



2026-2027
Upper School
Course Catalog

IMPORTANT DATES

Fall Semester – Tuesday, September 1, 2026 - Friday, January 29, 2027

First Semester Exams – January 26 - 29, 2027

Spring Semester – Tuesday, February 2, 2027 - Friday, June 11, 2027

Second Semester Exams – June 8 - 11, 2027

Winterim – February 4 - 11, 2027

DEADLINES

	Fall Semester	Spring Semester
Last day to drop a class with no grade reported	September 18, 2027	February 19, 2027

ACADEMICS

PROGRAM OF STUDY

The Upper School's four-year course of study prepares students to be passionate, self-reliant, resilient individuals, capable of effective communication, sustained work, independent thought, and original expression. The academic program is designed to recognize and develop individual strengths as well as to build competence in all areas. Pace and schedule vary with each individual. The program introduces each student to a wide spectrum of scholastic endeavors while encouraging in-depth study in fields of major interest.

All students must complete minimum requirements to graduate. In addition, students may choose elective courses of special interest. Each student, in consultation with their family, advisor(s), College Counselor, or the US Director, is encouraged to plan as broad a program as possible, taking into consideration educational plans after high school.

COURSE LOAD

Six courses per semester is a typical course load; students must be enrolled in a minimum of five courses each semester. It is important that the course load is a good match between the student's ability and capacity. *We strongly encourage students to explore a varied course load throughout their Upper School tenure, taking courses in the Arts, English, History, Math, Science, and World Language each year.*

Students should aim to select a balance of courses that provides ample time for challenge, rest, curiosity, joy, and intellectual engagement. When selecting courses, we encourage students to consider the whole of their CWA experience, including athletics, clubs, affinity/alliance groups, and other extracurricular activities. Advisors will support students in determining a course load that is appropriately challenging and balanced. **We strongly caution students against taking more than six courses per semester and more than three Advanced Placement (AP) courses in a given year.** It is important to note that in addition to CWA graduation requirements, **all Washington state public colleges and universities require the following for admission: successful completion of math beyond Algebra II or one math-based quantitative course in 12th grade.**

Also, note that many other colleges and universities have additional requirements for

admission. Please check with your advisor and college counselor to review these additional requirements and expectations.

GRADUATION REQUIREMENTS

Charles Wright Academy seeks to inspire active, joyful learning while nurturing and challenging students to develop the qualities and skills needed to navigate the future with confidence. Therefore, a diploma from Charles Wright Academy indicates successful completion of a robust and varied study in humanities, arts, and sciences with a focus on experiential education. Students must successfully complete their entire 12th grade year at Charles Wright, which includes a full college search, attending graduation, and all of the events and activities that make a CWA education unique. Requirements for students who enter the Upper School after the 9th-grade year may be altered based upon the student's previous study and academic interests. Students must be enrolled in at least five courses each semester (the minimum course load requirement).

SUBJECT	REQUIREMENT	DESCRIPTION
English	4 credits	Literary Foundations and Introduction to Literary Criticism and Analysis are required. All juniors must take either Research and Composition <u>or</u> Humanities Capstone in English. Seniors must take Advanced Topics in Literature, AP English, <u>or</u> Humanities Capstone in English.
History	3.5 credits	20th Century World History, Development of the Modern World, US History (or AP US History), and Civics (<i>or AP US Government, which will be offered again in 2026-2027</i>) are required.
Math	3 credits	Students are required to complete at least three years of mathematics in the Upper School. The minimum requirement is successful completion through Algebra II.

		Note: Computer Science courses do not fulfill the mathematics requirement.
Science	3 credits	Students are required to take three years of lab science including Biology, Physics/AP Physics I OR Chemistry, and one additional year of science.
World Language	2-3 credits	Students must complete through the 300 level with at least two years of a single language taken in the Upper School. Courses taken at the Middle School level will be used to determine placement but do not earn Upper School credit.
Performing Arts	1 credit*	
Visual Arts	1 credit*	
Athletics/Activities	6 seasons/credits (at least 4 must be athletic, up to 2 may be activity)** **Class of 2027: 4 seasons/credits (at least 3 must be athletic, 1 may be activity)	Options include WIAA sports and selected activities (Fall theater, Spring theater, Knowledge Bowl, Robotics). A student may apply for outside athletics credit if criteria are met. (See Athletics below for specific information.)
Wellness, Health, & Digital Literacy	1 year	Required for students attending CWA in 9th grade.
Winterim Courses	4 courses	Participation is required for each year of attendance at CWA.

*If a student wishes to specialize in either visual or performing arts by completing four (4) credits in that discipline, they may seek a waiver of the one credit graduation requirement. Students can seek this waiver from the Upper School Director's office.

A typical sequence of courses for each grade level are as follows:

9th Grade

- English: Literary Foundations
- History: 20th Century World History
- Math: Algebra I, Geometry, or Algebra II
- Science: Biology
- World Language: Spanish or Japanese
- Wellness, Health, and Digital Literacy
- Visual or Performing Art
- Athletics or Activity
- Winterim courses

10th Grade

- English: Introduction to Literary Criticism and Analysis
- History: Development of the Modern World
- Math: Geometry, Algebra II, or Pre-Calculus
- Science: Physics/AP Physics I, Chemistry, or Forensics & Investigative Science
- World Language: Spanish or Japanese
- Visual or Performing Art
- Athletics or Activity
- Winterim courses

11th Grade

- English: Research and Composition or Humanities Capstone in English
- History: United States History/AP United States History, may also take Civics
- Math: Algebra II, Math Modeling, Pre-Calculus, AP Calculus, or AP Statistics
- Science: Physics/AP Physics I or II, Chemistry, and/or electives
- World Language: Spanish or Japanese
- Visual or Performing Art
- Athletics or Activity
- Winterim courses

12th Grade

- English: Advanced Topics in Literature or AP English or Humanities Capstone in English
- History: Civics and/or electives
- Math: Electives
- Science: Electives
- World Language: Spanish or Japanese
- Visual or Performing Arts
- Athletics or Activity
- Winterim courses

INDEPENDENT STUDY

Independent Study is designed primarily for 12th grade students who have exhausted the CWA curriculum in a particular discipline or for students who have a significant passion for a subject not offered within the school's curriculum. Interested students are responsible for completing an Independent Study Proposal. Students must find a cooperating teacher to provide guidance, support, and direction. A student involved in an Independent Study should only meet with a teacher once, or at most twice, per week.

An Independent Study is not as demanding or rigorous as a traditional class taught five days per week. Therefore, all Independent Study classes will be graded on a pass/fail basis and do not earn GPA points. Students earn credit equal to half of a full-time course per semester completed.

Students must submit an [Independent Study Proposal](#) prior to the beginning of a semester. The only identification that students will have on their transcript is Independent Study followed by the department (i.e. English, History, Science, etc.).

Independent Study Process:

1. Fill out the Independent Study Form. It is available to students on the "Course Requests" page in the Student Portal or via the link above.
2. After reviewing the form, the student should meet with the teacher who will oversee the independent study. The student and teacher must collaborate to develop a proposal.
3. The student and teacher meet with the appropriate Department Chair to discuss and refine the proposal.

4. The Upper School Director, after reviewing the proposal, has final approval.
-

ACADEMIC CALENDAR

The Upper School operates on a semester calendar. ***Semester grades for both yearlong and semester classes will appear on transcripts and be calculated in students' GPA.***

GRADES

Students are assigned grades in all academic courses except 9th grade Wellness, Health, and Digital Literacy, and Independent Study classes, which are given a Pass/Fail designation. Grades are unweighted and given using the following scale:

Letter Grade	Percent	GPA Scale
A	93 - 100	4.0
A-	90 - 92	3.67
B+	87 - 89	3.33
B	83 - 86	3
B-	80 - 82	2.67
C+	77 - 79	2.33
C	73 - 76	2
C-	70 - 72	1.67
D+	67 - 69	1.33
D	63 - 66	1
D-	60 - 62	0.67
F	< 60	0

Other Grade Report Notations:

I = Incomplete

In the event that a student has not completed the work of a marking period due to extended illness or pre-arranged absence, a teacher may give an "Incomplete" for up to

three weeks after the end of the term. At the end of the three weeks or once the student submits all outstanding coursework, the student's grade will be updated.

WP = Withdrew, Passing at the time of withdrawal.

WF = Withdrew, Failing at the time of withdrawal.

If a student wishes to withdraw from a course more than three weeks after the beginning of a semester, the student must get instructor, advisor, family, and division head approval. The transcript will reflect that the student was enrolled in the course and withdrew before completing the course; the "WP" or "WF" will reflect the student's standing in that course at the time of withdrawal.

Audit = At the beginning of a semester, a student may elect to audit a class. Students will not receive a grade or credit for a course that is audited. If a student audits a course, it is not counted as one of the five required courses needed to maintain the status of full-time student. Only the Upper School Director and the appropriate Department Chair may give permission for a student to audit a class.

REGISTERING FOR COURSES

Courses may be either full year or one semester in length. All students must be enrolled in at least five courses each semester, and six courses per semester is a traditional course load. **We strongly caution students against taking more than six courses per semester and more than three Advanced Placement courses in a given year.** It is important that the course load is a good match between the student's ability and capacity. In addition to academic courses, students should sign up for one or two seasons of interscholastic athletics or activities per year in order to be on track to complete the Athletics/Activities graduation requirement.

Re-enrolling students register for courses during March. Advisors will meet with their advisees to sign up for next year's classes on Veracross as well as discuss their four-year plan to ensure that all graduation requirements are being fulfilled. Families are encouraged to participate in the decision-making process by looking at this Course Catalog and talking with their student(s). ***Families may call or meet with their student's advisor at any time during this process.***

Current CWA 8th graders will meet with members of the Upper School Administrative Team during the spring to work on creating a schedule for 9th grade.

New students indicate their choice of World Language and Visual/Performing Arts classes. Those choices, along with transcript information, enable the Upper School Director, Director of College Counseling, Registrar, and/or the Director of Enrollment Management to forecast an academic program for each newly enrolled student. **Math and World Language placement exams will be required for new students entering Charles Wright.** It is suggested that all new students and families set up a meeting with the Upper School Director or a College Counselor.

Conflicts between courses sometimes arise, and students must make choices between curricular offerings. **Independent study is not an option to resolve schedule conflicts.** Prior to schedules being released, students with scheduling conflicts are contacted so that conflicts can be resolved.

Please follow the specific guidelines listed below when you register for courses with your advisor.

1. Study the requirements of each department, which are printed at the beginning of the department's description in the catalog.
2. Complete the Four-Year Academic Plan and the Course Registration Guide. Write in the courses you have taken and those you are planning to take while in the Upper School. Be sure that the courses you choose fit into your four-year program in such a way that you fulfill the graduation requirements. If in doubt, talk with your Advisor or the Director of College Counseling about the schedule.
3. A standard course of study for your grade level is listed under "Graduation Requirements."
4. Choose desired electives as well as alternates if a schedule conflict arises.
5. If you choose a course requiring permission (AP courses, Academy Singers, Honors, Advanced, etc.), you will only be allowed to register for that course if you have received the appropriate approval or recommendation.
6. **ALL STUDENTS MUST CARRY A MINIMUM OF FIVE COURSES.** We strongly caution students against taking more than six courses per semester and more than three Advanced Placement courses in a given year. It is important that the course load is a good match between the capacity and goals.
7. Students in 12th grade should bear in mind that they are expected to remain enrolled in full-year courses for both semesters. Changes during the year are very

difficult to accommodate, and they require approval from families, advisor, teacher, department head, and Upper School Director. Plan your FULL YEAR now.

8. Advanced Placement (AP) courses are equivalent to college classes. Students should expect that these courses have more rigorous grading standards and require more work than typical classes. Students enrolled in AP classes should plan to complete the full year and are required to take the AP exam in May. Most AP teachers waive any scheduled final exam in June in lieu of the AP exam, but classes continue to meet until the end of the school year.
9. All courses earn .5 credit per semester unless otherwise noted.
10. Families should review their student's schedule in Veracross and contact the advisor if any questions arise.

ADDING, CHANGING, OR DROPPING COURSES

Students wishing to change assigned classes may arrange to do so after they view their schedule on Veracross for the upcoming year or within the first three weeks of each new semester. **Schedule changes for the purpose of changing to a different teacher are not allowed.** After the third week, any class dropped appears on the student's transcript as a withdrawal, passing or failing (WP or WF). **No yearlong classes may be added after the third week of the school year** unless a change is required by the school. **Also, no semester classes may be added after the third week of the semester.** A [Course Change Request Form](#) is required to record each schedule change, including:

1. Adding or dropping a scheduled class;
2. Changing from course to course within the department or to another department;
3. Changing from credit to audit; (Audit means that a student is required to complete all assignments and work given by the instructor but does not receive a grade or credit. Only the Upper School Director, in conjunction with the appropriate Department Chair, may give permission for a student to audit a class. Auditing a class is rarely done.)

Students are responsible for attending class and completing all assigned work until they are officially "dropped" from the course. **Officially dropping a course requires submission of the Course Change Form and confirmation from either the Registrar or the teacher that the student has been released from the class.**

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP) courses are taught in the following departments: English, History, Math, Science, World Languages, and Visual and Performing Arts. Each department establishes criteria for enrollment in AP courses. Current criteria are as follows:

- AP Biology: completion of Biology and Chemistry
- AP Business with Personal Finance: 9th grade standing
- AP Calculus (AB): recommendation of the Precalculus instructor
- AP Calculus (BC): completion of AP Calculus (AB)
- AP Chemistry: B+ average or above in chemistry and instructor approval
- AP Comparative Government: 11th or 12th grade standing (*next offered in 2026-2027*)
- AP Computer Science A: completion of or enrollment in Algebra II
- AP Computer Science Principles: completion of or enrollment in Algebra I (*next offered in 2026-2027*)
- AP Economics: 12th grade standing
- AP English Literature and Composition: 12th grade standing and instructor approval
- AP Physics I: Concurrent enrollment or completion of Honors Algebra II
- AP Physics II: B or above in Honors Physics (A in Physics) and instructor approval
- AP Spanish Language and Culture: B average or above in Spanish 400
- AP Statistics: completion of Algebra II
- AP Studio Art: completion of at least one full year of 2-D art
- AP US Government and Politics: 11th or 12th grade standing
- AP US History: 11th or 12th grade standing

All students taking Advanced Placement courses are required to take the AP examination.

In addition to CWA signature courses identified as AP equivalent rigor on transcripts (Humanities Capstone, Science Research), certain courses not designated as “Advanced Placement” develop fundamental skills and knowledge that reflect AP standards across curricula. With some self-study, students have been successful in taking an AP Exam that is related to a non-AP course. For more information on courses and registration procedures, please consult your instructor and the AP Coordinator.

COMMUNICATION

WRITTEN REPORTS

All students receive a written report in each subject at the end of the first and third quarters. Report Cards will be posted on Veracross at the end of each quarter. Student conferences about these reports may be arranged at any time at the request of families or the student's advisor. Advisors are encouraged to call families of new advisees during the first month of classes to discuss the student's progress in adapting to the school.

At any time during the year, teachers may write a Student Update report for an individual student. Faculty are expected to keep the families, advisor, and school informed of any academic, social or disciplinary issue a student is having in a particular class. Teachers may also applaud or congratulate students who have had recent success in class or are working beyond expectations established for the class. Families should feel comfortable discussing these communications with their student, with their student's advisor, and with the author of the report, the Upper School Director, or their College Counselor.

CONFERENCES

Family conferences will occur mid-semester. Several weeks before the conference, families will be able to set up appointments with advisors through Veracross. Families are asked to make a special effort to be available and flexible on conference day. If it is impossible to meet during the available times, families should call their student's advisor so other arrangements can be made.

INDIVIDUAL FAMILY/STUDENT/TEACHER MEETINGS

Family/teacher meetings are sometimes called if a student is struggling academically or socially. The school believes that preparing students to navigate the future with confidence is important and that a partnership between the home and the school is essential to achieving this. If a student is struggling, the student's advisor and members of the Upper School Administration and Student Support Team will participate in a meeting with the student, their family, and appropriate teacher(s).

PROGRAMS

WINTERIM

Winterim courses are week-long experiential education programs that allow students and faculty to share a concentrated exploration of themes and activities beyond the academic curriculum. The purpose of Winterim is to enrich the Upper School curriculum while deepening personal connections through a variety of programs that range from service learning opportunities, international and domestic experiences, and the development of new skills. Students will be exposed to a variety of settings, tasks, and challenges to foster and encourage perspective-taking and empathy-building, along with cultural competence, risk-taking, teamwork, flexibility, and adaptability.

WELLNESS, HEALTH, AND DIGITAL LITERACY

This is a full-year course **required for all 9th grade students**. Topics covered include study skills, time management, wellness, health, sexuality education, and digital and media literacy. *This curriculum will be an extension of advisory and will support the social-emotional learning inherent in this program.* Some days will include lessons, information, and activities, and others will provide opportunities to study or meet with teachers. Specific schedules and lesson plans will be flexible and take into account student obligations, workload, academic calendar, etc.

10th GRADE OUTDOOR EDUCATION TRIP

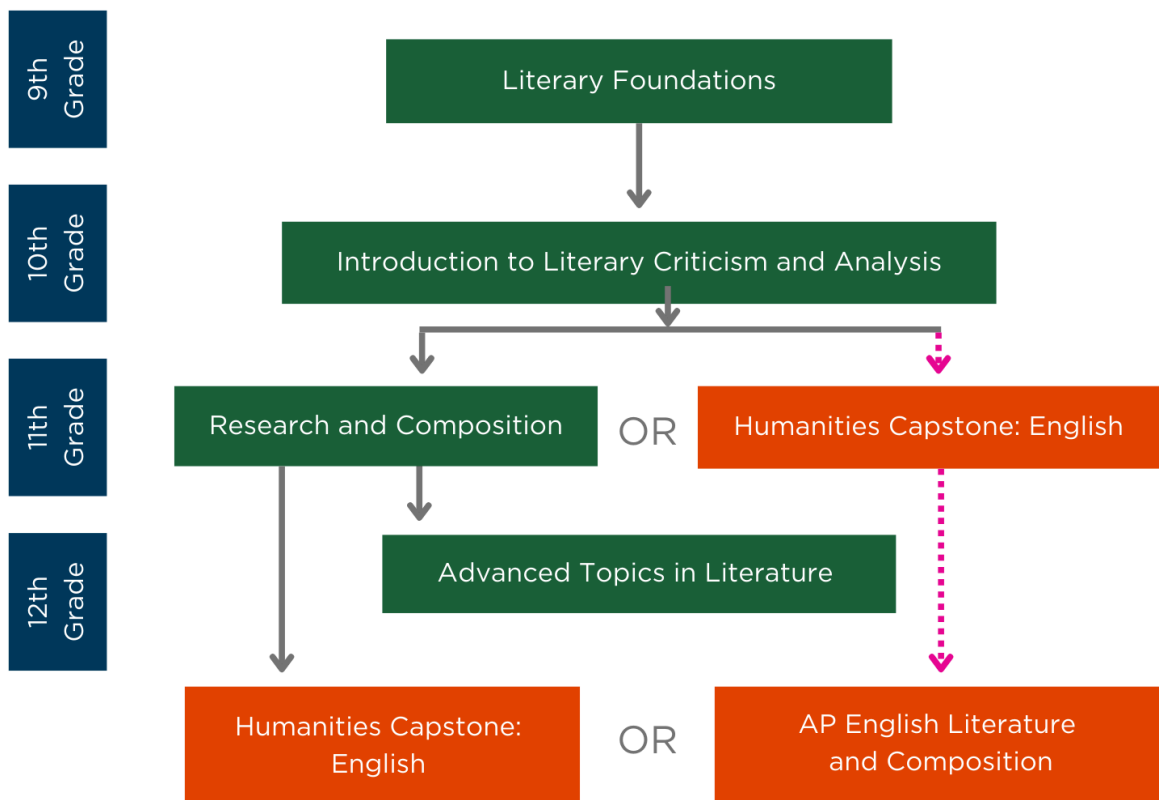
At CWA, experiential education is at the heart of what we do. All 10th grade students participate in a multi-day outdoor education experience. Staff who are trained outdoor leaders take students backpacking on wilderness trails or base camp with day hikes. These trips provide students with an opportunity to experience the beauty and wonder of nature and connect in a unique and meaningful way with their classmates and teachers. The successful completion of the 10th grade outdoor education program is required for all 10th grade students.

ENGLISH DEPARTMENT

The English department believes that studying literature, language, and cultural creations is a core pathway to understanding ourselves, our communities, and our broader world. At Charles Wright, every literature course is a multicultural literature course. We study a diverse range of texts in order to learn about the rich differences and commonalities of the human experience. Through writing, discussion, and projects that promote critical thinking and reflection, students master skills and habits to prepare them for success in and beyond the classroom. We nurture creativity, intellectual curiosity, problem-solving, and collaboration through deep engagement with our texts and the world around us.

Requirements:

All Upper School students must complete four years of English, and most will begin their courses with Literary Foundations in 9th grade followed by Introduction to Literary Criticism and Analysis in 10th grade. Most 11th-graders will take Research and Composition, though Humanities Capstone in English is an alternative for juniors who wish to challenge themselves. In 12th grade, students have the choice to take either Advanced Topics in Literature, AP English Literature and Composition, or Humanities Capstone.



Literary Foundations

Department(s): English

Course Length: Year

Prerequisites: 9th-grade standing

The goal of this course is to lay the foundation for future success in reading and writing for high school and beyond. This course introduces students to a variety of literary genres—poetry, memoir, drama, both graphic and prose novels—to familiarize them with important literary works and to enable them to handle future reading demands with

confidence and skill. Students begin the year developing their understanding of voice and unique perspectives, crafting their own poem and memoir, then transition to analytical and expository writing.

Introduction to Literary Criticism and Analysis

Department(s): English

Course Length: Year

Prerequisites: 10th-grade standing

Beginning with an overview of how to analyze literature and moving through classic and contemporary texts, the readings in this course will expose students to the language and structure of literary analysis. They will read a broad range of literature to apply their skills. This course is also the cornerstone of CWA's writing-based curriculum. The first semester emphasizes the writing process and the development of a specific and clear thesis supported by sound evidence and logical argumentation. In addition to writing conferences with teachers, the course provides instruction in the use of peer evaluation and writing workshops to help students recognize the importance of writing for an audience and to enable them to become better editors. The second semester emphasizes more student agency in the selection of topics and introduces the research skills essential for success in the required research methodologies course, as well as project-based learning, such as the design and construction of a zine.

Research and Composition

Department(s): English

Course Length: Year

Prerequisites: 11th-grade standing

The course begins by building on the skills learned in 10th-grade Intro to Literary Criticism as students read American literature across genres and time periods. Following this survey of literature, we transition to the ARC project, in which students learn about basic research methods in English and embark on a large-scale research project of their own design. This will involve reading and analyzing a number of works by a chosen author, researching the writer's life and historical contexts, and conducting specialized secondary research. Finally, we study composition and rhetoric, digging into how writers, speakers, and designers make strategic decisions to achieve their purposes as we seek to learn how to more effectively wield the tools of rhetoric in our own writing and

speaking. The course culminates in a Multi-Genre Project, in which students explore a theme or topic of their choice through different modes of writing or composing.

Advanced Topics in Literature

Department(s): English

Course Length: Year

Prerequisites: 12th-grade standing

This course will be divided into four quarter-length topic-based units specializing in various topics in literature guided by the passions and expertise of the instructor. This experience is intended to model the types of English courses available at the college level. Extended units of study will center on poetry, rhetoric, political texts, magical realism, environmental writing, and/or gender and sexuality. Through these units, students will explore personal responses, literary criticism, research, and creative outlets to demonstrate fluency of thought and expression in a variety of literary domains.

AP English Literature and Composition

Department(s): English

Course Length: Year

Prerequisites: 12th-grade standing and instructor approval

The curriculum for AP English focuses on the development of critical analysis in the study of literature. The literature curriculum augments Greek tragedy, Romantic poets, and other canonical writers with a variety of nontraditional works. Students learn about different schools of critical analysis and learn to apply these theories to their readings. In preparation for the AP exam, students are given frequent timed writing practice and develop their understanding of advanced literary devices and terminology.

***Humanities Capstone in English**

Department(s): English

Course Length: Year

Prerequisites: 11th- or 12th-grade standing and instructor approval

This is an advanced research course in which students become experts in a field of their

choosing and produce new scholarly knowledge in the humanities. Students select their own objects of study, cultivate their methodologies and theoretical frameworks, do a lot of thinking, and ultimately produce deliverables that encapsulate that thinking—usually a major research paper and a formal presentation. Past projects have investigated objects of study as diverse as feminist horror films, environmental poetry, gym influencer posts, and Shakespeare adaptations. Over the course of the year, students develop the skills and techniques they will need for research, analysis, and writing at the college level. Note: This course requires the ability to work independently and the willingness to pursue a chosen set of research interests over a long period of time.

*This is an advanced course equivalent to the AP level and will be designated as such on the transcript.

HISTORY / SOCIAL STUDIES DEPARTMENT

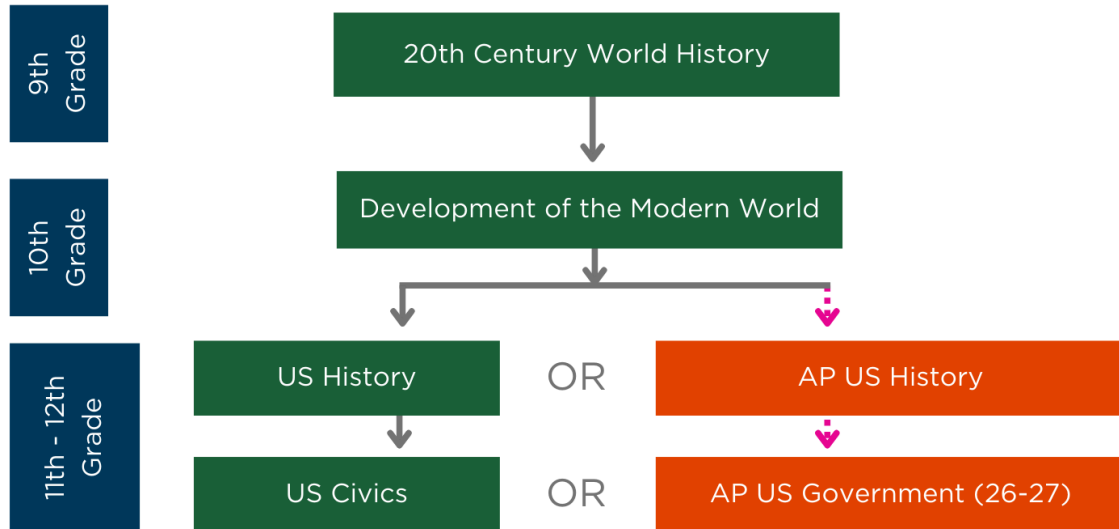
The department strives to instill in each student a broad knowledge and appreciation of history, heritage, and culture, and foster an enthusiasm for learning through self-exploration and study. Learning results from artful teaching that engages students actively, intellectually, and collaboratively. Students are taught:

- To think critically and clearly;
- To communicate effectively; and
- To develop a set of values that encourages them to act with compassion.

Requirements:

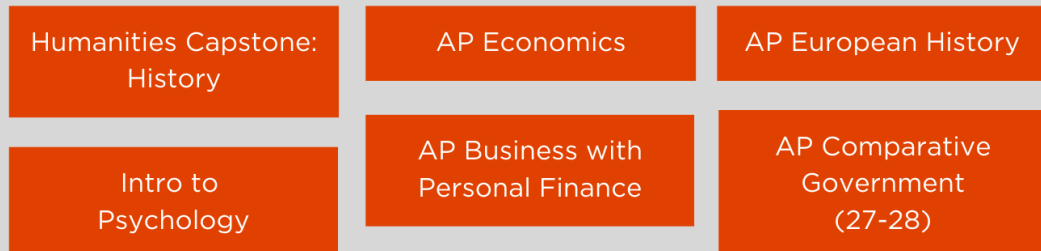
Students must complete 3.5 years of History/Social Studies, including 20th Century World History, Development of the Modern World, US History/AP US History, and Civics or AP US Government and Politics.

CHARLES WRIGHT ACADEMY HISTORY CURRICULUM



HISTORY ELECTIVES

SEE COURSE DESCRIPTIONS FOR PREREQUISITES



Required courses are shown in green

Electives are shown in orange

..... Alternative pathway: departmental approval required

20th Century World History

Department(s): History

Course Length: Year

Prerequisites: 9th grade standing

An investigation into 20th-century global events through the lens of our place in history, world wars, independence movements, state formation, economic development, and national identity. Students will develop the historical thinking skills of sourcing, contextualization, close reading, and corroboration to engage with this material.

Development of the Modern World

Department(s): History

Course Length: Year

Prerequisites: 10th grade standing

An investigation into the development of the modern world through the lens of Zen Buddhism, the Mongol Empire, the Mughal Empire, the Atlantic History of Slavery, the Industrial and French Revolutions, and the Western Expansion of the United States. Each student will create an edition of the magazine *The Modern World* (modeled on *The New Yorker*) to demonstrate their understanding of this material.

United States History

Department(s): History

Course Length: Year

Prerequisites: 11th grade standing

United States History presents a general survey of the political, social, and economic trends in the United States from the pre-Columbian era to the present. This class allows students the opportunity to use historical knowledge to explain cause and effect, analyze the impact of development on the American character, and construct arguments regarding a wide variety of issues in our history. *United States History* relies on both a textbook and significant additional readings in order to make links between the United States and the world. Students are expected to synthesize information, write logical arguments explaining an intellectual position, and write a research paper.

AP US History

Department(s): History

Course Length: Year

Prerequisites: 11th grade standing

Advanced Placement United States History is a fast-paced course designed to challenge motivated students who have a passion for history. While preparing students for the College Board Examination in the spring is a goal, the focus is on the interpretation and analysis of people, events, and historical periods that have influenced the development of American History. Tests are patterned after the Advanced Placement Examination, which includes multiple choice, document-based, and free response essay questions. In addition, the successful completion of a research project is required. The following qualities are needed for success in this course: an ability to plan; a willingness to work hard; perseverance; an advanced reading level; a good vocabulary; the ability to retain vast amounts of material; and an ability to analyze, synthesize, and interpret historical knowledge. In keeping with departmental and school requirements, the AP exam is required of all students who take this course.

Civics

Department(s): History

Course Length: Semester (Fall and Spring)

Prerequisites: 11th or 12th grade standing

An investigation into what motivates civic engagement, the skills needed to shape our region over the next twenty years, and strategies to sustain active citizenship. Students will study the structure and ideals of our constitutional system and weigh the costs and benefits of different policies and strategies “to form a more perfect Union.”

AP Comparative Government (*next offered in 2027-2028*)

Department(s): History

Course Length: Year

Prerequisites: 11th or 12th grade standing

The Comparative Government and Politics course is designed to introduce students to a variety of political institutions through examining issues such as citizen participation,

governmental organization, ideas of sovereignty and the root of power, public policy, and the ways in which political and economic issues change. The primary goal of this course is to increase understanding of the different political institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, Russia, and China. This course does NOT fulfill the Civics requirement.

Introduction to Psychology

Department(s): History

Course Length: Semester

Prerequisites: 11th or 12th grade standing

This course is an introductory survey course in the study of psychology. The following topics will be covered: Research Methods, Neuropsychology, Cognitive Development, Learning, Social Psychology, and, time permitting, Abnormal Psychology and/or Forensic Psychology. In addition to textbook reading, supplemental articles will be assigned for critical review and discussion. Students will be assessed through class discussions, objective tests, take-home application essays, and a final project.

AP US Government and Politics

Department(s): History

Course Length: Year

Prerequisites: 11th or 12th grade standing

AP United States Government and Politics focuses on the American political system. We will study, evaluate, and discuss political ideology, the development of the national political system, and our democratic institutions. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. Students will explore general concepts used to interpret American politics, analyze case studies, and examine how our government institutions and political processes produce policies that impact Americans. Students will participate in a variety of projects including an Election Simulation, Mock Trials, and a Moot Court activity. By reading the textbook and supplementary materials, and by following current events, students will examine our government in action. Students will be required to take the AP exam in May. *This course also meets the Civics requirement.*

AP European History

Department(s): History

Course Length: Year

Prerequisites: 11th or 12th grade standing

Advanced Placement European History covers material at a level equivalent to a college-level introductory history course. The emphasis is on the general narrative of European History from approximately 1450-1990, from the High Renaissance to the present. The course examines the political, diplomatic, intellectual, cultural, social, and economic history of the period. In addition to the narrative, *AP European History* also seeks to fulfill the goals of developing an understanding of the basic themes in European History, deepening students' ability to analyze historical evidence, and improving students' ability to express that understanding and analysis in writing. In keeping with departmental and school requirements, the AP exam is required of all students who take this course.

AP Economics

Department(s): History

Course Length: Year

Prerequisites: 12th grade standing

An investigation into the foundations of Macroeconomics. Beyond preparation for the AP exam in May, students will focus on how the business cycle, inflation, unemployment, GDP, fiscal and monetary policy, and trade shape current events. Beyond explaining, calculating, and modeling concepts, our Green Energy Project, CWA Open Market Committee, and Student Managed Portfolio will allow students to see economics in action.

AP Business with Personal Finance

Department(s): History

Course Length: Year

Prerequisites: None

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance,

accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. All students are expected to take the AP Business with Personal Finance exam in May.

***Humanities Capstone in History**

Department(s): History

Course Length: Year

Prerequisites: 12th-grade standing and instructor approval

This is an advanced research course in which students become experts in a field of their choosing and produce new scholarly knowledge in the humanities. Students select their own objects of study, cultivate their methodologies and theoretical frameworks, do a lot of thinking, and ultimately produce deliverables that encapsulate that thinking – usually a major research paper and a formal presentation. Past projects have investigated objects of study as diverse as art nouveau posters, feminist horror films, and Irish nationalist newspapers. Over the course of the year, students develop the skills and techniques they will need for research, analysis, and writing at the college level. Note: This course requires the ability to work independently and the willingness to pursue a chosen set of research interests over a long period of time.

*This is an advanced course equivalent to the AP level and will be designated as such on the transcript.

MATHEMATICS DEPARTMENT

The math department seeks to develop students' mathematical abilities while fostering an appreciation for the beauty and power of math. We want students to see themselves as capable math learners who can reason abstractly, quantitatively, and analytically; who have the confidence and skills to investigate complex problems and open-ended questions; and who can clearly and concisely communicate their mathematical thinking to others.

Requirements:

Successful completion of Algebra I, Geometry, and Algebra II is a graduation requirement. In addition, students are required to complete three years of mathematics during their Upper School career. Please note: Computer Science courses do not fulfill this requirement.

Note on Graphing Calculators:

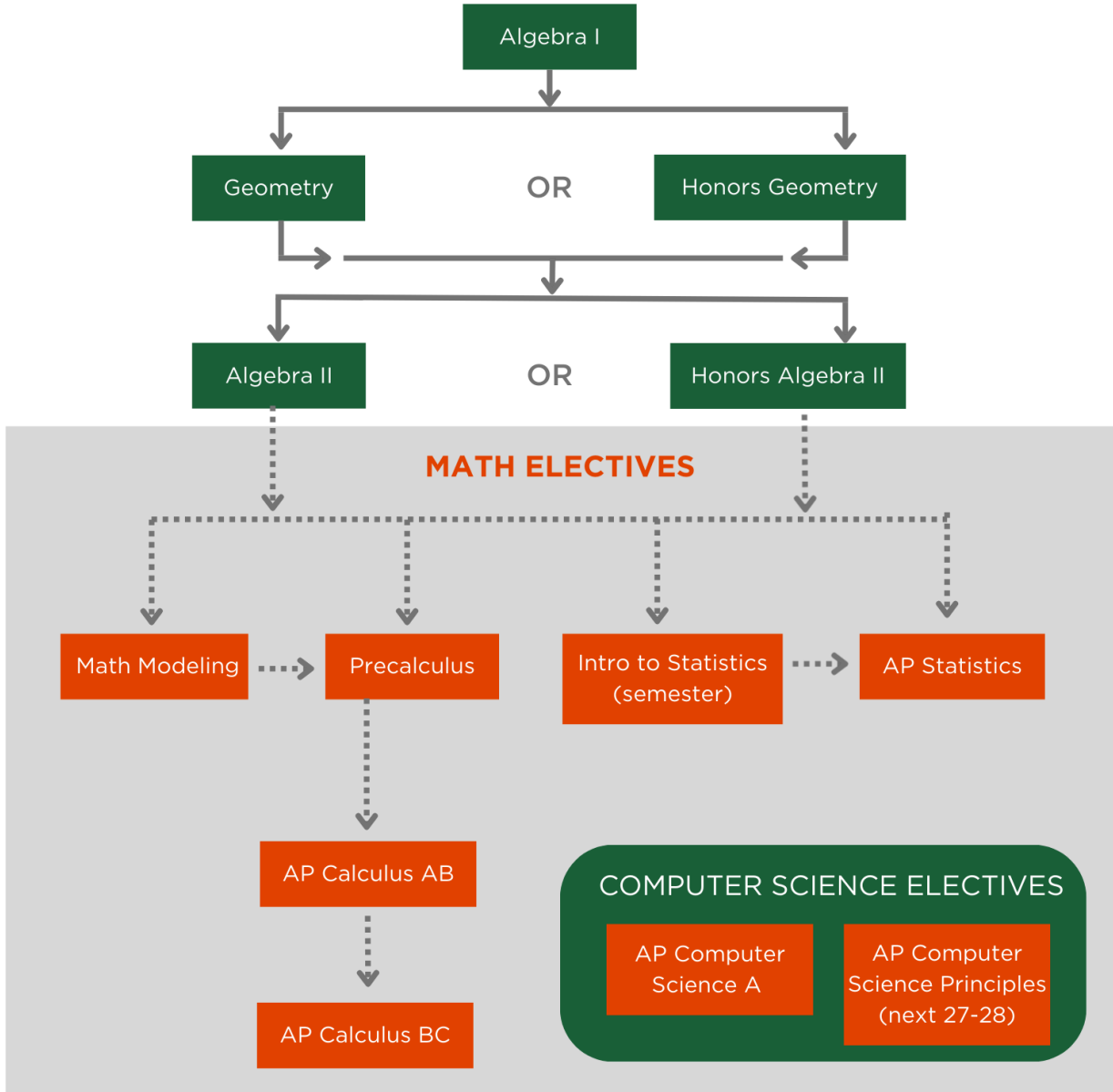
Graphing calculators are required in all Upper School mathematics courses. The department uses the TI-84 family of calculators as our standard calculator and strongly suggests that students use TI-84 calculators as well. Students with different calculators must be prepared to use the accompanying guidebook for help and information.

Prerequisites: While certain individual math courses have specific prerequisites, instructors will recommend the subsequent course that is most appropriate for each student.



CHARLES WRIGHT ACADEMY MATH CURRICULUM

REQUIRED COURSES



Required courses are shown in green

Electives are shown in orange

Algebra I

Department(s): Math

Course Length: Year

Prerequisites: 9th-grade standing

Algebra I is designed for those students who have had an introduction to algebra. Topics in Algebra I include an in-depth review of introductory algebra, systems of equations in two variables, exponents, an introduction to trigonometry, factoring, polynomials, and quadratic equations. We also include a short introductory unit on topics in basic statistics and data analysis.

Geometry

Department(s): Math

Course Length: Year

Prerequisites: Algebra I

Geometry covers the topics of lines, triangles, polygons, circles, congruence, area, volume, similarity, and trigonometry. Some study of coordinate geometry is also included, along with a unit on topics in basic statistics and data analysis. The course emphasizes inductive and discovery-based approaches to the study of geometry, with deductive reasoning and proofs introduced in the first semester.

Honors Geometry

Department(s): Math

Course Length: Year

Prerequisites: A average or above in Algebra I

Honors Geometry covers the same topics as Geometry, with a greater emphasis on deductive methods as well as a more formal approach to proofs. The primary focus during the first half of the course is on proofs, while the focus of the second half is on an algebraic representation of geometric concepts.

Algebra II

Department(s): Math

Course Length: Year

Prerequisites: Geometry or Honors Geometry

After reviewing and extending the concepts of Algebra I, students are introduced to topics such as quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, along with data analysis. Emphasis is placed on graphing and applying the concepts to the real world.

Honors Algebra II

Department(s): Math

Course Length: Year

Prerequisites: B average or above in Honors Geometry or A average in Geometry

Honors Algebra II covers the same material as Algebra II with a few additional topics. The course places a greater emphasis on the generalizations and abstractions of algebra and covers material in more depth.

Math Modeling with Algebra

Department(s): Math

Course Length: Year

Prerequisites: Algebra II

Math Modeling is designed for those students who have completed Algebra II but are not quite ready for Pre-Calculus. Upon completion of this course, the student should be a good candidate for Pre-Calculus. The course will review functions introduced in the earlier Algebra courses, with an emphasis on applications, and will preview topics from Pre-Calculus. The class will also explore a number of discrete math topics, such as the mathematics of voting, scheduling, apportionment, and networks.

Pre-Calculus/Analysis

Department(s): Math

Course Length: Year

Prerequisites: B average or above in either Honors Algebra II or Math Modeling, or A average in Algebra II (with some transitional work required).

Pre-Calculus/Analysis is intended for those students who plan to pursue mathematics at least through Calculus. Pre-Calculus includes the study of the following functions: linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic. Students are introduced to sequences, series, induction, polar and parametric equations, limits, and derivatives in preparation for Calculus.

Introduction to Statistics

Department(s): Math

Course Length: Semester

Prerequisites: Algebra II

Everywhere we look, statistics are around us. From medicine to manufacturing, sports, games, and politics, statistics are used to help make the decisions that make our lives better (or worse). In this course, we'll look at a variety of different statistics in many different situations, and we'll think critically about how to use them well. This course will include an introduction to the basic principles of probability, descriptive statistics, and inferential statistics. Topics include properties of probability, graphical and tabular summaries of data, measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, and linear regression. After this course, a student will be well prepared to enroll in AP Statistics for further study of the topic.

AP Statistics

Department(s): Math

Course Length: Year

Prerequisites: 11th or 12th grade standing, Algebra II

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data as well as a study of basic probability models. Over the course of the school year, students will rigorously study the four main themes of the AP Statistics curriculum: Exploring Data, Anticipating Patterns, Sampling and

Experimentation, and Statistical Inference. Differing from a typical high school math course, students may be required to read up to 10 to 15 pages a night. Some assignments will require a written paragraph of explanation to accompany a numerical answer. Extensive use of a calculator or other statistical programs is foundational to the course, while memorizing formulas is not. Students are required to take the AP exam in the spring.

AP Calculus (AB)

Department(s): Math

Course Length: Year

Prerequisites: Approval from the Precalculus instructor

AP Calculus (AB) introduces the concepts of differential and integral calculus. The course covers the concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Extensive preparation time for the AP exam is provided in this class. Students are required to take the AP exam in the spring.

AP Calculus (BC)

Department(s): Math

Course Length: Year

Prerequisites: AP Calculus (AB)

This course continues the study of differential and integral calculus, staying closely aligned to the framework of the AP Calculus BC course as set by the College Board. We will explore some familiar AB topics in greater depth and can devote extra time to the challenging new BC material. The new material includes parametric and polar equations, improper integrals, arc length, surface area, hyperbolic functions, complex numbers, infinite series, and Taylor polynomials. Students are required to take the AP exam in the spring.

AP Computer Science A

Department(s): Math

Course Length: Year

Prerequisites: Algebra II

The course introduces students to computer science via programming in the Java language, with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. Students will develop strategies that can scale up from small, simple problems to large, complex problems and programs. No prior knowledge of computer programming is needed, however, completion of AP Computer Science Principles is recommended but not required. Students are required to take the AP Exam in the spring.

AP Computer Science Principles (*next offered in 2027-28*)

Department(s): Mathematics

Course Length: Year

Prerequisites: Algebra I

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Students have the flexibility to choose a programming language(s) that is most appropriate for their Create Performance Task. Some options that will be explored include Scratch and Python, and basic instruction in these platforms will be covered in the class. Students are required to take the AP Exam in the spring.

SCIENCE DEPARTMENT

The Upper School Science Department strives to improve problem-solving, critical thinking, laboratory skills, and overall student scientific literacy. The sequence of science courses at Charles Wright Academy is designed to allow each student to graduate with solid experiences in both life science and physical science. Coursework begins with 9th grade biology, followed by a choice between physics or chemistry. Although not required, many selective colleges recommend that students take both physics and chemistry before graduation. This somewhat non-traditional sequence places our relatively non-mathematical biology prior to the more mathematically complex content of physics and chemistry.

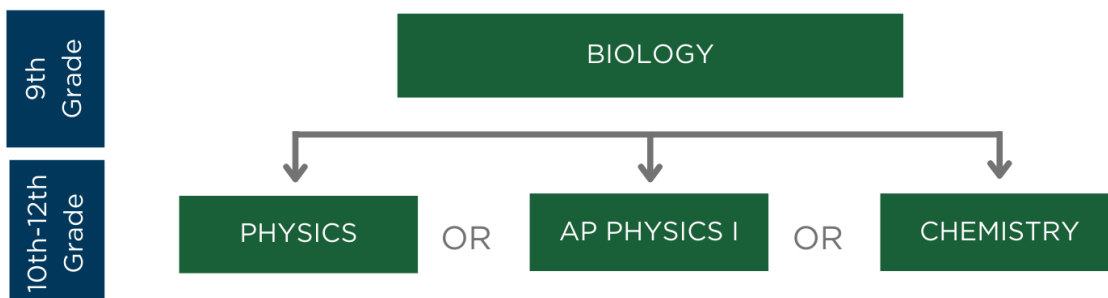
Requirements:

Students must fulfill all three.

1. Biology
2. Physics/AP Physics I OR Chemistry
3. One additional year of science, including the option of Physics/AP Physics I or Chemistry if not already taken.



CHARLES WRIGHT ACADEMY SCIENCE CURRICULUM



SCIENCE ELECTIVES

SEE COURSE DESCRIPTIONS FOR PREREQUISITES

AP PHYSICS II	AP CHEMISTRY	AP BIOLOGY
SCIENCE RESEARCH	FORENSICS AND INVESTIGATIVE SCIENCE	ANATOMY AND SPORTS MEDICINE

Required courses are shown in green

Electives are shown in orange

Biology

Department(s): Science

Course Length: Year

Prerequisites: 9th grade standing

Biology provides an introduction into the many diverse fields of biology, including cellular biology, genetics, physiology, ecology, and evolution through relevant storylines. In this phenomena-driven curriculum, emphasis is placed on problem-solving and generating scientific inquiry. Students gain valuable experience in experimental design, data

analysis, and scientific literacy. Students are also introduced to the classroom and laboratory approaches and skills required in Upper School science. Upon completion of this course, students earning an average of B+ or above are eligible to take AP Biology (if desired).

Physics

Department(s): Science

Course Length: Year

Prerequisites: Biology and Algebra 1

Physics presents a unified view of nature. Topics discussed in this course include the motion of objects, Newton's laws, momentum, energy, electricity, and magnetism. The conservation laws are a constant thread. Students should possess skills in elementary algebra and graphing to successfully complete this course. The study of physics stimulates students' higher-level thinking, exercises problem-solving skills, and is designed to improve reasoning and analytical skills. Upon completion of this course, students earning an A average are eligible to take AP Physics II (if desired).

AP Physics I

Department(s): Science

Course Length: Year

Prerequisites: Concurrent enrollment or completion of Honors Algebra 2

AP Physics I is an algebra-based physics course covering content typically found in a first-semester college physics course, specifically Mechanics. Students cultivate their understanding of physics through classroom discussions, problem-solving exercises, and student-led, inquiry-based laboratory work as they explore basic physics concepts like systems, fields, force interactions, change, and conservation. Topics covered include Motion, Forces, Energy, Rotational Mechanics, Simple Harmonic Motion, and Fluid Dynamics. The study of physics stimulates students' higher-level thinking, exercises problem-solving skills, and is designed to improve reasoning and analytical skills. Upon completion of this course, students earning a B average are eligible to take AP Physics II (if desired).

Chemistry

Department(s): Science

Course Length: Year

Prerequisites: Completion of Biology and concurrent enrollment or completion of Algebra 2

The study of chemistry extends from fundamental, quantitative aspects to challenging but qualitative and descriptive components. Topics such as mass relations, gas laws, thermochemistry, and acids and bases are treated more quantitatively, whereas atomic structure, bonding, nuclear chemistry, kinetics, and equilibrium are treated more qualitatively. Demonstrations and laboratory experiments are performed to emphasize and make practical use of the accepted laws of chemistry. Lab work and reports, periodic quizzes, tests, and overall daily preparation are used to evaluate student achievement.

Forensics and Investigative Science

Department(s): Science

Course Length: Year

Prerequisites: None

Forensics and Investigative Science is an inquiry-driven, hands-on course designed to develop students' problem-solving and analytical skills. A substantial portion of the curriculum focuses on the science behind crime scene investigation and forensic evidence analysis. Students will engage in techniques such as fingerprint analysis, blood spatter examination, fiber and hair microscopy, and DNA profiling to solve simulated cases. In addition to forensic studies, students will apply the scientific method, design experiments, and construct functional models to explore real-world challenges. Proposed supplementary topics include bridge-building, experimental design, cryptography and cybersecurity, and electromagnetics. This course introduces fundamental physics principles and enhances critical thinking skills, preparing students for future studies in physics and STEM-related fields.

AP Physics II

Department(s): Science

Course Length: Year

Prerequisites: B average or above in AP Physics 1 (or an A in Physics)

AP Physics II builds upon the principles of force, motion, and energy developed in AP Physics I (or Physics) and explores them at a deeper level. This class follows content typically covered in a second to third-semester college physics course, focusing on the fundamental nature of matter, energy, and light. Students will continue to apply their knowledge of laboratory procedures, data analysis, and other fundamental science skills. Topics include thermodynamics, electromagnetism, optics, quantum theory, and atomic & nuclear physics. This is a homework-intensive course.

AP Biology

Department(s): Science

Course Length: Year

Prerequisites: Completion of Biology and Chemistry

This course is an introductory college-level biology course. The content will be investigated through 4 main big ideas: evolution, energetics, information storage and transmission, and system interactions. The course focuses on cellular biology, cellular energetics, genetics, natural selection, and ecology. Students will cultivate their understanding through key science practices that include guided argumentation, inquiry-based, hands-on investigations, experimental design, data analysis, concept explanation, and questioning and methods.

AP Chemistry

Department(s): Science

Course Length: Year

Prerequisites: Completion of Chemistry with a B+ average and instructor approval

AP Chemistry is a second-year course in chemistry designed to be the equivalent of the general college chemistry course. Successful completion of the course and the AP Exam enables some students to earn college credit. Students are expected to commit to regular study, homework completion, pre-laboratory work, and finished lab reports. The topics studied and time spent on those topics are aligned with the new “course and exam description” as developed by the College Board. The emphasis on chemical calculations and the understanding and application of fundamental chemical principles is a level above that which was expected in the first-year course. Quantitative differences appear in the pace and number of topics treated, the time spent on the course by students, and the nature and variety of experiments done in the laboratory.

Anatomy and Sports Medicine

Department(s): Science

Course Length: Semester

Prerequisites: Biology

This is an advanced science course that will explore the structure and function of the human body through the lens of sport, movement and injury prevention. Students will study major body systems- including the skeletal, muscular, nervous, cardiovascular, and respiratory systems- and examine how these systems interact to support human performance. Using principles from biology, students will investigate topics such as functionality, energy systems, athletic injury, rehabilitation, and performance optimization.

***Science Research**

Department(s): Science

Course Length: Year: Limited Enrollment

Prerequisites: 3 years of science or instructor approval

Concerned about microplastics influencing the photosynthetic activity in Chambers Bay? Wondering about the nature of wingtip vortices created by differently shaped airfoils? Curious about hair products that supposedly strengthen hair? Students in this class will independently propose an area of study, design, collect, analyze, and present their findings. The class begins with a focus on building the skills necessary for successful research. This includes library and internet research, experimental design case study analysis, readings and discussion, and writing parts of a scientific paper. Students will research possible projects within the fields of biology, chemistry, and physics. Before winter break, students will define their project, layout, refine their methods, and begin their research projects under the guidance of the teacher and/or a project advisor. There will be daily journaling, evaluating research methods, peer review, and public presentation practice. For success, this course requires strong independent skills, excellent communication, and collaboration with classmates, the advisor, and perhaps other members of the faculty. The course will culminate with a formal presentation in front of peers, faculty, and the wider CWA community.

*This is an advanced course equivalent to the AP level and will be designated as such on the transcript.

WORLD LANGUAGE DEPARTMENT

The World Language Department believes that the study of languages is essential for developing enlightened 21st-century global citizens. Studying other languages promotes understanding between people of different cultural backgrounds, expands our worldview, and instills a greater appreciation and respect for people of different cultures. Moreover, as our world becomes increasingly interconnected and interdependent, it is essential that students can work skillfully in culturally diverse environments and can communicate effectively in other languages.

The Department also believes that, through the study of other languages, we will deepen our understanding of how all languages work, including our own, and we will develop improved communication skills in general. Therefore, our classes strive to build excellent listening, reading, writing, and speaking skills through an immersive and communicative approach. While English may be used occasionally for clarification, classes are conducted primarily in the target language.

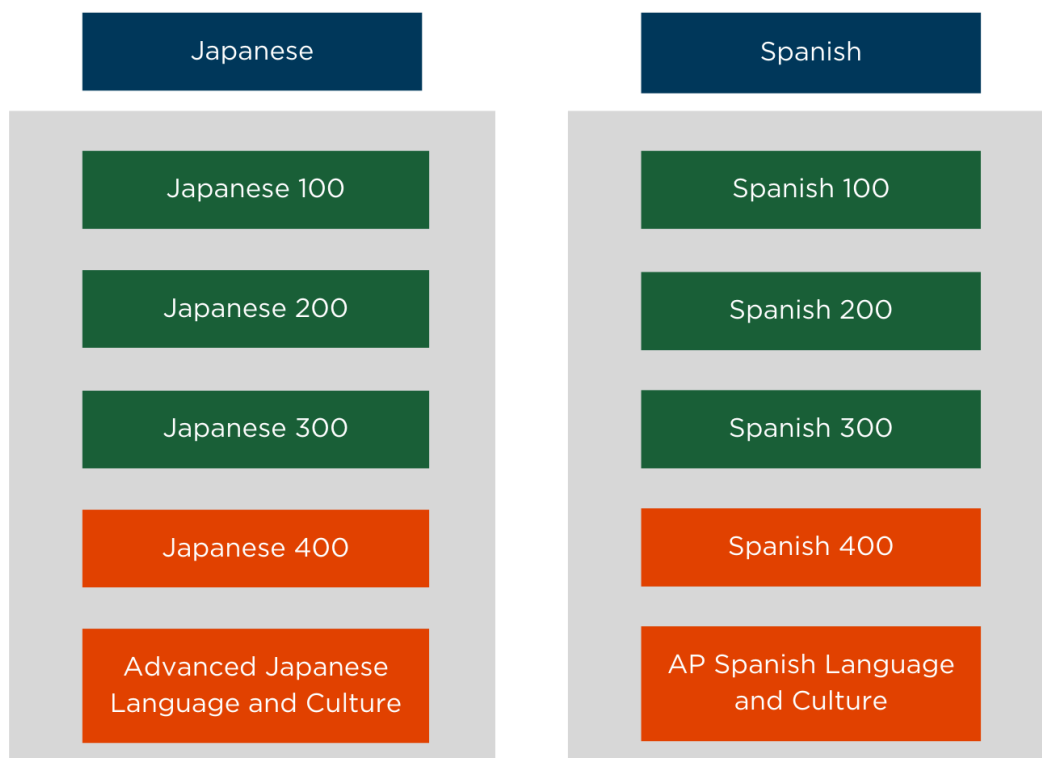
The Department believes it is essential that students have authentic language learning opportunities, both inside and outside of the classroom. Therefore, we encourage and facilitate participation in student exchange programs, international Winterim trips, and classroom visits by native speakers. Our hope is that students will have ample opportunities to engage in practical, fun, and meaningful experiences beyond the classroom.

Requirements:

Students must complete through the 300 level with at least two years taken in the Upper School in one language. Courses taken at the Middle School level may be used to determine placement but do not earn Upper School credit. However, the language requirement through the 300 level covers only the base curriculum necessary to build a strong foundation for competency. It is strongly recommended that students continue beyond the 300 level. Students taking an Advanced Placement language class are required to take the AP examination. Because language acquisition is inherently cumulative, a C average or above is required to advance to the next level of language study (exceptions need instructor recommendation and will likely require summer study). Please see additional prerequisites for advanced courses, which are noted in course descriptions.



WORLD LANGUAGE CURRICULUM



Required courses are shown in green

Electives are shown in orange

JAPANESE

Japanese 100

Department(s): World Language

Course Length: Year

Prerequisites: None

In *Japanese 100*, students are introduced to Japanese as a communicative skill primarily by practicing listening and speaking. Initially, romanized letters are used during an orientation period as a vehicle and a visual reminder of what students hear. Basic sentence patterns and expressions that are useful in everyday life are learned through

daily speaking practice. After the introductory period, students will transition into using Kana characters for reading and writing. Basic Kanji is introduced in the second semester. Japanese culture is explored within the context of language learning.

Japanese 200

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Japanese 100

Japanese 200 is an immersive, interactive course taught primarily in Japanese. Authentic texts and images are used as visual reminders of what students hear. Basic sentence patterns and expressions that are useful in everyday life are learned through daily speaking practice. Students will develop listening and speaking skills using audio materials and imitating native speakers. Students gradually transition into using more kanji in their reading and writing.

Japanese 300

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Japanese 200

In Japanese 300, students continue to develop their language skills through listening, speaking, reading, and writing communicative tasks. This is an immersive, interactive course taught primarily in Japanese. Authentic texts and images are used as visual reminders of what they hear. Basic sentence patterns and expressions that are useful in everyday life are learned through daily speaking practice. Students will develop listening and speaking skills using audio materials and imitating native speakers. Students are expected to use increasing amounts of kanji in their reading and writing and to develop their word-processing skills.

Japanese 400

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Japanese 300

This is an immersive, interactive course taught primarily in Japanese. Beginning with a review of grammar and kanji from the Genki 1 textbook, students will learn increasingly sophisticated grammar applications while building vocabulary and kanji knowledge and advancing writing and conversational skills. Students will work through the Genki 2 textbook and workbook, learning about famous people, places, and the culture of Japan. Emphasis is placed on solidifying and expanding intermediate language skills. By the end of this course, students will master over 200 kanji.

***Advanced Japanese Language and Culture**

Department(s): World Language

Course Length: Year

Prerequisites: B average or above in Japanese 400.

This is an immersive, interactive course taught primarily in Japanese. Beginning with a review of grammar and kanji from the Genki 1 textbook, students will learn increasingly sophisticated grammar applications while building vocabulary and kanji knowledge. Students will strive to develop more advanced writing and conversational skills through discussions about short stories and films, reflective compositions, and readings of simplified, classic literature. Students will continue working through the Genki 2 textbook and workbook, learning about education, work, and pop culture in Japan. Emphasis is placed on solidifying and expanding advanced language skills. By the end of this course, students will master over 300 kanji. Students intending to take the AP Japanese Language and Culture Exam will need to do additional independent studies.

*This is an advanced course equivalent to the AP level and will be designated as such on the transcript.

SPANISH

Spanish 100

Department(s): World Language

Course Length: Year

Prerequisites: None

Spanish 100 is an interactive language class that introduces students to the foundations of the Spanish language in an immersive environment through a communicative, task-based approach. Rich, authentic materials representative of the Spanish-speaking world, including songs, art, short films, and readings, expose students to many facets of Hispanic culture. Students develop novice writing, speaking, listening, and reading skills while working with themes that relate to personal identity, family, food, customs, traditions, and hobbies. Students will learn how to introduce themselves, ask and answer questions, describe people, places, and locations, tell stories, make plans and invitations, and express feelings, opinions, and preferences.

Spanish 200

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Spanish 100

Spanish 200 is an interactive and immersive language class that builds on the foundations learned in Spanish 100 through a communicative and task-based approach. Through the use of rich, authentic materials that are representative of the Spanish-speaking world, such as short films, articles, videos, art, and short literary pieces, students will continue to develop their linguistic and cultural proficiencies. Using the course themes, the year focuses primarily on how to describe, narrate, and reflect in the present and past tenses, as well as introduces persuasive and comparative language to express opinions or suggestions.

Spanish 300

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Spanish 200

Spanish 300 is an immersive, interactive course conducted entirely in Spanish. Students will be challenged to integrate increasingly advanced grammar and vocabulary through an exploration of texts and media related to complex themes. In Spanish 300, emphasis is placed on working toward confidence in speaking and advanced oral proficiency in both the interpersonal and presentational modes. Toward this goal, students should expect to deliver longer oral presentations and engage in frequent debates, conversations, and discussions.

Spanish 400

Department(s): World Language

Course Length: Year

Prerequisites: C average or above in Spanish 300

This advanced course uses a communicative approach to strengthen all skill areas, including reading, writing, speaking, and listening. By exploring authentic Spanish-language materials, including articles, film, literature, podcasts, and social media, students will approach topics through a variety of lenses. Throughout the year, students will work to establish a broad, sophisticated, and relevant vocabulary base as well as cultivate intercultural awareness. Through frequent independent and group projects, presentations, debates, discussions, and written reflections, students will continue to develop the necessary skills to communicate at an advanced level in Spanish.

AP Spanish Language and Culture

Department(s): World Language

Course Length: Year

Prerequisites: B average or above in Spanish 400

AP Spanish Language and Culture is structured around six overarching themes that are at the heart of real-world communication and cultural understanding: Families and Communities, the Influence of Language on Culture and Identity, Beauty and Art, Science and Technology, Factors that Impact the Quality of Life, and Environmental, Political and Social Challenges. Within these themes, the course provides students ample opportunities to develop advanced language proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Through the use of rich, authentic materials that are representative of the Spanish-speaking world, students develop the necessary skills and intercultural understanding, enabling them to communicate at an advanced level. Materials are diverse and will include various forms of media, journalistic, literary and artistic works, films, music, charts, and graphs. All classes are conducted entirely in Spanish. Nightly study is required for success in this course, and students should expect up to 30 minutes of reading, writing, listening, or speaking homework each evening. Students enrolled in this course are required to take the AP Spanish Language and Culture exam offered in May.

VISUAL AND PERFORMING ARTS DEPARTMENT

Requirements:

Students are required to complete one (1) credit of both performing and visual arts. It is strongly advised that students complete their visual and performing arts requirements by the end of their 10th grade year of high school. If a student wishes to specialize in either visual or performing arts by completing four (4) credits in that discipline, they may seek a waiver of the one credit graduation requirement. Students can seek this waiver from the Upper School Director's office. This waiver is only valid if the student also maintains a full academic course load.

VISUAL ARTS

The Visual Arts Department strives to teach the principles of art using different media and a variety of interesting and challenging lesson plans. The kinds of problems students tackle in the arts are abstract. Solving them builds capabilities that transfer to other subjects. Not only does the CWA visual art program develop students' inherent talents, it also gives them a background and appreciation of the arts that lasts for a lifetime. Courses in the Visual Arts may be repeated for credit.



CHARLES WRIGHT
ACADEMY

CHARLES WRIGHT ACADEMY VISUAL ARTS

2D Art

Drawing and
Painting

Mixed Media

Glass Art

Design Essentials:
Yearbook and
Digital Media

Ceramics

Beginning Ceramics



Advanced Ceramics

11th and 12th Grade

Advanced Art

AP Studio Art

Yearlong Electives

Drawing/Painting

Department(s): Visual Arts

Course Length: Year

Prerequisites: None

This is a two-dimensional foundation class in drawing and painting. Students learn how to draw through multiple approaches, focusing primarily on observational drawing. Students build up their drawing skills to render the human figure in correct proportions and learn how to draw in perspective. Students study the influence of color and value and

experiment in a wide range of media. Students will be introduced to mixed media, India ink, watercolor, gouache, and acrylic. Our subjects will range between landscapes, portraits, and still life pieces. Students will be able to see how their personal style can be translated across media to create meaningful work. You do not need to know how to draw before taking this class.

Mixed Media

Department(s): Visual Arts

Course Length: Year

Prerequisites: None

This year-long class will explore both 2D and 3D art. This course is designed for students who love to take risks and experiment with their work. We will dedicate the fall semester to sculpture. Creating work with cardboard, wire and numerous other materials. The spring semester will focus on printmaking: monoprinting, letterpress, and silkscreening. Students will be exposed to numerous printing techniques and will get to use our printing presses. Projects are guided by big-picture themes, inspired by numerous artists, and explore both direct observational skills and imaginative perspectives. Students document their creative process throughout the year in their sketchbooks and develop visual literacy through individual and group critiques. The principles and elements of art and design will come into play with each piece we make. Students will explore the whole design process from concept to finished product.

Glass Art

Department(s): Visual Arts

Course Length: Year

Prerequisites: None

Tacoma has a rich history of glass art. Students in Glass Art create a wide variety of projects in stained glass, mosaics, and fused glass. Students create mosaics on wood panels and glass substrate. They also learn to upcycle and transform old objects. The class will learn how to design, cut, and solder stained glass panels, as well as learn the basics of fusing glass. Students will take a field trip to the Museum of Glass and visit local glass artists. We will also create a collaborative permanent glass installation for the school community.

Design Essentials: Yearbook & Digital Media

Department(s): Visual Arts

Course Length: Year

Prerequisites: None

Step into the role of a visual storyteller and explore the art and science of graphic design. In this course, students will learn the principles of photography, typography, color theory, and composition to turn the school's annual yearbook into a lasting record of the year's memories. Beyond yearbook production, students will lead creative projects that capture and celebrate student life at CWA, from designing event posters to producing digital media for the community. Collaborate, innovate, and bring stories to life through the lens of design and digital art!

Beginning Ceramics

Department(s): Visual Arts

Course Length: Year

Prerequisites: None

This is a foundational level 3-D art class open to any and all experience levels. Students are introduced to the essential techniques and concepts of working with clay, including wheel-throwing, handbuilding, and surface decoration. Clay practices are contextualized within their historic and cultural roots, and students will have various opportunities to engage in art installations within the community and the CWA Visual Arts Department. By the end of the year, students develop a stronger sense of creativity and craftsmanship, and an understanding of ceramics as both a functional medium and distinguished form of art.

Advanced Ceramics

Department(s): Visual Arts

Course Length: Year

Prerequisites: Beginning Ceramics

Advanced Ceramics broadens students' skills and creative practices with additional hands-on experience and study in the field of ceramics. Class projects are individualized depending on each student's skill level and evolve based on their interests. Advanced building and glazing techniques, including ceramic chemistry and sculpture, are taught

with opportunities for peer review, class critiques, and portfolio building. Students engage in all aspects of studio operations, from crafting their pieces to loading and firing kilns to maintaining a clean workspace. These responsibilities empower students to think and work like potters, cultivating skills they can apply in establishing their own creative practices.

Advanced Studio Art

Department(s): Visual Arts

Course Length: Year

Prerequisites: 11th or 12th grade standing, one full year of 2D art

Open to 11th and 12th graders who have taken one year of 2D art. This course runs in conjunction with AP Art but does not present a portfolio to the College Board. Students should have an exceptional work ethic and a true desire to create to be successful in this course. Emphasis is placed on the quality, concentration, and breadth of a thematically related series of works and building visual literacy through individual and group critiques. Students are expected to work in a self-directed manner, keep sketchbooks, develop an artist's statement, work outside of class, and learn to document their work digitally.

AP Studio Art

Department(s): Visual Arts

Course Length: Year

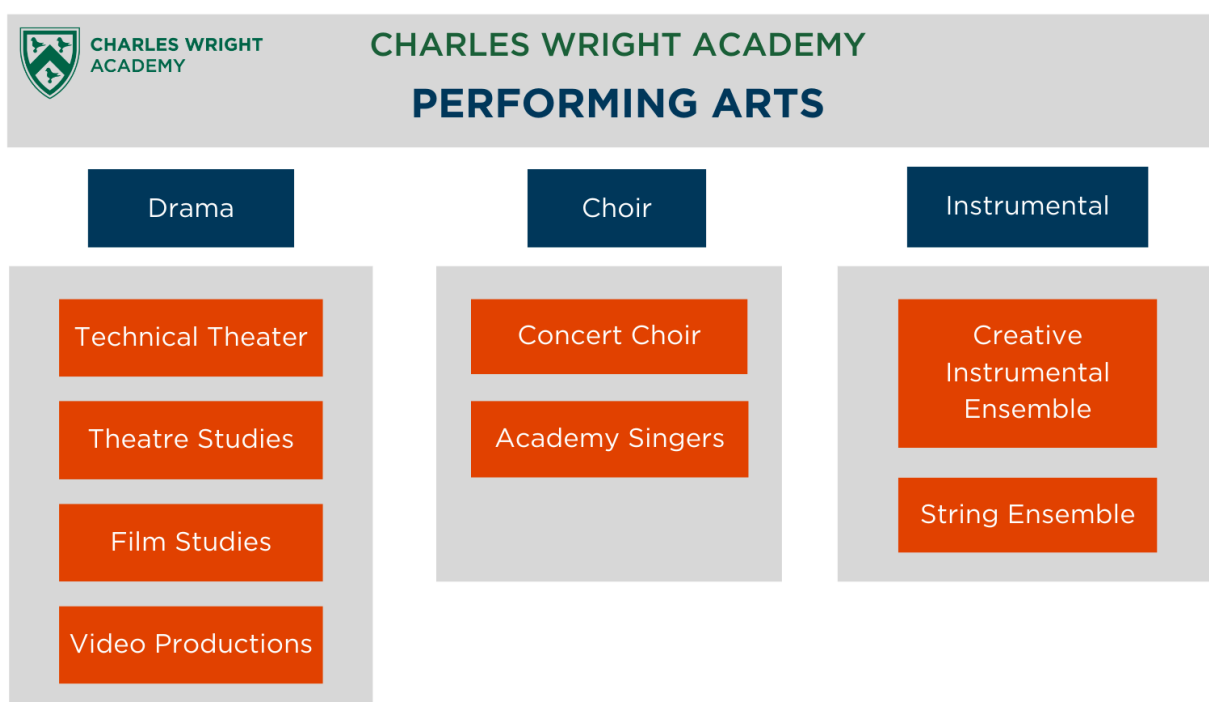
Prerequisites: 11th or 12th grade standing, one full year of 2D art

Students create a portfolio of work to demonstrate inquiry through art and design and the development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios to the College Board for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. This course is taught in conjunction with the Advanced Art course.

PERFORMING ARTS

There are three areas in the Performing Arts: choral, instrumental, and dramatic. The courses are ensemble-based; each person's commitment, behavior, and attitude impact the entire group. Participants need to commit to giving their full attention during each class period and to attending all performances. Attending contests and/or performances beyond the school day is required.

There are several classes and combinations of classes that may be taken to satisfy the Performing Arts requirement. Some require an audition, exam, or permission of the instructor. Please check with your advisor or the head of the department for clarification.



Electives

Note to music students: CWA is a member of the Washington Interscholastic Activities Association (WIAA) and, as such, can participate in regional and state level solo and ensemble contests. However, as is stated in the Music League's Contest Handbook, "Student participants must be enrolled members of a regularly scheduled music class in their school." This includes students on piano.

Concert Choir

Department(s): Performing Arts

Course Length: Year

Prerequisites: None

In this course, students explore singing in a dynamic group setting. The Charles Wright Concert Choir requires no audition and is open to all students regardless of musical background. In addition to rehearsing and performing a wide variety of choral music, the course will include vocal technique, ear-training, sight-reading, and basic music theory. The choir's performance schedule includes concerts and community performances, including some CWA assemblies. Concerts take place in the evening after school and are required for all ensemble members.

Charles Wright Academy Singers

Department(s): Performing Arts

Course Length: Year

Prerequisites: Enrollment by audition only* – at least one year in Concert Choir preferred

The Academy Singers are the advanced chamber vocal group at Charles Wright. In this advanced course, students will improve and grow their music literacy skills, vocal independence, and performance professionalism. Academy Singers will perform a variety of literature from multiple genres, eras of music, and cultures. The ultimate educational outcome for Academy Singers is for students to strengthen and enhance their ensemble music-making skills as a group and apply personal musicianship skills to increasingly more advanced repertoire choices throughout the year. The Academy Singers' performance schedule includes concerts, choir contests, choral festivals, and community performances- including many CWA assemblies. Attending contests and/or performances beyond the school day is required.

**Audition and eligibility information: Auditions are required for participation and are open to current Concert Choir singers or current Upper School students with a musical background. New Upper School students may audition in the fall. Current Academy Singers enrolled do not need to re-audition.*

Creative Instrumental Ensemble

Department(s): Performing Arts

Course Length: Year

Prerequisites: Prior instrumental experience

The CWA Creative Instrumental Ensemble is a non-auditioned ensemble open to all intermediate and advanced woodwind, brass, percussion, drum set, piano, guitar, and bass players with at least three years of experience on their instrument; exceptions require an audition with the instructor. Daily rehearsals will emphasize advancing individual technique, music reading and comprehension skills, improvisation, musicianship, and promoting a deeper understanding of numerous styles and varying literature. This ensemble explores music from a variety of styles and genres, including jazz, pop, and chamber music, as well as traditional wind band repertoire. The performance schedule includes concerts, solo and ensemble contests, large group contests, and various community performances. Attendance is required at all performances.

String Ensemble

Department(s): Performing Arts

Course Length: Year

Prerequisites: Prior instrumental experience

The CWA String Ensemble is a non-auditioned ensemble open to all intermediate and advanced string players with at least three years of experience on an orchestral string instrument (violin, viola, cello, or string bass); exceptions require an audition with the instructor. Daily rehearsals will emphasize advancing individual technique, music reading and comprehension skills, musicianship, and promoting a deeper understanding of style and orchestral literature. The performance schedule includes concerts, solo and ensemble contests, and various community performances. Attendance is required at all performances.

Technical Theater

Department(s): Performing Arts

Course Length: Semester

Prerequisites: None

This course focuses on elements of Set Design, Lighting Design, Sound Design and Engineering, and Stage Management for various performance venues. Students will learn to use Google SketchUp to create computer renderings of set designs and scale models for plays. Integrated into the class will be script analysis for the purpose of physical and lighting design. Students will have hands-on training on multiple lighting instruments, light board programming, flat and scenic construction, and a variety of other basic design applications. In studying sound design and engineering, students will practice live mixing utilizing state-of-the-art technology for instrumentalists, vocalists, and electronic sounds. Additionally, this course addresses the administrative side of theatrical production, including stage management, advertising, and production planning. Students will complete sound plots, sound setup, and sound effect synthesis for various productions, as well as develop advertising materials and budgetary plans and projections.

Theatre Studies

Department(s): Performing Arts

Course Length: Semester

Prerequisites: None

This class is a deep dive into the different aspects of the theatrical arts. Students will explore the origins of modern day theatre, improvisation, set and lighting design, script and performance analysis, monologues, and group scene work. Students will build on these skills by investigating sound design, play selection, costuming, character development and analysis, advertising and marketing, and stage management, as well as pre-, mid-, and post-production tasks. The course will culminate in the workshopping of a one-act play in which the class will all participate in one, if not several, areas of putting the one act on its feet: acting, set design, lighting design, stage management, light operation, advertising, and costuming. Participation in one of the aforementioned categories is mandatory.

Film Studies

Department(s): Performing Arts

Course Length: Semester

Prerequisites: None

What makes a 'good' or a 'great' film? What do directors try to convey to an audience through the lens of a camera? Why have movies become such an influential portion of

our society? In film studies, students will be able to compare, contrast, and critique works in cinema from a variety of genres. Students will share and debate opinions about classical and current films and develop a critical eye for meaning, metaphor, and mastery in the art of film making. This semester-long class will culminate in an in-depth study, analysis, and public presentation of a film a student chooses. Watching a movie will take on a new meaning for everyone!

Video Productions

Department(s): Performing Arts

Course Length: Semester

Prerequisites: None

This course asks, “How can we visually communicate our key message in a way that effectively engages our target audience?” Video Productions allows students to explore the art of digital video creation. Students will learn how to shoot videos, edit videos, and write scripts and special interest stories. Video projects range from short documentaries, PSA's, commercials, news stories, and short works of fiction. One of the shared projects that the class will create is a monthly news show focusing on the happenings on and around the Charles Wright Academy campus. Participation in the news program is a mandatory portion of this elective. Students explore the creative side of the world of video. Who knows? This year's students just might be the next Steven Spielberg or Greta Gerwig.

ATHLETICS DEPARTMENT

Charles Wright Academy believes that athletics and fitness are a valuable learning experience that is integral to a student's education. Our rigorous athletic program provides students the opportunity to participate in competitive sports teams and teaches the importance of lifelong fitness and a healthy lifestyle. Our goal is to ensure that individuals and teams will not only be competitive but also that every team will strive for excellence and every athlete will work to achieve their personal best. Fitness will be a primary focus on all teams.

Students are recommended to participate in one or two CWA athletic teams each year. In the school's Athletic Vision Statement, the following are identified as benefits of participation on a CWA athletic team:

- Teaches ability to work under pressure.
- Encourages students to work hard and to go beyond what is readily achieved.
- Fosters *teamwork*; successful teams are groups that are greater than the sum of their parts.
- Provides a physical outlet that can reduce stress.
- Promotes self-discovery and awareness.
- Builds confidence and self-discipline.
- Encourages *honor* and *trustworthiness* as educational and personal values.
- Allows students to practice thinking and reacting while being challenged physically and emotionally.
- Facilitates the development of *empathy*.
- Provides opportunities to serve as a role model.
- Encourages the establishment and achievement of personal and team goals.

Fulfilling the Athletic/Activity requirement:

For the Class of 2027:

Students must complete four (4) seasons/credits of Interscholastic Sports, Fitness classes, or Activities. Three (3) credits must be earned through sports teams, fitness classes, or outside athletic credits (see below). The remaining 1 credit may be earned through sports teams, fitness classes, outside athletic credits, or specific activities. Activities which will receive credit include: Fall Play, Spring Play, Knowledge Bowl, and Robotics.

Participating in an after-school drama production, Knowledge Bowl, or Robotics can be used to fulfill a maximum of 1 of the 4 required Athletic/Activity credits. Please be aware that spaces on the Robotics and Knowledge Bowl Teams are limited.

For the Classes of 2028, 2029, and beyond:

Students must complete six (6) seasons/credits of Interscholastic Sports or Activities. Four (4) credits must be earned through sports teams or outside athletic credits (see below). The remaining 2 credits may be earned through sports teams, outside athletic credits, or specific activities. Activities which will receive credit include: Fall Play, Spring Play, Knowledge Bowl, and Robotics.

Participating in an after-school drama production, Knowledge Bowl, or Robotics can be used to fulfill a maximum of 2 of the 6 required Athletic/Activity credits. Please be aware that spaces on the Robotics and Knowledge Bowl Teams are limited.

Outside Athletic Credits:

The school understands that some students have made significant commitments to sports and physical activities not offered at Charles Wright. Historically, the school has given credit to students who have:

- Played a sport for another high school because it is not offered at Charles Wright (swimming, softball, lacrosse, water polo, etc.).
- Played on a club team or competed at the regional or national level (Olympic development team in soccer, figure skating, gymnastics, etc.). If CWA offers the sport, the student choosing this path is expected to also play the sport at CWA to earn credit.
- Participated in crew, horseback riding, dance, hockey, or fencing.

Requirements to fulfill an Outside Athletics credit:

All proposals must be submitted to the Upper School Registrar prior to the beginning of the sports season, who will submit a [proposal](#) to the Athletic Director for approval.

1. The activity time commitment must be commensurate with a CWA sports team, which averages at least 8 hours of practice/instruction per week, for a total of approximately 100 hours per season.
2. The activity must have a qualified coach or professional instructor.

3. The activity must include regular competitions or performances.
4. Prior to awarding credit, the student must submit an evaluation, which has been signed and verified by the head coach or activity coordinator.

Deadlines for Submitting Outside Sports Proposals and Evaluations

	Fall Season 2026	Winter Season 2026-27	Spring Season 2027
Proposal Due Date	August 24, 2026	November 16, 2026	March 1, 2027
Evaluation Due Date	November 23, 2025	March 9, 2027	June 4, 2027

Varsity Athletics: Student athletes who aspire to play on a varsity team are expected to be in excellent physical condition when practices begin. Varsity athletes entering a season out of condition hinder team development, and students are at greater risk for injury. A fit team is paramount in achieving team and personal goals. It is strongly urged that students work hard in the off-season to prepare for their sport. Historically, teams that have entered the season in great physical condition particular to their sport have been the most successful in achieving their goals.

Junior Varsity Athletics: The goals of the CWA junior varsity teams are to develop student skills for future varsity play and to provide an avenue for all students to participate in a team sport. While fitness is a focus, entering the pre-season in great physical condition is not as essential as for varsity sports. Finally, we strive for all teams to be competitive and to pursue excellence.

Nisqually League: Charles Wright competes in the Nisqually League, which is an “A” level size league. The following schools participate in the league: Annie Wright, Bellevue Christian, Cascade Christian, Charles Wright Academy, Klahowya, Life Christian, East Jefferson, Seattle Christian, and Vashon Island. All the schools are members of the Washington Interscholastic Athletic Association. As a result, we follow the guidelines established by the association, including the starting dates for each sport.

Fall Practices: Practices begin prior to the opening of the 2026-2027 school year. During the summer, coaches will notify students regarding the times of pre-season practices.

Grading: All students participating in an Interscholastic Athletics team will be graded on a pass/fail basis.

Teams that have space limitations: Charles Wright strives to provide an opportunity for everyone to play on an interscholastic team. The only sports with limited enrollment are golf and tennis. Securing enough space at a golf course is difficult and Charles Wright has only four tennis courts. As a result, cuts from those teams can occur.

FALL SEASON

FOOTBALL (Boys)

The goal is to develop teamwork and the unique skills needed to play the sport. Physical conditioning is an integral part of the program. Most games are played on Friday nights. Players are expected to train all summer and arrive in good physical condition for the season.

VOLLEYBALL (Girls)

Once school begins, the team practices from 3:30 until 5:30 daily. During practices, ball drills, physical fitness, and teamwork are stressed. Volleyball players are expected to train over the summer and arrive in good physical condition for the start of the season.

CROSS COUNTRY

The workouts stress how to run properly, proper training methods, fitness, and teamwork. The team usually competes once a week. Runners are expected to train over the summer and arrive in condition for the season.

SOCCER (Girls)

The focus is on developing ball skills, plays, and teamwork. Physical fitness is an integral part of the program. Players are expected to train over the summer and arrive in condition for the season.

TENNIS (Boys)

Students are given instruction on how to improve their game, but it is expected that each player has some tennis skills already developed and plays occasionally out of season. This sport is usually not for beginners. **Some years, the tennis coaches make cuts because of space limitations on the courts.**

SPORTS MANAGER/TRAINER

Most athletic teams need students to provide assistance as team managers and trainers. Students help organize equipment, provide assistance to coaches during practices and games, run the score clocks, keep score, keep team statistics, or help tape or prepare student athletes for practices and contests. Students must fulfill 40 hours of documented management and training. Team managers are expected to attend all practices and games. During the season, students must attend a seminar on training procedures directed by the CWA trainer, learn how to run the clock, learn the rules of the particular sport being managed, and keep the scorebook and statistics at games.

WINTER SEASON

BASKETBALL

The school offers Boys & Girls Varsity and Junior Varsity, (when needed) Teams. Teams usually play two games per week. Teamwork, discipline, ball handling, and shooting skills are stressed in practices. Physical fitness is an integral part of the program.

SPORTS MANAGER/TRAINER

Most athletic teams need students to provide assistance as team managers and trainers. Students help organize equipment, provide assistance to coaches during practices and games, run the score clocks, keep score, keep team statistics, or help tape or prepare student athletes for practices and contests. Students must fulfill 40 hours of documented management and training. Team managers are expected to attend all practices and games. During the season, students must attend a seminar on training procedures directed by the CWA trainer, learn how to run the clock, learn the rules of the particular sport being managed, and keep the scorebook and statistics at games.

DANCE TEAM

The Upper School Dance Team is a performance-based team that is open to all genders and skill levels, and combines the physical demands of a sports team with the artistry and creativity of a performing arts elective. Over the course of the

season, the CWA Dance Team will develop skills and explore various aspects of dance, including but not limited to: movement (isolations, flexibility, strength, control, warmup and cooldown techniques), musicality (counting, listening, and interpreting rhythm), performance (stage presence, confidence, and expression), and choreography (memory, creativity, and improvisation). In collaboration with the basketball season, students on the Dance Team will perform group routines at some basketball games and possibly other events throughout the winter season. *Please note that this is not a WIAA-designated team and no try-outs are necessary.*

SPRING SEASON

GOLF

The school offers both varsity and junior varsity Boys & Girls Golf Teams. Students are given instruction on how to improve their game, but it is expected that each player has some golf skills already developed and plays occasionally out of season. This sport is usually not for beginners. A minimum of three golf lessons is required prior to the season. Students must have their own equipment. **Some years, the Golf Coaches make cuts because of space limitations at golf courses.**

SOCCER (Boys)

The focus is on developing ball skills, plays, and teamwork. Physical fitness is an integral part of the program. Players are expected to train in the off-season and arrive in condition for the season.

TRACK AND FIELD

Throughout the season, the team competes one to two times per week. Students are expected to develop the skills in the events for which they are training and to achieve a high level of physical fitness.

BASEBALL (Boys)

During the first month of the season, the team also practices on Saturdays.

During practice the team works on teamwork, special plays, developing batting and

fielding skills, and physical fitness.

TENNIS (Girls)

Students are given instruction on how to improve their game, but it is expected that each player has some tennis skills already developed and plays occasionally out of season. This sport is usually not for beginners. **Some years, the tennis coaches make cuts because of space limitations on the courts.**

SPORTS MANAGER/TRAINER

Most athletic teams need students to provide assistance as team managers and trainers. Students help organize equipment, provide assistance to coaches during practices and games, run the score clocks, keep score, keep team statistics, or help tape or prepare student athletes for practices and contests. In order to earn this credit, students must fulfill 40 hours of documented management and training. Team managers are expected to attend all practices and games. During the season, students must attend a seminar on training procedures directed by the CWA trainer, learn how to run the clock, learn the rules of the particular sport being managed, and keep the scorebook and statistics at games.

ACTIVITIES

FALL PLAY

Term(s): September - November

Auditions for the Fall Play occur in early September. The number of spots available for casting is limited. Please talk with the Theater Director before signing up for this offering. Practices occur after school daily. During production week, practice hours may be extended.

ROBOTICS

Term(s): September - December (and into February, if postseason qualifying)

Enrollment is limited to 15 participants due to FIRST Robotics League requirements.

This team sport will meet three days a week (after school) during the fall season. In

addition, team members will be asked to participate in pre-season activities to prepare for the regular robotics season. Students must participate in at least two robotic competitions and work at least six hours a week during the 12-week fall term. Attendance will be taken at every team practice to ensure regular participation. Please talk to the robotics coaches before signing up for this offering.

KNOWLEDGE BOWL

Term(s): Mid-October through early March

Enrollment is limited to 16 students on the Knowledge Bowl Team.

The Knowledge Bowl Team meets twice a week during lunch to practice. The team competes in matches and tournaments at least once a week for several months. Matches occur after school at Charles Wright and other local schools. Please talk to the Knowledge Bowl coach to see if there is a space for you on the team.

SPRING PLAY

Term(s): March - April

Auditions for the spring play or musical occur in late February or Early March. The number of spots available for casting is limited. Please talk with the Theater Director before signing up for this offering. Practices occur after school daily. During production week, practice hours may be extended.
