

**DUBLIN SCHOOL**  
**ACADEMIC COURSE CATALOG**  
**For the School Year 2022-2023**



# LONG-TERM TRANSFER GOALS

## Dublin School Mission

At Dublin School, we strive to awaken a curiosity for knowledge and a passion for learning. We instill the values of discipline and meaningful work that are necessary for the good of self and community. We respect the individual learning style and the potential each student brings to our School. With our guidance, Dublin students become people who seek truth and act with courage.

Communicate creatively & effectively.

- Craft
- Articulate
- Express

Be curious & passionate learners.

- Engage
- Wonder
- Connect

Be self-aware & self-reflective.

- Recognize
- Contemplate
- Review

Be effective & empowered students.

- Motivate
- Manage
- Act

Appreciate different perspectives.

- Embrace differences
- Examine Biases
- Empathize

Respond to adversity with resilience.

- Practice
- Problem-solve
- Persist

## DUBLIN SCHOOL GRADUATION REQUIREMENTS

(One credit equals a full year course)

English	English is required for all years of high school.
Mathematics	Three years of high school math including Algebra II are required. *New students' levels are determined by a summer placement test.
Science	Three years of high school science. Biology and Chemistry are required and are prerequisites for higher level courses.
History	Three years of History are required, including (World I, World History II elective, & US).
Español	Two years of high school level Spanish or ESL are required. *New students' levels are determined by a summer placement test and may be adjusted in the fall.
Technology	A year of Technology, including 1 semester of Technology and Design as a prerequisite to all other Technology courses. (Note: not necessarily in the 9th grade.) The other course must be taken before the end of the junior year.
Arts	Two years of arts (visual, music, dance or theater courses) are required.
Electives	A total of 20 credits are required for graduation; electives contribute to those requirements.

Prior Credit \*Algebra I and/or a year of world language taken in 8th grade will be recognized and given credit if the student has earned a satisfactory grade. Dublin School may require a student to repeat a course in which they have not mastered the material as demonstrated on a placement test regardless of grade.

**\*Notes: Course offerings are subject to change. Courses that do not have sufficient student sign-ups may not run.**

## ARTS DEPARTMENT

### Dance & Theater Arts

#### Fall Semester

##### **Dance Ensemble**

*Prerequisite: by audition through participation in Fall dance or by approval of instructor.*

For more experienced dancers or performers, the Ensemble has three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the daily academic schedule and on weekends, and includes performances and workshops both on and off campus. In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble, allowing dancers the opportunity to explore dance as a vehicle for self-expression and communication. In most cases, participation in Dance as a fall sport will serve as the audition for placement in Dance Ensemble. As the year progresses, we focus on technique and alignment, and dancers will work on solo performance and choreographic skills, gaining stronger proprioceptive awareness. Students are empowered to self-correct and take technical and creative risks.

##### **New Play Lab: Form (Fall)** *\*This course is cross listed as an English 12 Elective*

New Play Lab focuses on the process of creating a new production, and students will work collaboratively toward the development of an original adaptation of a story into a new play or series of plays to be performed in the Spring semester. The first term focuses on laying the groundwork for the play-making process. We examine various forms of adaptation and source material for creative work, ensemble theater structures, and diverse perspectives on how new plays are developed. We will consider the work of historical ensembles, from the 16<sup>th</sup> century Commedia dell'Arte troupes, to modern day improvisations, which emerged from the work of acting teacher Viola Spolin. We will explore physical theater practices, including training developed by Tadashi Suzuki and Anne Bogart for the SITI Company. Students will employ intermediate to advanced improvisation and devising structures to effectively communicate their own characters and scenes creations. These explorations lay the groundwork for our major project in the spring semester, which will be focused on studying and creating original adaptations of an existing story or classic play. Students will evaluate and constructively critique their own work, the work of their peers, and that of professionals and engage in the revision process, ultimately bringing their new plays to the stage, complete with set, costume, prop and lighting design elements.

#### Spring Semester

##### **Dance Ensemble**

*Prerequisite: by audition through participation in Fall dance or by approval of instructor.*

For more experienced dancers or performers, the Ensemble has three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the daily academic schedule and on weekends, and includes performances and workshops both on and off campus. In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble, allowing dancers the opportunity to explore dance as a vehicle for self-expression and communication. In most cases, participation in Dance as a fall sport will serve as the audition for placement in Dance Ensemble. As the year progresses, we focus on technique and alignment, and dancers will work on solo performance and choreographic skills, gaining stronger proprioceptive awareness. Students are empowered to self-correct and take technical and creative risks.

### **New Play Lab: Content (Spring)**

*\*This course is cross listed as an English 12 Elective*

See Fall Term description. The Spring Semester is focused on writing, designing, rehearsing and performing original adaptations of a major work of Western theater.

## **Music**

### Fall Semester

#### **Discovering Music: The Music of Latin America**

Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students' curiosity about the music they hear around them. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this artform, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout Latin America (Spanish, Portuguese, and French-speaking countries in the Americas). Through in-class discussions and journaling, students will have the opportunity to hear other students' perspectives on the music, as well as develop their own.

#### **Music Performance Lab**

This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance or within the discipline of music production. It also aims to expand and diversify their repertoire. While practicing their craft, students will create weekly personal practice objectives, self-reflect on their work, and build resilience to overcome musical and technical hurdles. Students will grow in their ability to express and interpret musical works, resulting in performing for and providing each other with feedback on a regular basis; at the end of the term, students will perform before an audience in our Recital Hall. Students may choose to focus on classical, jazz, or contemporary repertoire. Students of all levels are welcome in this course.

#### **Music Production Lab**

This course will develop skills necessary for the creation of digital music and recording techniques, specifically around recording, mixing, and mastering music. Focus will be on how to produce both electronic and live music, and becoming familiar with how to use the Dublin School recording studio for live recording of various instruments and experimenting with a number of techniques for electronic composition. Students will participate in critique sessions as part of the creative process and build a portfolio of compositions by the end of the term that will showcase their growth. Students interested in taking this course are asked to come to the class with laptops with a DAW (Digital Audio Workstation) software installed (examples would be Logic, Cubase, GarageBand, Pro Tools, etc.). Students should expect to have completed musical projects by the end of the term.

#### **Music Theory through Songwriting I**

*Prerequisite: Another music class at Dublin School or demonstrated proficiency with elements of music theory. By permission of the instructor.*

This course designed to supply an enhanced knowledge of music theory and to promote fluency and quickness with basic music materials. This course will include the study of melody, harmony, texture, rhythm, and song form. Students will develop these skills through practicing the art of songwriting, such as writing melodies, rhythms, chord progressions, and connecting emotion through lyric writing. Students will also work on building a strong ear for recognizing harmonies (intervals, chords). As a way to help

fuel their own creative expression and reflect on their compositional style, students will consult masterworks by artists across many genres to grow an appreciation for different musical perspectives.

### **Choir**

Choir is an advanced choral ensemble, designed for devoted singers curious and passionate about the art of choral music. This ensemble, which meets Tuesday/Thursday evenings and Saturday mornings in the Louise Shonk Kelly Recital Hall, will focus on traditional choral repertoire (classical, jazz, and contemporary) in various world languages. Through the art and practice of ensemble singing, students in Choir will gain an awareness of oneself in relation to the group sound, develop habits for improving intonation, group breathing, and expand techniques for artistically expressing and interpreting musical works as a group. Through practicing and exploring the harmonic complexities found in the repertoire studied, students in Choir will grow as musicians and greatly develop their musicianship. Although there is no prerequisite for this course, it is suggested that students interested in participating in Choir have at least one year's experience in Dubliners Chorus interested, and must either audition or have the instructor's permission. (1 credit/semester; 2 credits/year)

### **Dubliners Chorus**

*Full year course*

Dubliners is a choral vocal ensemble, which performs a wide variety of vocal repertoire: classical, rock, pop, jazz, and musical theatre. This ensemble will also dabble in the “collegiate” a cappella style of ensemble singing. Students will have the opportunity to audition for solos at various points throughout the school year. This full-year course meets in the evening twice a week (once a week with the full ensemble, once a week in sectionals on a rotating schedule). (Full year participation = .5 credit, or 1 semester)

## Spring Semester

### **Music Performance Lab**

This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance or within the discipline of music production. It also aims to expand and diversify their repertoire. While practicing their craft, students will create weekly personal practice objectives, self-reflect on their work, and build resilience to overcome musical and technical hurdles. Students will grow in their ability to express and interpret musical works, resulting in performing for and providing each other with feedback on a regular basis; at the end of the term, students will perform before an audience in our Recital Hall. Students may choose to focus on classical, jazz, or contemporary repertoire. Students of all levels are welcome in this course.

### **Discovering Music: African American Music**

Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students' curiosity about the music they hear around them. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this artform, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout African American history. Through in-class discussions and journaling, students will have the opportunity to hear other students' perspectives on the music, as well as develop their own.

### **Music Production Lab**

This course will develop skills necessary for the creation of digital music and recording techniques, specifically around recording, mixing, and mastering music. Focus will be on how to produce both

electronic and live music, and becoming familiar with how to use the Dublin School recording studio for live recording of various instruments and experimenting with a number of techniques for electronic composition. Students will participate in critique sessions as part of the creative process and build a portfolio of compositions by the end of the term that will showcase their growth. Students interested in taking this course are asked to come to the class with laptops with a DAW (Digital Audio Workstation) software installed (examples would be Logic, Cubase, GarageBand, Pro Tools, etc.). Students should expect to have completed musical projects by the end of the term.

### **Music Theory through Songwriting II**

*Prerequisite: Another music class at Dublin School or demonstrated proficiency with elements of music theory. By permission of the instructor.* This course designed to supply an enhanced knowledge of music theory and to promote fluency and quickness with basic music materials. This course will include the study of melody, harmony, texture, rhythm, and song form. Students will develop these skills through practicing the art of songwriting, such as writing melodies, rhythms, chord progressions, and connecting emotion through lyric writing. Students will also work on building a strong ear for recognizing harmonies (intervals, chords). As a way to help fuel their own creative expression and reflect on their compositional style, students will consult masterworks by artists across many genres to grow an appreciation for different musical perspectives.

## **Studio Arts:**

### Fall Semester

#### **Drawing**

Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. Students will learn to use some basic computer graphics programs as well.

#### **Digital Photo**

Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, “developing”/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. The group critique process is introduced and used weekly. This gives students many opportunities to learn how to discuss their non-verbal creative ideas in language.

#### **Painting**

By emulating masterworks from a variety of cultures, students are introduced to both direct and indirect painting techniques. The term starts with color theory and then moves into projects. The first project is a study of line art from around the world. After studying eight cultures’ work, students create new designs that reflect the style of four of those cultures in acrylic paint. The second project explores masterworks

that exploit shape as their primary element. Students then produce a modern icon painting of their own. Next is a faithful copy of an impressionist or post-impressionist work. Finally, students create a new still-life in the Northern Renaissance medium of oil paint. Elements of art history will precede each unit. Painting combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

### **3D Design: Wood, Paper, Glue**

The Fall semester focuses on composition in three dimensions and uses paper, balsa wood, wicker, paper and glue to build Chinese kites, model bridges, Japanese lamps, sculptures and architectural models. Three Dimensional Design envelops students in the study and creation of artwork that is defined by the elements of form, space and volume. Emphasis is on critical thinking applied to problems with multiple solutions. Master works of design in Fashion design, Automotive Design, Architectural Design, and Industrial Design are viewed and analyzed, a problem and working parameters are assigned, and students then create unique solutions in the form of finished artwork. Assessment is in the form of self, individual and group critique, as well as rubric-guided project grades and, potentially, a quiz and one short paper and presentation per term.

### **Portfolio and Advanced Art**

Advanced Art and Portfolio are the same class but Portfolio is two hours daily during the afternoon activities block and Advanced Art is a 45 minute block during the academic day. Both are a unique class in that each student designs their own curriculum with the common goal of creating a body of work to be shown to prospective colleges. Elements of art history, criticism and esthetics are explored as a group and through independent work. Grading is weighted so that a longer or more complex assignment will count for a greater percentage of the final grade than a single session artwork. A college portfolio requires between fifteen and twenty images. On average a portfolio student creates between six and eight studio pieces in a trimester. The pay-off, or test, of the class, and of the individual student, will be whether or not they get into the college of their choice, and whether or not they have reached the level of facility and maturity they had hoped to achieve. combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

## Spring Semester

### **Drawing**

Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. Students will learn to use some basic computer graphics programs as well.

### **Digital Photography II**

Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, "Developing"/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. The group critique process is introduced and used weekly. Photo III introduces no new technical skills, but focuses on developing more complex strategies for using established skills for artistic or non-verbal communication purposes. Students will continue to raise the sophistication and subtlety of analysis and argument in the



critique process. Students will be able to develop and execute complex themes across multiple artworks and use appropriate strategies for achieving clear conceptual goals. In addition, traditional photography will be explored, especially alternative processes such as the digital pinhole. Student work is assessed by project with a rubric based on effort, craft, composition and the student's demonstration of mastery of that week's special focus topic. Students also receive one-on-one feedback and group critique feedback.

### **Painting**

By emulating masterworks from a variety of cultures, students are introduced to both direct and indirect painting techniques. The term starts with color theory and then moves into projects. The first project is a study of line art from around the world. After studying eight cultures' work, students create new designs that reflect the style of four of those cultures in acrylic paint. The second project explores masterworks that exploit shape as their primary element. Students then produce a modern icon painting of their own. Next is a faithful copy of an impressionist or post-impressionist work. Finally, students create a new still-life in the Northern Renaissance medium of oil paint. Elements of art history will precede each unit. Completion of a course in drawing is not a prerequisite for enrollment but is strongly recommended. Painting combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

### **3D Design: Ceramics**

Students will work in slab, pinch coil, wheel throwing and additive/reductive clay sculpture in the round. The process of imbuing material with meaning through moving from the abstract to the concrete and back again is the major conceptual task of this course. The element of space is primary but explorations of texture and color are also of vital importance. Projects include a portrait mug, functional work, and vessels for the protection of dreams and the imprisonment of nightmares.

### **Portfolio and Advanced Art**

Advanced Art and Portfolio are the same class but Portfolio is two hours daily during the afternoon activities block and Advanced Art is a 45 minute block during the academic day. Both are a unique class in that each student designs their own curriculum with the common goal of creating a body of work to be shown to prospective colleges. Elements of art history, criticism and aesthetics are explored as a group and through independent work. Grading is weighted so that a longer or more complex assignment will count for a greater percentage of the final grade than a single session artwork. A college portfolio requires between fifteen and twenty images. On average a portfolio student creates between six and eight studio pieces in a trimester. The pay-off, or test, of the class, and of the individual student, will be whether or not they get into the college of their choice, and whether or not they have reached the level of facility and maturity they had hoped to achieve. combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

## **Woodworking**

Fall Semester

### **Woodworking I - Forest to Finish**

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Throughout the year the course builds on its foundation; new techniques and tools will be used and students will gain greater

proficiency in reflecting on and revising their work. Students will learn in depth about different hand tools and power tools and be quizzed on safety procedures before using the shop as a work space. Students will also do research assignments and be given homework on a weekly basis.

### **Woodworking: Advanced Design Concepts**

*Prerequisite, one year of woodworking or permission of instructor*

Students in this course will expand their knowledge of sketching, drafting by hand, model-making and design, including developing their concepts and creating working drawings as steps toward building unique projects in wood. In this class, students will solidify their ability to manage a furniture-making project from concept to completion, applying technical and design skills they have learned in previous courses and honing their craftsmanship through the use of the various tools in the shop.

### **Into the Woods- A Sustainable Structure Project**

In this course, students will build a structure in a natural setting using a blueprint of sustainable architecture. Students will learn construction techniques such as framework, door and window installation, as well as detailing, and how to build safely. Students will appreciate different perspectives as they focus on function and accessibility. Sustainable choices for renewable energy technologies will be taught and incorporated to accommodate a low carbon footprint. This course may collaborate with students in the Solar Energy course to inform decision making and design.

## Spring Semester

### **Woodworking I - Forest to Finish**

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Throughout the year the course builds on its foundation; new techniques and tools will be used and students will gain greater proficiency in reflecting on and revising their work. Students will learn in depth about different hand tools and power tools and be quizzed on safety procedures before using the shop as a work space. Students will also do research assignments and be given homework on a weekly basis.

### **Woodworking II**

*Prerequisite: Woodworking I*

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Building on skills learned in Woodworking I, students utilize tools and techniques to communicate their creative ideas with more detail and nuance. The second term of this course will focus on Shaker Style Furniture, and the history and progression within this specific style of furniture making. Students will design and build tables from local raw materials and study master works from pioneers like Thomas Moser.

### **Woodworking: Advanced Design Concepts**

*Prerequisite, one year of woodworking or permission of instructor*

Students in this course will expand their knowledge of sketching, drafting by hand, model-making and design, including developing their concepts and creating working drawings as steps toward building unique projects in wood. In this class, students will solidify their ability to manage a furniture-making project from concept to completion, applying technical and design skills they have learned in previous courses and honing their craftsmanship through the use of the various tools in the shop.

### **Into the Woods- A Sustainable Structure Project**

In this course, students will build a structure in a natural setting using a blueprint of sustainable architecture. Students will learn construction techniques such as framework, door and window installation, as well as detailing, and how to build safely. Students will appreciate different perspectives as they focus on function and accessibility. Sustainable choices for renewable energy technologies will be taught and incorporated to accommodate a low carbon footprint. This course may collaborate with students in the Solar Energy course to inform decision making and design.

## **ENGLISH DEPARTMENT**

### **English 9: English 9: Adolescence (Re)Imagined**

High school is a pivotal time, containing the messy, personal, and (yes, sometimes) euphoric stage of life known simply as “adolescence.” Given the extremity of this developmental period, it’s no surprise that writers, artists, cultural theorists, and psychologists all continue to return to the teenage experience in their work. The English 9 reading list will prompt students to examine this significant stage of life by examining a range of characters across time, literary genres and mediums. Discussions and readings will also prompt students to reflect on their own experiences and the formation of their values during these critical years. Inquiry is at the heart of the work of English 9. Students will respond to readings in writing and speech, sharpen their analytical and creative writing techniques with in-class and long-term assignments, master basic vocabulary and grammar skills through classwork and quizzes, and develop their listening skills. This course emphasizes trusting one’s own reactions to a given work of literature, while lending new literary vocabulary to sharpen the precision of those observations. With a focus on the foundational skills of English scholarship—writing, thinking, and listening—this course asks students to be curious, to ask questions, and to dive beneath the surface. The course will culminate in the creation of a final capstone project in which students will generate an open-ended question on a topic concerning the adolescent experience and conduct research that offers them the opportunity to answer and present their findings.

### **English 10: Global Voices**

This course develops deeper reading, writing, and critical-thinking skills through encounters with authors from various countries, cultural traditions, and literary genres. Students will gain intellectual agency and flexibility in considering the ways texts spring from, react to, and seek to bring understanding, meaning, or closure to disruptive and traumatic personal and historical events. How does literature add texture to or erase the realities we live? What does it mean to discover humanity in literary texts? Who has the power to write, amplify, or mute these stories? What are the political and artistic roles of writers in society? Why do voices that are different from our own matter, and how are we made better by engaging with them? By considering, deepening, and complicating these questions through weekly reading and writing activities, student-led discussions, and essays honed through multiple drafts, sophomores in English 10: Global Voices will gain confidence as they grow in their own arts and practices of reading, writing, and developing personal expression.

### **English 11: Visions of America**

In American Literature, students will develop as engaged citizens: first, examining their own identities and what lenses, privileges, and values they carry; then, examining what history is, means, and implies through disorienting historical investigations; and last, analyzing current social issues and working to understand the roots and repercussions of these conflicts. Students generate their own questions about American identity and literature from the United States. What does the storyteller have to do with the way we perceive the story? Who decides what is right or just? Throughout their investigation of canonical and contemporary texts, students examine some of the fundamental myths, assumptions, and popular perceptions that influence American ideals. Engaging with fiction, nonfiction, poetry, and drama, students develop awareness of genre, purpose, and rhetorical strategy. Specific attention will be paid to the continued development of active reading and language skills, the development of the essay, the progression of mindful and intensive revision skills, and an appreciation for and curiosity about the literary history of the United States.

### **AP English Language and Composition**

*Prerequisites include the successful completion of English 10 and World History II, as well as summer reading and writing assignments. Other considerations for admission to the class are previous English and history grades, teacher recommendation, and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding and highly rigorous academic experience.*

This course asks students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. In essence, AP English Language and Composition asks students to engage with critical and creative nonfiction. By reading, synthesizing, and evaluating a wide range of texts, students will develop an awareness of audience and purpose. Using models of literary expression as their guides, students will write creatively and persuasively in analytical, reflective, personal narrative, and argumentative forms—all while keeping post-writing reflection journals and gaining individual, evolving insights into the most meaningful components of their writing processes. Through reading and analyzing nonfiction speeches, essays, memoirs, and works of journalism, students will investigate questions around power and privilege, justice, identity in context and community, and systems of oppression. Texts will include *The Language of Composition (3rd ed.)* and Toni Morrison's *The Source of Self-Regard*. The AP Exam in the spring is an integral part of the course.

### **AP English Literature and Composition**

*Prerequisites are the successful completion of AP English Language and Composition or exemplary performance in and completion of English 11 and an in-class assessment, along with summer reading and writing assignments. Other considerations for admission to the class are previous English and history grades, writing samples, teacher recommendation, and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding and highly rigorous academic experience. A sense of humor and love for literature is highly suggested, but not required.*

AP English Literature is a dynamic, fast-paced course for students ready to immerse themselves in a rigorous reading and writing curriculum. Students are introduced to critical theory and learn to dissect texts with the varied lenses of Psychoanalytic, Feminist, African American Criticisms as well as Critical Race and Queer Theories. These lenses offer opportunities to appreciate diverse, complex perspectives, which students will apply as they cultivate their own lines of inquiry and gain literacy in social justice, racial equity, and gender studies. Texts such as Shakespeare's *Hamlet*, Toni Morrison's *Song of Solomon*, Yasunari Kawabata's *Snow Country*, Virginia Woolf's *To The Lighthouse* guide students in the development of their own craft as they become creative, empowered communicators. Students can expect to write multiple analytical papers and experiment in creative nonfiction and short fiction by the year's

completion—all while evolving insights into the most meaningful components of their writing processes. The AP Exam in the spring is an integral part of the course.

### **English 12: Japanese Literature in Translation (Fall)**

Ranging from the Tokugawa period to the present, this course will follow not only the trajectory of some of the particularly astounding literary talents to come out of Japan, but also how genres and styles within the Japanese literary tradition have evolved throughout the island nation's unique history. Through the study of feudal, modern, and contemporary Japanese poetry, fiction, and other texts, students will develop curiosity to learn about and explore Japan's literary culture and history as well as its contributions to the art world today. Students will be expected to write a series of short, analytical essays and a larger research essay as the culminating final project.

### **English 12: Dystopian Literature (Fall)**

In this class, students will read books that examine the relationship between technology and humanity through a dystopian lens. We will explore the culture and history of the times when the books were written in order to learn more about the author's inspiration and to explore the ethical questions presented in these texts. Students will evaluate from a multitude of sources from a variety of diverse perspectives, including women, minorities and international focused stories.

### **English 12: Environmental Literature (Fall)**

Does a landscape have a soul? Can we broaden what it means to be human by considering the ecology of non-human habitats? What does it mean to be a natural historian in the 21st century? Does striving to see with an ecocentric vision make us better stewards of the environment? In Environmental Literature, we will explore what it means to be human in relation to the natural world. Through engaging with texts from the 19th century to today—including Thoreau, Whitman, Dickinson, Leopold, Dillard, and Solnit—students will consider ways in which humans have related to and constructed ideas of nature and how nature shapes our sense of meaning. With the goal of developing a creative and courageous spirit of inquiry, class activities will include keeping reading and observation journals, engaging in various discussion modes, encountering local landscapes, and writing in varied creative and academic genres. Students will be challenged to deepen their appreciation for the strengths and weaknesses of humanity by considering new intellectual and literary perspectives, by honing their writing practices, by writing in new modes, and by animating the spirit of what Annie Dillard says: "I wake expectant, hoping to see a new thing."

### **English 12: Research Seminar with Theme (Fall & Spring)**

After the class experiences a brief overview of the topic, students will then identify one area of interest and trace its history and impact on the world today through this lens to generate an academic thesis paper to reflect their understanding of the topic, questions of issue, and an analysis of the current situation. Students will evaluate, curate, track, use and cite resources they find from a multitude of sources from a variety of diverse perspectives, including women, minorities and international views while developing an academic thesis paper to reflect their knowledge. In addition, students will choose from a variety of options to share their learning with their peers at the end of the term. *This class is crosslisted as a history.*

**Fall - Supreme Court decisions**

**Spring - Current global issues**

### **English 12: Modern and Contemporary Irish Literature (Spring)**

Ranging from the Irish Civil War in 1921 to the present, this course will follow not only the trajectory of the many dazzling literary offerings from the Emerald Isle, but also how the Irish writers and artists who have emerged in the 20th and 21st centuries have been shaped and molded by a rich, vibrant, and often

violent history. Through the study of modern and contemporary Irish poetry, fiction, essays, and other texts, students will develop curiosity to learn about and explore Ireland's literary culture and history as well as its contributions to the art world today. Students will be expected to write a series of short, analytical essays and a larger research essay as the culminating final project.

**English 12: Introduction to Fiction Writing (Spring)**

In this course, students will learn fundamental practices and strategies for writing fiction. Through focus on craft and technique, students will immerse themselves in learning to read, observe, think, and write like fiction writers. They will learn from classic and contemporary masters of short fiction what elements of character, scene, tone, imagery, structure, voice, and dramatic tension combine in successful fiction. In addition, students will do regular writing and revision exercises, partake in regular workshops of peer work, and meet for regular teacher conferences. Required text: *The O. Henry Prize Stories 2019* (100th anniversary edition)

**English 12: New Play Lab: Form (Fall)/New Play Lab: Content (Spring)**

New Play Lab focuses on the process of creating a new production, and students will work collaboratively toward the development of an original adaptation of a story into a new play or series of plays to be performed in the Spring semester. The first term focuses on laying the groundwork for the play-making process. We examine various forms of adaptation and source material for creative work, ensemble theater structures, and diverse perspectives on how new plays are developed. We will consider the work of historical ensembles, from the 16<sup>th</sup> century Commedia dell'Arte troupes, to modern day improvisations, which emerged from the work of acting teacher Viola Spolin. We will explore physical theater practices, including training developed by Tadashi Suzuki and Anne Bogart for the SITI Company. Students will employ intermediate to advanced improvisation and devising structures to effectively communicate their own characters and scenes creations. These explorations lay the groundwork for our major project in the spring semester, which will be focused on studying and creating original adaptations of an existing story or classic play. Students will evaluate and constructively critique their own work, the work of their peers, and that of professionals and engage in the revision process, ultimately bringing their new plays to the stage, complete with set, costume, prop and lighting design elements.

**English 12: Native Studies (Spring)**

*\*\*\*See description under the history department*

**ESPAÑOL DEPARTMENT**

Placement in Spanish 1, 2, and 3 will be determined by a student's proficiency level in Spanish. All three classes will be run as Spanish immersion experiences in order to more closely imitate how a person learns their native language. The goals of the method are to build community, to take risks and make mistakes, to infer and use circumlocution, to speak Spanish, and to have fun.

Grammar is incorporated in daily conversation and activities in order to increase the students' confidence and proficiency in the language. Students play games, chat, repeat, repeat, and repeat. Students learn to be creative in their use of the language to communicate. Although the focus is on spoken Spanish, students also do reading and writing activities. Grades are largely based on participation and homework, which consists of practicing with online activities, and regular quizzes. In our cultural activities, we seek to inspire curiosity, and to understand and appreciate different perspectives. We do not use a textbook series,

but we do follow the units, vocabulary, and grammar for each level as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). Specific information for each level follows.

### **Español 1**

This class covers present tense usage of regular and irregular verbs with a focus on the most common verbs: ser, estar, hacer, tener, and gustar. There are units on family, home, city, country, geography of Spanish-speaking countries, and likes and dislikes. We read two to three beginning readers, which supply additional vocabulary, grammar, and cultural information. In addition we practice with native-speaker listening exercises in order to train the ear to understand Spanish as it is normally spoken.

### **Español 2**

This class reviews the present verb tense and adds in additional verb tenses in the indicative mood. The ACTFL units on geography, leisure time, family and home, school and transportation, meeting personal needs, and the world of work provide structure. Many of these units build on what was learned in Spanish 1, but with an increased exposure to advanced grammar and vocabulary. Graded readers are used to improve reading proficiency; and native-speaker listening exercises are used to improve listening proficiency.

### **Español 3**

This class reviews the indicative mood verb tenses and adds the imperative and subjunctive moods. The units parallel and build on those of Spanish 1 and 2 with increased exposure to authentic Spanish through film, video, news, and literature. This class focuses on total immersion. Students are asked to present and respond to different prompts related to daily life in order to acquire fluency and also to be comfortable with improvising with the language.

### **Español through Film and Literature**

Learning a language goes beyond learning the grammar and vocabulary, it means learning culture, history, and more. In this year-long course students use their Spanish language skills with literature and film to learn about the history and culture of a variety of Spanish-speaking countries. Students will analyze literary works in the context of historical events and related films, visual arts, music, and contemporary politics and society. Topics and materials date from medieval Iberia and colonial Latin America to the contemporary Spanish-speaking world. Throughout the year, we will approach films and literature with themes like constructions of gender, race, sexuality, and nationality. Students will strengthen their use of the spoken and written language through expanding their vocabulary and practicing complex sentences. Since the class is taught in Spanish and students will be assessed on their ability to discuss and write in Spanish, the prerequisite for this course is Spanish 3. Students will write essays and have various assessments about the different topics and they will be expected to actively participate in discussions; the assigned texts and films must be read and watched in order to participate in the class. The course aims to inspire students' curiosity, introduce students to different cultural perspectives, and help students communicate clearly and effectively. These courses may be taken in a series or individually.

**Fall Term: Focus on Spain.**

**Spring Term: Focus on Central & Southern America.**

### **Advanced Placement Spanish Language & Culture**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and

Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). (Description from the College Board website.) All students taking this course will be required to take the AP exam in the spring.

### **Advanced Placement Spanish Literature**

El curso de Español V: “AP Spanish Literature and Culture” está diseñado para iniciar a los estudiantes en el estudio formal de un grupo representativo de la literatura escrita en el idioma en español de España, los países hispanohablantes de Latinoamérica y las comunidades hispanas en los Estados Este curso les ofrece a los estudiantes múltiples y variadas oportunidades de desarrollar aún más su español en las diferentes habilidades lingüísticas, pero haciendo énfasis en la lectura crítica y la escritura analítica. Igualmente anima a los estudiantes a reflexionar de manera consciente sobre las diferentes voces y culturas representadas en la literatura hispánica. La clase es dictada totalmente en español, e incluye autores tanto españoles como hispanoamericanos, al igual que piezas que van desde tiempos medievales hasta nuestros días. También incluye muestras de poesía, narrativa (novela, cuento, ensayo) y teatro. Las obras literarias son presentadas de manera cronológica con el propósito de integrar diferentes momentos históricos importantes y su influencia en la formación de cada pieza literaria y los movimientos artísticos y literarios Cada una de las lecciones está planeada para ayudar al estudiante a desarrollar la habilidad de analizar e interpretar figuras retóricas, tono, estilo, tema, simbología, entre muchos otros elementos del análisis literario. Todos los textos serán estudiados en sus versiones originales, por lo cual todas las lecturas se harán en clase.

## **HISTORY DEPARTMENT**

### **World History I**

In World History I, you will explore early human societies to pursue questions about the essential nature of humanity. The development of different religions and political systems in response to these questions and in response to the geographical conditions in which they were embedded leads toward a greater understanding of the modern world. Examining artifacts, myth, literature, and scholarship, you will delve into ancient cultures and seek the wisdom of China, Egypt, Greece, and Islam. Your materials are primary source documents and artwork, as well as textbooks. Academic skills such as reading, note-taking, organization, library use, and fundamentals of academic research are taught. In addition, this course encourages you to become a curious and passionate learner, approach historical inquiry in creative ways, emphasizing the role of each learner as the creator of his or her knowledge.

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## Electives for Sophomores

### **Advanced Placement European History - 10th grade section**

*This course will be limited to students with a demonstrated track record of excellence and commitment to studies in history. Completion of summer work by the stated deadline is also a requirement for this course.* This year-long course is an intensive study of European history from 1450 to the present era, balancing inquiry into political, social, intellectual, artistic, economic and technological developments in European societies. Above all this course aims to develop and sharpen historical thinking skills including analyzing



and interpreting evidence, comparing and synthesizing scholarship, causation, identifying patterns of continuity and change, argumentation, and performance under time pressure. Inspiring deepening curiosity and a passion for history, seeking out and appreciating different perspectives, communicating effectively and creatively are dispositions we practice to empower students in their work. This course pays particular attention to women as scholars and as historical actors and works to include a diversity of voices and experiences in primary and secondary sources. This course will be designed to be accessible for 10th-grade students and students will be expected to handle a rigorous workload with 6-10 hours of homework per week. Since it constitutes preparation for the AP exam in European history, all students are required to take the exam. Assessments will include exam practice, tests, and analytic writing. Other assignments may include reflection papers, news analysis, family history, and research

### **World History II Electives for Sophomores:**

Sophomores may choose electives for each term to meet their history requirement. Sophomores must take a history elective every term. **Please select an alternate elective when signing up.**

Not all electives will run.

AP European History - 10 meets this requirement as well.

Fall Electives for Sophomores

#### **World History II: Ethnic Studies**

Ethnic Studies courses operate from the consideration that race and racism have been and continue to be profoundly powerful social and cultural forces in society. This course focuses on the history, and socio-cultural experiences of racialized Black Americans, Latino/x/e Americans, Asian Americans, Arab Americans, and Indigenous Americans. The course spans from the 1960s to the present, from politics to social reform, to oppression to resilience, excellence, and joy. We will read fiction and non-fiction texts and explore film and media. The student evaluation method is through class participation/discussion, papers, oral presentations, and exams. Ethnic Studies focuses on themes of social justice, social responsibility, and social change and is open to students of all backgrounds and identities.

(\*Adapted from UC Berkeley, Department of Ethnic Studies and Niamh Timmons)

#### **World History II: Introduction to Psychology**

This single-semester elective is designed to introduce students to the science behind human thought and behavior. Students will be given an overview of the fundamental principles of psychology and psychological research. Students will be assessed through quizzes and research papers. This class is designed to expose students to the study of psychology and expand their understanding of themselves and others. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively. \*Dependent on enrollment.

#### **World History II: Modern China**

China has achieved economic miracles since the beginning of the 20th century, and has inspired and shocked the world with its political experiments. China is creating new political and social forms. In addition, China is rivaling American dominance of the international order in several significant ways. As America grapples with its role in the world order, the relationship with China is critically important. This course will begin with a brief look at elements of the Chinese tradition and the patterns established by the Ming and Qing Dynasties. We will then study episodes in the late Qing Dynasty that shaped China's attitude toward the Western world and which ultimately led to the fall of the Qing, specifically the Opium Wars, the Taiping Rebellion and the Boxer Rebellion. We will examine the Nationalist and Communist

ideas which took root in the chaos of the early 20th century, and the ultimate victory of the Communist forces after World War II. We will study Mao and the transformations of Chinese society during his rule, and also the impact of Deng Xiao-ping in the late 20th century. We will explore their legacies and challenges facing Chinese society in the 21st century as China becomes a world power.

### **World History II: Technology and Ethics in History**

As the modern world develops, technology and Artificial Intelligence hold an ever growing space in our culture and economy. Parallel to these changes are questions of the ethical choices in the development and use of platforms and tools. We must develop technology not just because we can, but with consideration towards all consequences, unintended ones included. This class will explore the 9 points of bias in algorithms, explore ways to identify unintended consequences of new technology, and review the tenets of technology ethics recommended by “The Ethics Center” for technology companies and developers. The students will also explore how we can learn about our current circumstances by investigating the ethical issues that were explored as a response to the industrial revolution 100 years ago. Students will synthesize their new knowledge through and develop a point of view regarding the role of ethical decision making in technology to take into their future careers and personal lives. *This course is cross listed under Technology.*

## Spring Electives for Sophomores

### **World History II: Facing the 21st Century: A Research Seminar**

How do computers and robots change the meaning of being human? How do we deal with the epidemic of fake news? Are nations and religions still relevant? What should we teach our children? How can we retain freedom of choice when Big Data is watching us? What will the future workforce look like, and how should we ready ourselves for it? How should we deal with the threat of terrorism? Why is liberal democracy in crisis? Students will grapple with these questions and more through their study of the text “21 Problems for the 21st Century” by Yuval Noah Harari. They will then choose one topic of interest and trace its history and impact on the world today. Students will evaluate, curate, track, use and cite resources they find from a multitude of sources from a variety of diverse perspectives, including women, minorities and international views while developing an academic thesis paper to reflect their knowledge. In addition, students in this course will choose from a variety of options to share their learning with their peers at the end of the term.

### **World History II: Protest Movements in History (Spring Semester)**

How powerful are individual voices? When and why have protest movements taken shape? Why are some able to affect the course of history and instigate significant change? This course will explore these and other questions as we examine specific protest movements, including The English Peasants’ Revolt of the 14th century, the Taiping Rebellion in 19th century China, Gandhi’s non-violent nationalist movement, the anti-apartheid movement in South Africa, and the protests movements of the 1960s in the US: the Civil Rights Movement, the Women’s Movement, and the anti-war movement. Student progress will be assessed by discussion, reflection, papers and a research project.

### **World History II: Cultural Psychology**

This elective is designed to teach students critical thinking through the lens of human thought and behavior. Students will explore the causal interactions between culture and behavior. Students will be assessed through quizzes and research papers. This class is designed to expose students to the study of cultural psychology and expand their understanding of themselves and others. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively.

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## **U.S. History**

United States History investigates critical themes about the nation while also developing historical thinking and writing skills. Students learn to analyze primary documents, interpret and summarize a variety of secondary sources, and share their insights in class discussions. Within each thematic unit, there are guiding questions and students learn about moments of history from the founding of the country up to the present day that connect to the theme. Essential goals of this approach include learning to appreciate different perspectives, reading from a wide variety of historians, gaining curiosity about how people lived in the past, and seeing connections between the past and the world we live in now. Units covered include 21st century America, Equality, Democracy in America, the importance of the frontier, The Civil War and Reconstruction, who is an American, and social protest and justice movements of the 20th century. Students also work on and write a research paper on a topic of their choice, developing effective and creative skills in scholarship and in communicating their learning.

## **Advanced Placement United States History**

*Performance on the culminating paper of the previous year and signatures from current teacher and AP teacher are required to enroll in this course, as well as timely completion of a major summer assignment.*

An intensive survey of American history from colonial times to the 21<sup>st</sup> century, AP US History at Dublin School is designed to serve as the equivalent to an introductory-level college course. We will take a chronological and thematic approach, weighing evidence and interpretations in historical scholarship to deal critically with the problems and materials of United States history. A particular focus will be placed on developing effective analytical skills; students will hone their abilities to present ideas and evidence clearly and persuasively in writing and discussion. Students enrolled in this class should demonstrate strong reading and writing skills, along with a willingness to devote considerable time to homework and study. Throughout the year, students will learn to interpret maps, charts, political cartoons and primary documents. They will engage in scholarly discussion and debate, compare multiple perspectives, and learn to appreciate a variety of historical interpretations. They will learn to write document-based essays and formal papers and take traditional tests and quizzes. Along with sitting for the Advanced Placement US History Exam in early May, students are expected to complete a major research paper with scholarly citations. AP US History is open to highly committed and capable juniors and seniors with permission from the instructor and the prior history teacher.

## **Advanced Placement European History - 12th grade section**

*This section of AP European history is for seniors, and will pursue deeper and more comprehensive studies than the sophomore section, with a higher expectation for reading, analysis, and writing.*

This course is an intensive study of European history from 1450 to the present era, balancing inquiry into political, social, intellectual, artistic, economic and technological developments in European societies. Above all, however, this course aims to develop and sharpen historical thinking skills including analyzing and interpreting evidence, comparing and synthesizing scholarship, causation, identifying patterns of continuity and change, argumentation, and performance under time pressure. Inspiring deepening curiosity and a passion for history, seeking out and appreciating different perspectives, communicating effectively and creatively are dispositions we practice to empower students in their work. This course

pays particular attention to women as scholars and as historical actors, and works to include a diversity of voices and experiences in primary and secondary sources. In the coming year, we will work with anti-racist principles to see how white power was consolidated through the horrors of enslavement, human trafficking, and colonialism. As the equivalent of a first-year college course, students will be expected to commit to handling a rigorous homework load with independence and initiative, to read, discuss, question and write effectively. As preparation for the AP exam in European history, all students are expected to take the exam. Assessments will include tests, exam practice exercises and analytic writing. Other assignments may include research projects, reflection papers, news analysis, and family history.

### History Electives

#### **The World of the 14th Century: The Adventures of Ibn Battuta and Historical Fiction Writing**

Open to students who have completed U.S. History. This will be a full year course. This course is interdisciplinary with English.

This course will combine traditional historical study with fiction writing. The focus will be on the time period of the 14th century and a remarkable traveler, Ibn Battuta. Ibn Battuta was a Moroccan explorer whose travels and adventures over 30 years took him from West Africa to Eastern Europe to China to India to East Africa and many places in between. Because he visited so many places, the course will be a transnational study of history and will allow students to compare and contrast multiple cultures and peoples at the same moment of history. We will read and study his journals, investigate the cultures of the places he visited, and learn about the religion of Islam. Students will be assessed through traditional quizzes, tests, and short research papers, and then there will also be regular assignments to write historical fiction. Students will be asked to combine imagination and historical fact as a way to visualize and explain the past, and to work collaboratively in the process of writing and revising. At the end, as a final project, the class will write their own historical novel and publish their work. Thus any student who takes this class will be a published author by the end of the year!

#### **Economics**

*This course is open to students at different levels but preference will be given to seniors.*

We will look at various aspects of economics through different lenses. This full year course will be presented in three divisions. First, we will look at the larger ideas of economics from an historical perspective, by reading essays on the lives and ideas of seminal economists throughout history. These are presented in Robert Heilbroner's classic 'The Worldly Philosophers'. In this way we will encounter ideas from 'the invisible hand' to Keynesian notions of governmental policy, with many stops along the way. Next, we will study micro-economics, the manner in which individual entities approach economics and economic decision making. This will include a section on personal finance in which students examine, for example, the benefits and costs of the use of credit. Finally, we will consider macro-economics, the way in which governments see the discipline. In this section we will look at a number of case studies and familiarize ourselves with the vital, but often little understood, roles of agencies such as the Federal Reserve. We will use a variety of sources, from Heilbroner, to conventional Micro/Macro textbook, to various media sources. The course will thus introduce students to a range of ideas that are essential from everything from making personal, individual, decisions to understanding globally significant trends. Student exhibition of mastery will include short writing assignments, poster presentations and problem solving analyses.

#### **Advanced Topics in Psychology: Research Seminar**

*\*This course is for seniors or students who have completed their history requirements. There is no psychology course prerequisite.*

This yearlong course introduces students to the systematic and scientific study of human behavior and mental processes. While considering research that has shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, developmental psychology, cultural psychology, clinical psychology, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively. Students will be assessed through critical analyses, in-class essays, research papers, and tests. This course is designed to be more conceptually advanced than AP Psychology with high expectations for homework. Similar to an AP, students will be expected to complete 8-10 hours of homework per week. Students will have the option to take the AP Psychology exam at the end of the year.

### **Advanced Seminar in History: Nuclear Weapons and the Cold War (Fall Semester)**

The use of the atom bomb ended World War II and began a new era in history. This course will examine the development of nuclear weapons in the U.S. and their impact, both on humans who suffered from their use and on global politics. In the Cold War, the US and USSR engaged in a nuclear arms race, and the logic of mutually assured destruction led to an array of proxy wars that combined with decolonization movements. Nuclear technology spread into other industries as well, changing our society in far-reaching ways. How did the pursuit of nuclear superiority impact the US and the USSR? What were the consequences for the world? How was this competition ultimately resolved? And how did American citizens cope with the threat and the power of nuclear technology? This course will involve reading, writing and projects. The Long Term Transfer Goals pursued and practiced are coping with adversity with resilience, appreciating different perspectives, and becoming an effective and empowered student.

### **Research Seminar on a Theme (Fall & Spring)**

After the class experiences a brief overview of the topic, students will then identify one area of interest and trace its history and impact on the world today through this lens to generate an academic thesis paper to reflect their understanding of the topic, questions of issue, and an analysis of the current situation. Students will evaluate, curate, track, use and cite resources they find from a multitude of sources from a variety of diverse perspectives, including women, minorities and international views while developing an academic thesis paper to reflect their knowledge. In addition, students will choose from a variety of options to share their learning with their peers at the end of the term.

**Fall - Supreme Court decisions,**

**Spring - current global issues**

### **Ethnic Studies (Spring Semester)**

*Preference will be given to seniors in the spring term.*

Ethnic Studies courses operate from the consideration that race and racism have been and continue to be profoundly powerful social and cultural forces in society. This course focuses on the history, and socio-cultural experiences of racialized Black Americans, Latino/x/e Americans, Asian Americans, Arab Americans, and Indigenous Americans. The course spans from the 1960s to the present, from politics to social reform, to oppression to resilience, excellence, and joy. We will read fiction and non-fiction texts and explore film and media. The student evaluation method is through class participation/discussion, papers, oral presentations, and exams. Ethnic Studies focuses on themes of social justice, social responsibility, and social change and is open to students of all backgrounds and identities.

(\*Adapted from UC Berkeley, Department of Ethnic Studies and Niamh Timmons)

### **Advanced Seminar in History: Native Studies (Spring Semester)**

Note: This course is also offered as an English elective.

As American society becomes more aware of the damage to the climate from the capitalist economy and as we examine the structure of white privilege, the history of the interaction of white settler-colonists and Native peoples is being re-examined. This course will explore the complex relationships between settlers and Native peoples, primarily east of the Mississippi River, from the 17th century to 1871, when the US government stopped making treaties with Native nations. We will study differing concepts of land and land management, conflict and treaties, intercultural exchange and adaptation, and ways Native peoples and white settlers understood and responded to the progressive efforts to remove Native presence. . Treaties have been called “the original American literature,” and we will examine them for their literary as well as historical value. Native American literature, its intersection with cosmology and historical memory, and the oral tradition will be studied to give us a better understanding of different Native cultures. We will conclude by looking at the current resurgence in interest in Native people and renewed efforts to enforce treaty rights and learn from Native concepts of the earth. This course asks of participants an open mind and a desire to appreciate different perspectives. We will examine ways Native peoples have cultivated resilience in the face of on-going settler colonialism. We will read, write to reflect and to synthesize materials, and pursue creative avenues to communicate inquiry and learning.

## **INTERDISCIPLINARY**

### **Economics**

\*\*\**See description under the history department.*

### **Ethnic Studies**

\*\*\**See description under the history department.*

### **Senior Project**

This is a year-long course.

*What have you been wishing you could study? What would you explore if there were no constraints? Are there current events or social justice issues you would like to better understand and develop an action plan to address? Is there a career or a project you have always been curious about but never able to pursue?*

As a culminating course in Dublin's curriculum, Senior Project is designed to empower students to learn through an intrinsic process and to practice using all of the Long-Term Transfer Goals built through their previous years of study at Dublin. This course provides the opportunity for seniors to pursue a passion or field of study in a year-long course combining research with analysis and creative expression. The course will commence with a seminar to develop project proposals and train students in advanced research techniques, including experiential research techniques, that will diversify their sources of new knowledge. Next, students explore how to apply or synthesize their learning in a project-based format. Each project will be individual in its design, but all projects will include a major paper, collaboration with an on- and/or off-campus mentor, and interdisciplinary work. The expectation is that seniors will be motivated and persistent in their work on Senior Project. However, adult mentors and teachers will provide assignments and structure as needed to support and spur students to dive deeper at key points in the process, to build resilience in the face of obstacles, and to self-reflect and better understand their own work habits and learning styles. Students are expected to work independently and strive toward

college-level research, writing and communication skills. Students may also choose to do a practicum or off-campus internship in connection with their project, as well as apply for funding in order to support their learning endeavor. At the end of the fall term, students will present their work to a panel of adults and students to gain insights and perspectives on what they have accomplished and to reflect on their process and project goals. Ultimately students will share their journey to greater independence and expertise in a public display or performance of learning on Mayfair weekend in the spring semester.

## **MATHEMATICS DEPARTMENT**

The Mathematics Department strives to support curious and passionate learners apply a mathematical lens to the world around them. Students will develop a problem solving mindset, where they will follow through on challenges and respond to adversity with resilience. While they work collaboratively, we will encourage them to articulate their problem solving approach, clearly and effectively. Regularly, students will see the same problem solved using multiple strategies and will learn to appreciate different approaches and perspectives. Students will be empowered to not just learn from mathematicians but to BE the mathematicians.

### **Algebra I**

Algebra I is an introductory course in which our students engage the language of algebra and functions, with emphasis on the reading, writing, and evaluating algebraic expressions. In addition, the course deals with the fundamental operations of polynomials, linear equations, linear inequalities, quadratic equations, factoring, fractional equations, radicals, and radical equations. All of our studies are supplemented by real-world problems.

### **Geometry**

Geometry promotes deductive reasoning, through the study of proofs, along with a more concrete understanding of the mathematics of working with shapes in two and three dimensions. The course begins with an introduction to the terminology and concepts of geometry, which are developed through proofs, largely in two dimensions. As the year progresses, a third dimension is introduced and the concepts of surface area and volume are fleshed out. *Prerequisite: Completion of Algebra I*

### **Algebra II**

Algebra II allows students to review and build upon their understanding of the algebraic concepts covered in Algebra I in order to continue to develop a problem solving mindset. To start the year, students solve linear equations and inequalities. Throughout the remainder of the year, students will manipulate and graph linear, quadratic, polynomial, logarithmic, and exponential functions and equations. If time permits, the basics of trigonometry will also be explored. This course will include Algebra I review and problem-based projects in order to develop students' curiosity towards mathematical foundation, problem-solving abilities, and understanding of the application of algebraic concepts. *Prerequisite: Completion of Algebra I and Geometry.*

### **Algebra II/Trigonometry**

This course covers all of the same concepts that are covered in Algebra II but in a more in-depth fashion and at a quicker pace. The course also covers matrices, sequences and series, and concludes with an extensive study of trigonometry. Students will strive to be curious and passionate learners while growing their ability to problem-solve independently and collaboratively. As they develop a stronger understanding for the complexities of algebraic concepts, they will be encouraged to communicate their approach creatively and effectively. Students will be challenged to see themselves as young mathematicians and to view the world around them through a mathematical lens. A Ti-84 Plus and a

computer or iPad are used extensively in this course. B. *Prerequisite: Completion of Algebra I and Geometry and permission of instructor.*

### **College Algebra**

This College Algebra course is a post-Algebra II course that gives students an in-depth knowledge of concepts necessary for Precalculus, such as advanced trigonometry, logarithmic functions, polynomials, and matrices. It will also cover additional topics, including data modelling, geometric series, and conic sections. Additionally, College Algebra develops essential deductive reasoning skills and gives students the background to succeed in AP science courses.

### **Statistics**

Statistics is designed to give the student a basic working understanding of the topic, appropriate for future work in such fields as economics, sociology and biology. This course is very much a practical, “hands on” course, featuring projects in related areas of physical, biological and social sciences. Topics covered include probability, various types of distributions, sampling, hypothesis testing, correlations and regressions. *Prerequisite: Completion of Algebra II or Algebra II/Trigonometry*

### **Advanced Placement Statistics**

What are you curious about? What data trends are you interested in analyzing? Students will use class activities to gather data, model it, and analyze it within a framework of formal statistical analysis. These budding statisticians will strive to communicate their results creatively and effectively. They will learn to interpret the findings of published research, using concepts that are employed by statistically literate people everywhere. As they build a conceptual understanding, they will appreciate how statistics can be interpreted differently from different perspectives. The AP Statistics course is equivalent to a one-semester, college course which introduces students to the major concepts and tools for data collection. There are four major themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. *Successful completion of Algebra II/Trigonometry or College Algebra and permission of the Department Chair is required for this course.*

### **Precalculus**

Precalculus furthers the study of algebraic technique and is designed for students with substantial ambition in mathematics, science, engineering and related fields. Logarithms, exponentials, and trigonometry, introduced in Algebra II, are studied in greater depth and with particular regard to their applications. Basic familiarity with those topics is assumed in this class. These topics are developed through a cooperative approach, where students work in teacher-supported groups to solve increasingly complex problems and in doing so are supported in developing a problem-solving mindset. The course leads up to an introduction to the conceptual aspects of limits as applied to finding slopes, the central concept of differential calculus. The course is structured to emphasize that they, the students, are the mathematicians. Successful completion of this course will prepare students to advance to AP Calculus. *Prerequisite: Completion of Honors Algebra II/Trigonometry or Advanced Algebra with Trigonometry with a minimum grade of B- or permission of instructor.*

### **Advanced Placement Calculus**

Advanced Placement Calculus is designed to offer a thorough introduction to the differential and integral calculus of a single variable. The course uses a variety of methods, numerical, graphical and analytical, to explore elementary functions. This is a demanding course, offering the possibility of college credit through the College Board’s AP program, and as such requires considerable commitment from our students. These students are encouraged to develop a problem-solving mindset. It is expected that students enrolling in the course will have a thorough mathematical background, such as is offered in our Precalculus course. This course seeks to equally empower all students. The AP exam in the spring is an integral aspect of the course. *Prerequisite: Successful completion of Precalculus and permission of the*



*instructor.*

### **Advanced Topics In Mathematics**

In the Advanced Topics course, students will explore ideas beyond those introduced in AP Calculus. These will include infinite series, vectors, parametric equations, and other concepts. Students will work to respond to adversity with resilience, as each student's problem solving prowess will surely be tested. They will have to work together, while appreciating the many different perspectives they each bring towards problem solving. Students will spend a portion of the year preparing for the AP Calculus BC Exam, and they will also work extensively in Exeter's Math 5 curriculum. *Prerequisite: Successful completion of AP Calculus and permission of the instructor.*

## **SCIENCE DEPARTMENT**

### **Biology**

This course dives headfirst into the complexity of the living world. Areas of inquiry include ecosystems and communities, cell structure and function, cell respiration and growth, genetics, DNA and RNA, genetic engineering, and evolution. These topics themselves reveal larger scientific principles, such as how biological form affects function, the interconnectedness of life, and the cycling of materials and energy into the living world. Readings, teacher demonstrations, and multi-modal student projects are at the heart of our investigations. Throughout, you will be given opportunities to develop your scientific thinking, writing, research, and laboratory skills.

### **Physics**

Physics is the study of how literally everything in our universe works at its most fundamental level. This year-long course will focus on the aspects of physics that we interact with most in our day-to-day lives using a conceptual approach with many hands-on activities and labs. Emphasis will be placed on the development and application of critical thinking skills, abstract reasoning skills, and applying concepts learned in class to solve novel problems. Major units will include mechanics, gravitation, thermodynamics, sound and light waves, electromagnetism, and some particle physics and nuclear physics. *Prerequisite: Biology*

### **Chemistry**

Chemistry describes the small-scale interactions of atoms and molecules that govern the living and non-living worlds that surround us. What is the structure of an atom? What does the periodic table describe? How do different types of matter interact? Through demonstrations, current periodical articles, and first-hand experimentation, you will learn to predict the outcome of certain types of reactions by finding patterns in the physical and chemical properties of various substances. More advanced concepts, such as the unique properties of acids and bases, organic chemistry, and radioactive decay, are explored later in the year, as time permits. Laboratory work is a major part of first-year Chemistry, and in keeping with the true method of scientific inquiry, you will be asked to become increasingly self-reliant in your investigations as the year goes on. *Prerequisite: Completion of Geometry and Biology.*

### **Advanced Studies in Science: Biochemistry**

Biochemistry unites the living world of biology with the nonliving world of chemistry. Building upon content and skills learned in Biology and Chemistry, this full-year course will study the molecular composition of living cells, the organization of biological molecules within the cell, and the structure and function of these biological molecules, giving students a deeper look into cellular functioning underlying basic physiological processes. We will also review basic principles of organic chemistry in order to better understand the structure of these biological molecules. Using examples from humans and other organisms, we will investigate the role of proteins, carbohydrates, lipids, and nucleic acids in biological

structures and processes, including a study of recombinant DNA technology. We will review current biochemical research through analysis of journal articles and students will pursue independent research, culminating in a literature review and presentation at a Poster Symposium. This course is perfect for those that enjoyed Biology and Chemistry, and/or those that are interested in pursuing the health sciences in college. It will conclude with a capstone project involving independent research and experimental design.  
*Prerequisites: Biology and Chemistry*

### **Advanced Studies in Science: Climate Change (for Seniors)**

Climate change is among the most pressing and important issues of our time, and it is also one of the least understood. This is a full-year course designed to help students better understand the causes of climate change, the problems that result from climate change and the possible solutions to this problem. This course is open to seniors with an interest in science and specifically the anthropogenic causes of climate change and their measurable effects on New Hampshire ecology. A focus of the course will be to learn about and practice field techniques in field biology. Students will participate in a variety of projects from studies of ecology and change in Dublin, New Hampshire as well as participating in a variety of collaborative community science projects with the greater Monadnock region. Our classroom will be our local ecosystem. Students will learn to identify and measure the trees, plants, and wildlife on the Dublin school campus and beyond. Students will monitor weather patterns, and bud-burst in the spring, as we begin to build a data set of climate indicators for our campus. We will spend our class time outside when possible, and we will meet on a modified schedule. Rather than meeting in class for short periods of time, we will use larger blocks of time to complete our work, including Saturday mornings. We will conclude with a capstone project including independent research and experimental design. Prerequisites for the course: successful completion of Biology and Chemistry, completion of the summer assignment, and an interest in spending time outside. Students enrolling in this class must have a demonstrated record of being able to independently manage their work. Students will need waterproof boots and a rain jacket for this course. This course is open to seniors who intend to continue their study of science beyond graduation.

### **AP Science Course Prerequisites:**

*Advanced Placement courses are offered on a rotating basis in Chemistry, Physics, Biology and Environmental Science. These are demanding, college-level courses with heavy laboratory components. Students are prepared for the AP exam in May and are required to sit for the test. AP courses are designed for those students willing to commit the time and intellectual discipline required for mastery of material at an advanced level. Students in AP Science courses must be concurrently enrolled in Math. Successful completion of Algebra II, and "B" or better in appropriate previous courses and by permission of the instructor. Successful and timely completion of summer work as well as signatures from current teacher and AP teacher are required to enroll in these courses.*

### **Advanced Placement Biology**

Advanced Placement Biology is offered as a second year biology course to students who have done well in biology and chemistry and who wish to further their knowledge of biological concepts through a more intensive and in-depth study. AP Biology is designed to be equivalent to an introductory college level biology course. We will cover more material and in greater detail than a typical high school biology course. Because of the faster pace of the course, more commitment will be expected of each of the students to work on the material outside of class. This dedication will be essential both for success in the course and on the AP exam in May. Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as process, and science, technology and society. These eight themes are integrated throughout the curriculum. Major units include biochemistry, cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Summer homework is required for this course. At the end of this course, students are expected to take the Advanced Placement Biology examination.

## Semester Electives

### **Astronomy (Fall Elective)**

This one-semester elective will focus on our solar system and nearby stellar neighbors and will include learning how to use the Perkin Observatory's telescopes. Using a project-based approach, we will retrace some of humanity's footsteps in the understanding of astronomy from taking simple measurements that will allow us to calculate the distance, size, and orbits of other planets to analyzing the chemical composition of stars just by collecting their light. Several times throughout the semester, this class will meet after dark at the observatory instead of during its regular class block. Classroom time will include taking a tour of our solar system, learning about just how very small we really are, and some of the many ways gravity shapes our universe and everything in it from tidal forces to curved spacetime.

Prerequisite: Geometry

### **Astrophotography and Scientific Imaging**

This ongoing one-semester elective will be a project-based deep dive into taking images of celestial objects using the Perkin Observatory and processing them into stunning astrophotos. Students will learn to use the observatory's robotic telescope and imaging system to create automated sequences that will collect exposures of their chosen target(s) overnight using different light filters. Much of the course will then be spent learning how to process and combine these exposures into single color images which will then be refined with photo-editing techniques. Along the way we will cover how digital camera sensors and telescope optics work to collect light and technical aspects of both terrestrial and astronomical photography. Once the basics are established, students will pursue independent projects according to their interest and will receive tailored instruction to support their project goals. These projects can either be additional astrophotos or scientific projects and even research. The skills taught in this class are critical to students interested in further scientific work in the observatory.

### **Astrophysics and Cosmology (Spring Elective)**

Astrophysics is the study of physics in space and cosmology is the study of the entire universe.

Therefore, this one-semester elective will be a challenging conceptual introduction to some of the biggest and most mind-blowing concepts in science. We will begin with Einstein's theory of General Relativity in order to wrap our minds around gravity and curved spacetime. The evolution and life cycles of stars, solar systems and even galaxies will teach us about our origins as well as some particle physics. To understand how exploding stars create neutron stars and black holes, we will need to visit some quantum mechanics. Those black holes will give us an opportunity to grapple with time-dilation using Special Relativity. Our tour of the frontiers of human knowledge will take us from the Big Bang to Dark Matter and Dark Energy all the way to possible fates of our universe. This course will rely heavily on class discussions of abstract ideas and will involve grappling with the philosophical implications of class material.

## **TECHNOLOGY DEPARTMENT**

### **Technology and Design**

Technology and Design is a required one-semester course designed to give students the basic skills and knowledge needed to achieve success in technology courses offered at Dublin School and beyond.

Another primary goal of the course is to provide a framework in which students can design, innovate, and create ideas of their own and to develop confidence in using the tools to make those ideas into a physical reality. Topics that will be covered in this class include Engineering and Design, an Introduction to the Makerspace, Programming, Electronics, Problem Solving and Making.

*This is a required course and prerequisite for all other technology courses at Dublin.*

## Fall Semester Electives

### **FabLab Projects**

It's never been easier to turn your ideas into real-world solutions, and the Makerspace is the place where it can happen! Whether your projects are academic, artistic, or innovative, learning to use 3D printing, laser cutting, and CNC engraving will speed you along the path to success. Both individual and group projects will be undertaken depending on class size and composition, with input from the larger Dublin community. No prior experience necessary.

### **Programming in Python**

In this course, students will be introduced to the basic concepts of computer programming and object-oriented thinking. This course will give students with little or no prior programming experience the tools and skills that they need to solve simple problems using computer programming (specifically Python). Students completing this course will be able to read and understand the basic structure of most modern computer programming languages. There are no prerequisites for this course.

### **Engineering & Robotics:**

This course is a hands-on project based one semester elective that will introduce students to electrical circuits, electronic components, sensors, motors, and programmable microcontrollers as well as mechanical engineering principles. After learning the basics, the goal of the class will be to work together or in teams to build one or more autonomous robots that will complete a challenge or challenges. This course will focus heavily on problem solving and learning from failure as we use iterative design to prototype, test, analyze, and refine sub-assemblies and full robots. While there will be foundational material that all students will learn, as the course progresses students will be free to focus on specializing in an area of interest in order to perform a role on their team. These areas of interest could be CAD and/or 3-D printing, fabrication, electronics, design, programming, project management, and more! No previous experience is necessary. This course may be repeated to undertake more advanced work..

### **Solar Energy & its Applications**

Are you curious and/or passionate about solar energy? Want to build a solar car? How about a solar powered device charger? This course will introduce students to the most renewable source of energy, the sun! Students will be tasked with designing and constructing their own miniature solar devices. Students will develop material knowledge and engineering methodology practices during this course. Through application, students will gain first hand experience of the pros and cons of solar energy due to our current photovoltaic cell constraints. This hands on course will empower students with the opportunity to test their devices and share feedback regarding the effectiveness of their design process. There are no prerequisites to this course; however knowledge of programming, wiring patterns or how to use a soldering iron may give you a head start. Given the hands on learning aspect of this course, I look to celebrate alternative styles of education and knowledge.

### **Technology and Ethics in History**

\*\*\* see description under the history department.

## Spring Semester Electives

**Advanced Placement Computer Science Principles (spring semester only)**

*This course is open to any student who has completed a programming class or with permission of the instructor.*

The AP Computer Science Principles course is based on Harvard University's first-semester introductory class. In this course, students will develop computational thinking skills vital for success across all disciplines. The AP curriculum identifies five "Big Ideas" that we will explore through reading, writing, discussion, and coding: Creative Development, Data, Algorithms & Programming, Computer Systems & Networking, and the Impact of Computing. Students will use creative problem-solving techniques to write programs demonstrating algorithmic skills and investigate the impact of technology on their community, society, and the world.

**Engineering & Robotics:**

\*\*\* see description above under fall technology course listings.

**Solar Energy & its Applications**

\*\*\* see description above under fall technology course listings.