



# Upper School Profile & Curriculum guide



Los Olivos, CA | [dunnschool.org](http://dunnschool.org) | 805.688.6471



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

## CONTACT US

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## Mission

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

## Educational Framework

In the Dunn School community, we as students, teachers, staff, parents, trustees, and friends are committed to understand and to live by the following values:

**Emotional Wellness** → **Physical Readiness** → **Intellectual Growth** → **Social Responsibility** → **Moral Courage**

## Accreditation and Memberships

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



# SCHOOL PROFILE

## WHOLE STUDENT EDUCATION

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

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

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

## STUDENT GOALS AND EXPECTATIONS

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

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

# GRADUATION & SUBJECT REQUIREMENTS



## **COURSE SELECTION & ELIGIBILITY**

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

### **Advanced Courses**

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

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

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

## **GRADUATION REQUIREMENTS**

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

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

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

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

PROGRAM	PARTICIPATION REQUIREMENTS/OPPORTUNITIES
English	4 years
History	3 years to include World History and U.S. History
Math	3 years to include Math 3 or Advanced Math 3
Science	3 years to include Chemistry and Biology
World Language	2 years of one language to include the second level
Arts	1 year to include completion of one year-long course
Enrichment	Annual Winter Term
Outdoor Education	Up to 4 years, a class trip annually
Athletics	3 seasons per year, at least 1 competitive sport each year
Wellness	Wellness Seminars will include, but are not limited to: Nutrition, Sexual Education, Alcohol Use and Abuse, Drug Use and Abuse, Healthy Relationships, and Managing School & Life Stressors
Residential (for all boarding students)	Residential Curriculum focusing on: <ul style="list-style-type: none"> <li>• Respect and responsibility</li> <li>• Emotional and physical health</li> <li>• Community living</li> </ul>
Community Service	A minimum of 10 hours per year with at least 3 hours each trimester. Preferably, at least 5 hours each year should be completed as part of a Dunn-sponsored opportunity.
Global Citizenship	Participation in on-campus events such as awareness or celebration days, for example, MLK Jr. Day, International Women's Day, Earth Day, etc. Optional participation in travel experiences that have a service component as well as cultural, historical, or adventure elements.

# CURRENT COURSE OFFERINGS

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



## HUMANITIES

### ENGLISH 9

In English 9, students are challenged to identify and link underlying patterns & meanings shared within literary works, as well as participate in activities that encourage students to think globally and make connections between literature and its social and historical context. The theme of this course is Understanding Oneself and Community. The course will be guided by the following essential questions: What shapes how we view ourselves and others? What is our level of responsibility to community? The goal is to have students engage in meaningful and personally relevant activities, inspire thoughtful reflection about history and progress, and enhance student ability to read carefully and to make intelligent connections between diverse texts. The center of this course is dedicated to laying a solid foundation of skills that will be the

basis for subsequent high school and post-secondary humanities courses. These skills include extracting meaning, interpretation, and coming to understand the ways that all stories converge around — and reinterpret — universal themes.

### (ADVANCED) ENGLISH 9: WORLD LITERATURE

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

continue to build their skills as writers by drawing stronger connections between structured acts of reasoning and structured practices of writing.

### (ADVANCED) ENGLISH 11: AMERICAN LITERATURE

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

States History and English 11/Advanced English 11 classes that prepares students for college-level research projects in the humanities.

### **(ADVANCED) ENGLISH 12**

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

### **SPEECH AND DEBATE**

Speech and Debate is a combination of public speaking, acting, and arguing. There are three “tracks” that students can take: Speech, Oral Interpretation, and Debate. In Speech, competitors craft a persuasive and/or informative speech and then present it to a series of judges. Depending on the specific event these speeches are either written on the spot or carefully curated over the year. In the Oral Interpretation events, competitors take pieces of literature and poetry and present their interpretation of them in a 10-minute scene either by

themselves or with a partner. In Debate, students work as a team to prove their side of an argument against another team or school.

### **CREATIVE WRITING (10-12)**

This course provides an opportunity for upper class high school students to pursue advanced creative writing work. The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative/creative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers, 2) to enable students to create works of literature in various genres, including, but not limited to: short story/fiction, creative nonfiction, drama, and poetry, and 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course and later in their college work. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is accompanied by thoughtful discussion and numerous opportunities for creative writing across all genres. The course emphasizes creative writing, and the strengthening and developing of student technique. Therefore, success relies heavily on the actual creative writing.

### **HISTORY 9**

Organized around universally applicable essential questions and themes, History 9 is a comprehensive course that develops critical reading & thinking skills. Students will be challenged to identify and link underlying patterns & meanings shared by literary works, as well as participate in activities that encourage students to think globally and make connections between literature and its social and historical context. The goal is to have students engage in meaningful and personally relevant activities, inspire thoughtful reflection about history and progress, and enhance the student's ability to read carefully and to make intelligent connections between apparently diverse texts. The center of this course is dedicated to the development of 21st century skills. These skills include extracting meaning, interpretation, collaboration, communication, and problem solving skills. This skill development will allow students to understand the ways that all stories converge around—and reinterpret—universal themes. Additionally, students will be provided with a strong set of study skills.

### **(ADVANCED) WORLD HISTORY 10**

This course will introduce students to a range of themes in world



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

### **(ADVANCED) UNITED STATES HISTORY 11**

This course is designed to give students a survey of American history from the Colonial Era through the start of the 21st Century. Students' historical

thinking and writing skills will be developed through the utilization of four main categories of analysis — social (race, class, and gender), political, economic, and cultural — as they are asked to identify points of convergence and divergence in their analysis of various figures, events, and ideas. Course materials will explore a number of themes in American history, but the central focus will be on redefined and contested notions of freedom. Development of historical writing skills includes high expectations for the marshaling of primary and secondary source material to bolster historical arguments and the shift away from content summary to historical analysis.

### **(ADVANCED) AMERICAN STUDIES 12**

This course will build on students' foundational knowledge of American history, deepening their understanding of the political,

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





## SCIENCE

### **CONCEPTUAL PHYSICS (9)**

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

### **(ADVANCED) CHEMISTRY I (10)**

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

### **(ADVANCED) BIOLOGY I (11)**

This first-year biology course is devoted to the study of living

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

### **ADVANCED CHEMISTRY II (11/12)**

This second-year chemistry course is designed to be the equivalent of a college-level introductory course in Chemistry. The main goal of this course is to build upon the concepts and skills students developed in Chemistry I or Advanced Chemistry I and to further develop their appreciation of science as an integrated

process. Using scientific inquiry, students study the Six Big Ideas and engage in experiments or activities designed to develop skills in accordance with the Seven Science Practices.

### **ADVANCED BIOLOGY II (12)**

This second-year biology course is designed to be the equivalent of a college-level introductory course in Biology. The main goal of this course is to build upon the concepts and skills students developed in Biology 1 and Chemistry 1 courses and to further develop their appreciation of science as an integrated process. Using scientific inquiry, students recognize the Four Big Ideas of Biology and engage in experiments designed to develop skills in accordance with the Seven Science Practices.

### **ANATOMY (12)**

Anatomy provides an opportunity for students to learn how and why their bodies do the things they do by developing an understanding of the relationship between the body's various structures and functions. Emphasis is placed upon the application of acquired

knowledge and critical thinking skills to solve problems related to health concerns. In addition to developing a fundamental working vocabulary of anatomical terms, students study the structures and functions of the body's major systems: skin, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, immune, digestive, reproductive, and urinary.

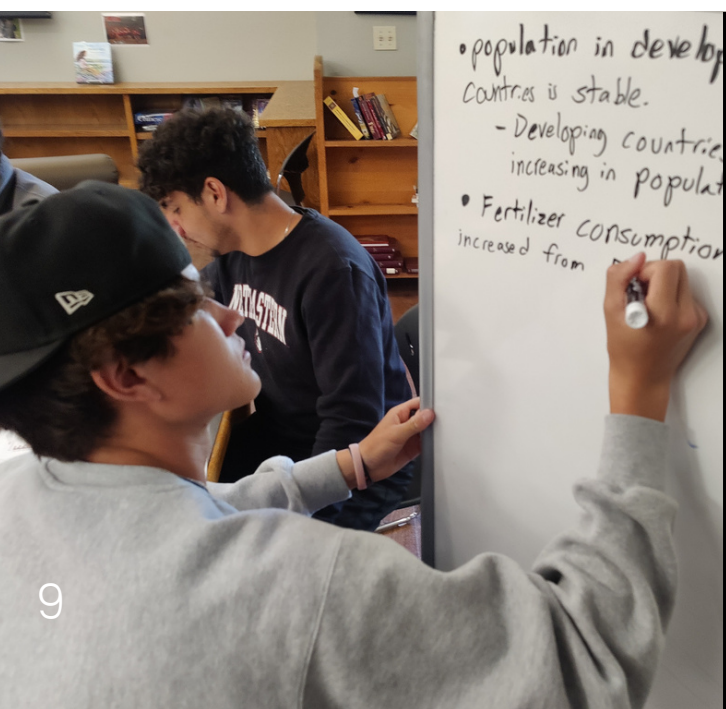
### **ADVANCED ENVIRONMENTAL STUDIES (11-12)**

The purpose of this course is to study and understand the interactions of living and non-living things, to investigate how life on Earth is sustained, and to explore the impact that humans have on the environment. This course is designed to prepare students to make educated decisions with respect to their personal lifestyles and the environmental impact of those choices. Students integrate their knowledge from previous science courses as well as other subjects including history and English to obtain a deep, rich appreciation of the factors affecting the environment. Lectures and

readings compliment projects, group assignments, lab work and discussions. This course focuses on developing problem-solving techniques, viewing environmental concerns and policies from multiple viewpoints, and explores the concept of personal responsibility and individual power to affect change.

### **ADVANCED PHYSICS (11-12)**

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





# MATH

## **(ADVANCED) INTEGRATED MATH 1**

This course is the first in Dunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. Content is taught through investigations, constructions, activities, and projects. The course promotes conceptual understanding, mathematical modeling, and problem solving, and students learn to work cooperatively and effectively with their peers within a variety of instructional formats. The math topics of number theory, algebra, geometry, linear functions and statistics are covered in depth, and students will also explore inverse functions, exponential functions, quadratic functions, and basic trigonometric functions. Advanced Integrated Math 1 is reserved for students who have demonstrated advanced mathematical skills, as well as a deep commitment to the discipline. Self motivation and effective collaboration skills with

peers are essential qualifications for this course. The mathematical concepts covered are similar to those presented in Integrated Math 1 but are explored in greater depth and breadth. Additionally, the pacing, sequencing, and scope varies from that in the non-advanced course. In some units, students are required to choose their own path and create projects to demonstrate their level of engagement with the conceptual, technological, and practical applications of their mathematical studies. An acceptable score on a Dunn School math placement test and a personal interview with math faculty are required for admission to this course.

## **(ADVANCED) INTEGRATED MATH 10**

This is the second course in Dunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. Students engage in

numerous activities that involve data collection, modeling, and analysis. Technology is used extensively to aid students' data collection practices and depth of understanding. Topics covered in this course include a study of numbers, algebraic manipulation, matrices, statistics, probability, right triangle trigonometry, functions (including linear, quadratic, exponential, and logarithmic), and inverse operations and functions. Advanced students will dive deeply into functions.

## **(ADVANCED) INTEGRATED MATH 3**

This is the third course in Dunn School's three-year sequence that weaves together a combination of traditional Algebra I, Geometry, Algebra II, and Pre-calculus courses. It features strands of algebra and functions, geometry, trigonometry, statistics, probability, logic, and discrete mathematics. Students make a deep connection between real-world phenomena and deep

theoretical mathematical concepts. Technology is used extensively to aid students' data collection practices and depth of understanding. Advanced students will develop a strong foundation for the study of elementary calculus, as well as Advanced Statistics.

#### **INTEGRATED MATH 4**

This course features strands of algebra and functions, geometry, trigonometry, statistics, probability, logic, discrete mathematics, and the basics of calculus. An emphasis is placed on real-world applications that connect with theoretical mathematical concepts. There is an extensive use of technology to aid students' investigations to broaden the depth and breadth of their knowledge and understanding of all of the strands of High School Mathematics and how those strands interrelate.

#### **ADVANCED CALCULUS AB AND ADVANCED CALCULUS BC**

These courses blend the best

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

#### **ADVANCED STATISTICS (11-12)**

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





# ENTREPRENEURSHIP

## ROBERT W. JURGENSEN ENTREPRENEURSHIP PROGRAM

### JURGENSEN'S TOOLKIT

Jurgensen's Toolkit is the entry-level class in this unique program. It is designed as an introductory level class to engage students in several elements of the free market economic system: entrepreneurship, business management, and investment management. This course is project based, seeking to engage in learning by giving them authority and support to solve real business challenges. In doing so, they learn skills that are critical to their success as future employees, teammates and business leaders.

### JURGENSEN'S ECONOMISTS

Jurgensen's Economists is an advanced dual-credit college level course in partnership with Syracuse University. Students will learn both micro and macro economics in this year-long course which will earn them three college credits. As the senior-level course in the Entrepreneurship Program, Jurgensen's Economists is a social science course which builds upon the foundation of business skills that the students have learned. Students will build a model of individual decision-making in the face of scarce

resources and broaden that model into the sphere of geopolitical interactions and government policy.

### JURGENSEN'S INVESTORS AND PHILANTHROPISTS

In this year-long class, you will grow to love, respect and harness the power of compound interest. You and your classmates will learn to invest by actually managing the Earwig Foundation endowment fund. This \$340,000 investment account has been built up over the past decade from the profits generated by the Jurgensen Program's business ventures and wise investments of your student predecessors. You will learn and work within the guardrails of a proven (market-beating) investment philosophy, and you will have access to several proprietary analysis tools. As most successful entrepreneurs and investors eventually realize, philanthropy is a critical component of a vibrant healthy society. You will learn philanthropy by engaging in it through non-profit analysis and project partnerships with Dunn's Advancement department.

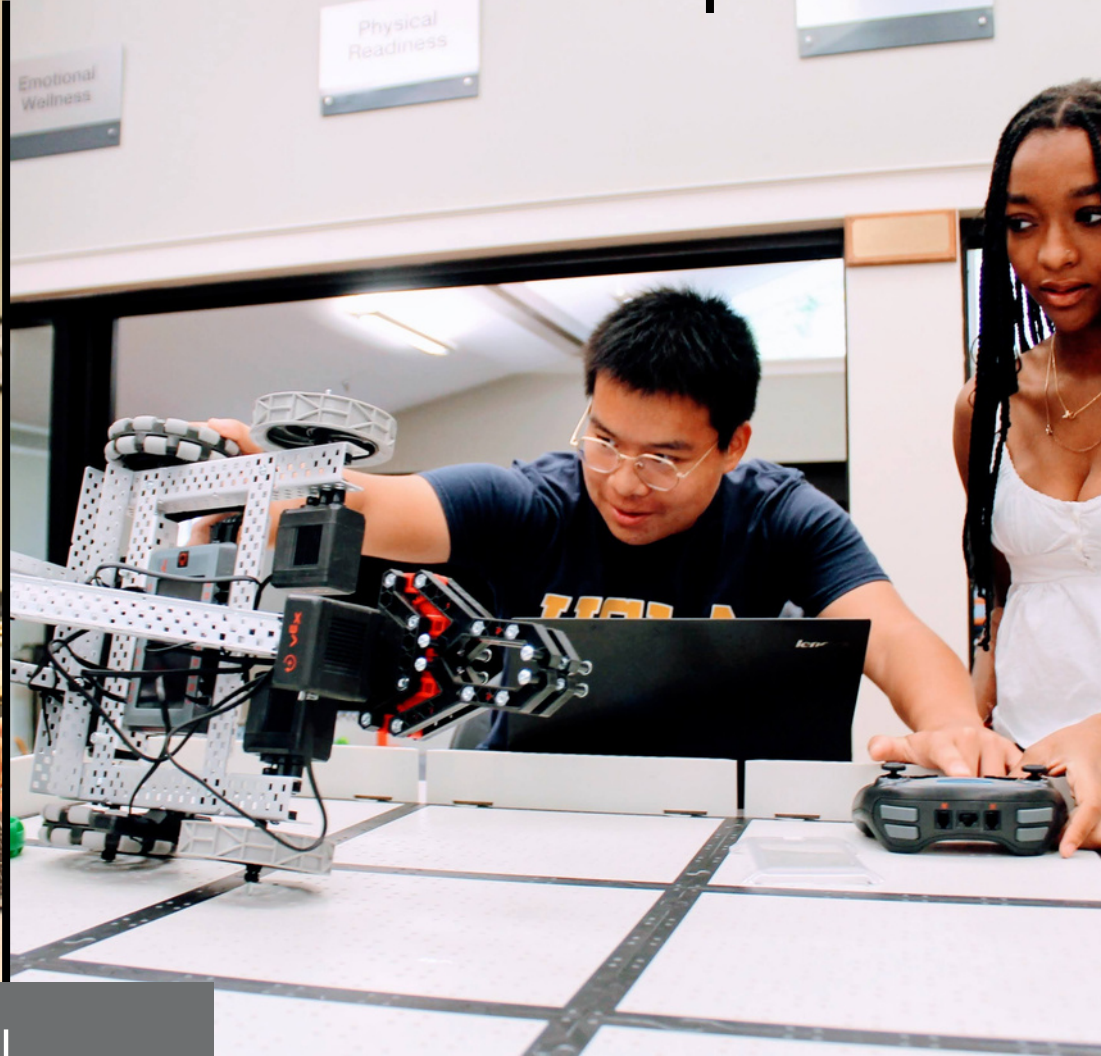
### JURGENSEN'S ENTREPRENEURS - ENTREX

This year-long course is for

students who see society's shortcomings and problems all around them and are just itching to fix them. You will learn to make the world a better place by solving problems that can become profitable businesses or social enterprises. This class is taught in partnership with the University of Delaware's EntreX Lab. You will receive both Dunn School credit as well as college credit on an official transcript from UD. You will: create, ideate, collaborate, reason, problem-solve, empathize and compete. The UD Diamond Challenge and cash prizes await!

### JURGENSEN'S PIONEERS

Jurgensen's Pioneers is a class that serves motivated and talented students by matching them with internships and independent study courses. This program is 100% student-centric and is the perfect capstone for students who have excelled in the lower levels of the program. You will work with your RW Jurgensen faculty mentor to build a program that expresses your interests, builds the applicable professional skills and connects you with professionals in your chosen industry. Each Pioneer has a unique experience that perfectly aligns with their college and professional goals.



## INNOVATION

### **INTRODUCTION TO ENGINEERING DESIGN (10-12) - SCIENCE CREDIT**

This course introduces students to the joys of making and creating, while developing their skills, knowledge, and creative mindset to become makers. Students are given dedicated time, materials, instruction, and an environment to openly explore new concepts and technology in their own way. They learn the principles of design, art, and engineering by building projects, and they identify and solve problems that are relevant to them. Students develop key skills in electrical engineering, mechanical engineering, structural engineering, and software design, which they will utilize to design projects using state-of-the-art technology, including laser cutting, and 3D

printing and fabrication. Students will also practice written and oral communication, teamwork, and management of long-term, team-based projects. This course utilizes state-of-the-art products and educational support materials from industry in order to transform the science lab into an engineering design facility. Open to grade levels 9-12. There are no prerequisites for this course.

### **ROBOTICS (9-12)**

This course introduces students to building, programming and competing with VEX robots.

### **PRINCIPLES OF COMPUTER SCIENCE (10-12)- MATH CREDIT**

This is an interactive course designed for students with limited

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



## FINE ARTS

### **ACTING**

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

### **VOCAL ENSEMBLE**

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

### **INSTRUMENTAL ENSEMBLE**

This instrumental class is for students that wish to delve deeper

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

### **CLASSICAL/MODERN GUITAR**

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

### **APPLIED MUSIC FUNDAMENTALS**

Using the piano as the initial tool, students will explore the theory and mechanics of melody, harmony, and rhythm. Through

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

### **ENSEMBLE I**

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

## ENSEMBLE 2

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

## ENSEMBLE 3

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

## CERAMICS 1

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

## CERAMICS 2

Ceramics 2 reviews and challenges students' prior hand

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

## CERAMICS 3: PORTFOLIO DEVELOPMENT/COMPLETION

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

## STUDIO ART 1

This is a foundational course for students to learn and explore the fundamentals of the art-making process. Students will become familiar with the elements of art and the principles of design as the basis of art making and will be encouraged to explore and use their personal ideas, images, and experiences, in their artwork.

Through self-evaluation, class discussions, and critiques, students will learn to evaluate and express their opinions about their own and others' artwork.

## STUDIO ART 2

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

## STUDIO ART 3: PORTFOLIO DEVELOPMENT/COMPLETION

This course will allow students to expand their artistic techniques to create quality art production towards the development of a personal and creative style. Students will be required to show a thorough understanding of the Elements of Art and Principles of Design. Each student will develop a body of work for their portfolio.





### **PHOTOGRAPHY 1**

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

### **PHOTOGRAPHY 2**

In this course, students will move

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

### **PHOTOGRAPHY 3 : PORTFOLIO DEVELOPMENT/COMPLETION**

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



# WORLD LANGUAGES

## SPANISH 1

This course offers a comprehensive introduction to the skills of listening, reading, writing, and speaking with an emphasis on listening comprehension.

Additionally, by using Comprehensible Input strategies and TPRS (teaching proficiency through reading and storytelling) a daily routine is established. The daily routine is silent reading, calendar talk, group activity, guided reading, and writing. This environment is important for the subsequent levels to develop strong listening and reading skills.

## (ADVANCED) SPANISH 2

The second year of Spanish continues the study of listening with the intent to understand. All language skills (reading, writing, speaking, and listening) receive attention. Literary and historical readings prepare students for more advanced language learning. Students in the advanced course will be taught at an accelerated rate and will be

assigned summer reading and other novels. Advanced Spanish 2 students will also be asked to produce the language earlier and with greater frequency.

## (ADVANCED) SPANISH 3

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

accelerated rate.

## (ADVANCED) SPANISH 4

Spanish 4 helps students strengthen their skills in listening comprehension, speaking, writing, and reading comprehension. Focal points include improved comprehension of the spoken language and the ability to write freely and accurately. Students will read several short novels and will write weekly in class, while also practicing their speaking. Advanced students should demonstrate greater accuracy, higher level reading comprehension, and a commitment to full engagement with the language.



# TRIMESTER COURSES & NON-ACADEMIC CURRICULUM



## **TRIMESTER COURSES:**

### **HISTORY & PHILOSOPHY OF STATUS & POWER (11/12TH ONLY)**

This humanities course examines the psychological experience of human beings in relationship to status and power over time. The course will look at the impact of wealth in association with these ideas, and examine some economic theory. Students will explore history but also spend time in the contemporary world and look at the impact of social media, smart phones, and other technologies on how we connect with each other and with status and power. One main project with this course is the creation of an in-depth power map using targeted field research examining the intersection of status with power. The main text in this course will be *Status Anxiety* by Allain De Botton coupled with a course reader pulling readings from the following theorists: Foucault, Gramsci, Bourdieu, Gaventa, Lukes, Hayward, and Spivak.

### **SPORTS JOURNALISM**

The purpose of this course is to introduce students to the concept of journalism, its history and how that concept applies to sports coverage in the various media. Students will be actively involved in sports journalism projects ranging from writing to broadcasting and the use of social media.

### **JOURNALISM**

What is news? What are different types of news? What makes an event, occurrence, or incident newsworthy? Who decides what is newsworthy, how and why is news disseminated, to whom, and what is the immediate and long term impact on the local and global community? It begins with you. If you're curious, like meeting new and interesting people and asking them questions, if you have passion for truth and justice, if you like going to new places and investigating and digging deeper

than the "fun facts," and if you seek to be a voice for the voiceless, and like to document unfolding history through writing, photos, graphics, and/or video, this course is for you. Not only will you delve into the basics of journalism, but you'll also learn the crucial, time-honored set of ethics, rules, and responsibilities that govern the industry. You'll never read a published news story the same way you have before. Best of all, though, you'll be regularly producing news content for the Dunn community — and beyond — to read, view, and hear — with your name on it!

### **CHUMASH STUDIES**

The Santa Ynez Valley is a unique place, shielded from first contact by a series of mountain ranges. Presently, the Santa Ynez Band of Chumash Indians thrive as an independent nation in the 21st century. This course examines language and culture,



conflict and struggle, modern renaissance through income streams and the inverse societal issues faced by tribal members.

#### **PEACE AND CONFLICT STUDIES**

This course will examine conflict, its causes and consequences, and the principles of peacebuilding. At the global level, students will examine historical and contemporary conflict through primary sources, literature, and shared lived experiences. At a granular level, students will learn practices of restorative justice and community building.

#### **REFUGEE STUDIES**

Building upon Peace and Conflict, Refugee Studies will examine the experiences of refugees through the lens of literature. Students will cover a range of genres such as memoirs, novels and poetry, and will examine themes such as displacement, identity, trauma and resilience. Students will also explore the historical and political context leading to displacement and the issues facing those seeking asylum.

#### **NON-ACADEMIC CURRICULUM ATHLETICS**

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

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

#### **LEADERSHIP PROGRAM**

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

**Community Service** helps students grow in compassion and empathy while building community amongst peers as they serve others together. **Global Citizenship** exposes Dunn students to an array of cultural experiences which contain components of cultural literacy and immersion, community service, humanitarian projects, and environmental awareness through travel nationally and worldwide.

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

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

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

### **OUTDOOR EDUCATION**

Through inspiring wilderness adventures, Dunn students build confidence, character, and community. Dunn's central California location gives students easy access to diverse landscapes such as the high desert, snow-capped peaks,

dozens of national and state parks, and hundreds of miles of rugged coastline. The Outdoor Education program aims to create opportunities for student growth beyond the classroom through week-long, grade-level trips and weekend offerings. Through developing a deeper connection to the environment and their peers, students learn key leadership and teamwork skills

**“Outdoor Education provides students with knowledge, confidence, and experience to ignite an interest in outdoor recreation on a personal level.”**

**— Program Director**

### **Past Outdoor Education experiences include:**

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





## WINTER TERM

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

Past courses have included:

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





## ACADEMIC SUPPORT

### THE ADVISOR PROGRAM

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

### COLLEGE COUNSELING

At Dunn, college counseling is highly personalized. College counselors do not subscribe to one approved list of schools. Rather, by knowing students well

and having a deep understanding of their strengths and areas of growth, counselors help students to develop their own personal criteria to identify colleges where they will thrive academically and socially. The focus of college counseling is to encourage students to make authentic choices. From public universities to small liberal arts colleges, counselors focus on helping Dunn students to find their right-fit college.

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



### The College Counseling team helps students:

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



## LEARNING STRATEGIES

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

support helps students become independent and effective learners, gaining self-confidence in the classroom and beyond. The Learning Strategies program offers two levels of support: One-to-One learning strategies and Executive Group. In the One-to-One Program, students are paired with a Learning Strategies specialist. Students meet individually with their Learning Strategies teacher four times per week. The Learning Strategies teacher also serves as the student's advisor, facilitating

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

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

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



## EDUCATIONAL OUTCOMES

### COLLEGE ACCEPTANCES AND MATRICULATION, 2023

Abilene Christian University  
 American University\*  
 American University In Bulgaria  
 Arizona State University\*  
 Autonomous University of  
 Barcelona  
 Belmont University  
 Berklee College of Music  
 Boston University  
 California Lutheran University\*  
 California Polytechnic State  
 University, San Luis Obispo\*  
 California State Polytechnic  
 University, Pomona  
 California State University, Long  
 Beach  
 California State University,  
 Northridge\*  
 California State University,  
 Sacramento  
 Case Western Reserve University\*  
 Central Michigan University  
 Chapman University\*

Christendom College  
 Colgate University  
 College of Charleston\*  
 College Universitaire de Sciences  
 Colorado State University, Fort  
 Collins  
 Columbia University  
 Constructor University Germany\*  
 Cuesta College\*  
 Drexel University\*  
 Eckerd College\*  
 Emerson College\*  
 Fisher College  
 Foothill College\*  
 Fordham University  
 George Washington University  
 Goshen College  
 Hampshire College  
 Hawaii Pacific University\*  
 Hult International Business  
 School\*  
 John Cabot University, Italy  
 Lehigh University

Lesley University  
 Lewis & Clark College  
 Louisiana State University  
 Loyola Marymount University\*  
 Loyola University, Chicago\*  
 Loyola University, New Orleans  
 Michigan Technological University  
 Montana State University\*  
 Northeastern University\*  
 Northern Arizona University  
 Occidental College  
 Oregon Institute of Technology  
 Oregon State University\*  
 Pennsylvania State\*  
 Pepperdine University\*  
 Princeton University  
 Purdue University\*  
 Regis University  
 Richmond, American International  
 University In London  
 Sacred Heart University  
 Saint Mary's College of California\*  
 San Francisco State University

Santa Barbara City College\*  
 Santa Clara University  
 Sarah Lawrence College  
 Saxion University of Applied  
 Sciences, Netherlands\*  
 Seattle University\*  
 Skidmore College  
 Sonoma State University  
 Southern Methodist University  
 Stanford University  
 SUNY At Albany  
 Syracuse University\*  
 Texas Tech University  
 The Catholic Univ. of America  
 The New School  
 The University of Alabama  
 The University of Texas At Austin\*  
 University of Arizona\*  
 University of California, Davis

University of California, Irvine  
 University of California, Los  
 Angeles\*  
 University of California, Merced\*  
 University of California, Riverside  
 University of California, San Diego\*  
 University of California, Santa  
 Barbara\*  
 University of California, Santa  
 Cruz\*  
 University of Colorado, Boulder\*  
 University of Connecticut\*  
 University of Delaware  
 University of Denver  
 University of Hawaii At Manoa\*  
 University of Kansas  
 University of La Verne  
 University of Massachusetts,  
 Boston

University of Miami  
 University of Mississippi\*  
 University of Notre Dame  
 University of Oregon\*  
 University of Puget Sound\*  
 University of Redlands\*  
 University of San Diego\*  
 University of San Francisco\*  
 University of St Andrews\*  
 University of Utah  
 University of Vermont  
 University of Washington, Seattle\*  
 University of Wisconsin, Madison\*  
 Washington State University  
 Washington University In St Louis  
 Westmont College  
 Xavier University\*

\* = MULTIPLE ADMISSIONS BOLD = MATRICULATION





Robert W. Jurgensen left his profitable family grocery business to become Dunn School's first Business Manager and Entrepreneurship Instructor in 1974. He served in these roles for 20 years. He was a natural teacher, gifted mentor, and tireless worker. His impact on students and enduring legacy on this institution still reverberate today. Dunn School

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