

DUBLIN SCHOOL
ACADEMIC COURSE CATALOG
For the School Year 2023-2024

19 **DS** 35

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 History I, US history, & electives of their choice).
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. Solar Energy may serve as an entry course for students with a background in technology.
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 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

Theater and Dance

Fall Semester Electives

Acting the Song

In this course, we will develop methods for presenting work in the musical theater genre. Topics will range from the fundamentals of acting, to text and score analysis, to character development and performance techniques. While this course is primarily performance-based, we will also gain a broad understanding of the history of musical theater from its origins in burlesque and vaudeville, to the Golden Age of musical drama, to the more contemporary styles of today. Students will explore various techniques for preparing and presenting a song as an acting piece rather than just an auditory experience. At the end of this course, students will be able to identify different ways songs fit into the context of a stage production, and employ the methods we explore to enhance their ability to communicate to an audience through song. Students will understand the multi-layered process of analyzing musical theater repertoire and arrive at a new level of performance proficiency. As well, all students will be responsible for researching 2-3 seminal works of musical theater throughout the term and giving a formal presentation of their findings to the class.

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.

Spring Semester Electives

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.

Music

Full Year Course

Dubliners Chorus

Dubliners is a choral vocal ensemble that performs a wide variety of vocal repertoire: classical, rock, pop, jazz, and musical theater. 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 once a week. (Full year participation = .5 credit, or 1 semester)

Fall Semester Electives

Piano Performance

This class is open to all students interested in piano performance, regardless of previous experience. Class time will alternate between group instruction, individual practice time, group sharing, group improvisation, collaborative composition, listening and discussion, and ensemble work (four to eight-hands). All students will also be expected to practice regularly outside of class (around an hour of work a week).

Music and Community

This class will explore music’s universal power to express, connect, heal, transform, and transcend both individually and communally. Through guided listenings, documentary films, readings, class discussions, as well as in class performing, composition, and improvisation, students will explore how people throughout history have used music as a tool for recognizing, embodying, and working with the joys, traumas, and oftentimes ineffable nature of human existence. Additionally, we will go out into the greater Monadnock community and investigate how places like the DubHub and Nova Arts act not only as a community’s social epicenter, but as places for individuals and groups to express and find themselves, as well as discover connection. Students will be expected to keep a personal journal on music’s diverse role, presence, and usefulness in their own daily life.

Music Performance Lab

This course is designed to allow students to explore playing music in an ensemble. Students will have the opportunity to either play an instrument with which they are already familiar or explore a new instrument (pending availability and approval). Music will be selected and arranged for whatever ensembles we find ourselves creating. 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. We will spend time developing basic musicianship skills as well as experience how to more effectively collaborate as an ensemble. At the end of the term, students will perform before an audience in our Recital Hall. 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.

Songwriting I

This is a multi-level course studying the craft of Songwriting. Various levels of musical experience welcome. Students will develop songwriting skills such as writing melodies, writing lyrics, exploring song form and function, exploring musical texture, as well as recognizing and choosing chord progressions through song/lyric analysis, personal reflection, improvisation, and group collaboration. As a way to help fuel our creative expression, expand our musical and lyrical palette, and potentially try out new works, we will attend open mic nights and concerts in the community. The course may culminate either in a concert of our works in the Recital Hall or a recording of your songs in collaboration with the Music Production class.

Choir

Choir is an advanced choral ensemble, designed for devoted singers curious and passionate about the art of choral music. This ensemble, which typically meets outside of the academic day schedule 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, and must either audition or have the instructor's permission. (1 credit/semester; 2 credits/year)

Spring Semester Electives

Music Performance Lab

This course is designed to allow students to explore playing music in an ensemble. Students will have the opportunity to either play an instrument with which they are already familiar or explore a new instrument (pending availability and approval). Music will be selected and arranged for whatever ensembles we find ourselves creating. 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. We will spend time developing basic musicianship skills as well as experience how to more effectively collaborate as an ensemble. At the end of the term, students will perform before an audience in our Recital Hall. Students of all levels are welcome in this course.

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Songwriting II

Building off of work from Songwriting I, students will dive into a more specific genre study (classical, contemporary, digital music, musical theater, etc.) to produce a series of related works.

Music and Social Change in the United States of America

A continuation of Music and Community where students examine how music has helped shape and change the social and political landscapes of this country from its founding to today.

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Studio Arts

Fall Semester Electives

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 Electives

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.

DrawingII/Painting

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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 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.

Woodworking

Fall Semester Electives

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.

Collaborative Design Project

Students' creative minds will come together in this collaborative woodworking class. Starting with design and innovation, students will work through the process of building, revising, finishing, and showcasing their finished product. A prerequisite of Woodworking I is required to take this class.

Spring Semester Electives

Woodworking I - Forest to Finish

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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: 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: Rebels, Outsiders, and Others: Creating a New American Story

How does the tradition of rebellion shape our concept of American identity? How do outsiders rewrite cultural and literary narratives to create new schools of thought and literary movements? How does Otherness shape the story of what it is to be American? Starting with Walt Whitman and Emily Dickinson, students will explore how successive generations of writers and thinkers have challenged and overturned existing schools of thought and created new ways of writing the world and in the process, forging new American identities in the process. Students will develop as engaged citizens, examining their own identities and what lenses, privileges, and values they carry, viewing these in relation to the tumultuous and regenerative evolution of the idea of American literature. Engaging with fiction, nonfiction, and poetry, students will develop awareness of genre, purpose, and rhetorical strategy. Throughout their investigation of canonical and contemporary texts, ranging from Hurston’s *Their Eyes Were Watching God* to Orange’s *There There*, Fitzgerald’s *The Great Gatsby* to Jen’s *The Resisters*, students will encounter voices from a variety of backgrounds, often emerging from the margins to create, through the power of their voices and visions, new vistas from which to behold the American experience.

English 11: Alienation & Belonging

Where do we fit in the world? What does it mean to belong to a place? To a people? To a way of life? This course is designed to respond to these questions and beyond through in depth analysis of major literary texts across time, cultures, and genres. We will engage with our course texts not only to hone deeper critical thinking skills, but also to engage with literature as a vehicle for discovering the profound emotional and philosophical depths of the human experience. We will read and write about the required course texts to practice analytical thinking, the logic and craft of building an argument, and to engage with literature as art. How do we make meaning? Where do we find purpose and clarity in our lives? How and why do we express both our suffering and our triumph for the rest of the world to see? Why do we study literature? By considering, deepening, and complicating these questions through weekly reading and writing activities, student-led discussions, and essays revised through multiple drafts, juniors in English 11: Alienation & Belonging will gain confidence as they grow as writers, readers, artists, philosophers, academics, and poets.

Advanced Seminar in 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, Advanced Seminar in 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 explore genre while investigating questions around power, privilege, identity, and community. Texts will include *The Language of Composition* (3rd ed.) and Toni Morrison's *The Source of Self-Regard*. The AP Language and Composition Exam in the spring is optional and will not be the primary focus of the course; students will, however, be provided with a plethora of resources, study materials, and supports should they wish to take the exam in May.

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 focused on British Literature. 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 as they journey across 600 years of British literary tradition. Texts such as Shakespeare's *Hamlet*, D.H. Lawrence's *Lady Chatterley's Lover*, and Zadie Smith's *White Teeth* 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 Literature Exam in the spring is optional and will not be the primary focus of the course; students will, however, be provided with a plethora of resources, study materials, and supports should they wish to take the exam in May.

Full Year Electives

English 12: Advanced Seminar in Queer Literature

In the words of poet Ocean Vuong, “queerness begins with permission to change... it invites innovation; it is larger than sexuality and gender; it is action.” This course will explore the idea of “queering” literature; students will consider the impact of sexuality and gender on narrative and experience. Readings will span a variety of literary genres from a broad range of queer writers, examined through the lenses of queer theory and historical context. As this is an advanced seminar, students can expect a more rigorous pace and higher expectations for class participation, reading load, and written assessments. Students will be asked to synthesize their learning through an interdisciplinary lens, culminating in a symposium of creative writing projects, presentations, and formal essays.

English 12: Fall Semester Electives

English 12: Introduction to Fiction Writing

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 teacher conferences.

English 12: On Being

In this course, we will seek to capture and convey the wisdom found in the human condition by examining both secular and non-secular texts. Our units will take on some of the major facets of life: joy, love, growth, loss, grief, despair, belonging, faith, curiosity, connection, solitude, nature, and more. A wide selection of books, stories, essays, poems, podcasts, and art from a range of authors, creators, activists philosophers, and leaders of different eras and backgrounds will inspire students as they work to hone in on, and articulate, their own life philosophies. Our study and our time together is designed to inspire deep reflection and the thoughtful development of a personal connection with our values and experiences. Flannery O’Connor is quoted as saying, “I write to discover what I know.” Likewise, students in *On Being* will write reflective weekly journals as a way to build towards crafted personal essays that express their particular wisdom with style and purpose. Our writing, like our reading and discussion, will be exploratory in the name of discovering our wisdom about living what Mary Oliver reminds us is our “one wild and precious life.”

English 12: Spring Semester Electives

English 12: American Audiences

Since its origin, the theater has served as a venue for social change. In this course, we will explore the ways in which audiences are invited to take on different perspectives, engage perceptions, and examine social conditions of the time. While historically controversial, the practice of art as an agent of change is increasingly important, and together, we will examine how certain plays have shed light on the United States over the last 100 years. The plays and the playwrights we will study will be those with an intention to effect social change. In addition to the various American masterpieces we study this term, students will be expected to write critically and experiment with developing scripts and performances based on current events. A capstone project will be required of each student.

English 12: Creating Personal Narrative

Why do we as humans love to tell stories? Why do we use storytelling to shape who we are and what we mean in different contexts & how do we choose what stories to tell when? How do we choose what stories to keep retelling (& revising)? This class will challenge and empower students to explore a variety of storytelling modes in pursuit of these questions. Students will engage with a range of stories and texts about storytelling over the course of the semester, grounding their practice as writers and sculptors of their own narratives. As a class, we will venture through different storytelling modes, including personal narrative, lyric essay, and staged spoken-word storytelling, among others. By building a practice as writers, readers, and editors of each other's work, we will develop a community of collaboration and respect for each other and the process of creation. Students should expect to write in almost every class period (and be willing to share or reflect on what they wrote) and will workshop each other's stories to develop critical and creative skills in giving and receiving feedback, ending the semester with a portfolio of personal stories in a variety of genres.

English 12: Frankenstein

***** see course description under interdisciplinary section.**

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.

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.

Spanish IV: 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.

Spanish V. Español through Film and Literature: Latin America

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, art 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 4. 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.

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.

ESL (English As a Second Language)

Students are placed into ESL if they have never attended an English language school previously, if it is deemed warranted in the Admissions process, or by placement test given by the English Department upon arrival at Dublin School. For the placement test students may be asked to complete a reading comprehension exercise and/or a writing assignment.

ESL courses consists of either one-on-one or small group sessions that meet twice per week. These sessions aim to improve students' command of the four language skills in the academic context of Dublin School classes. To that end there is an [ESL Core Skills Chart](#) which guides and informs the sessions.. Examples of sessions include: reviewing an English or history reading for vocabulary and overall comprehension, the writing process, or practicing pronunciation in advance of a class presentation. As students progress with their English skills their session time can be devoted to perfecting their writing, conversational English, standardized test preparation, and college application preparation as appropriate.

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.

Electives for 10-12th graders

Students in 10th, 11th or 12th grade may take any history course listed below. This includes full year courses, including AP European History, U.S. History, and AP U.S. History, as well as any of the fall or spring electives. Specified Advanced Topic courses are only available for students in the 11th or 12th grade.

Full Year Courses

Advanced Placement European History

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.

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 21st 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.

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

Open to juniors and seniors. (Students should remember that they are required to complete U.S. History before graduation.)

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!

Advanced Topics in Psychology: Research Seminar

**This course is for seniors or students who have completed their history requirements.*

This year-long 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.

Fall Semester Electives

20th Century Genocides

Starting with an overview of earlier genocides (against Native Americans, the Herrero, and the Armenians), this course will examine three specific genocides in greater depth.

We will look at the Shoah perpetrated by the Nazi regime, as well as the Bosnian and the Rwandan genocides. We will look at the political and legal structures that facilitated these genocides, and deepen our understanding of the meaning of genocide through literature left by its victims. Historical, religious, economic, and psychological inclinations contributing to genocide will be discussed, but above all we will seek to understand the experience. Literature allows us to appreciate the humanity of the victims, who must be dehumanized to become victims. We will also study the creation of the idea of genocide as a crime for which perpetrators can be prosecuted, and other ways survivors have managed to live with renewed hope. The ultimate goal of this course is to create understandings and pathways which will prevent us from falling into the role of bystanders to genocide and cultures of hatred. The course will involve reading and discussion, papers and an action project based on original research.

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.*

Advanced Seminar in Economic Theory

This course is open to students in the 11th and 12th grades.

The Advanced Economic Theory class explores the history of economic thought. We will focus on four very important economists who created economic theories still in use in our days: Adam Smith, David Ricardo, Karl Marx, and John Maynard Keynes. We will study their lives, their ideas and also the historical context in which they lived and worked. In doing so, we will use the book “The Worldly Philosophers” by Robert Heilbroner in order to have a solid introduction to modern economic thought. Students will learn the specific terminology of economics, develop charts explaining the different economic theories and analyze excerpts from each one of the economists’ work. As a way to close the course, students will focus on one economist and research their life and main theoretical contributions.

Advanced Seminar in History: Native Studies

This course is open to students in the 11th and 12th grades.

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 the Abenaki in Northern New England, from pre-colonial times to the present. 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 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.

Research seminar elective: Supreme Court

This course is open to students in the 11th and 12th grades.

In this research seminar, students will have the opportunity to track and analyze Supreme Court decisions related to a topic of their choice. After a brief overview of the chosen topic, students will select an area of interest and trace its history and impact on the world today through the lens of Supreme Court decisions, allowing them to gain a deeper understanding of the legal context and implications of their chosen issue. They will evaluate, curate, and cite resources from a multitude of sources, including diverse perspectives such as women, minorities, and international views. Using their research, students will develop an academic thesis paper that reflects their knowledge of the chosen topic, the questions and issues surrounding it, and an analysis of the current situation. Students will also have a variety of options to share their learning with their peers at the end of the term, such as a presentation, debate, or panel discussion. By the end of the course, students will have gained a deeper understanding of their chosen topic and the legal context surrounding it, as well as the skills necessary to conduct in-depth research and analysis.

Spring Semester Electives

African American History

Students will examine the social, cultural, economic, and political contributions of African Americans to American society. The course will cover the following topics: The African American experience before and after enslavement, The Civil War and Reconstruction, The Jim Crow era and the struggle for civil rights, Civil Rights Movement and its impact on American society and Beyond, The contributions of African Americans in science, technology, art, music and literature. Assessment for the course will be based on class participation, quizzes, exams, written assignments, and research projects. Students will be expected to actively participate in class discussions and contribute to group activities.

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.

Human Rights

The idea that we have rights, that we are entitled to rights, is deeply ingrained in Americans. This idea is foundational to our society and government, and it is an immensely attractive and powerful idea. The idea that men have rights grew over time out of certain specific kinds of power struggles, and it has expanded, imperfectly, through great struggles, over time to include ever more human beings. Today the phrase “human rights,” though incontestable, means a variety of things, not all of which are in concert. Are rights more individual or can they apply to groups? Who owes what to whom? How are rights achieved or granted? In a world where people are patently not all equal, are we holding the idea of human rights blindly, defensively? What would it mean truly to ensure that all human beings have unalienable rights? This course will involve reading and discussion on a daily basis, including attention to current events. Students will write papers, participate in activism, and conduct a project to demonstrate their learning.

Advanced Seminar in History: Nuclear Weapons and the Cold War

This course is open to students in the 11th and 12th grades.

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. Nuclear technology spread into other industries as well, changing our society in far-reaching ways. 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. Asia was impacted most directly by nuclear war, and the Cold War had major impacts on Korea, Vietnam, China, and Japan. This course will explore these questions, and yours.

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?

How did American citizens cope with the threat and the power of nuclear technology?

In particular, how did nuclear weapons and the Cold War impact Asia?

This course will involve reading, writing, research 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.

Advanced Seminar in the History of Latin of American 1400-1820

This course is open to students in the 11th and 12th grades.

The course will study the main native peoples inhabiting the continent before the European conquest and colonization, the Spanish and Portuguese conquest and colonization, the colonial societies in Spanish and Portuguese Latin America and the independence movements in the early 19th century. Students will work with primary and secondary sources and will analyze images such as works of art and architecture from different regions and time periods. In an attempt to make the students appreciate different perspectives we will introduce the work of many historians often displaying different interpretations. We will prioritize Latin American historians such as Reyes Abadie (Uruguay), Tulio Halperin (Argentina), Miguel León Portilla (Mexico), Boris Fausto (Brazil), and Carla Caruso (Brazil) among others. Another objective of this course will be to help students to communicate creatively and effectively. Students will be expected to be fully engaged in class discussions and to write a research paper exploring a specific topic of their choice.

Research Seminar: Global Current Events

This course is open to students in the 11th and 12th grades

After a brief overview of the big stories of the previous year, students will select an area of interest and trace its history and impact on the world today. Students will gain a deeper understanding of the contemporary context and implications of their chosen issue. They will evaluate, curate, and cite

resources from a multitude of sources, including diverse perspectives such as women, minorities, and international views. Using their research, students will develop an academic thesis paper that reflects their knowledge of the chosen topic, the questions and issues surrounding it, and an analysis of the current situation. Students will also have a variety of options to share their learning with their peers at the end of the term, such as a presentation, debate, or panel discussion. By the end of the course, students will have gained a deeper understanding of their chosen topic and the legal context surrounding it, as well as the skills necessary to conduct in-depth research and analysis.

INTERDISCIPLINARY

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.

Independent Study

This course is open to returning students in 10th - 12th grades. To be considered for an independent study, students must have a demonstrated track record of independence and reliability with completing tasks by deadlines. They should have shown initiative and strong study habits. In addition, they should have a block free and available for this work.

Independent studies are courses which are designed by the student with the support of a faculty member to explore or pursue an interest in which there is no course in the regular curriculum. Students must be capable of articulating what they seek to learn, what materials they want to use, and why this subject matters to them. They are expected to keep good records of their work and the evolution of their thinking. Students complete 3.5 - 4 hours per week of class time and the same amount as homework.

Students are expected to meet at least once per week for a full block with the supporting faculty member, ideally twice. Assessments are designed by the student and faculty member together, and are conducted at regular intervals and must be at least as rigorous as those in a regular course. Independent studies should end with public culmination of work. Independent studies are **6th courses**, and may not replace an existing course in the curriculum.

[Independent Study Proposal](#)

Dublin School is not able to offer independent studies in subjects in which no current faculty member is able to assess and provide feedback to a student.

Spring Semester Only:

FRANKENSTEIN

In what ways can imagination and inspiration unleash the best and worst in us?

What is the ethical relationship between creator and creation?

To what extent do scientific and technological advancement come with moral obligations?

How does lack of compassion lead to prejudice and stereotyping?

What are your hopes and fears?

This interdisciplinary course explores these questions through a deep study of Frankenstein, the 1818 novel that stands at the intersection of Romanticism, bioethics, the creative process, science fiction, Greek mythology, and more. This course will be taught from an interdisciplinary perspective, offering students multiple “ways in” to this 200 year old text, inspired by an evening of ghost stories and written by the 19-year-old Mary Shelley. At the center of our study will be the 2018 version of the book, Frankenstein: Annotated for Scientists, Engineers and Creators of All Kinds and local author Lita Judge’s graphic novel, Mary’s Monster: Love, Madness and How Mary Shelley Created Frankenstein. Students will be asked to synthesize their learning through an interdisciplinary lens, culminating in a symposium of creative/design projects, presentations, and formal essays.

Digital Media

Communication of messages and the definition of “media” has rapidly changed since the beginning of the century. The concept of creating media has become more readily available to the general public. This project-based course will dive into the basic techniques of audio, video, and print media, and how to distribute and get your message to the outside world. Techniques like creating music via MIDI, video recording and editing, and learning how to make for podcasts and print media will be explored. Students will analyze and create media that is of good quality, exploring elements of design that contribute to its effectiveness and the skills involved.

This course cross-lists as Technology or Arts.

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.

Advanced Topics in Statistics

Prerequisite: Completion of Algebra II or Algebra II/Trigonometry

To be able to use and interpret data correctly is essential to making informed decisions. Data abounds in this information age; how to extract useful knowledge and gain a sound understanding of complex data sets has been more of a challenge. Students in this introductory statistics course will use hands-on experiences to simulate statistical phenomena. They will gain a sound understanding of what statistics represent, how to organize and display data, how to analyze data, and how to draw and interpret valid inferences by using appropriate statistical tools. Areas of focus may include sports, medicine, research, lawsuits, games, advertising, engineering, etc. Curriculum units include displaying and describing data, the normal curve, regression, probability, and statistical inference with applications in the real world. Students also have the opportunity to analyze data sets using technology. This is a rigorous course with the expectation of high engagement and a desire for challenge and exploration. While not bound by the AP curriculum, this course will prepare interested students for the AP exam.

Precalculus

Prerequisite: Completion of Algebra II/Trigonometry or Advanced Algebra with Trigonometry or permission of instructor.

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.

Advanced Placement Calculus

Prerequisite: Successful completion of Precalculus and permission of the instructor.

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.

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

Prerequisite: Completion of Biology and Algebra I

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.

Chemistry

Prerequisites: Completion of Geometry and Biology.

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.

Advanced Studies in Science: Biochemistry

Prerequisites: Completion of Biology and Chemistry

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.

Advanced Studies in Science: Climate Change

This course is open to students in the 12th grade with an interest in science and specifically the anthropogenic causes of climate change and their measurable effects on New Hampshire ecology, or by permission of the instructor. Prerequisites: successful completion of Biology and Chemistry, completion of the summer assignment, and an interest in spending time outside.

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. 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. 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.

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 Environmental Science

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college level course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it incorporates topics from all areas of science with an emphasis on biology and chemistry. Major themes of the course include; science as a process, energy conversions and the relationship to all ecological processes, the Earth is an interconnected system, humans' impact on natural systems, environmental problems and their social and cultural context, and sustainable human development for resource use and population. The laboratory component of the course will focus on the forest ecosystem surrounding Dublin, as well as field trips to the surrounding area. Assessment includes class participation, lab reports, tests, projects. Successful and timely completion of summer work as well as signatures from current teacher and AP teacher are required to enroll in this course.

AP Physics

Advanced Physics 1 provides an introduction to kinematics and mechanics, the description of motion and the study of moving and colliding bodies in both linear and rotational motion. As such it provides an important first look at the conservation principles that underlie so much of Physics, chiefly around energy

and momentum. The course relies on and further develops students' problem-solving ability using algebra and trigonometry. Calculus is not used directly in AP Physics, however students taking calculus will be exposed to its use in physics. This is an ideal course for those intending to pursue science, engineering or medicine in college, or for those seeking a basic understanding of physical science. Successful and timely completion of summer work as well as signatures from current science and math teachers and Department Head are required to enroll in this course.

Fall 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

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 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

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 History.*

Spring Semester Electives

Behind the Browser: Technology of the Web

This class enables students to read, interpret, design, and code their own web pages using HTML, CSS and JavaScript. The importance of both structure and style are explored alongside modern design standards and practices. No prior coding experience is required – we'll demystify the Document Object Model and use established frameworks to unleash the power of browser events and modern APIs, like geolocation and web storage. Assessments include in-class exercises, weekly review quizzes, homework assignments, and an individual capstone project.

Engineering & Robotics:

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

Solar Energy & its Applications

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