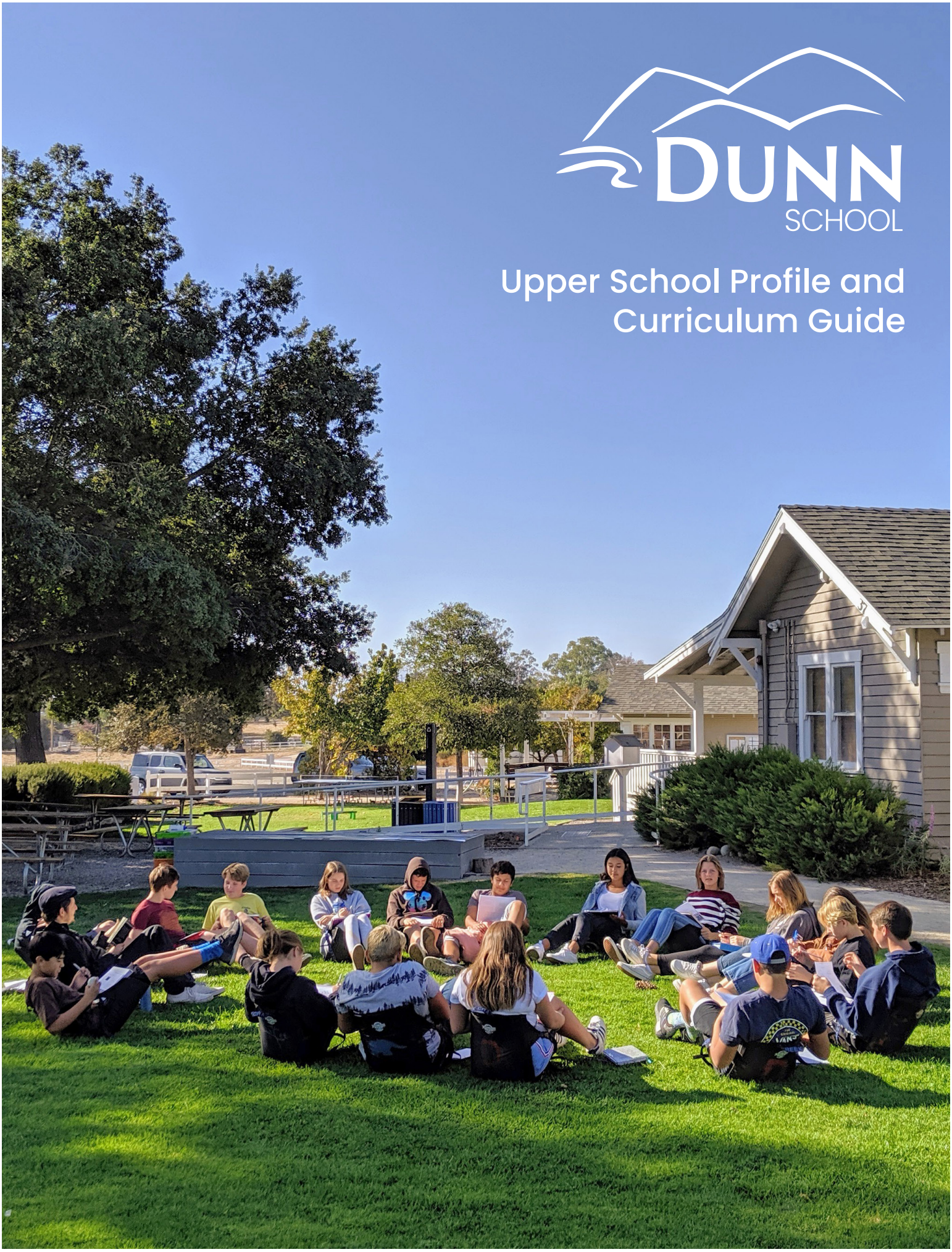
DUNN SCHOOL

Upper School Profile and Curriculum Guide



Founded in 1957, Dunn School is a co-ed boarding and day school for grades 6 through 12. The school is located on a scenic and peaceful 55-acre campus in the heart of Santa Ynez Valley in Santa Barbara County.

CONTACT DUNN

ADMISSIONS
admissions@dunnschool.org
805.688.6471

REGISTRAR
Jillian Haig
jhaig@dunnschool.org

DIRECTOR OF COLLEGE COUNSELING
Liz Tyng
ltyng@dunnschool.org

DEAN OF ACADEMICS
Erin Cook
ecook@dunnschool.org

Mission

Dunn School's mission is to educate the whole student to their fullest potential in preparation for a life of learning and responsible leadership in society.

Core Values

In the Dunn School's community, we as students, teachers, staff, parents, trustees, and friends are committed to understand and to live by our five core values:

- ✔ **Emotional Wellness**
- ✔ **Physical Readiness**
- ✔ **Intellectual Growth**
- ✔ **Social Responsibility**
- ✔ **Moral Courage**

Accreditation and Memberships

Dunn School is accredited by the Western Association of Schools and Colleges and the California Association of Independent Schools. It is also a member of the California Association of Independent Schools, the National Association of Independent Schools, The Association of Boarding Schools, National Association of College Admissions Counselors, the Western Boarding Schools Association, Small Boarding Schools Association, and the Enrollment Management Association.

School Profile

WHOLE STUDENT EDUCATION

Dunn School's whole student approach to education fosters an appropriate balance among our five core values - Emotional Wellness, Physical Readiness, Intellectual Growth, Social Responsibility, and Moral Courage. Our teaching approach is committed to educating the whole person in light of these values and is founded upon highly personal, caring connections between teachers and each individual student. These deep personalized connections actively contribute to the academic and personal growth of each Dunn student, both inside the classroom and out.

In practice, Dunn students are encouraged to learn new skills and to gain new knowledge about themselves and the world around them. They are given the space and tools to help them ponder the truth and ask why. Dunn students are pushed to solve problems using critical thinking skills and with empathy for diverse perspectives. They are provided with opportunities to serve others and to find their purpose at school and beyond. They are taught that character matters and they learn how to behave with integrity and respect for others.

All of this happens in a challenging and nurturing environment that encourages students to discover their capabilities, passions, and potential.

By The Numbers

5:1 Student-to-Faculty Ratio

10 Average Class Size

172 Total Students

55 Acre Rural Campus

64% Students Receiving Financial Aid

53% Male
44% Female
3% Non Binary

30% students of color, 20% international students Diversity

15 Countries Represented

4 Dormitories

56% Boarding Students
44% Day Students

STUDENT GOALS AND EXPECTATIONS

Dunn School values a student body that represents a wide variety of talents, capacities, goals, and social and cultural backgrounds. Common within this diversity is a student body that individually and collectively seeks well-rounded intellectual and personal growth through Dunn's integrated learning experience.

Expectations and goals for Dunn students:

1. Qualify for admission to a college or university commensurate with the student's interests and level of ability
2. Acquire a strong base of knowledge and understanding in diverse areas through study and experiences
3. Develop essential skills necessary for academic, social, and personal success
4. Develop critical thinking and problem solving skills utilizing inductive and deductive methods, synthesis of information, analytical thought, and research skills
5. Exhibit curiosity, active learning, multicultural sensitivity, and an appreciation of intellectual endeavors
6. Develop an independent-thinking process by taking responsibility for one's own learning, using the resources of the faculty and the school
7. Develop and show respect, empathy, and care for all community members
8. A commitment to service as a community norm
9. A sense of responsibility to family, friends, community, and society
10. A standard of excellence in the spirit of the Dunn School motto– that what is attempted should be done with commitment, enthusiasm, and vigor, regardless of the final outcome

Curriculum and Programs

Course Selection and Eligibility

The course selection process for returning students starts in the spring. Students are given course descriptions, course selection forms, and criteria for advanced courses, so that they can work with their families, advisors, teachers, the Dean of Academics, the College Counseling Office, and the Registrar's Office to make appropriate and informed course selection decisions.

Advanced Courses

Advanced courses have recommended eligibility criteria due to their high level of rigor. Each student request for an advanced course is reviewed to determine appropriate class placement. The process of reviewing requests is based on a combination of eligibility criteria, including teacher recommendations and grades.

Advanced courses are not required by Dunn School. While appropriate for some students, they are not necessary for college admission. We encourage students to pursue advanced-level work in courses of authentic interest, balancing academic rigor with physical and emotional wellness.

This approach serves the whole student and positions our students appropriately for a "right fit" college search.

Graduation and Subject Requirements

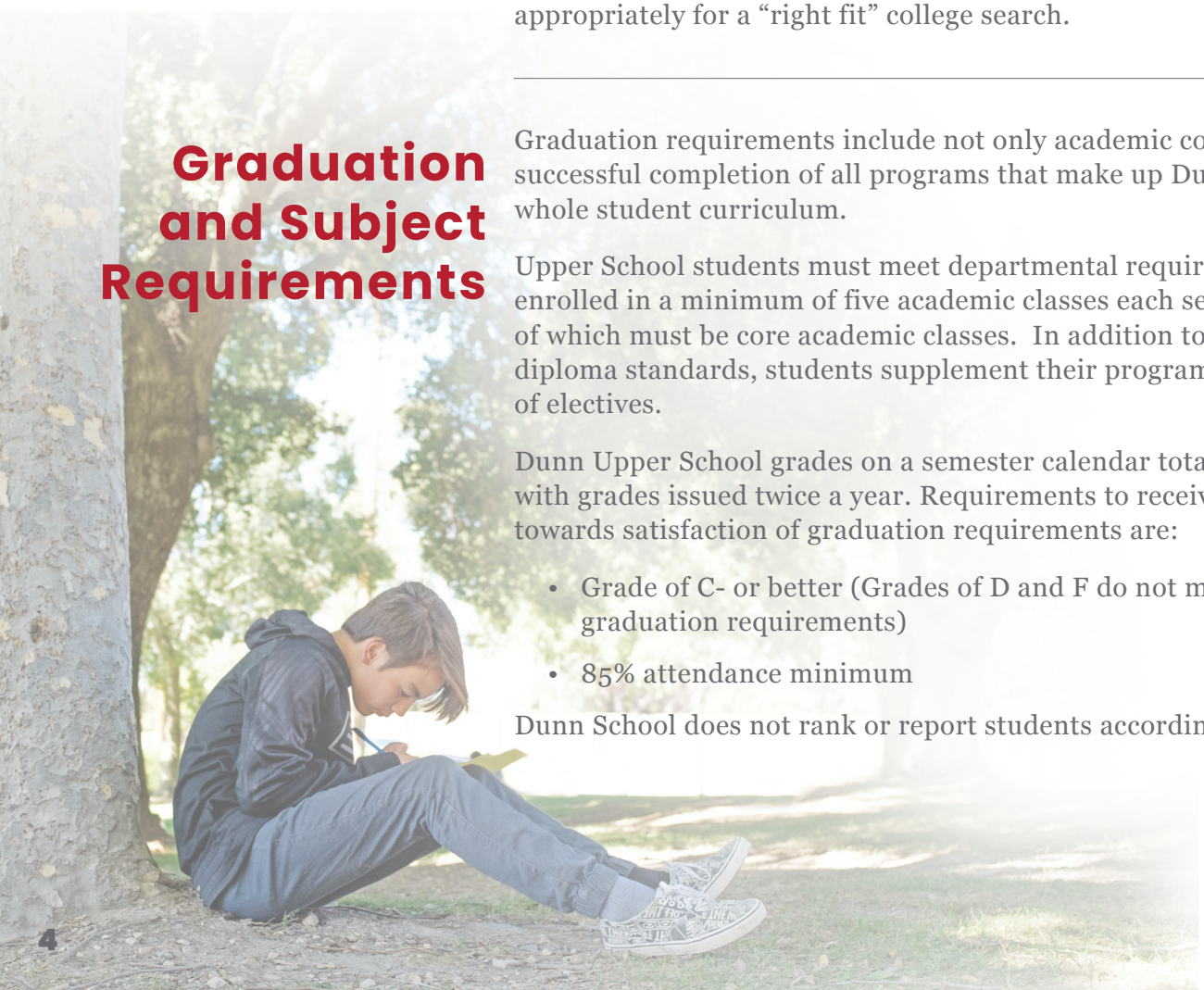
Graduation requirements include not only academic courses, but also successful completion of all programs that make up Dunn School's whole student curriculum.

Upper School students must meet departmental requirements and be enrolled in a minimum of five academic classes each semester, four of which must be core academic classes. In addition to the required diploma standards, students supplement their program with a variety of electives.

Dunn Upper School grades on a semester calendar totaling 34 weeks, with grades issued twice a year. Requirements to receive credit towards satisfaction of graduation requirements are:

- Grade of C- or better (Grades of D and F do not meet graduation requirements)
- 85% attendance minimum

Dunn School does not rank or report students according to GPA.



PROGRAM	PARTICIPATION REQUIREMENTS
English	4 years
History	3 years to include World History and US History
Math	3 years to include Math 3 or Advanced Math 3
Science	3 years to include Chemistry and Biology
World Language	2 years of one language to include the second level
Arts	1 year to include completion of one year-long course
Enrichment	• All enrichment cycles (currently 3 cycles annually) • Mini-Term class

Outdoor Education	• Up to 4 years
	• Participation assessed as Pass with Distinction, Pass, Incomplete, or Fail (student participates but does not meet all of the objectives set for a specific trip).
	• Participation evaluated using a matrix or rubric based on the identified desirable program outcomes:
	  • Collaboration
	  • Leadership
	  • Outdoor Skills
	  • Leave No Trace
	  • Respectful Engagement
	  • with Surroundings
	  • with Group

Athletics	3 seasons; at least 1 competitive sport each year
Wellness	Wellness courses (examples: Respect & Resolve, Marijuana Wise, Alcohol-Wise): • Certificate earned for each course Seminar curriculum each year including: • Nutrition, drugs & alcohol, peer relationships, sex ed, mindfulness, leadership, etc. Public Performance: • Public speaking, drama, music, debate
Residential (for all boarding students)	Residential Curriculum focusing on: • Respect and responsibility • Emotional and physical health • Community living
Community Service	• 10 hours per year with at least 4 hours each semester each year. • At least 5 hours each year must be done as part of a Dunn sponsored opportunity
Global Citizenship	• Participation in on-campus events such as awareness/celebration days, for example, MLK Jr. Day, International Women's Day, Earth Day, etc. • Participation assessed as Pass, Pass with Distinction, Fail or Incomplete * Global travel is a component of this graduation requirement. The global travel offerings vary.

Current Course Offerings

Courses noted as (Advanced) are offered at both standard college prep and advanced levels.

Humanities

English/Humanities 9

Organized around a set of essential questions and themes, freshman humanities combines both *English 9 and History 9* into a comprehensive course that develops critical reading and thinking skills, as well as the fundamentals of writing in the humanities. Students will be challenged to identify and link underlying patterns and meanings shared by literary works, encouraged to make connections between literature and its social and historical context. The focus of this course is establishing a solid foundation of skills for subsequent high school and undergraduate work in the humanities. These skills include extracting meaning, and interpretation -- and understanding the ways in which all stories converge around universal themes.

(Advanced) English 10: World Literature

This course is an introduction to the literary conventions, genres, and approaches to world literature. The course asks students to examine themes and theories that facilitate structured approaches to the active reading of literature. Students will engage with various genres of literature, works of nonfiction, and media that will challenge them to think about the constructions of their thinking, while drawing connections between writing and cultural expression to significant moments and inquiries in world history. Additionally, students will continue to build their skills as writers by drawing stronger connections between structured acts of reasoning and structured practices of writing.

(Advanced) English 11: American Literature

English 11 and Advanced English 11 provide a survey of American literature from the Colonial Era to the present. Through the analysis of American writing of all forms -- essays, letters, speeches, short stories, poems, plays, and novels -- we familiarize ourselves with the various peoples and perspectives that have helped shape the American identity. The course culminates in a spring semester persuasive research paper inspired by the independent reading of a selected text in American literature on a topic centered around the idea of the American Dream. This research project is a collaborative assignment between the United States History and English 11/Advanced English 11 classes that prepares students for college-level research projects in the humanities.

(Advanced) English 12

This course engages a World Literature curriculum and is designed to give students a college-level experience in literature and composition. The course requires not just a willingness to read but to read deeply, think critically, and make meaningful contributions to class discussion. Students will read and write across a range of genres, preparing them for the versatility and sophistication of thought expected at the college level.

History/Humanities 9

Organized around universal questions and themes, freshman humanities integrates English 9 and History 9 into a comprehensive course that helps develop critical reading and thinking skills. The content and skills of the course complement students' work in English 9, mirroring the literary texts with relevant historical context. Students will also begin to develop the skills of analysis and

> As students move through the grades 9-12 curriculum, they will become more detailed readers, more persuasive writers, and more sophisticated thinkers thanks to the dynamic work that they do in response to challenging texts and ideas.
>
> - Humanities Department Chair

interpretation of primary sources to prepare them for subsequent history courses.

(Advanced) World History 10
This course will introduce students to a range of themes in world history with a focus on interactions among groups and cultures. Major themes of the course include the origins of global interdependence, industrialization and imperialism, nationalism, the Cold War and decolonization, and selected topics in modern history. Primary source analysis is a central skill that students will develop in the course -- a skill they will utilize as they make meaning of history through research projects, historical essays, and discussion. As students learn to analyze various types of sources and construct their own arguments, they will enhance their critical thinking and writing skills.

(Advanced) United States History 11
This course is designed to give students a survey of American history from the Colonial Era through the start of the 21st Century. Students' historical thinking and writing skills will be developed through the utilization of four main categories of analysis -- social (race, class, and gender), political, economic, and cultural -- as they are asked to identify points of convergence and divergence in their analysis of various figures, events, and ideas. Course materials will explore a number of themes in American history, but the central focus will be on redefined and contested notions of freedom. Development of historical writing skills includes high expectations for the marshaling of primary and secondary source material to bolster historical arguments and the shift away from content summary to historical analysis.

(Advanced) American Studies 12
This course will build on students' foundational knowledge of American history, deepening their understanding of the political, social, economic, and cultural underpinnings of American society. Students will interrogate a wide variety of sources, which the students will use to grapple with questions of power and democracy, struggle and social change, nation and borders, inequality, and assimilation. While the focus of the course is historical, the instructor will frequently take a multidisciplinary approach, drawing on philosophy, law, sociology, psychology, political science, and economics, as well as popular culture. This course emphasizes the exploration of ideas, all of which have a place in class discussions and debate. Intellectual humility, an open mind, and a spirit of inquiry are encouraged. The goal of the course is to facilitate students' development as thoughtful and disciplined thinkers, writers, and members of a civil society.

STEM

STEM 9

The goal of this skills-based course is to prepare students for the rigors of upper-division science courses by developing their essential mathematical, scientific, engineering, technology, and critical thinking skills. The scientific method and the engineering design process are utilized throughout the course and students develop skills in research and analysis, technical writing, and artistry. The collaborative approach used in this class also helps students develop their teamwork and interpersonal skills. This course includes hands-on activities and design challenges which are used as tools to discover and master fundamental concepts of science and engineering, as well as the exploration of energy, circuit design, programmable electronics, coding and robotics. During the second semester of the course, students are offered the opportunity to pursue extension studies in preparation for Advanced Chemistry 1.

(Advanced) Chemistry I 10

This first-year chemistry course launches students into an in-depth study of chemistry in the world around them. Students explore chemical principles involving natural and engineered chemical phenomena and undercover the mechanisms that give rise to the unique behavior of matter throughout the universe. Students develop their own inquiry-based investigations in order to understand complex chemical processes. Project-based units promote an in-depth understanding of matter, atomic structure, electron behavior, acid-base chemistry, stoichiometry, energy, thermodynamics, equilibrium, biochemistry, and electrochemistry. Advanced Chemistry students will develop a strong foundation for more advanced courses in chemistry, physics and the application of chemistry to living systems, genomics, and molecular biology.

(Advanced) Biology I 11

This first-year biology course is devoted to the study of living things and their processes. It requires that students develop high-level scientific processing skills, accurate laboratory techniques, and an in-depth understanding of living organisms as complex systems. Topics include cell structure and function, genetics and heredity, evolution and classification, animal structure, and diversity of living organisms and their ecological roles. Students are challenged to create their own assignments and discussions to demonstrate how an understanding of biology can help them make conscious decisions about issues affecting them as individuals, as a society, and as global citizens.

Advanced Chemistry II (11/12)

This second-year chemistry course is designed to be the equivalent of a college-level introductory course in Chemistry. The main goal of this course is to build upon the concepts and skills students developed in Chemistry I or Advanced Chemistry I and to further develop their appreciation of science as an integrated process. Using scientific inquiry, students study the Six Big Ideas and engage in experiments or activities designed to develop skills in accordance with the Seven Science Practices. Students are required to complete a unit of work during the summer prior to taking Advanced Chemistry II to demonstrate their commitment to their studies.

Advanced Biology II 12

This second-year biology course is designed to be the equivalent of a college-level introductory course in Biology. The main goal of this course is to build upon the concepts and skills students developed in Biology 1 and Chemistry 1 courses and to further develop their appreciation of science as an integrated process. Using scientific inquiry, students recognize the Four Big Ideas of Biology and engage in experiments designed to develop skills in accordance with the Seven Science Practices. Students are required to complete a unit of work during the summer prior to taking Advanced Biology II to demonstrate their commitment to their studies.

Anatomy & Physiology 12

Human Anatomy & Physiology provides an opportunity for students to learn how and why their bodies do the things they do by developing an understanding of the relationship between the body's various structures and functions. Emphasis is placed upon the application of acquired knowledge and critical thinking skills to solve problems related to health concerns. In addition to developing a fundamental working vocabulary of anatomical terms, students study the structures and functions of the body's major systems: skin, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, immune, digestive, reproductive, and urinary.

Introduction to Engineering Design (10-12)

This course provides an introduction to engineering and the design process through a series of individual and team-based design projects based on the First Year Projects course (GEEN 1400) taught in the Integrative Teaching and Learning Laboratory (ITLL) at the University of Colorado at Boulder. Students develop key skills in electrical engineering, mechanical engineering, structural engineering, and software design, which they will utilize to design projects using state-of-the-art technology, including CAD and 3D printing and fabrication. Students will also practice written and oral communication, teamwork, and management of long-term, team-based projects. This course utilizes state-of-the-art products and educational support materials from industry in order to transform the science lab into an engineering design facility.

Advanced Environmental Studies 12

The purpose of this course is to study and understand the interactions of living and non-living things, to investigate how life on Earth is sustained, and to explore the impact that humans have on the environment. This course is designed to prepare students to make educated decisions with respect to their personal lifestyles and the environmental impact of those choices. Students integrate their knowledge from previous science courses as well as other subjects including history and English to obtain a deep, rich appreciation of the factors affecting the environment. Lectures and readings compliment projects, group assignments, lab work and discussions. This course focuses on developing problem-solving techniques, viewing environmental concerns and policies from multiple viewpoints, and explores the concept of personal responsibility and individual power to affect change.

Physics (11-12)

This course investigates the "how" and "why" of the physical universe. It emphasizes the study of physical interactions and phenomena that are visible at the human scale, while also extending the study down to the atomic scale and up to the universal scale. Quantitative skills and mathematics are used to better understand and appreciate the application of math to the real world. The general format for the class includes lecture, discussion, computer-based simulations, laboratory work, and problem-solving. General topics for the course are the study of motion, Newton's laws of motion, conservation of momentum and energy, rotational and circular motion, simple harmonic motion and vibration, physical waves, sound, light, and the basics of atomic physics.

Makerspace Engineering (9-12)

This course introduces students to the joys of making and creating, while developing their skills, knowledge, and creative mindset to become makers. Students are given dedicated time, materials, instruction, and an environment to openly explore new concepts and technology in their own way. They learn the principles of design, art, and engineering by building projects, and they identify and solve problems that are relevant to them. Open to grade levels 9-12. There are no prerequisites for this course.

Principles of Computer Science

This is an interactive course designed for students with limited knowledge of computers and programming languages. Students form collaborative teams, which are led by the teacher through a series of guided inquiry exercises covering the basics of computer science and programming. Computer architecture and machine instructions will be covered, followed by computer calculations, expressions, operators, variables and iteration concepts. Students will also learn to write and evaluate simple codes in Python and/or Java. This is an introductory course for students who are interested in pursuing further study of computer science/engineering, as well as those who are interested in creating mobile apps.

Integrated Math 9

This course is the first inDunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. Content is taught through investigations, constructions, activities, and projects. The course promotes conceptual understanding, mathematical modeling, and problem solving, and students learn to work cooperatively and effectively with their peers within a variety of instructional formats. The math topics of number theory, algebra, geometry, linear functions and statistics are covered in depth, and students will also explore inverse functions, exponential functions, quadratic functions, and basic trigonometric functions. During the second semester of this course, students are offered the opportunity to pursue the highest levels of mastery of content and skills through extension studies in preparation for Advanced Integrated Math 10.

Advanced Integrated Math 9

This course is reserved for students who have demonstrated advanced mathematical skills, as well as a deep commitment to the discipline. Self motivation and effective collaboration skills with peers are essential qualifications for this course. The mathematical concepts covered are similar to those presented in Integrated Math 9 but are explored in greater depth and breadth. Additionally, the pacing, sequencing, and scope varies from that in the non-advanced course. In some units, students are required to choose their own path and create projects to demonstrate their level of engagement with the conceptual, technological, and practical applications of their mathematical studies. An acceptable score on a Dunn School math placement test and a personal interview with math faculty are required for admission to this course.

(Advanced) Integrated Math 10

This is the second course in Dunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. Students engage in numerous activities that involve data collection, modeling, and analysis. Technology is used extensively to aid students' data collection practices and depth of understanding. Topics covered in this course include a study of numbers, algebraic manipulation, matrices, statistics, probability, right triangle trigonometry, functions (including linear, quadratic, exponential, and logarithmic), and inverse operations and functions. Advanced students will dive deeply into functions.

> Students in STEM studies observe, investigate, and model phenomena in the real world around them to discover not only how it works, but also why it matters, what their relationship and responsibilities to it are, and how to be effective agents of change to improve it should they choose to do so.
>
> - STEM Department Chair

(Advanced) Integrated Math 11
This is the third course in Dunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. It features strands of algebra and functions, geometry, trigonometry, statistics, probability, logic, and discrete mathematics. Students make a deep connection between real-world phenomena and deep theoretical mathematical concepts. Technology is used extensively to aid students' data collection practices and depth of understanding. Advanced students will develop a strong foundation for the study of elementary calculus, as well as Advanced Statistics.

Integrated Math 12
This is the fourth course in Dunn School's mathematics sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. It features strands of algebra and functions, geometry, trigonometry, statistics, probability, logic, discrete mathematics, and the basics of calculus. An emphasis is placed on real-world applications that connect with theoretical mathematical concepts. There is an extensive use of technology to aid students' investigations to broaden the depth and breadth of their knowledge and understanding of all of the strands of High School Mathematics and how those strands interrelate.

Advanced Calculus AB 12
This course blends the best aspects of traditional calculus with those of calculus reform, covering key concepts with a high degree of student-driven inquiry and project-based learning. A graphing calculator is used extensively throughout the course, so that students become comfortable manipulating data and viewing key mathematical relationships from different points of view. Key concepts of calculus are represented algebraically, numerically, and graphically which allows students to develop a deeper understanding of them. Key topics include limits, derivatives, and integrals.

Advanced Statistics (11-12)
Advanced Statistics is an introductory, college-level statistics course focusing on four primary topics: exploring data, planning studies, probability, and statistical inference. The goal of this course is for students to learn how to collect quality data, analyze the data both numerically and visually, interpret statistics and displays, and write meaningful conclusions based on data analysis. Content is taught through investigations, activities, projects, and lecture. The course promotes conceptual understanding, mathematical modeling, and problem solving.

Earwig, Inc. (11-12)
Earwig Incorporated is Dunn School's real-world business curriculum, introducing students to the full cycle of capitalism: entrepreneurship, business management, investment management, and philanthropy. Named after Dunn School's mascot, Earwig Inc. uses a flipped classroom, design thinking, and experiential education, to foster leadership, teamwork, and resiliency. Through the entrepreneurial mindset, students realize that failure is not incapacitating, failing is good, and failing fast is better. This mindset cultivates lifelong skills necessary for success in the 21st century.

Fine Arts

Acting

The study of acting provides an opportunity for students to learn the craft of the actor from warm-up to performance. Over the course of the year, students will explore different types of physical and vocal warm-ups, games in pairs or in groups, memorize solo monologues or sonnets, engage in scene-work, pantomime, musical numbers, and improvisations. In the second semester, the class will work on and present a public performance to the Dunn School community.

Vocal Ensemble

This course is designed to give students an opportunity to explore singing while working on vocal technique. Students will explore many different genres of music, both in and out of the traditional vocal music canon. No experience is required.

Instrumental Ensemble

This instrumental class is for students that wish to delve deeper into their own instrumental performance and explore the world of instrumental music. The course is designed to give students the opportunity to push themselves and learn the fundamentals of performing with other instrumentalists, while improving their performance skills and building their musical abilities. This is not a private lessons class, but a group ensemble class. Students should have some experience playing their chosen instrument. All instruments are welcome.

Classical/Modern Guitar

Using classical technique and pedagogy to develop foundational playing and reading skills, students will pursue a repertoire ranging from renaissance to rock music to jazz music.

Applied Music Fundamentals

Using the piano as the initial tool, students will explore the theory and mechanics of melody, harmony, and rhythm. Through composition and improvisation exercises, students will display their learning in the form of original music and through the reading and interpretation of contemporary music. Students may choose an instrument other than piano during the 2nd semester. This course is strongly recommended for all musicians who wish to create a foundation for perpetual musical growth.

Jazz/Contemporary Ensemble 1

Using standard jazz forms and tunes, Ensemble 1 is an introduction to the small combo format in which each instrument has equal voice and importance. Because of its immersive nature, the small combo is an exceptional tool for fostering teamwork, communication, artistic vision, and individual growth. Through constant situational awareness, theoretical analysis, and inventive improvisation, students will find their unique expression. The repertoire includes Miles Davis, John Coltrane, Thelonious Monk, Bill Evans, A.C. Jobim and other contemporary artists.

Jazz/Contemporary Ensemble 2

Ensemble 2 delves into a more sophisticated repertoire and finer tuning of the combo format. Using theory and analysis as a suggestive guide, students will be charged with further developing their vocabulary, repertoire, and overall fluency.

Jazz, Contemporary Ensemble 3

In Ensemble 3, musicians will be largely responsible for their own goals, practice habits, and determination of their own style and artistic goals. Prior to Ensemble 3, students should have a significant repertoire of jazz standards, as well as a functional, expressive vocabulary at their fingertips.

Ceramics 1

Ceramics 1 offers an introduction to basic hand building and wheel throwing techniques. This class will cover clay properties, processes, associated vocabulary, tools, and techniques, as well as some historic and contemporary context. The elements of art and principles of design will serve as a foundation for students' understanding. Students will engage in the creation of both functional and sculptural works.

Ceramics 2

Ceramics 2 reviews and challenges students' prior hand building and wheel throwing techniques. Students will learn to create a variety of complex functional forms and begin to refine their personal style. Students will practice applying and articulating the elements of art and the principles of design to their functional work and conceptual sculptures. Additionally, students will be introduced to post-modern design principles and will spend time familiarizing themselves with contemporary ceramic artists. *Prerequisite ~ Ceramics 1 or comparable experience and consent of instructor*

Ceramics 3: Portfolio Development/Completion

Ceramics 3 students are expected to work on developing their artistic voice and portfolio. Students will work to establish a set of technical and conceptual goals at the onset of the course and be supported in reaching those goals.

Studio Art 1

This is a foundational course for students to learn and explore the fundamentals of the art-making process. Students will become familiar with the elements of art and the principles of design as the basis of art making and will be encouraged to explore and use their personal ideas, images, and experiences, in their artwork. Through self-evaluation, class discussions, and critiques, students will learn to evaluate and express their opinions about their own and others' artwork.

Studio Art 2

This course gives students who already have foundational knowledge of the elements of art and the principles of design an opportunity to deepen their understanding. Students are encouraged to get out of their comfort zone and try media they have not tried before and to use their own ideas about the world and personal experiences as a starting point for inspiration for their artwork. Group critique and self-assessment play a crucial role in this course as students learn to reflect on their artistic process and growth and to communicate ideas to their classmates. *Prerequisite ~ Studio Art 1 or comparable experience and consent of instructor*

Studio Art 3: Portfolio Development/Completion

This course will allow students to expand their artistic techniques to create quality art production towards

the development of a personal and creative style. Students will be required to show a thorough understanding of the Elements of Art and Principles of Design. Each student will develop a body of work for their portfolio.

Photography 1

Photography 1 focuses on four areas: the basics of exposure, an introduction to light, the foundations of composition, and the fundamentals of post processing. Students will learn how to make creative and informed decisions about ISO, shutter speed, and aperture in order to achieve their vision. Students will also learn how to give and receive constructive feedback, create a cohesive body of work, and operate a digital SLR or mirrorless camera. Creative projects will allow students to focus on areas of individual interest as they move through the course.

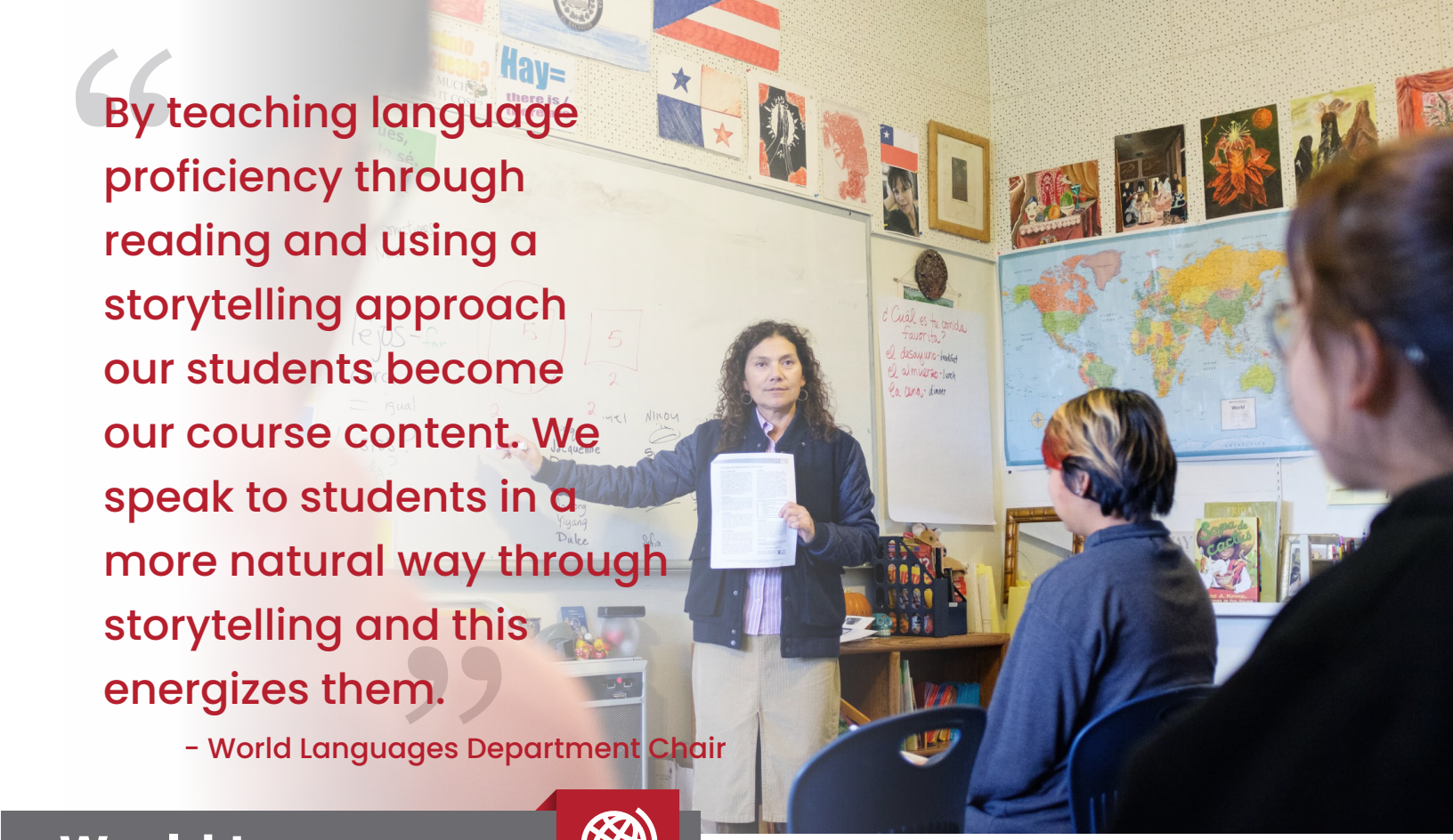
Photography 2

In this course students will move beyond the basics as they learn to make intentional, creative photographs across several genres. There are four areas of focus in this course: "perfect" manual exposure in camera (including the Zone System modified for digital photography), light (natural, shaped, and created-continuous), thoughtful composition, and post processing that adds to the strength of the image. Students will learn how to see and use light effectively while assessing the quality of the light and learning to manipulate it through a variety of techniques. Students will also learn how to give and receive constructive feedback. *Prerequisite ~ Photography 1 or comparable experience and consent of instructor*

Photography 3 : Portfolio Development/Completion

In this course students will make intentional, creative photographs across several genres with an eye towards creating a cohesive portfolio. Students will build on their knowledge of manual exposure while cultivating their ability to evaluate complex exposure scenarios through histogram evaluation. Students will also continue to explore compositional techniques while making intentional decisions that strengthen the frame. Through self-critiques and peer critiques, students will learn to take responsibility for everything in the frame while focusing on intentional layering techniques. The portfolio is intended to showcase the height of the student's skills and artistry.

> "Art class is very therapeutic and helps me to focus. My art classes are relaxing and they help me to escape life for awhile and forget my anxieties."
>
> – Dunn Studio Art Student



> By teaching language proficiency through reading and using a storytelling approach our students become our course content. We speak to students in a more natural way through storytelling and this energizes them.
>
> – World Languages Department Chair

World Languages

Spanish 1

This course offers a comprehensive introduction to the skills of listening, reading, writing, and speaking with an emphasis on listening comprehension. Additionally, by using Comprehensible Input strategies and TPRS (teaching proficiency through reading and storytelling) a daily routine is established. The daily routine is silent reading, calendar talk, group activity, guided reading, and writing. This environment is important for the subsequent levels to develop strong listening and reading skills.

(Advanced) Spanish 2

The second year of Spanish continues the study of listening with the intent to understand. All language skills (reading, writing, speaking, and listening) receive attention. Literary and historical readings prepare students for more advanced language learning. Students in the advanced course will be taught at an accelerated rate and will be assigned summer reading and other novels. Advanced Spanish 2 students will also be asked to produce the language earlier and with greater frequency.

(Advanced) Spanish 3

Spanish 3 aims to improve written and oral expression, along with listening and reading comprehension. This course also requires compositions and short oral presentations. Emphasizing the student's ability to employ correct grammatical structure, new vocabulary, and idiomatic expressions, the class also asks students to read short stories and novels and to discuss them in Spanish. Students in Advanced Spanish 3 will be taught at an accelerated rate.

(Advanced) Spanish 4

Spanish 4 helps students strengthen their skills in listening comprehension, speaking, writing, and reading comprehension. Focal points include improved comprehension of the spoken language and the ability to write freely and accurately. Students will read several short novels and will write weekly in class, while also practicing their speaking.

Advanced students should demonstrate greater accuracy, higher-level reading comprehension, and a commitment to full engagement with the language.

Non-Academic Curriculum and Programs

Athletics

Athletics are an important part of the Dunn community. Students must participate in at least one season of interscholastic competitive athletics and may participate in up to two activities during each year at Dunn. Athletics practices run for 90 minutes every day. Weekend practices and games occur throughout the year for different teams.

Dunn School's Athletics Program aims to foster character development leadership, self-confidence, and commitment to a team. Through practice, training, and competition, Dunn students gain an appreciation for teamwork, sportsmanship, perseverance, and establish healthy life habits—traits transferable to life beyond athletics. Experienced coaches, many of whom have competed in college and beyond, embrace whole child education at Dunn by developing character skills on and off the field and promoting teamwork in every aspect of the sport.

In the two year span from 2018-2020, 11 Dunn athletics teams were League Champions. Dunn's excellent athletic program boasts former student-athletes who have gone on to play at Division I and Division III colleges and universities such as Boston University, Columbia University, UC Berkeley, UC Santa Barbara, the University of Michigan, and UCLA.

Leadership Program

The Leadership Program consists of the five formational components: **Community Service, Global Initiatives, On-Campus Seminars and Speakers, Outdoor Education, and Student Leadership.**

Community Service helps students grow in compassion and empathy while building community amongst peers as they serve others together.

Global Citizenship exposes Dunn students to an array of cultural experiences which contain components of cultural literacy and immersion, community service, humanitarian projects, and environmental awareness through travel nationally and worldwide.

Seminars and Speakers provides a student participation curriculum that teaches leadership skills and character development, instills integrity, and helps each student gain more knowledge of self and others.

Outdoor Education provides inspiring wilderness adventures. Dunn students build confidence, character, and community when they accept the challenge to venture outside of their normal routines.

Student Leadership is an integral piece in developing young leaders. The focus is on mentoring and supporting emerging student leaders in all aspects of Dunn community life. Student leadership opportunities include participating in the student government, being a resident assistant, being on house or day councils, and the Dunn School Admission Ambassador Program.

Outdoor Education

Through inspiring wilderness adventures, Dunn students build confidence, character, and community. Dunn's central California location gives students easy access to diverse landscapes such as the high desert, snow-capped peaks, dozens of national and state parks, and hundreds of miles of rugged coastline. The Outdoor Education program aims to create opportunities for student growth beyond the classroom through week-long, grade-level trips and weekend offerings. Through developing a deeper connection to the environment and their peers, students learn key leadership and teamwork skills


MIDLAND


DUNN


DUNN SCHOOL
DUNN

Outdoor Education experiences include:

- Canoing the Colorado River
- Rock climbing in Joshua Tree
- Backpacking in Big Sur
- Mammoth Lakes Multi-Sport
- Yosemite Day Hikes
- Summiting Mt. Whitney in the High Sierras
- Weekend camping in neighboring Los Padres National Forest
- Ski trips to Tahoe and the Sierras
- Kayaking trips to the Channel Islands

Enrichment Program

The Enrichment program exposes students to new challenges and gives them an opportunity to develop new skills and to discover more about their passions. Many of the programs are led by passionate and engaged faculty and staff members, as well as specialists from the local community and beyond. For approximately fifteen weeks of the school year, students spend an hour and a half in an enrichment class. Students have the opportunity to choose three enrichments per year, selecting from dozens of options which have included:

- Creative Writing
- Robotics: Rover Rukus
- Photography and Graphic Design
- Genome Sequencing
- Surfing California's Central Coast
- Chess
- Animal Behavior
- Yoga & Wellness
- How to Roll a Kayak
- Watercolor
- Biology in the Movies
- Mountain Biking
- Jewelry Making
- Bioinformatics
- Dystopian Film
- Art for Outdoors
- Street Soccer
- Horses in the American West

Mini Term

Mini Term is an exploratory week that offers all students a chance to choose from numerous intensive and immersive academic and physical experiences. Whether students stay on campus or journey across the globe, the goal is to finish the week with an in-depth understanding of a focused topic. Led by faculty and staff members with occasional outside speakers and presenters, this program gives students an opportunity to connect with something greater than themselves, either on-campus or in the outside community.

Past Mini Term courses have included:

- Community Service in Guatemala
- Bio-Informatics and Computational Biology
- Architecture: From Arts & Crafts to Post-Modern
- Surfing & Yoga in Costa Rica
- Danish Pastries, Culture & Language
- Natural Horsemanship
- Death Valley: Geology, Geography & Photography
- Genes in Space: Genome Sequencing
- Not Everything is Relative: An Introduction to Philosophy
- Athletics & College
- PADI Open Water SCUBA Certification
- Exploring the Teenage Experience Through Film
- Podcasting: Telling the Story of History
- The Deserts of California: Death Valley & Joshua Tree
- Make Your Own Mythology

Entrepreneurship Program

Founded in 2009 by Dunn students, Dunn School's highly unique and successful Earwig Inc. curriculum offers students numerous opportunities to acquire business, communication, and leadership skills. This is achieved primarily through the full-time student management of the on-campus Earwig Cafe. In addition students research various investment opportunities and decide how to invest Earwig Cafe proceeds into a portfolio of stocks which supports Dunn's scholarship and endowment funds.

Participants in Dunn's Earwig Inc, program have won student business plan competitions and have gone on to found successful companies including Rhombus and Retention Tab, both of which were acquired.

Academic Support Programs

The Advisor Program

The role of the Dunn advisor is to support and guide student advisees in all aspects of Dunn life and serve as the main conduit for communication between families and Dunn School. While each advisor/advisee relationship is unique, all advisors seek to develop relationships based on mutual respect and trust, facilitating open communication, mentoring, and the ongoing development of students' growth and autonomy. Advisors take a special interest in their advisees' lives both inside and outside of the classroom and regularly communicate with families about their child's academic standing, social and behavioral comportment, dorm life, athletics, and general orientation to the Dunn community.

College Counseling

At Dunn, college counseling is highly personalized. College counselors do not subscribe to one approved list of schools. Rather, by knowing students well and having a deep understanding of their strengths and areas of growth, counselors help students to develop their own personal criteria to identify colleges where they will thrive academically and socially. The focus of college counseling is to encourage students to make authentic choices. From public universities to small liberal arts colleges, counselors focus on helping Dunn students to find their right-fit college.

The College Counseling program offers many opportunities for students to explore college options and to learn about the admissions process including: on-campus visits with admissions representatives, trips to college campuses, small group instruction, and individual application support. While the majority of college counseling happens in the junior and senior years, all students are encouraged and welcomed to attend events and tours or may request an individual meeting with the counseling team.

The College Counseling team helps students:

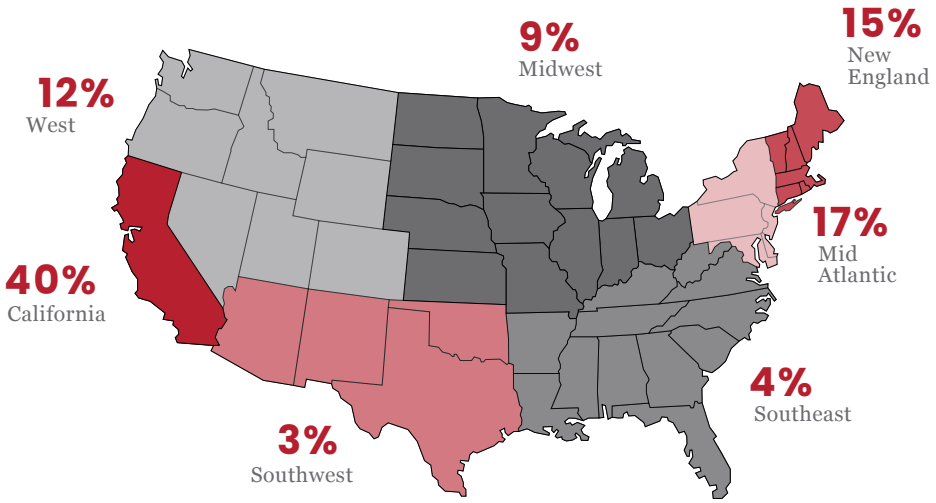
- Design a course schedule that is appropriately challenging and has college interests in mind
- Take ownership of the college search process
- Understand the myriad of college options that exist
- Develop a well-balanced list of colleges for consideration
- Create an authentic and compelling application
- Manage the admissions process
- Decide between college offers including reviewing financial aid and scholarships

Educational Outcomes

100% of the Class of 2020 obtained a diploma and continued on to postsecondary education.

The class garnered **219** acceptances at 191 different colleges and universities.

8% of graduates enrolled in community college and **92%** will attend four year colleges.



Sample College Acceptances & Matriculation 2018-2020

University of California System
University of California-Berkeley
University of California-Davis*
University of California-Irvine*
University of California-Los Angeles*
University of California-Riverside
University of California-Santa Barbara*
University of California-Santa Cruz*
University of California, San Diego*

California State University System
Cal Poly, Pomona
Cal Poly, San Luis Obispo*
California State University-Channel Islands
California State University-Chico
California State University-Dominguez Hills
California State University-Long Beach
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-San Marcos
California State University-Stanislaus
Humboldt State University
San Diego State University
San Francisco State University
Sonoma State University

Colleges That Change Lives
Bard College*
Beloit College
Clark University
Cornell College
Denison University
Eckerd College
Hampshire College
Reed College
Rhodes College
Saint Mary's College of California*
Southwestern University
St. John's College
The College of Wooster
University of Puget Sound
Whitman College

International Universities
University of St Andrews

Public Universities
Arizona State University-Tempe*
Baruch College of the CUNY
Binghamton University
Boise State University
Clemson University
Coastal Carolina University
College of Charleston
Colorado School of Mines
Colorado State University-Fort Collins*
Colorado State University-Pueblo
Eastern Washington University
George Mason University
Idaho State University
Illinois State University
Indiana University-Bloomington
Kansas State University
Michigan State University
Michigan Technological University
Montana State University
Oklahoma State University
Pennsylvania State University
Purdue University
Rutgers University-New Brunswick
Santa Barbara City College*
Stony Brook University, SUNY
Texas Tech University
The Ohio State University
The University of Alabama
The University of Arizona
University of Arkansas
University of Colorado-Boulder*
University of Colorado-Denver
University of Connecticut
University of Hawaii at Manoa
University of Idaho
University of Illinois at Urbana-Champaign
University of Massachusetts-Amherst
University of Massachusetts-Boston
University of Michigan
University of Minnesota
University of Mississippi
University of North Dakota
University of North Texas
University of Oregon*
University of Pittsburgh
University of Virginia
University of Washington, Seattle
University of Wisconsin-Madison
University of Wyoming
Virginia Polytechnic
Washington State University

Private Colleges & Universities
Albion College
Art Center College of Design
Azusa Pacific University
Babson College
Barnard College
Baylor University
Belmont University
Boston College
Boston University*
Brandeis University
Bucknell University
California College of the Arts
California Lutheran University
Case Western Reserve University
Chapman University*
Clarkson University
Columbia College Chicago
Columbia University
Connecticut College
Cooper Union
DePaul University
DePauw University
Dickinson College
Dominican University of California
Drew University
Drexel University*
Elon University
Emerson College
Florida Institute of Technology
Florida Southern College
Fordham University*
George Washington University
Gonzaga University
Grinnell College
Hamilton College
Haverford College
Hawaii Pacific University
Hult International Business School
Johns Hopkins University
Kenyon College
Lafayette College
Lesley University
Lewis & Clark College
Linfield University
Loyola Marymount University*
Macalester College
Marquette University
Miami University-Oxford
Mills College
Mount Holyoke College
New York University
Northeastern University*
Oberlin College
Otis College of Art and Design
Pace University-New York
Pepperdine University*
Pomona College
Pratt Institute
Rochester Institute of Technology
Santa Clara University
Savannah College of Art and Design
School of Visual Arts
Seattle University*
Skidmore College
Smith College
Syracuse University
The New School*
The University of Findlay
Trinity College
Tulane University
University of Denver*
University of Evansville
University of Miami
University of Portland
University of Redlands*
University of Rochester
University of San Diego*
University of San Francisco*
University of Southern California*
University of Tampa
University of the Pacific
Vassar College
Villanova University
Wagner College
Warren Wilson College
Wellesley College
Westmont College
Wesleyan University
Wheaton College - Massachusetts

***More than 5 acceptances Matriculation**

Learning Strategies

Dunn's Learning Strategies program has a long-standing reputation for success. Since 1973 Dunn has provided extensive, individualized support and encouragement to help students with learning differences to master their cognitive strengths and achieve their academic and personal goals. This program is a vital component of Dunn School's overall mission to develop and nurture the whole child within a supportive and inclusive environment

This individualized and comprehensive academic support helps students become independent and effective learners, gaining self-confidence in the classroom and beyond.

The Learning Strategies program offers two levels of support: **One-to-One** learning strategies and **Executive Group**.

In the One-to-One Program, students are paired with a Learning Strategies specialist. Students meet individually with their Learning Strategies teacher four times per week. The Learning Strategies teacher also serves as the student's advisor, facilitating student-teacher-family communication.

Executive functions are the most important predictor of future academic success. In the Executive Group Program, students meet with their Learning Strategies specialist in a small group setting. Support is tailored to the individual needs of the students within a warm group environment. Students have advisors outside of the Learning Strategies program who work closely with their specialist.

Some of the skills a student might work on in Learning Strategies include:

- **Comprehension**
- **Fluency**
- **Time management**
- **Long-term planning**
- **Presentation skills and dry run (or "rehearsal") of class presentations**
- **Research**
- **Organization**
- **Test and Quiz Preparation**
- **Self-Advocacy**
- **Writing**
- **Research**
- **Teaching others (demonstrating the highest level of understanding)**
- **Specific assignment support**

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Dunn School admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, gender identity, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

SCHOOL SUCCESS AND OPPORTUNITY ACT

Dunn School follows all California State guidelines of inclusiveness with regards to students' gender identity as described in the "School Success and Opportunity Act" (Assembly Bill 1266), which states: "A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records."

dunnschool.org