



2024-2025
Upper School
Course Catalog

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IMPORTANT DATES

Fall Semester – Monday, August 27, 2024 - Friday, January 17, 2025
Fall Semester Demonstrations of Knowledge & Skills – December 16 - 20, 2024
January Term – TBD

Spring Semester – Tuesday, January 21, 2025 - Friday, June 13, 2025
Spring Semester Demonstrations of Knowledge & Skills – May 12 - 16, 2025
May Term – May 27 - June 4, 2025

DEADLINES

March 22, 2024 - Course selections for rising 10th, 11th, and 12th grade students must be finalized on Veracross with the student's advisor.

April 19, 2024 - Course selections for rising 9th grade students.

	Fall Semester	Spring Semester
Last day to drop a class with no grade reported	September 13, 2024	February 7, 2025

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 core 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.*

We strongly caution students against taking more than six courses per semester and more than three Advanced Placement (AP) courses in a given year. Students who wish to take more than 6 courses per semester or more than 3 AP courses per year must undergo an approval process, which includes an application outlining the reasons for the increased course load as well as the resources to manage such a load, faculty and advisor recommendations, and review by an approval committee. Final decisions will be communicated to students by the US Director.

Students should aim to select a balance of courses that provides ample room 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.

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 1 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 years	Literary Foundations and Introduction to Literary Criticism and Analysis are required yearlong courses; all students must take Research Methodologies in English and 3 additional semester electives <u>or</u> 1 semester elective and AP English or Capstone.
History	3.5 years	20th Century World History, Western Civilization (or AP European History), US History (or AP US History) and Civics (or AP US Government) are required.
Math	3 years	Students are required to complete at least 3 years of

		<p>mathematics in the Upper School. The minimum requirement is successful completion through Algebra II.</p> <p>Note: Computer Science courses do not fulfill the mathematics requirement.</p>
Science	3 years	Students are required to take 3 years of lab science including: Biology, Physics/Honors Physics OR Chemistry, and one additional year of science.
World Language	2-3 years	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 year / 4 years	A focus of 4 years in the performing arts can be done instead of one year of visual arts.
Visual Arts	1 year / 4 years	A focus of 4 years in the visual arts can be done instead of one year of performing arts.
Athletics/Fitness	4 seasons/semesters	<p>Options include WIAA sports and CWA fitness classes.</p> <p>Note: Athletics done outside of CWA will no longer be accepted to meet this requirement.</p>
Wellness & Digital Literacy	1 year	Required for students attending CWA in 9th grade.
January & May Terms	8 courses	Participation in both terms is

Courses		required for each year of attendance at CWA.
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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 Fitness
- January & May Term courses

10th Grade

- English: Introduction to Literary Criticism and Analysis
- History: Western Civilization or AP European History
- Math: Geometry, Algebra II, or Precalculus
- Science: Physics/Honors Physics and/or electives
- World Language: Spanish or Japanese
- Visual or Performing Art
- Athletics or Fitness
- January & May Term courses

11th Grade

- English: Fall - Research Methodologies in English, Spring - Elective
- History: United States History/AP United States History, may also take Civics
- Math: Algebra II, Math Modeling, Precalculus, AP Calculus, or AP Statistics
- Science: Physics/Honors Physics, Chemistry, and/or electives
- World Language: Spanish or Japanese

- Visual or Performing Art
- Athletics or Fitness
- January & May Term courses

12th Grade

- English: Electives or AP English or Capstone
- History: Civics and/or electives
- Math: Electives
- Science: Electives
- World Language: Spanish or Japanese
- Visual or Performing Arts
- Athletics or Fitness
- January & May Term 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 teacher involved in an Independent Study should only meet with a student 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. Students earn a 0.25 credit per semester completed.

Students must submit an [Independent Study proposal form](#) prior to the beginning of a semester. The only identification that students will have on their transcript is Ind. 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.
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. 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.

TEACHER'S ASSISTANT (TA)

The Teacher's Assistant is a new opportunity and option for students looking to complete their service learning requirement, demonstrate passion within a specific discipline, and highlight interest in educational practices and pedagogy. Students may earn up to 15 service learning hours per year (7.5 hours per semester) serving as a TA.

Interested students are responsible for completing a TA Application form that includes an essay/personal statement detailing the student's interest in being a TA as well as a comprehensive audit of resources (time, course load, etc.) that would support them in this undertaking. The application will also require 2 faculty recommendations.

US attendance policies apply and will determine successful completion of each semester served by the TA— missing more than 8 classes renders a student ineligible to receive service learning hours. Teacher's Assistants will be graded on a Pass/Fail basis. Students must submit a TA Application form prior to the beginning of a semester.

Teachers Assistant Process:

1. Fill out the Teachers' Assistant Application. It is available to students on the "Course Requests" page in the Student Portal.
2. After completing the application, the student must meet with the teacher who they wish to assist for an interview to discuss qualifications and to collaborate to develop a proposal.
3. Both the student and teacher must 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. ***Final 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 Digital Citizenship, Health and Wellness, Physical Education, and Independent Study classes, which are given a Pass/Fail designation. Grades are given using the following scale:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	< 60

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 a specific timeline for prompt completion of the term’s work. At the end of that stated time period, the teacher will determine the student’s grade and inform the student, their family, and the Upper School Director of the grade.

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 at least one season of interscholastic athletics or fitness classes per year in order to be on track to complete the Athletics/Fitness graduation requirement.

Re-enrolling students register for courses during the spring. 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 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 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 student's ability and capacity.
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 May in lieu of the AP exam, but classes continue to meet until the end of the school year.
9. All courses earn 0.5 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 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 the necessary Course Change Form, all required signatures, submission of the form to the Registrar, 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 English Literature and Composition: 12th-grade standing and instructor approval;
- AP US History: 11th or 12th-grade standing;
- AP Comparative Government: 11th or 12th-grade standing;
- AP African American Studies: 11th or 12th-grade standing;

- AP Economics: 12th-grade standing;
- AP Statistics: completion of Algebra II;
- AP Calculus (AB): recommendation of the Precalculus instructor;
- AP Calculus (BC): completion of AP Calculus (AB);
- AP Computer Science Principles: Algebra I
- AP Computer Science A: Algebra II
- AP Physics II: B or above in Honors Physics (or an A in Physics) with instructor approval;
- AP Biology: completion of Biology and Chemistry;
- AP Chemistry: completion of Chemistry and a B+ average or above in the prior science course, and instructor approval;
- AP Spanish Language and Culture: B or above in Spanish 400
- AP Studio Art: completion of at least one full year of art (with the exception of ceramics);

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

COMMUNICATION

WRITTEN REPORTS

Each student receives a written report in each subject at the end of each quarter. Report Cards will be posted on Veracross at the end of each semester. 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, with the author of the report, the Upper School Director, or their College Counselor.

CONFERENCES

Family conferences will occur around *late October and early March*. 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

JANUARY & MAY TERMS

January & May Terms are week-long experiential education programs that encourage students to explore opportunities beyond the academic curriculum. Students participate in a variety of experiences intentionally designed to engage our Portrait of a Tarrier, building and applying skills as a Thinker, Explorer, Steward, Innovator, Collaborator, and Communicator in developmentally appropriate ways. Themes range from connections and relationships to identity development, leadership and legacy, as students gain diverse perspectives, take risks, and build skills to navigate the future with confidence.

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.

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 (beyond to February, if State 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.

WINTER PLAY

Term(s): November - February

Auditions for the winter play or musical occur in mid-November. 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.

KNOWLEDGE BOWL

Term(s): Winter months

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 coaches to see if there is a space for you on the team.

ONE-ACTS

Term(s): March - April

One-Acts are student-led, student-produced, and student-directed short plays no longer than 30 minutes. Students will have the opportunity to act, direct, write their own pieces, and design and run the technical aspects. Using a collaboration, students will offer a viewing of their work and handle the marketing, planning, and the production side of theater arts.

STUDENT COUNCIL

Term(s): Year

Student Council representatives are elected by their peers and confirmed by Upper School administration. Student Council meets once a week, with additional committee meetings scheduled as needed. Student Council representatives must attend all weekly meetings, participate in all-Council projects, and serve on a variety of committees. Student Council representatives must also attend a one-day leadership training day in August, prior to the start of school.

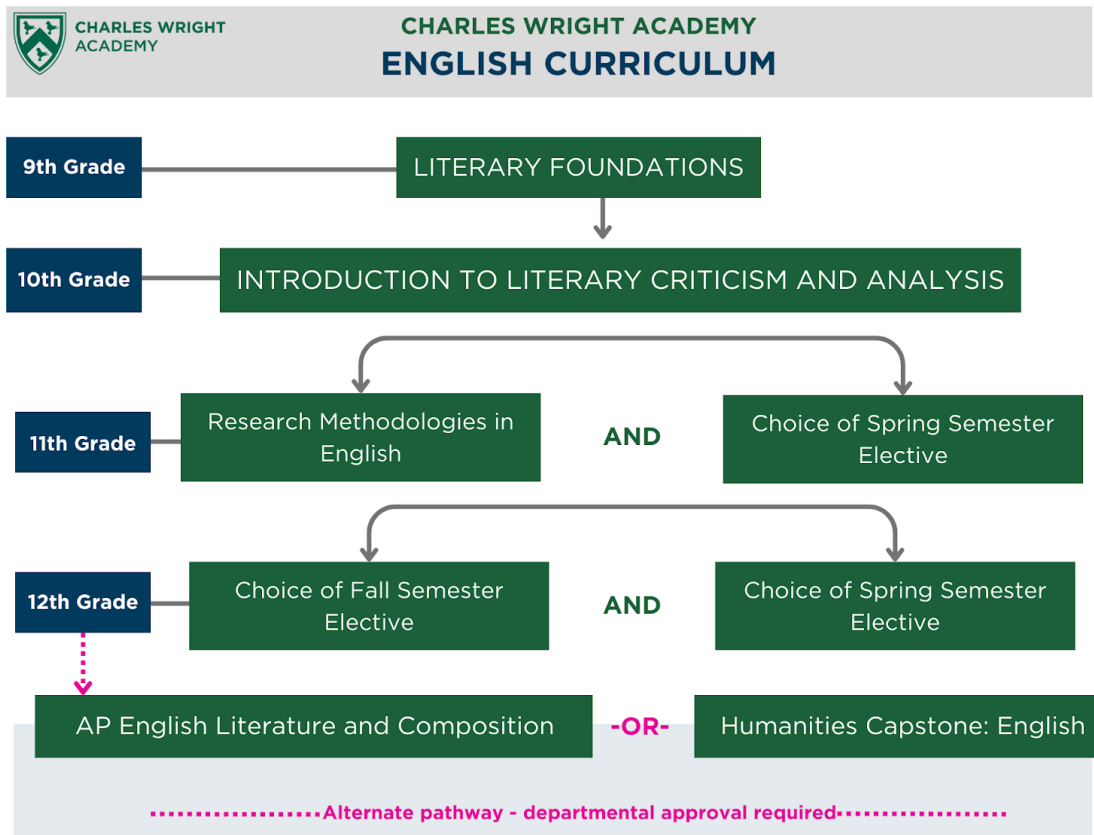
Interested Juniors and Seniors may run for positions on the Student Council Executive Board ("E-board") as an additional leadership opportunity.

ENGLISH DEPARTMENT

The English curriculum at CWA centers on the development of skills in reading, writing, thinking, and collaborating. All of the courses place priority on effective written expression, with each grade advancing the expectations of excellence in a progression that includes mastery of basic elements of grammar and exploration of creative, analytical, and expressive forms of writing. The curriculum draws texts from a wide variety of genres, deliberately balancing canonical works with a range of contemporary voices.

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. Students must take Research Methodologies in English in 11th grade along with one semester elective. In 12th grade, students have the choice to take either AP English Literature and Composition for a full year or two semester electives (one fall and one spring), 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 – the short story, poetry, epic, novel, drama – to familiarize them with important literary works and to enable them to handle future reading demands with confidence and skill. The other primary focus is the development of strong analytical and expository writing. The course will initially review elements of writing through analytical paragraphs, then extend those elements in the effective development of multi-paragraph essays. Students will study works by a range of traditional and contemporary writers.

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 our 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 texts 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.

Multicultural Literature

Department(s): English

Course Length: Semester (Spring)

Prerequisites: Research Methodologies in English

Students will read various genres of literary works by writers of varied cultural and geographic backgrounds, with particular attention given to historically marginalized groups. How do these authors define and describe their identities? How do race and ethnicity intersect with other aspects of their identities, such as class, gender, religion, and more? Authors studied may include James Baldwin, Maya Angelou, Chinua Achebe, Sandra Cisneros, Gary Soto, and more.

Research Methodologies in English

Department(s): English

Course Length: Semester (Fall)

Prerequisites: 11th-grade standing

Students will practice advanced research methods in English and the humanities by embarking on a semester-long 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 (i.e. reading literary scholarship and criticism on their author and/or a specific concept/problematic), as well as incorporating a chosen lens or intellectual framework to guide and focus their analysis.

Poetry and Poetics

Department(s): English

Course Length: Semester (Fall)

Prerequisites: Research Methodologies in English

Literary scholar Gerald Bruns says that poetry “opens itself – enters into, listens or belongs to – the mystery of language...its density, its danger.” When we are so used to treating language as a functional tool, meant only to communicate information in a clear and direct way, we miss out on its mystery, density, and danger. Our work in this course will be to tap into that mystery of language via poetry. We will study the forms and

techniques that poets use to create meaning and capture experience. As we read, each student will develop a sense of their own aesthetic: what speaks to you, what do you vibe with, and why? Most of our work will be reading, reflecting, and discussing, with a little writing and sketching thrown in for good measure. From Virgil to Mary Oliver, from Emily Dickinson to Kendrick Lamar, we will read widely across cultures, time periods, and styles, in pursuit of poetry's dangers and delights.

Composition and Rhetoric

Department(s): English

Course Length: Semester (Spring)

Prerequisites: Research Methodologies in English

What strategies can we use as writers and speakers to effectively achieve our aims? How can we improve our skills for critical thinking, argumentation, and persuasion? This class is a deep-dive into how arguments work. We will study reasoning, logic, evidence, analysis, and other rhetorical strategies in order to grow as thinkers and communicators. From media and marketing to law and politics, from scientific research to philosophical speculation, the art of argumentation and persuasion is a major part of our society and our everyday lives. In this class, we will learn to recognize it, analyze it, and utilize it for our own purposes.

Environmental Writing

Department(s): English

Course Length: Semester (Spring)

Prerequisites: Research Methodologies in English

Have you ever looked up and been surprised to see Mt. Rainier -- which the Puyallup people and other local tribes call Tahoma, "mother of all waters" -- reigning over the horizon? Or heard a pack of coyotes howling chaos in the night? In this class, we will investigate the role of "nature" in our lives, our minds, and our culture. We will read works of poetry, fiction, and nonfiction which examine the relationships between human culture and the more-than-human world. We will also write our own personal reflections on the places we live and visit, and the many lives and environments with whom we share the planet.

Politics and Prose

Department(s): English

Course Length: Semester (Fall)

Prerequisites: Research Methodologies in English

“No book is genuinely free from political bias. The opinion that art should have nothing to do with politics is itself a political attitude.” This statement by Orwell creates a lens for us to apply to all readings in this course. Students will read and consider the author's purpose and historical context in order to interpret how fiction is argumentative, and how writers intend to not just reflect reality but take a stance. Some writers protect the status quo, some are radicals, and in this course, students will close-read texts and analyze diction to craft argumentation about how fiction works. Starting with texts such as Orwell's seminal 1984 and moving to more contemporary novels such as the Handmaid's Tale, students will grapple with the art, the artist, and the cultural and historical context of a text to think about both how and why a text must be read.

Gender and Sexuality in Literature

Department(s): English

Course Length: Semester (Spring)

Prerequisites: Research Methodologies in English

Most of us go about our everyday business without asking what makes a woman a woman, or a man a man. But, as historian Susan Stryker says, “gender, like gravity or breathing, is a really complicated topic when you start taking it apart and breaking it down.” In this class, we will break it down by reading poetry, fiction, and nonfiction which depict diverse understandings and experiences of gender and sexuality. Our studies will focus on how different authors, theorists, and characters understand their own identities, bodies, hearts, and minds -- and how we understand our own.

Magical Realism

Department(s): English

Course Length: Semester (Spring)

Prerequisites: Research Methodologies in English

Magical Realism is a literary style that incorporates two seemingly conflicting perspectives – that which is an objective, realistic representation of the modern, everyday world, and that which is fantastical, magical and supernatural. Students will read a range of texts from varied historical eras across a range of cultures, and examine how writers present this juxtaposition to examine the world around them. Students will research the cultural context of works as well as apply critical literary theories such as New Historicism and Postcolonialism to our readings. Students will analyze the literary style while trying to further develop their own in a writing intensive

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 Shakespeare, the 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 art nouveau posters, political propaganda, horror films, 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:

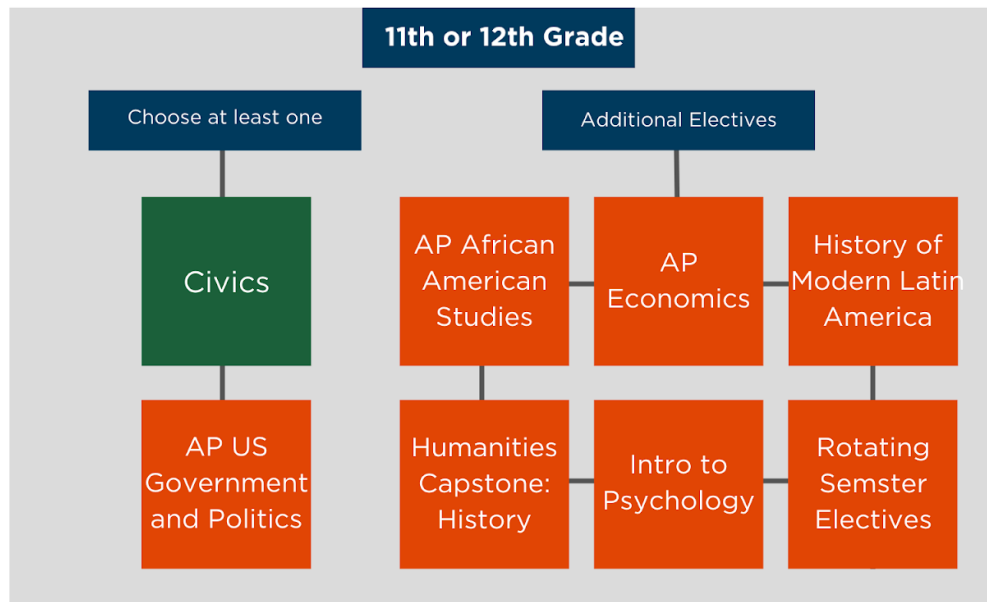
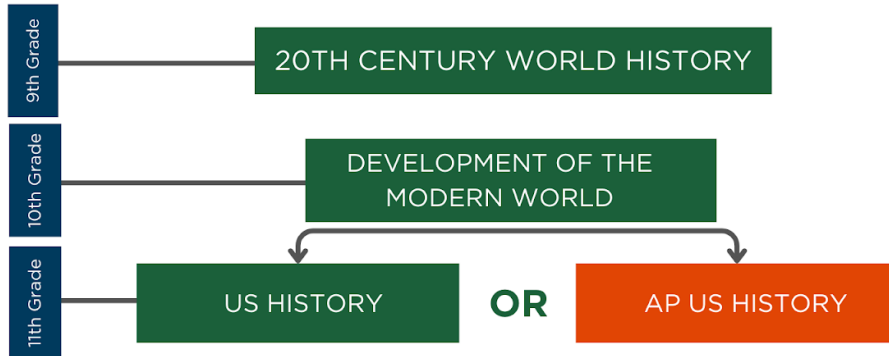
Students must complete 3.5 years of History/Social Studies, including 20th Century World History, Development of the Modern World, US History/AP US History, and Civics/AP US Government and Politics.



CHARLES WRIGHT
ACADEMY

CHARLES WRIGHT ACADEMY HISTORY CURRICULUM

REQUIRED COURSES



————— Required courses are shown in green with solid lines —————
 Electives are shown in orange with dotted lines

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 world wars; independence movements; state formation; conflict resolution; economic development; national identity; globalization; and biography. Aside from the obvious emphasis on

historical case studies and content, this course will work on academic skills such as in-depth reading, clear, analytical writing, and the ability to positively engage in academic discussions. This class is centered on project-based learning.

Development of the Modern World

Department(s): History

Course Length: Year

Prerequisites: 10th grade standing

An investigation into pre-20th-century global events through the lens of environmental history; storytelling; geography; political history; social history; labor history; art history; and public history. Aside from the obvious emphasis on historical case studies and content, this course will allow students to continue to develop academic skills such as in-depth reading, clear, analytical writing, and the ability to positively engage in academic discussions. This course is centered on project-based learning.

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 which have influenced the development of American History. Tests are patterned after the Advanced Placement Examination, which include 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)

Prerequisites: 11th or 12th grade standing

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of the government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

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. 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.*

Introduction to Psychology

Department(s): History

Course Length: Semester (Spring)

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.

History of Modern Latin America

Department(s): History

Course Length: Semester (Fall)

Prerequisites: 11th or 12th grade standing

This one-semester course will focus on analyzing current events in Latin America and help students trace their immediate and long-term causes by studying a wide variety of

news sources, academic journals, and video content. In the process, students will become more knowledgeable on the subject matter, better consumers of international news media, and more articulate about important regional and global issues. This class will challenge students by offering a spectrum of political and social views that reflect the great variety of opinions on many of these topics and that often confront American policies in the region. All opinions will be respected and vigorous, and respectful debate will be encouraged.

Indigenous History of the Pacific Northwest, 1800-Present

Department(s): History

Course Length: Semester (Spring)

Prerequisites: 11th or 12th grade standing

This course examines the ways in which the diverse Indigenous peoples of the Pacific Northwest--from British Columbia to lower Oregon--experienced significant, consequential changes to their existing social, cultural, and political structures as a result of the rapid colonization that began in the mid-19th century. In addition to exploring Indigenous life pre-colonization, this course explores how Indigenous peoples navigated tools of colonization, such as treaties, capitalism, and discrimination in order to resist their own physical and cultural extermination. Covering nearly two-centuries pre and post colonization, this course also explores the contemporary status of Indigenous peoples in the Pacific Northwest and the ways in which they are successfully rebuilding their communities. This course combines lecture, discussion, and experiential learning. Students will take field trips to Fort Nisqually as well as the Burke Museum on the UW Seattle campus to help add nuance to some of the readings and aid in their understanding the complex networks of culture and exchange Indigenous peoples both made and participated in.

AP Economics

Department(s): History

Course Length: Year

Prerequisites: 12th grade standing

AP Economics is a one year introduction into the basic academic and real-life principles of macroeconomics. Macroeconomics, or the study of economics from the perspective of national economies, focuses on important principles such as inflation, unemployment, government policy, and the role of the Federal Reserve. Students will be required to take the AP Macroeconomics exam in May. AP Economics teaches these principles through textbook study, analysis of current events, hands-on projects, and lively discussions.

AP African American Studies

Department(s): History

Course Length: Year

Prerequisites: 11th or 12th-grade standing

AP African American Studies is an exciting, interdisciplinary course that draws from a variety of fields—history, literature, the arts, geography, science, and law—to explore the vital contributions and experiences of African Americans. In AP African American Studies, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. AP African American Studies teachers these principles through textbook study, analysis of current events, hands-on projects, and lively discussions.

***Humanities Capstone in History**

Department(s): History

Course Length: Year

Prerequisites: 12th grade standing

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, political propaganda, horror films, 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.

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:

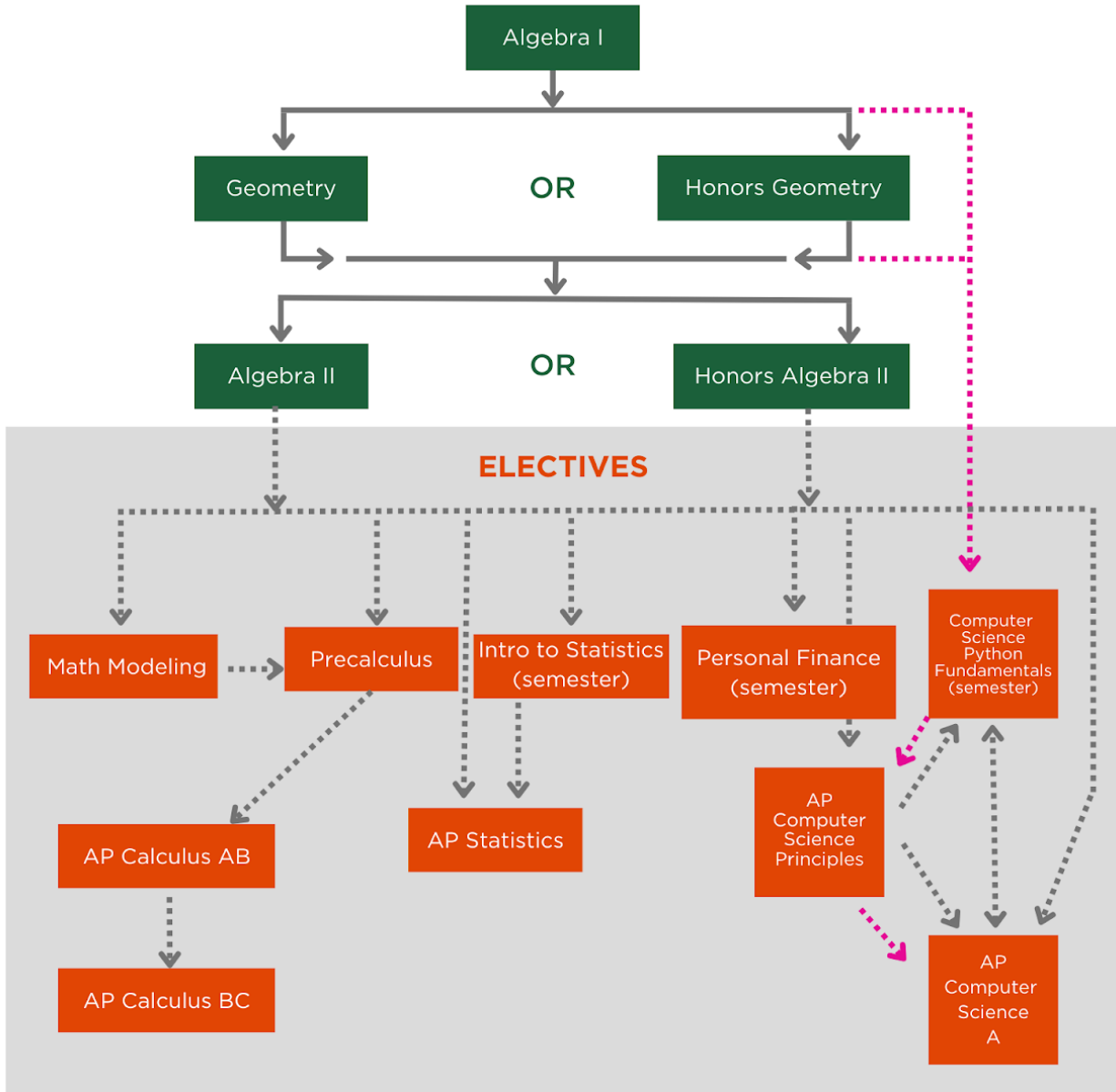
Graphing calculators are required in all Upper School mathematics courses. The department uses the TI-84 family of calculators as our standard calculator, and strongly suggests that students use TI-84 calculators as well. Students with different calculators must be prepared to use the accompanying guidebook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

Electives are shown in orange with dotted lines

Recommended elective pathways are shown in pink dotted lines

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 *Precalculus*. Upon completion of this course, the student should be a good candidate for *Precalculus*. The course will review functions introduced in the earlier Algebra courses, with an emphasis on applications and will preview topics from *Precalculus*. The class will also explore a number of discrete math topics such as the mathematics of voting, scheduling, apportionment, and networks.

Precalculus/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).

Precalculus/Analysis is intended for those students who plan to pursue mathematics at least through Calculus. *Precalculus* 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 (Fall)

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 12-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.

Personal Finance

Department(s): Math

Course Length: Semester (Spring)

Prerequisites: 11th or 12th grade standing

Understanding financial management concepts is an important life skill. A thorough understanding of financial concepts, with practical application through activities and projects will enable students to leave this course with useful skills for life. This course emphasizes the basics of budgeting, banking, investments, credit, insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure.

Computer Science Python Fundamentals

Department(s): Mathematics

Course Length: Semester (Fall)

Prerequisites: Algebra I

This course will develop students' coding and problem-solving skills with a focus on data and data science. Students will learn algorithm design as well as fundamental programming concepts such as data, selection, iteration and fundamental decomposition, data abstraction and tools, debugging, testing, and fundamentals of good programming practice, style, and design. This course uses the Python programming language, which is used by Intel, IBM, NASA, and many other large corporations.

AP Computer Science Principles

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.

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 CS Python Fundamentals and/or AP Computer Science Principles is recommended. Students who have not completed one or both of these courses must get approval from the instructor or the Director of Upper School. . Students are required to take the AP Exam in the spring.

SCIENCE DEPARTMENT

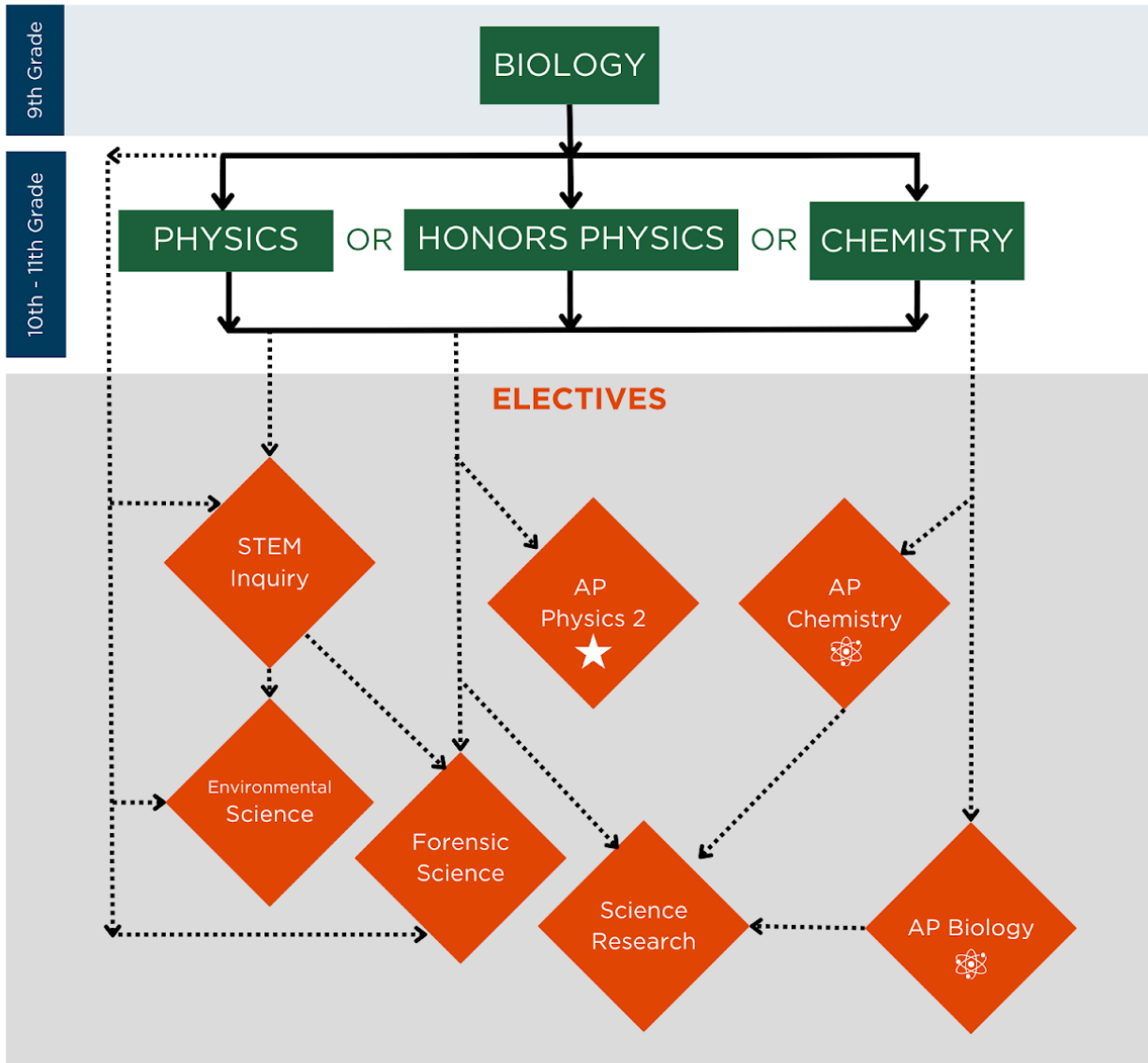
The Upper School Science Department strives to improve problem solving, critical thinking, laboratory skills, and overall student scientific literacy. The sequence of science courses at Charles Wright Academy is designed to allow each student to graduate with solid experiences in both life science and 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/Honors Physics OR Chemistry
3. One additional year of science, including the option of Physics/Honors Physics or Chemistry if not already taken.

REQUIRED COURSES



 prerequisite completion of Chemistry **REQUIRED**

 prerequisite completion of Physics **OR** Honors Physics **REQUIRED**

Required courses are shown in green with solid lines

Electives are shown in orange with dotted lines

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 2 (if desired).

Honors Physics

Department(s): Science

Course Length: Year

Prerequisites: Concurrent enrollment or completion of Honors Algebra 2

This course content parallels that of Physics (see above), but with the additional study of two-dimensional kinematics and dynamics. Topics discussed in this course include the motion of objects, Newton's laws, momentum, energy, and electricity & magnetism. The

conservation laws are a constant thread. Students should possess strong basic algebra skills, and familiarity with right-triangle trigonometry, in order to successfully complete this course. Motivated students who wish to take the AP Physics 1 exam in May will be provided supplemental materials and resources to conduct a parallel, but independent, study of rotational mechanics in addition to the standard curriculum. 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 B average are eligible to take AP Physics 2 (if desired).

Chemistry

Department(s): Science

Course Length: Year

Prerequisites: 11th or 12th grade standing (or have instructor approval), completion of Biology and 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 accepted laws of chemistry. Lab work and reports, periodic quizzes, tests, and overall daily preparation are used to evaluate student achievement.

STEM Inquiry

Department(s): Science

Course Length: Semester (Spring)

Prerequisites: one year of Upper School science

Students will be challenged to activate their problem solving and critical thinking skills to address open-ended questions and scenarios. Students will utilize their creativity, curiosity, decision-making and leadership skills to devise solutions to a variety of challenges. Some proposed units include forensics (chemistry-based), bridge-building (physics-based), cryptology (mathematics-based), flight (chemistry and physics), and epidemiology (biology-based). Most units are hands-on work while some also require

research. Students will be challenged to work as individuals and members of a team.

Forensic Science

Department(s): Science

Course Length: Semester (Fall and Spring)

Prerequisites: Biology

Forensic Science is a hands-on and project-based learning course that will lead the student through a foundation of law and criminal justice, history of forensics, and modern scientific advances in the field. Hair, fibers, DNA, fingerprinting, forgery, and entomology are studied in detail. The scientific method, data analysis, and powers of observation and critical thinking to solve a problem are addressed in all aspects of the course.

Environmental Science

Department(s): Science

Course Length: Year

Prerequisites: Biology

Environmental Science is an interdisciplinary course, embracing topics such as the climate crisis, air & water quality and sustainable agriculture. The goal of the course is to provide students with a strong understanding of the interrelationships of the natural world, and the connection between science, technology, and society. Students will apply prior scientific knowledge to understanding current environmental issues, both global and local, and will become a better-informed citizen and decision-maker. The course content will be organized thematically by semester: Ecosystems, population & biodiversity; Interconnected Systems - Water, land and air. Students will develop scientific skills such as engaging in argument from evidence, constructing explanations, designing solutions to reduce human impact, and planning and carrying out investigations. Students will be evaluated based on quizzes, case study responses, a mix of lab & fieldwork, and several collaborative projects.

AP Physics II

Department(s): Science

Course Length: Year

Prerequisites: B average or above in Honors Physics (or an A in Physics) with instructor approval

AP Physics II builds upon the principles of force, motion, and energy developed in Honors Physics (or Physics) and explores them at a deeper level. Topics include statics and dynamics of fluids, 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 investigates specific cellular processes through a biochemistry and ecological lens. Part one of the course focuses on cellular biology, genetics and evolution. Part two of the course investigates organism interactions and the role of genes in those interactions. The course culminates with an extended lab in the field of genetics. Students will conduct hands-on investigations and laboratory experiments to support understanding of major concepts and themes. Students will also explore and initiate their own experimental designs through a combination of investigations. Students will build knowledge of major biological concepts through experimental design and guided inquiry.

AP Chemistry

Department(s): Science

Course Length: Year

Prerequisites: completion of Chemistry, B+ average or above in prior science course, and instructor approval

AP Chemistry is 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 completing 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.

***Science Research**

Department(s): Science

Course Length: Year

Prerequisites: 3 years of science or instructor approval

Concerned about fluctuating concentrations of phytoplankton in Chambers Bay? Wondering about the nature of wingtip vortices created by differently shaped airfoils? Fascinated by the chemical synthesis of aromatic compounds? Utilizing up to date tools and technology in the Weyerhaeuser Research Room, students in this class will propose, design, test and present independent projects. In the first semester, the class will focus on building the skills necessary for successful research in the sciences. This will include library and internet research, along with the techniques of writing a scientific paper. Students will also research possible projects and propose ideas to the group for discussion. Presentation of a proposed research project to the Science Department will be required for final approval. Research may be conducted with an emphasis on any of the three major disciplines of biology, chemistry, and/or physics. During the second half of the course, students will design and implement their research projects under the guidance of the teacher and/or a project advisor. Throughout the course, there will be a heavy emphasis on technical writing, research methods, statistical analysis, peer review, and public presentation. This course requires strong independent skills, and it is vital to students' success that they collaborate and communicate with other students in the class, the teacher, and other members of the science department. The course will culminate in a written paper, supported by an evening presentation in late spring.

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

WORLD LANGUAGE DEPARTMENT

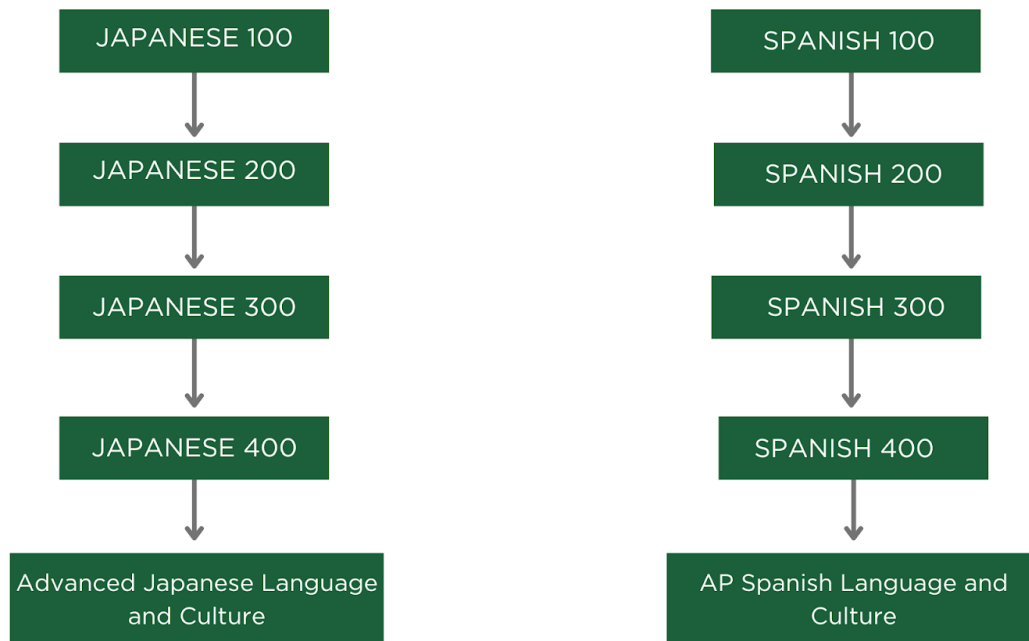
The World Language Department believes that the study of languages is essential for developing enlightened 21st-century global citizens. Studying other languages promotes understanding between people of different cultural backgrounds, expands our worldview, and instills a greater appreciation and respect 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 January & May Term 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.



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 a visual reminder 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 a visual reminder 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 through the Genki 2 textbook and workbook learning about famous people, places and 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 Advanced Topics in Japanese

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 discussion 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 two years 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 demonstrates dedication to a particular field in the arts (orchestra, vocal ensemble, ceramics, etc.) and completes a full year of coursework in that area for each year in the Upper School, either the visual or performing art credit is waived. 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.



Glass Art

Department(s): Visual Arts

Course Length: Year

Prerequisites: none

Tacoma has a rich history of glass art. We will create a wide variety of projects in *Stained Glass, Mosaic and Fused glass*. We will create mosaics on wood panels and glass. We will upcycle and transform old objects.. The class will learn how to design, cut and solder stained glass panels. 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.

Digital Photography

Department(s): Visual Arts

Course Length: Semester (Fall)

Prerequisites: none

This is an introductory level studio art course covering the fundamental principles of photography and digital camera controls. Students will focus on using the camera as a tool for more than simple documentation. Photoshop will be introduced as an editing tool in the second half of the semester, but the class will remain primarily focused on photography. Students will primarily use their smartphone camera to create images that are meaningful and impactful.

Yearbook: Graphic Design

Department(s): Visual Arts

Course Length: Year

Prerequisites: none

Yearbook and Graphic Design involves participation both in and outside of class to cover all school events from Beginning School through 12th grade with the end result being a 240-page yearbook showcasing the CWA community. Our production process requires photography and design skills. Students learn photoshop and gain mastery of the yearbook software Encore as they meet publishing deadlines. Staff members/ Students are asked to be researchers, writers, designers and storytellers. Collaboration and

brainstorming are skills students will develop /are expected and encouraged. Time management and leadership skills are also emphasized as students sell business ads and PDA (Parental Display of Affection) ads to the Tarrier community. The class models real-world job skills.

Drawing/Painting

Department(s): Visual Arts

Course Length: Year

Prerequisites: none

This is a two-dimensional foundation class in drawing and painting. We will learn how to draw through multiple approaches, focusing primarily on observational drawing. We will build up our drawing skills to render the human figure in correct proportions and we will learn how to draw in perspective. We will 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.

Printmaking

Department(s): Visual Arts

Course Length: Year

Prerequisites: none

This year-long class will explore three major areas within printmaking; monoprinting, letterpress and silkscreening. Students will be exposed to numerous printing techniques and will get to use both the etching press and the letterpress. 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. In the spring, the students may be invited to participate in a local Tacoma printmaking festival called Wayzgoose.

Beginning Ceramics

Department(s): Visual Arts

Course Length: Year

Prerequisites: none

This is a foundation level 3-D art class open to any and all experience levels. Handbuilding, Wheel Throwing, and Slip Casting will explore three fundamental forming methods of clay to find ways to express individual creative thoughts. Learn, experiment, make, critique is the flow of this class.

Advanced Ceramics

Department(s): Visual Arts

Course Length: Year

Prerequisites: Beginning Ceramics

Advanced Ceramics challenges the student to use the techniques they know to create works that are distinctly theirs. The class is question driven, meaning students are posed individual questions about the work they are pursuing that do not have easy straightforward answers. Advanced building and glazing techniques are taught, along with ceramic chemistry. Gas kiln loading and firing are part of the curriculum, along with post-glaze firing treatments.

AP Studio Art

Department(s): Visual Arts

Course Length: Year

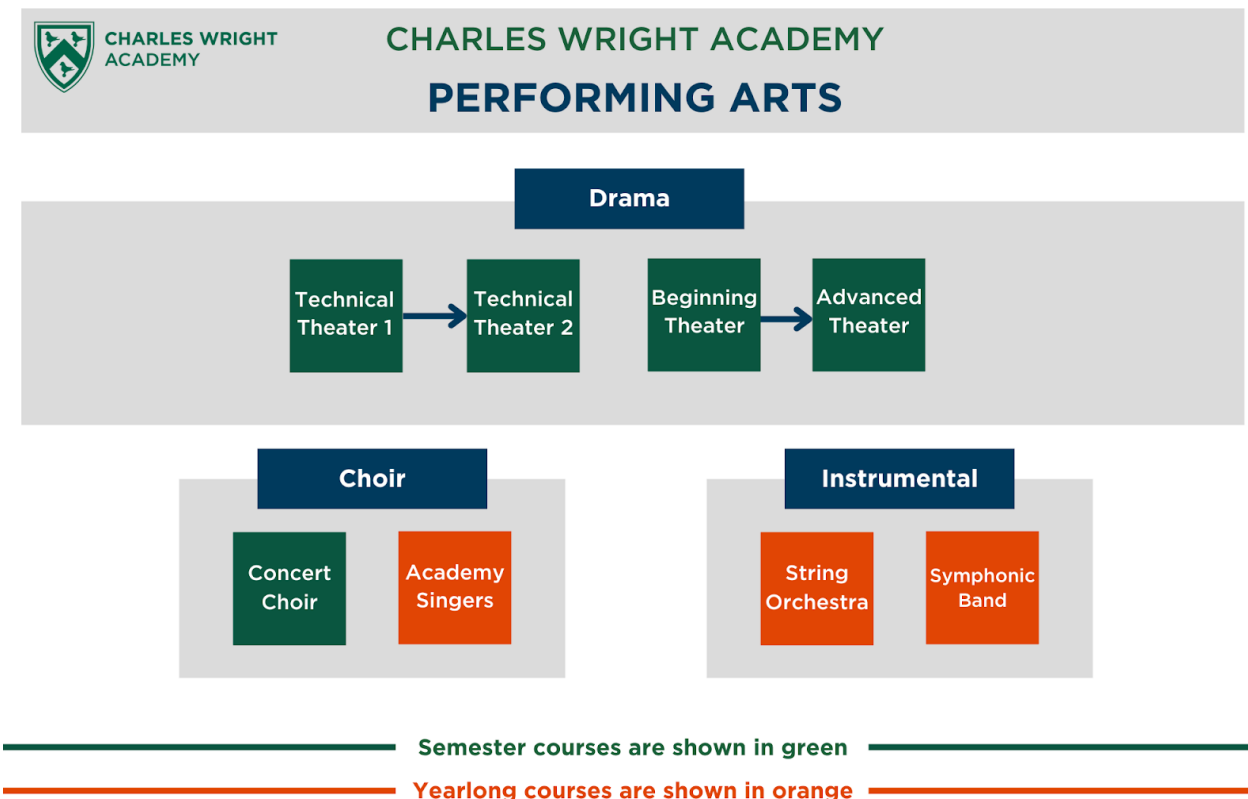
Prerequisites: 11th or 12th grade standing, one full year of 2D art

Students create a portfolio of work to demonstrate inquiry through art and design and 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 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.

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.



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: Semester (Fall and/or Spring)

Prerequisites: none

If you want to 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, choir contests, choral festivals, and community performances. Attending contests and/or performances beyond the school day is required. There is a one-time uniform cost of \$50.

Charles Wright Academy Singers

Department(s): Performing Arts

Course Length: Year

Prerequisites: enrollment by audition only – 1 year in Concert Choir preferred

The *Academy Singers* is the advanced chamber vocal group at Charles Wright. Auditions are required for participation and will be hosted in class if enrolled in Concert Choir. If not currently enrolled in choir, outside auditions will be publicized for all Upper School students in late winter. Current Academy Singers enrolled do not need to re-audition. In this advanced course, students will improve and grow their music literacy skills through regular sight reading assignments and music theory lessons. Part checks and tests will be administered to help assess and improve ensemble vocal independence. A confident and professional rehearsal and stage presence is expected of all students.

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.

Symphonic Band

Department(s): Performing Arts

Course Length: Year

Prerequisites: prior instrumental experience

The CWA Symphonic Band is a non-auditioned ensemble open to all intermediate and advanced woodwind, brass and percussion 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, musicianship, and promoting a deeper understanding of style and literature. This ensemble explores music from the traditional wind band repertoire as well as jazz, popular, and chamber music. The performance schedule includes concerts, solo and ensemble contests, large group contests, and various community performances. Attendance is required at all performances.

Orchestra

Department(s): Performing Arts

Course Length: Year

Prerequisites: prior instrumental experience

The CWA String Orchestra 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, 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. Upper School orchestra students will perform in both the String Orchestra and chamber groups, as well as act as mentors for our Middle School orchestra students. The performance schedule includes concerts, solo and ensemble contests, and various community performances.

Beginning Theater

Department(s): Performing Arts

Course Length: Semester (Fall)

Prerequisites: none

Students will learn origins of the theatrical arts from our Greek Roots to Classical and Modern theatre. Students will learn acting styles, using the spoken word and movement as well as recognizing author's intent and theme/genre within a theatrical text. Students will also explore characterization through movement, as well as learning the necessary steps to creating a believable character for performance. Students will explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Technical Theater 1

Department(s): Performing Arts

Course Length: Semester (Fall)

Prerequisites: none

Tech Theater 1 focuses on elements of Set Design, Lighting Design for various performance venues. Students will learn to use Google sketchup to create computer renderings of set designs, create set models for plays. Integrated into the class will be some 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 multitude of other basic design applications.

Advanced Theater

Department(s): Performing Arts

Course Length: Semester (Spring)

Prerequisites: Beginning Theater or instructor approval

Students in Advanced Theater will build on skills learned in Beginning Theater. Students will immerse themselves in character analysis and in-depth exploration while learning different approaches to acting. Students will investigate wide sampling of multicultural theatrical presentation and performance styles. Students will gain confidence in performing, not just the spoken word, but conveying emotions and character-driven

relationships/choices through movement and physicalization in the telling of a theatrical work/story.

Technical Theater 2

Department(s): Performing Arts

Course Length: Semester (Spring)

Prerequisites: Technical Theater 1 or instructor approval

Technical Theater 2 focuses on sound design/engineering as well as live mixing utilizing state of the art technology for instrumentalists, vocalists and electronic sounds. Additionally, technical theater 2 also would focus on stage management and the administrative side of theatrical productions such as advertising, and administrative production of a theatrical production. Students would complete sound plots, sound set up, synthesizing sound effects for various productions as well as producing advertising and budgetary plans/projections for theatrical productions.

ATHLETICS/FITNESS 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/fitness program provides students the opportunity to participate on competitive sports teams, and in fitness classes, 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 and in all classes.

Students are recommended to participate in at least one CWA athletic team 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.

Requirements:

Students must complete four semesters or seasons of Interscholastic Sports or Fitness classes. Note: Athletics done outside of CWA will no longer be accepted to meet this requirement.

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. 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 2024-25 school year. During the summer, coaches will notify students regarding the times of pre-season practices.

Grading: All students participating in an Interscholastic Athletics/Fitness team or class will be graded on a pass/fail basis. In addition, coaches will give effort grades based on student attendance, level of commitment, work ethic, fitness preparation in the off-season, and quality of team membership. Coaches/teachers will have an opportunity to write comments in support of a student for college counseling purposes or if redirection is needed for future years.

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 all 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.

FITNESS

The class meets daily from 3:45 until 5:15pm. Fitness will focus on cardio-vascular exercises, strength training and physical endurance, and inner core development. Enrollment is limited due to space.

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.

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

Throughout the season, the team competes once a 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 practices 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.

SEMESTER OFFERINGS

YOGA

Term(s): Spring Semester

Yoga is an ancient practice designed to harmonize and develop the mind, body, and spirit. By moving the body through specific physical postures, using controlled breathing techniques, and focusing the mind, practitioners of yoga reap substantial benefits. Yoga strengthens the body, increases flexibility, enhances balance, and

calms the mind. This course, appropriate for beginners as well as experienced students of yoga, will cover basic yoga postures taught in the “Vinyasa Flow” style. Students will have the option to learn more advanced poses as they progress and modifications to poses will be offered for those with injuries or other physical limitations. Each 75-minute class will include vigorous “Sun Salutations” to warm the body, standing postures designed to build strength, and seated postures for deep stretching. Breathing practice and meditation will be incorporated throughout, and each class will conclude with a period of mindful relaxation known as “Savansana.”

FITNESS

Term(s): Fall & Spring - Meets two to three class days a week

Fitness class is a rigorous exercise class where students improve their overall fitness. Body pump, inner core training, Taebo, Pilates, and other cardiovascular exercises are incorporated into the class. The focus of the class is on developing greater strength and personal fitness.