classes may be repeated for credit, with the exception of repeating a class with a completed grade of E.

Science: 30 credits

UPrep requires that the minimum 30 credits for graduation include:

- Biology (10 credits): Biology is taken in semester 1 and semester 2 of a student's 9th grade year. Students are automatically enrolled in Biology.
- Chemistry or Quantitative Chemistry (10 credits): Chemistry or Quantitative Chemistry is taken in semester 1 and semester 2 of the student's 10th grade year. The student will indicate their preference for Chemistry or Quantitative Chemistry during the spring course request process (SCRП) that will take place in the spring of the student's 9th grade year.
- Physics or Quantitative Physics (10 credits): Physics or Quantitative Physics is taken in semester 1 and semester 2 of either the student's 11th or 12th grade year. A preference for Physics or Quantitative Physics is indicated by the student during the SCRП of either their 10th grade or 11th grade year. Course requests are gathered in the spring of each school year for the student's upcoming school year.

Note: While four years of science are not a UPrep requirement for graduation, our College Counseling Office often recommends that a student take four years of science depending on their intended major and college(s) of application. Normally, a student is assigned a college counselor in December of their 11th grade year. A student should consult with their college counselor to determine the best presenting science electives for their 11th or 12th grade year (the year they don't take Physics) prior to the SCRП.

Science Electives: Refer to this Program of Study for the upcoming school year for a listing of available science electives.

Classes that begin with the abbreviation SCIE earn science credit. Classes that begin with the abbreviation SCIEe will count as elective credit toward UPrep graduation requirements but will be displayed on the transcript as science. Only the Biology, Chemistry/Quantitative Chemistry, and Physics/Quantitative Physics courses are considered for meeting UPrep science graduation requirements.

No science classes may be repeated for credit, with the exception of repeating a class with a completed grade of E.

Languages: 30 credits

The language requirement may be fulfilled by taking three years of one language, or by taking two years of one language and then two years of another language. If the student is following the two plus two plan, the language requirement is 40 credits.

UPrep offers language instruction in Chinese (Mandarin), French, and Spanish. Levels 1–6 are offered in each language.

As part of the enrollment process for 9th grade, current UPrep students will receive a placement determination from our Language Department. Students new to UPrep in any high school grade will take a placement test to determine the level of enrollment for their language of choice.

Students indicate if they would like to continue their current language progression or change to a new language during the SCRP. When changing languages, a student may elect to take a placement test to be placed above level 1 of a class.

Beyond Spanish 4, the classes are offered as elective selections for levels 5 and 6. Students will indicate their preferences for Spanish electives during the SCRP. Elective classes are offered as a full-year enrollment. Once an elective Spanish class is completed, it may not be repeated for credit, even if the class would be taken at the level higher than the current year class.

Classes that begin with the abbreviation LANG earn language credits.

Note: While four years of language is not a UPrep requirement for graduation, our College Counseling Office often recommends that a student take four years of language depending on their intended major and college(s) of application. Normally, a student is assigned a college counselor in December of their 11th grade year. A student should consult with their college counselor to determine if four years of a language are recommended prior to the SCRP for their 12th grade year.

No language classes may be repeated for credit, with the exception of repeating a class with a completed grade of E.

Fine Arts: 20 credits

Classes that begin with the abbreviation FINE are awarded fine arts credit.

Fine arts classes are taken on a Pass/Fail basis with no letter grade assigned and awarded five credits per class.

Most fine arts classes are a single semester. Some classes, such as Advanced Jazz, are intended to be taken as an elective in both semester 1 and semester 2. If a student is not currently enrolled in a full-year ensemble or wishes to change from Jazz to Chamber or vice versa, they will need to gain the approval of the teacher or submit/schedule an audition.

Auditions are normally held in May. Interested students should contact the Fine Arts department chair for audition pieces to practice. Individual auditions can be either in person or via video.

Most fine arts classes may be repeated and still obtain credit. Examples include Advanced Jazz Ensemble and Chamber Orchestra, or the Upper School Play Production and Stagecraft classes. Classes whose name begins with Visual Arts may also be repeated for credit. Students cannot repeat Photography I and Graphic Design classes for credit.

If a Middle School student (grades 6–8) is enrolled in an Upper School class, such as Advanced Jazz, they will receive high school credit for the class, provided they continue at UPrep for grade 9. The class will be graded as Pass/Fail and be awarded five credits, and the class will be displayed on their high school transcript.

To meet the fine arts requirement, a student must take one class from at least two of the four disciplines. The four fine arts disciplines are dance, drama, music, and visual arts.

Classes that begin with:

- FINE_DA are within the discipline of dance.
- FINE_DR are within the discipline of drama.
- FINE_MU are within the discipline of music.
- FINE_VA are within the discipline of visual arts.

Physical Education (P.E.)/Health: 20 credits

The P.E./health requirement includes one semester of Health, and three semester classes that are considered “active.” Active P.E. classes are all the P.E./Health classes offered except for Health.

The active classes should be completed in three separate grading periods to qualify for credit. If two active classes are taken during semester 1 or semester 2, only one class will count toward P.E. credit. The second active class in the same grading period will count as an elective credit.

Health is a required class for students in the 9th grade. Students who transfer to UPrep following 9th grade may take a preapproved online health course to acquire this needed UPrep and state graduation requirement. Students should work with their advisor to initiate the online class. Transfer credit will only be given if the student has preapproval to take the online class and if the transcript for the completed course is provided to the UPrep Registrar via email to registrar@universityprep.org.

All active P.E. classes may be repeated for credit. Health may not be repeated for credit unless it was initially completed with a grade of E.

Classes that begin with the abbreviation of PHED are granted P.E./health credit.

Electives: 20 credits

Excess credits a student earns above the graduation requirement for the subject qualify as elective credit. For example, a student takes four full years of mathematics (eight classes), earning 40 credits in the subject of math. As only 30 credits in mathematics are required for graduation, the 10 extra credits the student earned will be applied to their elective requirement.

In addition to excess credits in a subject, classes with the beginning abbreviation ELECT earn elective credit.

In addition, the required Independent Launchpad class earns five elective credits and fulfills a portion of the non-credit High School and Beyond Plan, required by the state of Washington for graduation.

Most students at UPrep will fulfill their elective credit requirement without even planning for it.

No elective classes may be repeated for credit.

NON-CREDIT REQUIREMENTS

Four-Year Plan

In addition to being a good planning guide for Upper School classes, the four-year plan also fulfills a portion of the state of Washington's non-credit requirement of the High School and Beyond Plan. Completion of a four-year plan and Independent Launchpad completes the state of Washington High School and Beyond Plan graduation requirement.

Note: The four-year plan worksheet is a plan and not a guarantee. Students will be given the opportunity to meet graduation requirements even if classes are not taken in the order the student has listed in their four-year plan.

Senior Year: A Full Year of Attendance "On Campus"

A student is not eligible to participate in a Semester Away program during their senior year nor may a student take only online classes during their senior year and qualify for graduation.

Global Link classes where a student is away from campus for a couple of weeks do not disqualify a student from meeting this requirement.

Intensive or other classes that have scheduled off-campus activities do not disqualify a student from meeting this requirement.

Washington State History

The state of Washington requires completion of a Washington state history class as a non-credit graduation requirement. The state of Washington mandates that a Washington state history class be offered in either the 7th or 8th grade. At UPrep, the Washington State History class is offered during the spring intensive of a student's 7th grade year.

For students new to UPrep in the 9th, 10th, or 11th grades, their application and enrollment process will seek to obtain documentation that the student has taken this class. Students who have fulfilled this requirement will have a MET: WA State History notation in the lower left corner of their UPrep high school transcript.

A student is eligible for a waiver for this credit if one of these two statements is true:

- They did not reside in Washington state during grades 7 and 8.
- They took a state history class in another state where a state history class is a state graduation requirement.

Students and/or their parents/guardians should work with the student's advisor if a waiver is needed for this requirement.

Students who did reside in Washington state in their 7th or 8th grade year and did not pass a Washington state history class may take an online class to complete this requirement. Students and/or their parents/guardians should work with the student's advisor to determine scheduling options.

Community Service

For the graduating classes of 2025, 2026, 2027, and 2028, 80 hours of community service are required for graduation.

GRADUATION REQUIREMENTS PER GRADE LEVEL

Prior to Grade 9

Summer Classes Prior to the 9th Grade Year

Classes or programs of study taken during the summer are not considered for transfer credit. A class that is not preapproved will not receive transfer credit under any circumstances.

High School Credit for Classes Taken in Middle School

A middle school student may be granted high school credit for a class taken during middle school if both of these conditions are met:

1. The student attends a high school level class with high school students.
2. The student attends 9th grade at UPrep for at least one full grading period.

Algebra I or other classes taken in middle school with other middle school students will not be granted high school credit. While not granted credit on a student's high school transcript, Algebra I taken in middle school will fulfill the state graduation requirement of Algebra I.

Classes granted high school credit will be displayed with a grade of Pass/Fail and will not be included in the student's high school GPA.

Classes granted high school credit will be displayed on the student's high school transcript as being completed in the fall (semester 1) of the student's 9th grade record.

High School Credit for Grade 9

A 9th grade student will have an enrollment of five full-year classes in ENGL, HIST, SCIE, LANG, and MATH. There will also be a mandatory one-semester Health class in either semester 1, semester 2, or during an intensive.

Unless the student is taking a full-year elective, this will give the student a class elective choice in the semester where Health is not taken and for each of the intensives.

The full-year classes for a 9th grade student are:

- ENGL: Foundations in Composition; full year in semester 1 and semester 2
- HIST: Early World History; full year in semester 1 and semester 2
- SCIE: Biology; full year in semester 1 and semester 2
- LANG: Chinese, French, or Spanish, per placement; full year in semester 1 and semester 2
- MATH: Per placement; full year in semester 1 and semester 2

For students who wish to complete a summer class prior to grade 9 to fulfill a prerequisite, approval must first be given by the assistant head of school for academics. Without prior approval the class will not be considered fulfillment of a prerequisite requirement.

For rising 9th grade students, preapproved classes will be displayed on the student's transcript as being taken in semester 1 of grade 9.

The student or their parent/guardian is responsible for requesting that the completed transcript for preapproved summer classes be provided to the UPrep registrar via email to registrar@universityprep.org. If a transcript is not received by the registrar, no credit or prerequisite consideration will be granted.

Grade 10

A 10th grade student will have an enrollment of five full-year classes in ENGL, HIST, SCIE, LANG, and MATH. Unless the student is taking a full-year elective, this will give the student a class elective choice in semester 1, two elective choices in semester 2, and a choice for the winter intensive.

The student will be automatically enrolled in the following:

- ENGL: Foundations in Literature in semester 1 and Humanities in the spring intensive
- HIST: Modern World History in semester 1 and Humanities in semester 2
- MATH: During the SCRP, a student will be able to elect if they will continue their current UPrep math progression and at which level. In most instances, this will be Algebra II. If the student is matriculating in math beyond the UPrep progression, they can select a higher-level math class during the SCRP.
- LANG: A student can elect to continue their UPrep language progression or change to a new language during the SCRP. If a student elects to change languages, they may either start at level 1 of the new language or take a placement test to determine the level of language. An 11th grade student will have an enrollment of five full-year classes in ENGL, HIST, SCIE (if taking Physics or Quantitative Physics), LANG, and MATH. Unless the student is taking a full-year elective, this will give the student a class elective choice in semester 1, semester 2, and both intensives.
- SCIE: A rising 10th grade student will be offered a choice between Chemistry or Quantitative Chemistry during the SCRP.

Grade 11

An 11th grade student will have an enrollment of five full-year classes in ENGL, HIST, SCIE (if taking Physics or Quantitative Physics), LANG, and MATH. Unless the student is taking a full-year elective, this will give the student a class elective choice in semester 1, semester 2 and both intensives.

If the student is electing to take Physics/Quantitative Physics during the senior year, the College Counseling Office does recommend most students take a science elective during semester 1 or the winter intensive, and semester 2 or the spring intensive.

Refer to this Program of Study for a listing of science electives, and the grading period in which they are offered.

Independent Launchpad Graduation Requirement:

11th grade students are eligible to complete the graduation requirement of Independent Launchpad in either the winter or spring intensive.

English electives: 11th grade students may take English electives offered throughout the school year. If taken, these classes will count as elective credit and not count toward the English credits required for graduation.

Grade 12

A 12th grade student will have an enrollment of full-year classes in ENGL and SCIE (if taking Physics or Quantitative Physics). All other subjects will be elective selections based on meeting graduation requirements and transcript presentation for college applications.

Note: Our College Counseling Office recommends all 12th grade students schedule a Free Period during semester 1, provided they are not taking a full-year elective. This is to allow time and attention for college applications.

If the student took Physics/Quantitative Physics during their junior year, the College Counseling Office does recommend that most students take a science elective during semester 1 or the winter intensive, and semester 2 or the spring intensive.

Refer to this Program of Study for a listing of science electives, and the grading period in which they are offered.

Completing Graduation Requirements:

If not completed in the 11th grade, 12th grade students must complete Independent Launchpad during an intensive.

If not already completed, 12th grade students must take Introduction to Statistics. The prerequisite for Introduction to Statistics is successful completion of Algebra II.

If not already completed, 12th grade students must complete a Civics class to meet their UPrep and state history graduation requirement.

English electives: 12th grade students fulfill their English graduation requirement by taking an English elective in semester 1 and semester 2.

Global Online Academy (GOA) classes

UPrep is a member of the Global Online Academy.

Students may take GOA classes as an elective. GOA classes are available on request for students in the 10th, 11th, and 12th grades during the SCRP.

Credit is given for GOA classes, and the grades earned in GOA classes are included in the student's GPA calculation.

In a scenario where a GOA class is replicating instruction available at UPrep—for example, Computer Science I: Python—a student will be enrolled in the UPrep course offered vs. the requested GOA class.

A GOA class may be considered as completing a class prerequisite with the approval of the assistant head of school for academics.

GOA classes do not count/fulfill UPrep Graduation requirements in any subject.

Note: Students may not take a GOA class during semester 2 if the student is also enrolled to take a Global Link trip during the spring intensive.

Transfer Students

Students may transfer to UPrep before or during the 9th, 10th, and 11th grade years. In rare instances a student may transfer to UPrep for 12th grade, but only prior to the start of the 12th grade and not midterm. Accepted transfer students will have their high school transcript classes from their previous school transferred to their UPrep transcript as determined by the assistant head of school for academics and the Upper School director.

Transfer credits are added to UPrep transcripts for students participating in a Semester Away course of study, and for preapproved summer classes.

Transfer credits do count toward UPrep graduation requirements.

Summer Classes

GOA summer classes are listed on the student's transcript. However, GOA classes do not count toward UPrep graduation requirements.

Any other class or program of study taken during the summer is not considered for transfer credit. There are rare exceptions when a student transfers to UPrep following the 9th grade year. Any exception must be preapproved by the assistant head of school for academics.

A class that is not preapproved will not receive transfer credit under any circumstances.

A summer class may be considered for completion of a class prerequisite with the prior approval of the assistant head of school for academics.

The student or their parent/guardian is responsible for requesting that the completed transcript for preapproved summer classes be provided to the UPrep registrar via email to registrar@universityprep.org. If a transcript is not received by the registrar, no credit will be granted.

MORE INFORMATION (NOT PART OF UPREP GRADUATION REQUIREMENTS SECTION)

Independent Study (Approval Process Required)

If an Upper School student has completed all coursework that UPrep offers in a particular subject, either through our program of study or Global Online Academy, a student may pursue the possibility of an independent study. An independent study proposal must be approved by the Upper School director and the assistant head of school for academics. Students are eligible to request independent study only after graduation requirements have been met in the department of interest. The proposal must be completed no later than one week after the start of a semester. Forms are available in the registrar's office.

Semester Away

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

Audit

Under specific and limited circumstances, the director of the Upper School or the assistant director of the Upper School may give permission to audit a class. Ideally, a student must declare and be approved to audit a class before the term begins or before a student takes the first assessment. A student cannot register for the class in the normal way and then decide to audit a class after the first assessment is taken with the intention to erase a low grade. After auditing a class, the student will be required to take the course for credit later. Students taking courses for credit take precedence over those wishing to audit. Credit is not awarded for auditing a class, and no permanent record of the audit is maintained.

Course Placements and Prerequisites

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

Schedule Change Procedure

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

Course Credit and Grade Average Computation

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

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

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

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

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

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

Incompletes. A grade of I is used to denote incomplete work for the semester. No I grade will be given during quarter 1 or quarter 3 so that the students, advisors, and families know clearly where a student stands academically and can take action. For each incomplete grade, an agreement will be made between the student, advisor, and teacher regarding the due date for the completed work. This due date is to be no more than four weeks into the next quarter; for quarter 4 and semester 2, the due date must be no later than four weeks into the new academic year for returning students. Graduating seniors earning an incomplete for quarter 4 or semester 2 must complete their work no later than the last day of teacher in-service at the end of the academic year. Work not completed before the agreed-upon due date will be given a grade of E, which may result in a grade of E for the class. Exceptions to these guidelines may be made at the discretion of the division director.

Pass/fail. During the first week of the semester and with approval by the Upper School director, a student may elect to take one class on a pass/fail basis. If circumstances require a student to drop a course after the first week of a semester, the student's transcript will reflect either a WP (withdrawn passing) or a WF (withdrawn failing), as determined by the division director in consultation with the teacher.

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

Intensives

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

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

During intensives, students and teachers can take full advantage of the freedom of time and space afforded by all-day classes, allowing Seattle and other parts of the world to become their learning laboratories.

More Global Online Academy Information

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

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

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

Our partnership with GOA allows us to expand what we can offer to our students, encouraging new interests and feeding their passion for learning through the diversity possible in a global, online environment. This is not an added cost for the student (except during summer), and it must be taken as one of their six semester courses. Students cannot enroll in GOA on top of a full UPrep load of six courses.

GOA courses do not count toward graduation requirements. A GOA class may not be taken in the semester preceding a Global Link trip. For example, if a student is going on a Global Link trip during the spring intensive, they may not take a GOA course during the second semester. See the GOA catalog at this link: globalonlineacademy.org/student-program/student-courses.

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

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

Course Descriptions

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

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

Yearlong: These full-credit courses meet during both the fall and spring semesters.

Semester 1 or semester 2: These half-credit courses meet in either the fall (semester 1) or spring (semester 2) semester.

Semesters 1 and 2: These half-credit courses meet for one semester, like those described above, but are offered in both the fall and spring semesters.

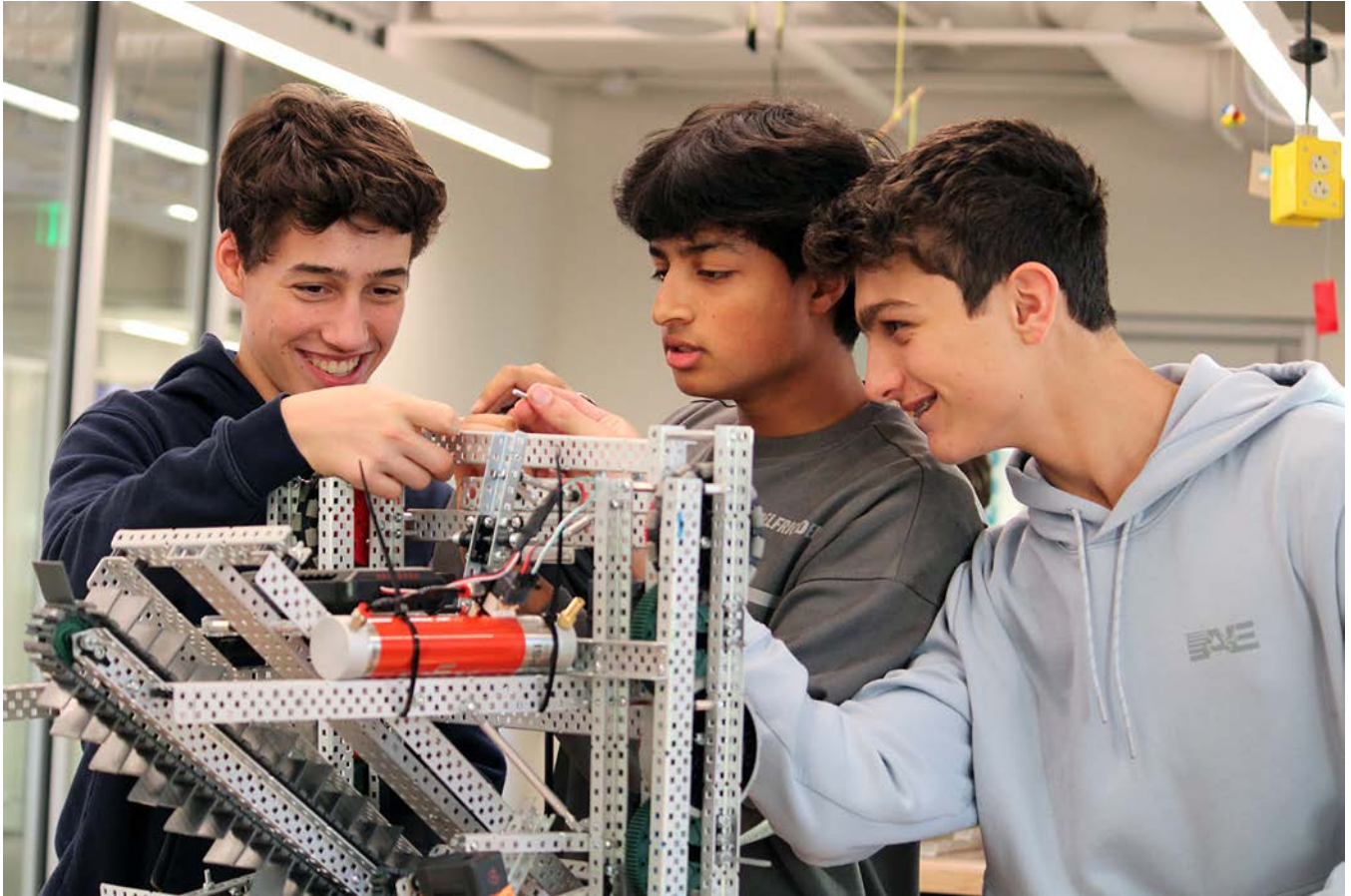
Intensive 1 or intensive 2: These half-credit courses meet for one intensive period, with intensive 1 occurring in January and intensive 2 occurring in May and June.

GOA semester 1, semester 2, and/or yearlong: Some GOA courses are offered during only one GOA term, while others are offered during more than one GOA term as indicated. In addition, some GOA courses are yearlong offerings that span semester 1 and semester 2. See the GOA catalog at this link: globalonlineacademy.org/student-program/student-courses

Course Offerings

COMPUTER SCIENCE AND TECHNOLOGY

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



ROBOTICS PROGRAMMING

7th–8th grades

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

COMPUTER SCIENCE I: PYTHON

Middle and Upper School

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

COMPUTER SCIENCE II: JAVA

Upper School

Students build a solid understanding of computer science fundamentals and the software development process while learning to write programs in Java, a language used by many software professionals. Individual and group projects include budgets, fraction math, and pattern analysis. Students build object-oriented design, collaboration, and debugging skills while learning Java language features, including input and output, variables and data types, control structures, methods, and classes. After this course, students will be well prepared for Computer Science III or a college computer science course. *Prerequisite: Computer Science I or equivalent experience. Semester 1 or 2.*

COMPUTER SCIENCE III: JAVA

Upper School

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

COMPUTER SCIENCE IV: ADVANCED TOPICS

Upper School

Students explore topics that typically appear in college computer science courses and software job interviews, as well as researching and presenting topics of interest. Students learn to implement and apply standard data structures, including stacks, queues, heaps, hash tables, trees, balanced trees, and graphs. Students learn to design and analyze algorithms and explore standard algorithms for sorting and finding shortest paths. Students explore models of computation, including the equivalence of finite automata and regular expressions for representing patterns in text. Other topics may include logic circuits, dynamic programming, and puzzle solvers. Most code examples will use the Java language, and students may choose to use other languages for some projects. *Prerequisite: Computer Science III or equivalent experience. Semester 2.*

DATA SCIENCE AND ANALYTICS

Upper School

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

ENGLISH DEPARTMENT

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

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



ENGLISH 6

6th grade

Required

This course focuses on developing each student's active critical reading skills and analytical writing skills. Fiction, nonfiction, short stories, and poetry are read over the course of the year, and students consistently practice close, active reading and engage in thoughtful discussion that aims to get to the deeper meaning of a text. There is much emphasis on composing paragraphs that include a topic sentence that makes a claim, relevant supporting evidence, and a clear concluding sentence. Students write frequently and have many opportunities to demonstrate their thinking through writing. Additionally, there are opportunities to develop creative writing skills. Students may write poetry or short stories, or even write and draw their own comic strip. Texts may include *Seedfolks* (Paul Fleischman), *Feathers* (Jacqueline Woodson), *Inside Out and Back Again* (Thanhha Lai), *Al Capone Does My Shirts* (Gennifer Choldenko), *World Without Fish* (Mark Kurlansky), and *Holes* (Louis Sachar). *Yearlong*.

DEEP SPACE SIX: SCIENCE FICTION, SCIENCE FACT

6th grade

Required

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

ENGLISH 7

7th grade

Required

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

ENGLISH 8

8th grade

Required

In 8th grade English, students explore the concept of voice and the impact it has on the reader's experience. Through close reading, discussion, dramatic performance, and imitation, students unveil the subtleties that make a writer's voice distinctive. The primary learning goal is to help students express themselves clearly, both orally and in writing. Students read and write in a variety of genres, including expository essay, personal narrative, poetry, fiction, and podcasting. Class texts may include *The House on Mango Street* (Sandra Cisneros), *Outcasts United* (Warren St. John), *Nimona* (Noelle Stevenson), and *Lord of the Flies* (William Golding). A priority is placed on cultivating personal reading habits, and students also read an additional text through literature circles. Other materials shared in class include episodes of *This American Life*, assorted poems, a variety of short stories, *Grammar for Middle School: A Sentence-Composing Approach* (Don and Jenny Killgallon), and *NoRedInk* (a website for differentiated instruction in grammar). *Yearlong.*

FOUNDATIONS IN COMPOSITION

9th grade

Required

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

FOUNDATIONS IN LITERATURE

10th grade

Required

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

HUMANITIES

10th grade

Required

English and history are combined into one single-block interdisciplinary Humanities course that studies both world literature and history. This course continues the focus on identity community that begins in the first semester of both the 10th grade Modern World History and Foundations in Literature courses. Students continue to develop critical reading, researching, and writing skills in the second semester of 10th grade Humanities. During the intensive term, students take one of three different themed tracks, leading them to ultimately write a six- to eight-page *New Yorker*-style article based on the topic of their track. They immerse themselves in a research and writing process aligned with the overarching themes of the world history and literature curricula: promoting human rights and building an international community. How can we view each of these three topics from historical, literary, artistic, ethical, environmental, and global perspectives? Students apply the lessons they have learned from their history, English, and humanities courses from earlier in the year to focus on how these issues and topics are playing out locally and globally. *Semester 2 and intensive 2.*

AMERICAN VOICES

11th grade

Required

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

LITERARY NONFICTION WRITING

11th–12th grades

Elective

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

CREATIVE WRITING: POETRY

11th–12th grades

Elective

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

THE BIG NOVEL/THE BIG AUTHOR

12th grade

Elective

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

THE CANON AND ENGLISH LITERATURE

12th grade

Elective

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

CREATIVE WRITING: SHORT FICTION

12th grade

Elective

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

LITERATURE OF IDENTITY: HYPHENATING AMERICA

12th grade

Elective

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

MEDIEVALISM: AN ARTHURIAN LITERARY STUDY

12th grade

Elective

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

DYSTOPIAN LITERATURE

12th grade

Elective

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

STORIES OF MIGRATION

12th grade

Elective

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

SHAKESPEARE

12th grade

Elective

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

LITERATURE AND THE ENVIRONMENT

11th–12th grades

Elective

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

SCIENCE FICTION

11th–12th grades

Elective

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

FINE ARTS DEPARTMENT

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

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



FINE ARTS ROTATIONS FOR 6TH GRADE: FOUR OPTIONS

6th grade

Required

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

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

During the semester of fine arts instruction, 6th grade students engage in three of the four UPrep fine arts disciplines: dance, drama, and visual arts. Dance includes basic movement and an introduction to the elements of dance through a variety of dance styles and techniques. Drama focuses on two basic elements of theatre: story and character. Students explore their inherent theatricality using improvisation, theatre games, storytelling exercises, and other tools. Visual arts focuses on self-expression and exploration via the elements of line and color, exposing students to a variety of ideas, styles, media, and techniques.

FINE ARTS REQUIREMENT IN 7TH AND 8TH GRADE

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

DANCE

7th–8th grades

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

INTRO TO ACTING

7th–8th grades

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

PLAY PRODUCTION: DRAMATIC PLAY

Middle School

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

STAGECRAFT: DRAMATIC PLAY

7th–8th grades

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

PLAY PRODUCTION: MUSICAL

Middle School

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

STAGECRAFT: MUSICAL

7th–8th grades

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

ORCHESTRA AND BAND II

7th–8th grades

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

MIDDLE SCHOOL ORCHESTRA

7th–8th grades

The Middle School Orchestra is UPrep's advanced Middle School performing ensemble. We compete in regional adjudications and travel to one overnight destination each year. This ensemble is open to all orchestral instruments, including saxophone. *Requirement: Audition requirement for first-time participants. Yearlong.*

INTERMEDIATE JAZZ ENSEMBLE

7th–8th grades

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

VOCAL MUSIC

Middle School

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

ART FOUNDATIONS

7th–8th grades

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

PHOTOGRAPHY

7th–8th grades

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

WORLD ART

7th–8th grades

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

CERAMIC ARTS

7th–8th grades

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

YEARBOOK

7th–8th grades

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

MIDDLE SCHOOL JOURNALISM

7th–8th grades

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

WINTER STOCK

8th–12th grades

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

YES AND ... IMPROV

7th–8th grades

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

CHOREOGRAPHY

7th–12th grades

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

UPPER SCHOOL FINE ARTS REQUIREMENT

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

DANCE

DANCE

Upper School

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

CHOREOGRAPHY

7th–12th grades

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

DRAMA

PLAY PRODUCTION: DRAMATIC PLAY

Upper School

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

PLAY PRODUCTION: MUSICAL

Upper School

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

STAGECRAFT: DRAMATIC PLAY

Upper School

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

STAGECRAFT: MUSICAL

Upper School

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

ACTING I

Upper School

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

THEATRE BASICS

Upper School

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

WINTER STOCK

8th–12th grades

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

MUSIC

CHAMBER ORCHESTRA

Upper School

Chamber Orchestra is open to all orchestral instruments. We play a wide range of repertoire, from the large orchestral works of Mozart and Stravinsky and the small chamber works of Reicha, Schubert, and Shostakovich to popular film scores and contemporary pop and rock tunes. It is not uncommon for us to compose or arrange pieces for performance as we sharpen music theory skills. Whenever possible, we engage in student-led rehearsal and performance to encourage dialogue, increase our reliance on one another, and promote our general musicianship. Each year, students attend the Regional Solo and Ensemble competition and perform at either the Western Washington University Orchestra Festival in Bellingham, the Central Washington Orchestra Festival in Ellensburg, or the Northwest Orchestra Festival in Gresham, Oregon. Because of the performance exposure, students are expected to commit to individual preparation

and to the full-year enrollment requirement for the course. Students who are new to UPrep must arrange for a consultation and audition with the instructor. Rehearsal and performance requirements: two to three evening concerts and open houses, as well as weekend performance trips. *Yearlong.*

INTERMEDIATE JAZZ ENSEMBLE

7th–12th grades

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

ADVANCED JAZZ ENSEMBLE

Upper School

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

VOCAL MUSIC

Upper School

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

ELECTRONIC MUSIC

Upper School

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

MARIMBA BAND

Upper School

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

VISUAL ARTS

CERAMICS

Upper School

Ceramics is a very tactile, hands-on course in which students will be working with clay and glazes. Students use basic hand-building techniques to create sculptural and functional works of pottery. Students also learn alternative firing methods such as sawdust firing, charcoal grills, and saggar firing, as well as help build the kilns needed to complete these firings. Topics include the origins of ancient firing and building methods used by European, Asian, and Native American and other Indigenous cultures. Students will also examine how contemporary artists incorporate such methods in their art. Be ready to get a little dirty, experiment, and be creative. *Semester 1 or intensive 2.*

GRAPHIC DESIGN

Upper School

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

PHOTOGRAPHY I

Upper School

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

PHOTOGRAPHY II

Upper School

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

Prerequisite: Photography I, Pacific NW Photography, or a GOA photography course. Semester 2 or intensive 2.

VISUAL ART I: INTRO TO STUDIO

Upper School

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

VISUAL ART II: MIXED MEDIA

Upper School

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

Prerequisite: a previous class with the phrase "Visual Art I" in the title, Painting, or Art History and Studio Practice, taken for fine arts credit. Semester 1.

VISUAL ART II: SCULPTURE

Upper School

This course examines sculpture, kinetic art, assemblage, carving, and other forms of three-dimensional art. Through projects that stress problem-solving and experimentation, students explore form, space, line, shape, composition, mass, scale, and proportion. Projects may include, but are not limited to, clay, paper construction, assemblage, woodworking, and casting and reduction sculptures. *Prerequisite: a previous class with the phrase "Visual Art I" in the title, Painting, or Art History and Studio Practice, taken for fine arts credit.*

Semester 2.

VISUAL ART II: INTERMEDIATE STUDIO

Upper School

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

VISUAL ART III/IV: ADVANCED STUDIO

Upper School

Visual Art III/IV pushes students much closer to ideation, research, and experimentation as processes integrated with artistic expression and creation. In this class, students are challenged to take greater risks—and work through inevitable failures—as a process for creativity. Problem-solving is fundamental to the course, as artistic challenges are both presented by the instructor and self-generated. Contemporary art is used extensively as a vehicle and a model for moving beyond traditional representation. The course culminates in a body of finished work created around a central theme. *Prerequisite: Visual Art II, or two previous classes combined from the following: Visual Art I, or Painting, or Art History and Studio Practice, taken for fine arts credit. Semester 2.*

YEARBOOK

Upper School

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

UPPER SCHOOL JOURNALISM

Upper School

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

ART HISTORY AND STUDIO PRACTICE

Upper School

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

VIDEO JOURNALISM

Upper School

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

FILM PHOTOGRAPHY

Upper School

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

PAINTING

Upper School

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

HISTORY DEPARTMENT

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

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



AMERICA'S PLACE IN THE WORLD

6th grade

Required

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

AMERICAN GOVERNMENT

7th grade

Required

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

WASHINGTON STATE HISTORY

7th grade

Required

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

ANCIENT TRADITIONS

8th grade

Required

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

MIDDLE SCHOOL ECONOMICS

7th–8th grades

Required

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

EARLY WORLD HISTORY

9th grade

Required

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

MODERN WORLD HISTORY

10th grade

Required

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

HUMANITIES

10th grade

Required

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

UNITED STATES HISTORY

11th grade

Required

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

MACROECONOMICS

9th–12th grades

Elective

This course covers many fundamental concepts in macroeconomics, including government and taxation, money and banking, international trade and currencies, unemployment, inflation, and poverty. Students also learn about economic theory by studying the history of economic thought, with a focus on such exemplars as Adam Smith, David Ricardo, Karl Marx, and John Maynard Keynes. Students learn about major international concerns through an International Economic Summit. *Semester 1.*

ART HISTORY AND STUDIO PRACTICE

9th–12th grades

Elective

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

CIVICS

11th or 12th grade

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

CIVICS: POLITICS AND GOVERNMENT

11th–12th grades

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

ENVIRONMENTAL CIVICS

11th–12th grades

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

CIVICS: COMPARATIVE GOVERNMENT

11th–12th grades

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

CONFUCIUS TO K-POP: EAST ASIA CHANGES THE WORLD

Upper School

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

U.S. FOREIGN POLICY

Upper School

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

INTEGRATED LEARNING DEPARTMENT

Integrated Learning provides support to help students who learn differently meet the high expectations of our challenging academic program. In that process, the department strives to provide students with opportunities to grow to be independent learners who can advocate for themselves at school. The Integrated Learning staff works with families as they seek to understand their students' learning profiles, observes student learning in the classroom and intervenes with instructional strategies, partners with teachers to practice those strategies, and helps students learn how to apply study skills.

In addition to case management support provided by a learning specialist for neurodiverse students, the Integrated Learning department offers small-group courses that provide students with direct instruction around executive functioning and research-based study skills. Integrated Learning courses allow students to have structured class time to complete assignments from their other courses with guided support from a learning specialist. Integrated Learning courses are open to all students who want to benefit from the curriculum, strategy instruction, and/or structured study hall time.



MIDDLE SCHOOL SCHOOLHACKS

Middle School

Elective

Middle School SchoolHacks is an elective course for students in Middle School who would benefit from support in the areas of executive functioning, study skills, and self-advocacy. SchoolHacks students participate in a small group with a learning specialist to complete planner checks, Schoology reviews, assignment management, and teacher communication. In addition to executive function skill support, students receive direct coaching on particular research-based study skills to support learning. Students are also given class time to complete assignments from their other courses with guided support from the learning specialist. When appropriate, we work to apply the skills taught to their classwork or their approach to studying. This one-semester course is designed to provide specific support and skill-building that students can utilize as they grow into independent learners at UPrep. There is an additional fee for this class; contact the director of Integrated Learning for additional information and registration. *Semester 1 and 2.*

UPPER SCHOOL SCHOOLHACKS

Upper School

Elective

Upper School SchoolHacks is a non-credit elective course for students who would benefit from support in the areas of executive functioning, study skills, and self-advocacy. Similar to Middle School SchoolHacks, students participate in a small group with a learning specialist to complete planner checks, Schoology reviews, assignment management, and teacher communication. Additionally, students receive direct coaching on research-based study skills that will assist them in Upper School and structured time to complete assignments from their other courses with guided support from the learning specialist. When appropriate, we work to help students apply the skills taught to their classwork or their approach to studying. This one-semester course is designed to provide specific support and skill-building. *Semester 1 and 2.*

MATH DEPARTMENT

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

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



MATH 6

6th grade

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

MATH 6A

6th grade

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

MATH 7

7th grade

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

PRE-ALGEBRA

8th grade

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

MIDDLE SCHOOL ALGEBRA I

7th–8th grades

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

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

7th–8th grades

Elective

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

UPPER SCHOOL ALGEBRA I

9th grade

Required

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

GEOMETRY

Upper School

Required

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

ALGEBRA II

Upper School

Required

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

ALGEBRA II: SEMESTER AND INTENSIVE COURSE

10th–12th grades

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

INTRODUCTION TO STATISTICS

10th–12th grades

Required

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

PRE-CALCULUS WITH TRIGONOMETRY

10th–12th grades

Elective

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

APPLIED CALCULUS

12th grade

Elective

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

CALCULUS I

11th–12th grades

Elective

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

CALCULUS II

12th grade

Elective

This yearlong course initially revisits the fundamental concepts of calculus, emphasizing rigorous analysis. Students will learn more complex integration methods and apply those methods to parametric and polar relationships. Students will explore appropriate methods to use when integration is not possible. This includes slope fields, Euler's method, and Taylor polynomials. Course material follows the AP Calculus BC curriculum. A TI-84 Plus graphing calculator is required. *Prerequisite: Successful completion of Calculus I. A grade of B-minus or better is recommended. Yearlong.*

ADVANCED STATISTICS

10th–12th grades

Elective

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

ADVANCED TOPICS IN MATHEMATICS

Upper School

Elective

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

MATHEMATICAL FINANCE

Upper School

Elective

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

PHYSICAL EDUCATION DEPARTMENT

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

In Middle School P.E., students explore a wide range of activities to create a foundation of understanding and skill development, deepen collaboration and belonging, and increase enjoyment in movement. Students gain confidence and competence to move in a variety of ways in both traditional and nontraditional activities. As students move through Upper School, the program offers more choice to explore specific interests in a semester or intensive experience. All students participate in P.E. classes, regardless of their participation in school sports or club/community sports and activities.

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



P.E. 6TH

6th grade

Required

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

HEALTH

7th grade

Required

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

P.E. 7TH

7th grade

Required

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

P.E. 8TH

8th grade

Required

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

HEALTH

9th grade

Required

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

YOGA

Upper School

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

YOGA: ON AND OFF THE MAT

Upper School

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

STRENGTH AND CONDITIONING

Upper School

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

ADVANCED STRENGTH AND CONDITIONING

Upper School

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

LIFETIME ACTIVITIES

Upper School

This course explores integrating an active and balanced lifestyle through the themes of self-acceptance, growth, resiliency, and a sense of belonging. Students gain the knowledge and experience in a variety of activities they can enjoy throughout their lifetime. This course also offers students the opportunity to explore movement in connection to the local Seattle community. The activities range from recreation, and traditional and non-traditional games and activities. Experiences may include disc golf, rock climbing, biking, running and hiking, tchoukball, volleyball, bowling, kayaking, and more. *Semester 1 or 2.*

LIFETIME ACTIVITIES

WINTER

Upper School

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

LIFETIME ACTIVITIES

SPRING

Upper School

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

RACKET SPORTS

Upper School

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

DANCE

Upper School

This class gives students a language in movement and increases their knowledge of the basic elements of dance. Styles may include modern dance, basic ballet, breakdancing, hip-hop, and improvisation. Class assignments involve concepts for creative expression, movement ideas, choreography, and development of a personal aesthetic. Watching videos and attending professional performances help students develop observational skills and expose students to the broad spectrum of dance as a cultural medium. Dance can be taken for either P.E. or a fine arts credit. Students make the selection for PE or fine arts during the annual class registration process. Credit selection cannot be changed after the class is completed. *Semester 1.*

GOLF

Upper School

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

SWIMMING AND WATER SAFETY

Upper School

This intensive course introduces students to five themes related to swimming and water safety: survival, well-being, community, competition, and flow. Students read the book *Why We Swim* (Bonnie Tsui), and dive deep into their learning through experiential and creative movement in and around water. Students will be empowered to develop their own connection to water by learning and practicing proper swimming, while also exploring a variety of games and activities like water aerobics, water polo, how to make a floatation device, and more. Students will connect with community members to deepen their understanding and connections on various field trips to pools and open water. The final showcase includes passion projects related to "waterbiographies." *Intensive 2.*

SCIENCE DEPARTMENT

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

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



INTEGRATED SCIENCE I

6th grade

Required

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

INTEGRATED SCIENCE II

7th grade

Required

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

INTEGRATED SCIENCE III

8th grade

Required

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

PROJECT SCIENCE

7th–8th grades

Elective

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

BIOLOGY

9th grade

Required

In Biology, students investigate the fundamental characteristics of life, exploring topics such as biomolecules, cell diversity, cellular energetics, protein synthesis, genetics, ecology, climate change, and evolution. Through hands-on activities, laboratory experiments, modeling, simulations, and data analysis, students develop critical thinking, communication, and problem-solving skills. The course emphasizes understanding biological concepts and their real-world applications, including the impact of climate change on ecosystems and the evolutionary history of life. Assessments include lab write-ups, projects, and tests, fostering both knowledge and practical skills. Students gain an appreciation for the diversity and interconnectedness of life while building a strong scientific foundation. *Yearlong.*

CHEMISTRY

10th grade

Required

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

QUANTITATIVE CHEMISTRY

10th grade

Required

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

PHYSICS

11th–12th grades

Required

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

QUANTITATIVE PHYSICS

11th–12th grades

Required

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

ASTRONOMY

Upper School

Elective

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

DEEP SPACE SIX

6th grade

Required

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

ECOLOGY

11th–12th grades

Elective

Students study how organisms interact with each other and their environment at the population, community, and ecosystem levels. More specifically, they become familiar with basic ecological theory, explore the questions ecologists study, experience basic ecology methods of investigation, and analyze and interpret ecological data. Students have the opportunity to apply what they are learning in a field setting with the possibility of an overnight field excursion. *Prerequisite: Biology, Chemistry. Intensive 2.*

ENGINEERING I

Upper School
Elective

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

Intensive 1.

ENGINEERING II

Upper School
Elective

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

ENVIRONMENTAL SCIENCE

Upper School
Elective

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

FORENSICS

10th–12th grades
Elective

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

Prerequisite: Biology. Semester 2.

ADVANCED TOPICS IN PHYSICS: SPECIAL RELATIVITY

11th–12th grade

Elective

In this action-packed, mind-twisting course, students will discover why they can't break the ultimate speed barrier, how to become older than their grandmother, how to put on weight without gaining fat, and how to live forever without ever knowing it! They will be introduced to Heisenberg's Uncertainty principle, which will most certainly make folks think twice and ponder the famous paradox of Schoedinger's Cat.

Prerequisite or Corequisite: Physics. Semester 1.

ANATOMY AND PHYSIOLOGY

11th–12th grades

Elective

In this course, students dive into the complexities of human anatomy and physiology through hands-on learning and in-depth exploration. The journey begins with dissections of fetal pigs and sheep brains, offering insights into the structure and function of various organ systems, with a particular focus on brain function and the role of neurons in signal transduction and synaptic transmission. Students then study the human heart by dissecting pig hearts and investigating blood circulation. Throughout the course, students participate in collaborative projects, including case studies, presentations, and suturing pig feet, to help reinforce knowledge of the skeletal, muscular, and integumentary systems. To further enrich their understanding, students attend a guest lecture by a physical therapist and participate in practical exercises in partnership with the P.E. teachers on muscle fatigue. The course culminates in a final project where students explore the impact of diseases on specific organs or systems, tying together all their learning.

Prerequisites: Biology, Chemistry. Semester 1.

MICROBIOLOGY

11th–12th grades

Elective

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

NEUROBIOLOGY

10th–12th grades

Elective

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

ADVANCED TOPICS IN CHEMISTRY

11th–12th grades

Elective

This course offers students an opportunity to deepen their study of the science of chemistry. This course will address thermochemistry, intermolecular forces, kinetics, and equilibrium. Students are expected to expand and deepen their understanding through small-group work, problem-solving, and independent lab experiences. The class format includes lecture, discussion, and laboratory work with an emphasis on group collaboration and experimental design, similar to college-level laboratory settings. *Prerequisite: Successful completion of one year of chemistry. Semester 1.*

TEACHING SCIENCE

Upper School

Elective

In this project-based course, students design science lessons for elementary school students. Students in this course partner with local elementary/middle school teachers to bring science lessons and demonstrations to their students. In addition to preparing their lessons, students in this class spend time learning about learning, providing context to improve their teaching, while simultaneously informing their own future learning. No prior science coursework is required, although an enthusiasm for learning and working with others is important. *Intensive 1.*

WORLD LANGUAGES DEPARTMENT

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

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



CHINESE

CHINESE A

6th grade

During the first part of this class, the three-week winter intensive offers students a comprehensive introduction to the basics of spoken and written Chinese language, covering strokes, radicals, and Pinyin pronunciation, which sets the groundwork of Chinese language acquisition. Basic greetings and language phrases are introduced. Students also have the opportunity to explore the diverse Chinese cultures, people, and land of the greater Chinese communities. By attending several field trips and cultural events, such as International District tours, Chinese food dining-out trips, and a martial arts class, students will enjoy a fun and dynamic experience. They will not only acquire a new language and culture, but also build connections with teachers and peers. The intensive also celebrates the Lunar New Year on campus, where students use their calligraphy and Chinese painting skills to showcase the richness of Chinese traditions with the UPrep community. Then, the introductory semester-long course lays a solid foundation for student's future language study by focusing on developing communication skills on topics relating to individual, family, personal preferences, sports, leisure activities, and time phrases. Students learn essential greetings, engage in brief conversations, and delve into cultural differences. Students can continue to learn and advance their understanding of Chinese characters and Pinyin. Students are encouraged to write basic characters by following the correct stroke order and use Pinyin to support their listening comprehension and speaking skills. The emphasis on building vocabulary and forming learning strategies enhances the overall Chinese language experience throughout the second semester. *Intensive 1 and semester 2.*

CHINESE B

7th grade

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

CHINESE C

8th grade

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

CHINESE 1

Upper School

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

CHINESE 2

Upper School

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

CHINESE 3

Upper School

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

CHINESE 4

10th–12th grades

This intermediate course continues to guide students in building communication skills to become proficient in everyday Chinese. In addition to the increased complexity of their speaking and listening tasks, students are given opportunities to develop their reading and writing skills by engaging in a variety of linguistics-related activities. The curriculum reviews narration skills to describe past events and introduces the word order and some complex sentence structures in Chinese. Students read an assortment of short stories and articles to explore cultures and society. A strong emphasis is on improving their ability to recognize Chinese characters and become more proficient readers in Chinese. Reading strategies are taught and practiced during this course, too. Students discuss and write about topics regularly to apply and practice complex grammar structures. This course equips students with Chinese learning strategies that enable them to engage in independent study of the language using online tools and other resources. *Prerequisite: Chinese 3 or an equivalent placement test. Yearlong.*

CHINESE 5

10th–12th grades

This intermediate course builds upon the foundation established in the previous course and continues to develop skills that enable learners to handle all three modes of communication: interpretive, interpersonal, and presentational. The course develops students' ability in all areas, especially preparing them to read and write in the target language. It contains a mix of ingredients to ensure that the students' learning experience is continuously intertwined with the "Five C's" of foreign language learning: communication, culture, connections, comparisons, and communities. In addition to using the language to carry communicative tasks orally, students develop their skills in comprehending and producing written materials, such as trying to decode an advertisement, understand road signs, read a doctor's prescription, or write an email to a teacher asking for a sick leave. The authenticity of all the resources, materials, and tools will prepare students for developing language proficiency and for real-life communication. *Prerequisite: Chinese 4 or an equivalent placement test. Yearlong.*

CHINESE 6

10th–12th grades

This intermediate-advanced course builds upon the foundation established in the previous course and continues to develop skills that enable learners to handle all three modes of communication: interpretive, interpersonal, and presentational. The course develops students' ability in all areas, especially preparing them to read and write in the target language. It contains a mix of ingredients to ensure that the students' learning experience is continuously intertwined with the "Five Cs" of foreign language learning: communication, culture, connections, comparisons, and communities. The course delves into many facets of Chinese culture and society, exposing students to a variety of topics, such as the education system, political system, and people's beliefs and points of view. With the help of many carefully crafted activities, students learn to understand different cultures through different lenses. In-depth discussion and writing about a topic will help students express their opinion while they listen to each other. This allows them full participation and commitment to expression in the target language. *Prerequisite: Chinese 5 or an equivalent placement test. Yearlong.*

CHINESE: ADVANCED STUDIES

10th–12th grades

Elective

This advanced Chinese course offers a comprehensive study of China's cultural and intellectual heritage, blending ancient philosophy, modern literature, and poetry. Students will explore the foundational ideas of Taoism, Confucianism, and Legalism, analyzing texts such as the *Tao Te Ching* (Lao Tzu), *The Analects* (Confucius), and the *Han Feizi* (Han Fei) to understand these philosophies' historical impact and their relevance today. In examining one of Su Tong's most acclaimed short stories, "The People's Fish," a narrative depicting social change and human relationships, students will gain insights into modern Chinese society's complexities. Additionally, through the study of poetry from various eras—including classical, Tang, Song, and modern—students will learn to appreciate the evolution of Chinese poetic expression and its reflection of historical contexts. Designed for advanced learners, the course combines critical analysis and language refinement, encouraging a nuanced appreciation of Chinese culture across time. *Prerequisite: Chinese 6 or an equivalent placement test. Yearlong.*

FRENCH

FRENCH A

LE PETIT ATELIER AND MON EXPLORATION (MY EXPLORATION)

6th grade

During the intensive, Le Petit Atelier offers students an immersive cultural experience in which they develop communication skills in the target language. During the class, students speak, sing songs, and participate in communicative activities in French. In addition to building vocabulary and practicing foundational grammar skills, students complete various projects, including a final passport depicting their experience in Le Petit Atelier. Students may visit local Francophone businesses or work with area community organizations. Guest speakers also bring their expertise and enthusiasm to share with students and create artifacts that allow exploration of the global Francophone world. Then, in semester 2, students learn basic conversational skills, fundamental grammar, and vocabulary, and undertake level-appropriate reading and writing activities. In addition to incorporating general study skills, supplemental materials introduce students to how the language varies in different parts of the world. Students learn songs, write and perform short skits, play games, cook traditional dishes, complete a variety of cultural and linguistic projects, and celebrate holidays and customs of the Francophone world. Students study a variety of terms, such as greetings, numbers, weather, telling time, school supplies, and colors. *Intensive 1 and semester 2.*

FRENCH B

7th grade

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

FRENCH C

MON BIEN-ÊTRE (MY WELL-BEING)

8th grade

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

FRENCH 1

EN ROUTE (ON THE WAY)

Upper School

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

FRENCH 2

MA COMMUNAUTÉ (MY COMMUNITY)

Upper School

In French 2, students learn more complex grammatical structures in the present and past tenses, while also maintaining an immersion-style classroom speaking environment. The class is highly interactive and will incorporate a variety of digital tools and hands-on learning experiences. Under the umbrella theme "my community," students use their French vocabulary for games, sports, travel, and more to communicate in written and oral situations. Students will explore the iconic sites of the Paris region in depth and use this vibrant city as a backdrop for transactional conversations with peers to express their plans, likes, and dislikes. Cultural studies will include Francophone music, artists, foods, and films. *Prerequisite: French 1 or an equivalent placement test. Yearlong.*

FRENCH 3

MON MONDE (MY WORLD)

Upper School

This intermediate course emphasizes themes of everyday life to reinforce and broaden students' communication skills, expand vocabulary, teach grammar concepts, and heighten cultural awareness. The curriculum reviews narration skills to describe past and future events and introduces complex sentence structures with *passé composé* and *imparfait*. Students are increasingly able to demonstrate language acquisition in both formal and informal situations. Students read and discuss short stories and articles to explore contemporary life and Francophone cultures. They make comparisons and connections between the language, current events as seen through film and the media, cultures studied, and their own culture. In the second semester, students read a collection of short stories. *Prerequisite: French 2 or an equivalent placement test. Yearlong.*

FRENCH 4

MON COEUR (MY HEART)

10th–12th grades

This advanced course delves into the many cultures of the Francophone world while building upon the students' grammar foundation and their ability to express themselves in French. The cultural element of this course focuses on various topics from the Francophone world that speak to the heart, including childhood memories, ecological awareness, the French colonial legacy, regional cultures, and stories about war. The curriculum expands upon the grammatical structures from French III and introduces the subjunctive and literary tenses. Students are frequently exposed to authentic audio and video material; they discuss and write about topics in depth to practice complex structures. In the spring, students read and analyze their first unabridged novel in French, *Catherine Certitude*. Students will also study films and several short stories by authors such as Tahar Ben Jelloun, Annie Ernaux, and Andrée Chédid. *Prerequisite: French 3 or an equivalent placement test. Yearlong.*

FRENCH 5

MA VOIX (MY VOICE)

10th–12th grades

This immersive course engages Upper School students in raising their own voices on social justice, addressing issues from local to global scales, including equity, privilege, the Maslow hierarchy, immigration, gender equality, LGBTQ+ rights, food deserts, food insecurities, and Black heritage. The curriculum specifically highlights the contributions of the Négritude movement in the 1930s, featuring intellectuals like Aimé Césaire, Léopold Senghor, and Léon Damas in their resistance against French colonial rule and assimilation policies. Students delve into these significant topics in French, following a thematic progression that blends historical and contemporary events. Activities include reading and listening comprehension exercises (songs, poetry, articles, films, interviews, etc.), discussions, and personal reflections. Students expand their social justice vocabulary while reviewing grammar and rhetorical structures to develop formal arguments in the target language. The course fosters self-awareness, introspective reflection, analytical writing, and advanced language skills. Active participation in discussions is key to creating a safe, collaborative environment. At the end of each unit, students present their understanding, reflections, and empathy through presentations, infographics, or digital stories. *Prerequisite: French 4 or an equivalent placement test. Yearlong.*

FRENCH 6

LE FRANÇAIS DES AFFAIRES (BUSINESS FRENCH)

10th–12th grades

Le français des affaires is a yearlong immersion program tailored for advanced students who have completed French 5 and seek to engage with the language in a professional setting. The curriculum covers a wide array of critical topics, including customer relations, interviews, public speaking, presentations, advertising, news reports, and television broadcasts. Alongside these themes, students delve into Francophone enterprises and the sectors of marketing, journalism, and media production. Participants acquire formal self-introduction techniques for both face-to-face and telephone interactions, gaining skills in managing appointments, such as making or canceling reservations and rescheduling meetings. Preparation for interviews involves studying professional protocols and etiquette, culminating in the creation of a comprehensive portfolio featuring infographics, a résumé, a cover letter, and supplementary materials. The program also emphasizes written communication, with students crafting emails, press releases, and articles while enhancing their command of French syntax and grammar. Oral communication is honed through activities like simulating formal dialogues, delivering professional presentations, and acting as news anchors. By course completion, students will demonstrate their ability to conduct themselves in a Francophone professional context complementing their existing English competencies. *Prerequisite: French 5 or an equivalent placement test. Yearlong.*

SPANISH

SPANISH A

IGNITION AND SEMESTER 2

6th grade

During the Ignition intensive, students have creative and immersive experiences both in our vibrant city of Seattle and throughout Washington state. Field trips may include a Spanish-language radio station, sports stadiums, nonprofit organizations, art centers, and more. Students may attend the Latin American Film Festival, explore storytelling at Casa Latina, visit Spanish immersion schools, and learn about traditional Latin American music and dances. Students see how Spanish is used and experienced in the world outside the classroom. During semester 2, students are introduced to the language and culture of the different Spanish-speaking countries. They become familiar and comfortable with the language. Students will have a basic understanding of the grammar and vocabulary at this level; particularly, they will learn about parts of speech with a special focus on verb conjugations. They will build their confidence within the three modes of communication—interpretive, interpersonal, and presentational—in the target language. *Intensive 1 and Semester 2.*

SPANISH B

7th grade

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

SPANISH C

8th grade

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

SPANISH 1

Upper School

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

SPANISH 2

Upper School

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

SPANISH 3

Upper School

Spanish 3 builds on the writing, speaking, listening, and reading skills established in Spanish 2. Students practice conversational skills by talking about such topics as family, interests and hobbies, childhood memories, and future plans. In the first semester students examine human nature and travel, while in the second semester they delve into Indigenous languages and the natural environment. Students read short stories and articles in Spanish and watch several films. In addition, students work with a variety of media (stories, commercials, music videos, telenovelas, shorts, etc.) to help provide additional opportunities to hear native speakers use vocabulary and grammar in context and to infer meaning from context. This course focuses significant energy on past tense expression through the study of the present perfect, past, and imperfect tenses. Students also look toward the future by learning the future tense, the conditional tense, and the subjunctive mood. *Prerequisite: Spanish 2 or an equivalent placement test. Yearlong.*

SPANISH 4

10th–12th grades

In this advanced course, students engage deeply with cultural, communicative, and linguistic themes. Through viewing and discussing a selection of films, they explore significant aspects of Hispanic society and history. Students utilize authentic materials—such as news articles, poetry, and short stories—to conduct research on a wide range of topics, fostering critical thinking and cultural awareness. The grammar component emphasizes mastery of pronouns, mood, and tense sequencing, along with a comprehensive review of key concepts from previous years. By the end of the course, students will have developed a higher level of proficiency in all three communication modes: interpretive, interpersonal, and presentational. Spanish 4 serves as an essential foundation for students preparing to pursue advanced Upper School Spanish electives. *Prerequisite: Spanish 3 or an equivalent placement test. Yearlong.*

SPANISH 5

LATINX EN LOS ESTADOS UNIDOS

10th–12th grades

Students will study a variety of topics related to Latinx history, language, education, immigration, and pop culture, while making comparisons and connections to their individual identities and personal histories. They will also explore how these topics relate to the development of identity and community, and practice the art of sharing stories through written, visual, and verbal mediums. Students will learn about the history of local Latinx communities in Seattle and in Washington state through field trips and guest speakers and have regular opportunities to practice written and verbal Spanish. The grammatical concepts are aligned with the other Spanish 5 course, ¡Qué Chévere!: Contemporary Society and Spanish Communication, and provide students with the skills to progress to level 6 courses. *Prerequisite: Spanish 4 or an equivalent placement test. Yearlong.*

SPANISH 5

¡QUÉ CHÉVERE!: CONTEMPORARY SOCIETY AND SPANISH COMMUNICATION

10th–12th grades

In this level 5 advanced course, students focus on developing their oral communication skills through exploring contemporary society in the Spanish speaking world. Grammatical concepts are aligned with the other Spanish 5 courses and provide students with the skills to progress to level 6 courses. Students explore communication, linguistic diversity, contemporary music, current events, sports culture, and food in Spanish-speaking countries. Students work with authentic materials such as podcasts, videos, and music to develop interpretive, interpersonal, and presentational communication skills. Students demonstrate oral proficiency through interviews, videos, conversation, debates, and presentations. By the end of the course, students will have improved their fluency and comprehension, increased their vocabulary, and gained a better understanding of the Spanish-speaking world today. *Prerequisite: Spanish 4 or an equivalent placement test. Yearlong.*

SPANISH 6

JUSTICIA SOCIAL EN EL MUNDO HISPANO

10th–12th grades

This advanced course examines social justice throughout the Spanish-speaking world, alternating between thematic units that highlight Spanish and Latin American social realities and units focused on individual and group struggles for justice. Through art, literature, and media analysis, students develop advanced language skills and expand their lexical range, communicating with greater precision across diverse contexts. The course uses primary sources and films that allow students to interpret various historical and social contexts. In the second semester, students refine descriptive, narrative, and expository writing while examining the economic and social challenges of Latin America and analyzing artistic and literary responses to these issues. The course concludes with an exploration of the motivations behind Latin American revolutions through authentic texts and socially engaged art. These units enhance language proficiency and cultural understanding while providing deeper insights into identity and socioeconomic issues in Spanish-speaking communities. *Prerequisite: Spanish 5 or an equivalent placement test. Yearlong.*

SPANISH 6

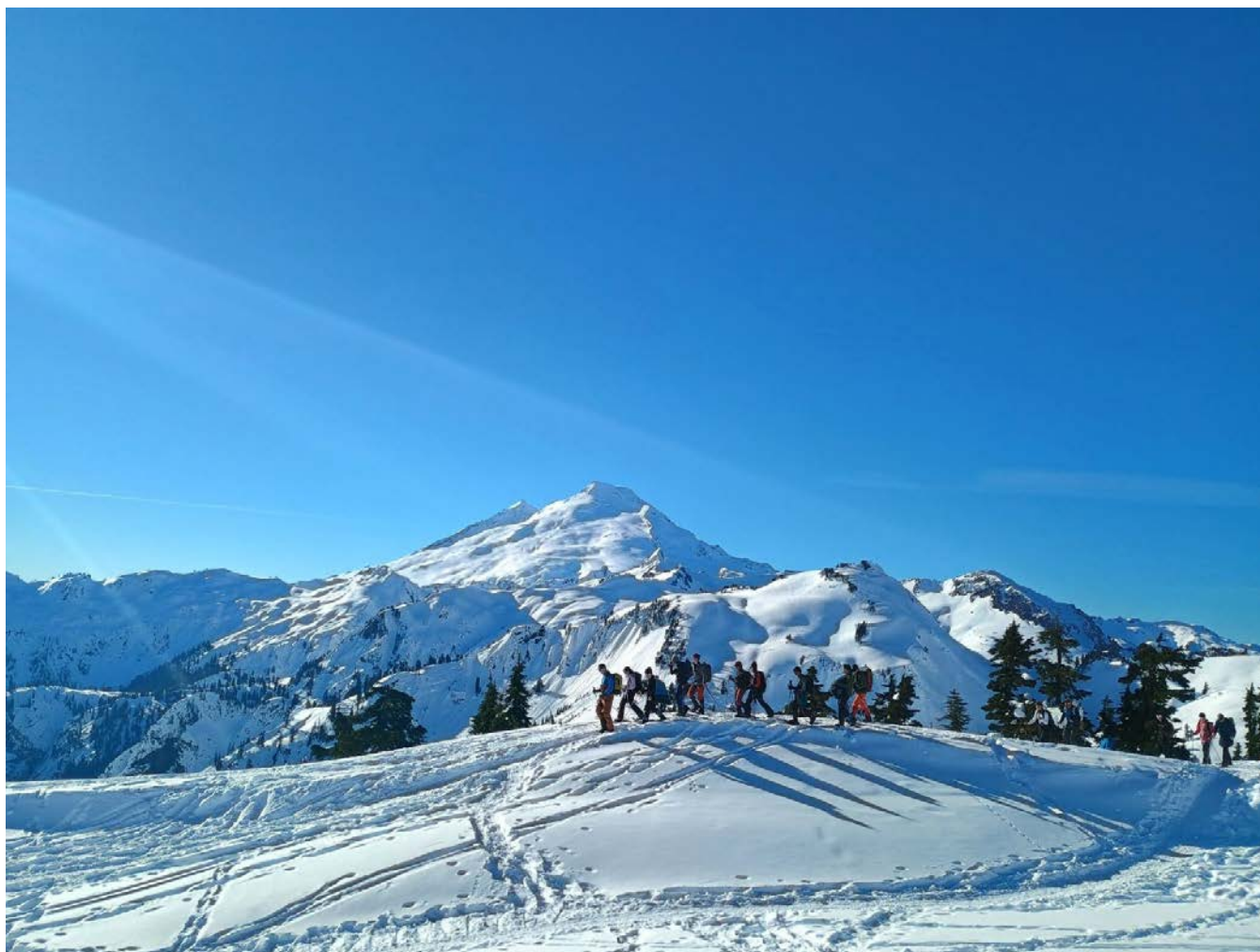
LITERATURA Y CINE DEL MUNDO HISPANO

10th–12th grades

In this yearlong advanced Spanish course on literature and film, students are critical readers, writers, and active viewers. They write cross-cultural comparisons of literary texts and film, relate these to their own experiences, and examine how people identify with specific locations, language, and cultures. They discuss and interpret the historical context of each work; conduct literary analysis across various genres within Spanish and Latin American literary traditions; and develop, communicate, and defend a thesis with evidence from texts and film. Throughout the year, students build skills to prepare for a Socratic seminar conducted in Spanish. *Prerequisite: Spanish 5 or an equivalent placement test. Yearlong.*

INTENSIVES

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



INDEPENDENT LAUNCHPAD

11th–12th grade

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

ROBOTICS PROGRAMMING

7th–8th grades

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

DEEP SPACE SIX

6th grade

Required

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

HUMANITIES

10th grade

Required

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

LITERARY NONFICTION WRITING

11th–12th grades

Elective

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

CREATIVE WRITING: POETRY

11th–12th grades

Elective

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

CERAMIC ARTS

7th–8th grades

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

YES AND ... IMPROV

7th–8th grades

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

MIDDLE SCHOOL JOURNALISM

7th–8th grades

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

CHOREOGRAPHY

7th–12th grades

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

WINTER STOCK

8th–12th grades

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

THEATRE BASICS

Upper School

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

CERAMICS

Upper School

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

ELECTRONIC MUSIC

Upper School

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

MARIMBA BAND: MUSIC AND CULTURE

Upper School

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

FILM PHOTOGRAPHY

Upper School

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

PHOTOGRAPHY II

Upper School

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

Prerequisite: Photography I, Pacific NW Photography, or a GOA photography course. Intensive 2.

PAINTING

Upper School

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

ART HISTORY AND STUDIO PRACTICE

Upper School

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

VIDEO JOURNALISM

Upper School

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

OUTDOOR EDUCATION: SNOW SCHOOL

7th–8th grades

This course is a three-week outdoor education experience focused on leadership, teamwork, and winter recreation safety in Seattle and the North Cascades. Students work in various group settings to learn basic winter and snow safety lessons; complete an introductory course in avalanche awareness; participate in field-based activities in snow science, route-finding, and snow school tour planning; and go on an overnight expedition with professional guides. Outdoor Leadership is grounded in experiential education, including many hands-on, real-world scenarios that develop problem-solving, self-confidence, critical thinking, risk mitigation, and cooperative skills. There is an additional fee for this course; any questions should be directed to the director of innovation and experiential education. *Intensive 1.*

GLOBAL LINK: ALABAMA

Middle School

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

GLOBAL LINK: NEW MEXICO

Middle School

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

OUTDOOR LEADERSHIP WILDERNESS FIRST AID

Upper School

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

OUTDOOR LEADERSHIP: SNOW AVALANCHE RISK MANAGEMENT

Upper School

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

Intensive 1.

WASHINGTON STATE HISTORY

7th grade

Required

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

CIVICS: POLITICS AND GOVERNMENT

11th–12th grades

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

CONFUCIUS TO K-POP: EAST ASIA CHANGES THE WORLD

Upper School

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

U.S. FOREIGN POLICY

Upper School

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

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

7th–8th grades

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

ALGEBRA II: SEMESTER AND INTENSIVE COURSE

10th–12th grades

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

INTRODUCTION TO STATISTICS

Upper School

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

HEALTH

9th grade

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

LIFETIME ACTIVITIES

Upper School

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

YOGA: ON AND OFF THE MAT

Upper School

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

SWIMMING AND WATER SAFETY

Upper School

This intensive course introduces students to five themes related to swimming and water safety: survival, well-being, community, competition, and flow. Students read the book *Why We Swim* (Bonnie Tsui), and dive deep into their learning through experiential and creative movement in and around water. Students will be empowered to develop their own connection to water by learning and practicing proper swimming, while also exploring a variety of games and activities like water aerobics, water polo, how to make a floatation device, and more. Students will connect with community members to deepen their understanding and connections on various field trips to pools and open water. The final showcase includes passion projects related to "waterbiographies." *Intensive 2.*

PROJECT SCIENCE

7th–8th grades

Elective

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

ECOLOGY

11th–12th grades

Elective

Students study how organisms interact with each other and their environment at the population, community, and ecosystem levels. More specifically, they become familiar with basic ecological theory, explore the questions ecologists study, experience basic ecology methods of investigation, and analyze and interpret ecological data. Students have the opportunity to apply what they are learning in a field setting with the possibility of an overnight field excursion. *Prerequisite: Biology, Chemistry. Intensive 2.*

ENGINEERING I

Upper School
Elective

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

MICROBIOLOGY

11th–12th grades
Elective

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

TEACHING SCIENCE

Upper School
Elective

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

CHINESE A

6th grade

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

FRENCH A

LE PETIT ATELIER

6th grade

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

SPANISH A

IGNITION

6th grade

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

MIDDLE SCHOOL ACADEMIC JOURNEY



	ENGLISH	HISTORY	MATH	SCIENCE	WORLD LANG	PHYSICAL ED	FINE ARTS
6TH GRADE	English 6 and Deep Space Six (intensive)	America's Place in the World	Math 6 or Math 6A	Integrated Science I	Chinese A, French A, or Spanish A	6th Grade P.E.	Arts Rotation 1 or 2, or audition for the musical, the play, or the orchestra groups
7TH GRADE	English 7	American Government and Washington State History (intensive)	Math 7 or Algebra	Integrated Science II	Chinese B, French B, or Spanish B	7th Grade Health and 7th Grade P.E.	Fine art classes (dance, drama, visual arts, and music)
8TH GRADE	English 8 and Capstone (intensive)	Ancient Traditions	Pre-Algebra, Algebra, or Geometry	Integrated Science III	Chinese C, French C, or Spanish C	8th Grade P.E.	Fine art classes (dance, drama, visual arts, and music)

Ed Billingslea, *Assistant Head of School for Academics* | Brian Johnson, *Director of Middle School*

CURRICULUM GUIDE

For a complete list of classes, including electives and intensives, visit www.universityprep.org/academics.

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UPPER SCHOOL ACADEMIC JOURNEY



	ENGLISH	HISTORY	MATH	SCIENCE	WORLD LANG	PHYSICAL ED	FINE ARTS	LAUNCHPAD
GRADUATION REQUIREMENT	Four full years	Two years of World History, one year of U.S. History, and one semester of Civics	Three years of math that includes one required Statistics course	Three years of laboratory sciences that must include one year each of Biology, Chemistry, and Physics	Three years of one language (four highly recommended) or two years of one language and two years of another	One 9th grade Health course and three P.E. courses	Four semesters of fine arts classes from at least two disciplines	One LaunchPad intensive course in either 11th or 12th grade
9TH GRADE	Foundations in Composition	Early World History	Algebra I, Geometry, or Algebra II	Biology	Chinese 1, 2, or 3; French 1, 2, or 3; Spanish 1, 2, or 3	9th grade Health and P.E. class	Semester and yearlong classes are offered in dance, drama, visual arts, and music	
10TH GRADE	Foundations in Literature and Humanities (a combined English/history course)	Modern World History and Humanities (a combined English/history course)	Geometry, Algebra II, Precalculus, or Statistics	Chemistry or Quantitative Chemistry	Chinese 2, 3, or 4; French 2, 3, or 4; Spanish 2, 3, or 4	P.E. class	Semester and yearlong classes are offered in dance, drama, visual arts, and music	
11TH GRADE	American Voices	U.S. History	Algebra II, Precalculus, Calculus I or II, or Statistics	Physics, Quantitative Physics, or electives	Chinese 3, 4, or 5; French 3, 4 or 5; Spanish 3, 4, or 5	P.E. class	Semester and yearlong classes are offered in dance, drama, visual arts, and music	LaunchPad
12TH GRADE	English electives	Civics and electives	Precalculus, Calculus I or II, Statistics, Advanced Topics, or GOA Multivariable Calculus	Physics, Quantitative Physics, or electives	Chinese 4, 5, or 6; French 4, 5, or 6; Spanish 4, 5, or 6	P.E. class	Semester and yearlong classes are offered in dance, drama, visual arts, and music	LaunchPad

Ed Billingslea, Assistant Head of School for Academics | Susie Wu, Director of Upper School

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