

**DUBLIN SCHOOL**  
**ACADEMIC COURSE CATALOG**  
**For the School Year 2024-2025**

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.	
Arts, Technology and Interdisciplinary Design (This is in effect for the classes of 2026 and	Three years (6 semesters) of coursework in these categories is required. This shall include: One year (two semesters) of Technology credits. Technology Ethics is the foundational one-semester course for new students; One year (two semesters) of Arts credits. Students can choose from dance, music, theater, visual arts or woodworking courses each semester;	

below.)	One year of courses across the Arts and Technology offerings. Several arts and technology interdisciplinary electives are offered each term.	
<b>J-Term</b>	Students are required to complete one J-Term session for each year they are in attendance at Dublin School unless granted leave in advance for medical or emergency reasons. A failing grade must be made up by another course approved by the Associate Head for Academics.	
Electives  LSP	<p>LSP Foundation is equal to a full year elective credit.</p> <p>LSP Bridge is equal to .5 elective credit for 1 year.</p> <p>LSP Learning Lab is equal .5 elective credit for 1 year.</p> <p>A total of 20 credits are required for graduation.</p>	

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

**Dance, Theater and Film**

Fall 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.

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

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

## **Digital Media**

*This course cross-lists as Technology or Arts.*

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.

## **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.

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

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

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

### **Film Production**

*\*This course cross-lists as Technology or Arts.*

This course is an introductory course into narrative film production. Students will play the roles of screenwriter, director, producer and various other roles in the film process that culminates into a final project of a short film that will be submitted to a high-school level film festival. Course assignments will build toward this final project, and will include everything from writing the script, pre-production, production and post-production editing. Skills learned will include: knowledge of film equipment, story telling, on-set protocol, working with actors, technical knowledge and editing. Students will be expected to apply the concepts and skills that are learned to their projects, using their editing software of choice, which may require a transfer of skills taught to new platforms.

## **Music**

Full Year Course

### **Community Sing (Full Year)**

One night a week (TBD in the fall) faculty and students are invited to come together from 6:30-7:30 and sing. We will do some introductory solfège and music literacy work as part of our

warm-ups. Repertoire will vary depending on participants, but will range from rounds and chorales to pop and musical theater.

### **Advanced Topics: Music Theory (Full Year)**

In this year-long course, students will greatly deepen their understanding of and facility with various aspects of music theory. Though the language we will develop to speak about music comes from the Western European art music tradition, we will learn from, explore, and apply our knowledge to music from diverse genres and cultures. We will spend the first month reviewing the basic building blocks of music (rhythm, pitch, meter, and mode) through written, aural, piano, and sight-singing exercises. We will then move onto harmonic structures (intervals, triads, and seventh chords), before ending our first semester by exploring melody and how melodies work together to create harmony through counterpoint. The second half of the year will focus on harmonic function through compositional exercises, musical analysis, and aural reflection and dictation. Additionally, students will develop a greater understanding of additional musical concepts such as texture, form, motivic development, and orchestration through weekly group deep listening and, when applicable, score study. By the end of this class, students will be prepared to take the AP Music Theory exam or the equivalent Music Major entrance exam, should they desire.

## **Fall Semester Electives**

### **Intro to Music Production - Ableton Live 12**

This course will introduce the concepts of recording, sequencing, and mixing music using Ableton Live. Topics covered include MIDI theory, MIDI sequencing, synthesizer creation, introductory sound, electrical, and microphone physics, music theory, live recording techniques, stereo mixing techniques, effects processing, and how to use software-based virtual instruments and loops to create original music. Students will learn by collaborating on a portfolio of digital and live recorded pieces. A rudimentary knowledge of music (i.e. pitch, key, meter, song form) is useful, but not required.

### **Music and Community: The Harlem Renaissance**

The Harlem Renaissance left a profound and lasting impact on African American culture and identity. At its core, the Harlem Renaissance was a period of artistic and intellectual growth that celebrated the richness of African American heritage and innovation. As a new generation of black Americans wrestled with unspeakable ancestral trauma and a new-found sense of deliverance following the Great Migration away from Jim Crow south, it was also a period filled with profound questions surrounding what it meant to walk through life in an authentic and honest way. From Spirituals and Gospel to Blues and Jazz to Concert Art Music, Musical Theater, and Opera, music served, not only as a powerful means of expression, but also as a means of financial and social liberation. In this class, we will look at the people who lived and created in Harlem during the first three decades of the 20th century as well as the people and circumstances who influenced, supported, and inspired their work. We will conclude this class with an overnight trip to Harlem to witness the movement's sites and sounds first hand.

### **Chorus**

Chorus is a class for people curious about their voice and the practice of singing together in an ensemble. In this class, students will gain confidence in their voice, deepen their awareness of their own voice in relation to a group sound, develop habits for improving intonation and breath control,



and expand techniques for artistically expressing and interpreting musical works as a group. Students in Chorus will grow as musicians and greatly develop their musicianship through regular ear training, sight singing, and song analysis. There is no prerequisite for this course.

### **Chamber Ensemble**

Chamber Ensemble is for instrumentalists who have at least a rudimentary understanding of their instrument and basic music theory and want to play in an ensemble (exceptions can be made following a discussion with Mx. Redler). Throughout the semester we will work on a variety of pieces from the global art music repertoire, create our own music through composition and improvisation, as well as cultivate a greater musical appreciation through active listening and score study.

## Spring Semester Electives

### **Chorus**

Chorus is a class for people curious about their voice and the practice of singing together in an ensemble. In this class, students will gain confidence in their voice, deepen their awareness of their own voice in relation to a group sound, develop habits for improving intonation and breath control, and expand techniques for artistically expressing and interpreting musical works as a group. Students in Chorus will grow as musicians and greatly develop their musicianship through regular ear training, sight singing, and song analysis. There is no prerequisite for this course.

### **Piano/Guitar Studies**

This class is for students who are interested in learning how to play the piano and/or guitar. Through a balance of group instruction, individual practice, active listening, and in-class sharing, students will develop foundational skills and techniques to perform, compose, and improvise on their instruments both as a soloist and in an ensemble. Though this is an introductory course, all skill levels are welcome.

### **Scoring for Theater, Film and Video Games**

*Students should have a solid grasp on basic music theory, as well as facility with a DAW of their choice and/or music notation software in order to take this course.* Throughout the semester we will look at how melody, harmony, form, texture, and orchestration influence, augment, or detract from various dramatic situations, signify and clarify character arc, as well as make or break audience reception and interpretation of a final work. Students will compose several short original pieces modeled after the examples we analyze in class. Additionally, students may collaborate with students in New Play Lab, Film Production, and technology courses, to create original scores.

## 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: Studies in Biomimicry**

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. Students will solve all creative problems utilizing solutions inspired by research in biomimicry. 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.

### **Advanced Art**

Advanced Art is 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.

#### **Drawing II/Painting**

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

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

Students will work in slab, pinch coil, wheel throwing and additive/reductive clay sculpture in the

round. The process of imbuing material with meaning through moving from the abstract to the concrete and back again is the major conceptual task of this course. The element of space is primary but explorations of texture and color are also of vital importance. Projects include a portrait mug, functional work, and vessels for the protection of dreams and the imprisonment of nightmares.

### **Advanced Art**

Advanced Art is 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 full year of woodworking, permission of instructor, and evidence of independent work habits in woodworking*

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**

*Prerequisite: Woodworking I.*

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.

### Spring 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 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.

## 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? Students will explore how successive generations of writers and thinkers have challenged and overthrown existing schools of thought and created new ways of writing the world. 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 Zora Neale Hurston’s *Their Eyes Were Watching God* to Tommy Orange’s *There There*, 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: English As Global Language:**

This course is designed to aid students in becoming sophisticated readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. 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.

### **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. Students will also have the opportunity to submit their work to multiple *New York Times* Student Contests throughout the year. 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.

### **Full Year**

#### **English 12: Advanced Seminar in British Literature**

*Prerequisites are the successful completion of AT 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.*

Advanced Seminar in British Literature follows and extends beyond the AP Literature and Composition curriculum. This 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.



### **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: New Play Lab: Form**

\*\*\* See course description under the Arts Department section.

## **English 12: Spring Semester Electives**

### **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: On Suffering:**

“Why do bad things happen to good people?” In this course, we will consider various literary responses to this age-old question. We will begin with a close examination of the *Book of Job*, the tale of that tragic biblical figure who is morally “perfect” but who loses everything he has, everyone he loves, and suffers mightily. When Job dares to ask about the cause of his suffering, the answer he receives is enigmatic. The tale and this question have engaged religious and literary scholars in interpretive arguments for centuries. Through the examination of art, religion, current events, & literature that grapples with this question, students will hone, change, and develop their own answers about human suffering, seeking and reading about creative solutions to seemingly unsolvable suffering and crisis.

**English 12: New Play Lab: Content**

\*\*\* See course description under the Arts Department 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.

### **Español 4: Spanish through Art, Film and Literature.**

This course studies a meaningful selection of films from Latin America and Spain. Students will have the opportunity to see the present-day region and the forces that have shaped it through images generated from within its cultures. Art, film, and literature are the primary sources of exploration. They will study art that is revolutionary because of its form and the ways in which it challenges the cinematic methods and styles of creation that characterize the American cultural industry. This course will use as its basis a range of cultural, gender, ethnic, queer, and postcolonial perspectives as they apply to cinema. Students who will take this class must have completed Spanish 3.

**Fall Term:** Focus on Spain.

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

### **Advanced Placement Spanish Literature**

El curso de Español V: "AP Spanish Literature and Culture" está diseñado para iniciar a los estudiantes en el estudio formal de un grupo representativo de la literatura escrita en el idioma en español de España, los países hispanohablantes de Latinoamérica y las comunidades hispanas en los Estados Este curso les ofrece a los estudiantes múltiples y variadas oportunidades de desarrollar aún más su español en las diferentes habilidades lingüísticas, pero haciendo énfasis en la lectura crítica y la escritura analítica. Igualmente anima a los estudiantes a reflexionar de manera consciente sobre las diferentes voces y culturas representadas en la literatura hispánica. La clase es dictada totalmente en español, e incluye autores tanto españoles como hispanoamericanos, al igual que piezas que van desde tiempos medievales

hasta nuestros días. También incluye muestras de poesía, narrativa (novela, cuento, ensayo) y teatro. Las obras literarias son presentadas de manera cronológica con el propósito de integrar diferentes momentos históricos importantes y su influencia en la formación de cada pieza literaria y los movimientos artísticos y literarios. Cada una de las lecciones está planeada para ayudar al estudiante a desarrollar la habilidad de analizar e interpretar figuras retóricas, tono, estilo, tema, simbología, entre muchos otros elementos del análisis literario. Todos los textos serán estudiados en sus versiones originales, por lo cual todas las lecturas se harán en clase.

## HISTORY DEPARTMENT

### World History I

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

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### Electives for 10-12th graders

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

### Full Year Courses

#### U.S. History

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

#### Advanced Placement United States History

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

An intensive survey of American history from colonial times to the 21<sup>st</sup> century, AP US History at Dublin School is designed to serve as the equivalent to an introductory-level college course. We will take a chronological and thematic approach, weighing evidence and interpretations in historical scholarship to deal critically with the problems and materials of United States history. A particular

focus will be placed on developing effective analytical skills; students will hone their abilities to present ideas and evidence clearly and persuasively in writing and discussion. Students enrolled in this class should demonstrate strong reading and writing skills, along with a willingness to devote considerable time to homework and study. Throughout the year, students will learn to interpret maps, charts, political cartoons and primary documents. They will engage in scholarly discussion and debate, compare multiple perspectives, and learn to appreciate a variety of historical interpretations. They will learn to write document-based essays and formal papers and take traditional tests and quizzes. Along with sitting for the Advanced Placement US History Exam in early May, students are expected to complete a major research paper with scholarly citations. AP US History is open to highly committed and capable juniors and seniors with permission from the instructor and the prior history teacher.

### **Advanced Seminar in 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. Assessments will include exam practice, tests, and analytic writing. Other assignments may include reflection papers, news analysis, family history, and research. This course will prepare students for the AP exam should they wish to take it.

### **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 Seminar in Psychology: Research Seminar**

*Prerequisite: Completion of History requirement.*

This 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

#### **Nuclear Weapons and the Cold War**

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, but the entire planet was affected by fallout as well as by the Cold War. This course will explore these questions, and yours:

*Why did the arms race occur?*

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

*How did the pursuit of nuclear superiority impact the societies of the US and the USSR?*

*How did the Cold War play out across the globe?*

*How and why did it end?*

*What nuclear threats still exist in our world?*

This course will involve reading, writing, research and projects. The Long Term Transfer Goals pursued and practiced are responding to adversity with resilience, appreciating different perspectives, and synthesize and apply your learning.

#### **Research Seminar: Current Events/ US Government In An Election Year**

During this course, we will examine the philosophical, theoretical, and practical elements of being a US citizen in the 21st century. Students will learn how the US government is organized and works on a federal, state and local level. We will cover topics such as federalism, separation of powers, civil rights and amendments, local autonomy, and the process of elections for representation. We will watch the presidential and other elections unfold, monitoring news sites with different points of view, and maybe going to hear candidates speaking in our area. To expand our understanding of how political discourse and political cooperation are vital to our democracy, we will explore a variety of diverse perspectives, including points of view that challenge our beliefs.

During this process, we will examine the founding beliefs and roles of changemakers. Activities in this course may include interviewing people, debating, and giving presentations. Students will also

explore the roles that they can play to make a positive impact on the world and in their communities. They will discover how they can be and inspire the change they want to see!

### **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.

## **Spring Semester Electives**

### **World Geography**

How are marine species impacted by your snacks?

How does rainfall in the Amazon impact Dublin, N.H.?

Why are so many people in the world emigrating from their homes?

This class provides students with an in-depth understanding of the physical, cultural, and economic geography of the world. Students will explore the cultural geography of different regions, including language, religion, and customs, and the economic geography of countries and regions, including trade, industry, and development. Throughout the course, students will use various geographic tools such as maps, charts, graphs, and GIS technology to develop their spatial analysis skills. They will also examine global issues, such as climate change, migration, and globalization, and their impact on different regions and people. Through a variety of learning methods, including lectures, discussions,



and hands-on activities, students will develop critical thinking skills and a global perspective on the interconnectedness of our world.

### **Research Seminar: Global Current Events**

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.

### **Advanced Seminar: International Relations: The US and China**

There may be no more important relationship in the contemporary world order than that between China and the United States. China is rivaling American dominance of the international order in several significant ways. In relation to many current world issues, the relationship between China and the United States is critically important. This course will examine the 19th century roots of the U.S. - China relationship with the Open Door policy, and American backing of the Nationalist Party in the Chinese Civil War. We will also look at the evolution of this relationship in the Cold War. The rise of Xi Jin-Ping and changes during his tenure mark China's global reach; this will be our last unit of study. This course will include interviews and a field trip (probably not to China) to explore Chinese culture. Assessments for this course will include discussions, presentations, and essays.

### **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.

## 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.

### **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 consist 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.

Dublin School offers ESL at 3 different levels: ESL 1, ESL 2, and ESL 3.

## 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.*

### **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*

Precalculus furthers the study of algebraic and graphical techniques. It is designed for students interested in science, business, and related fields, and also for students seeking to progress mathematically but not pursue math at the college level. Foundational concepts introduced in Algebra II are reviewed and built upon. These topics are developed through direct instruction, group problem solving exercises, and project based learning. The course centers on forming a deeper understanding of functions, transformations, domain, and range. Successful completion of the course will prepare students to engage in introductory level college mathematics courses and statistics.

### **Precalculus AB**

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

Intended as a preparation for Advanced Placement Calculus AB, Precalculus furthers the study of algebraic technique and is designed for students with substantial ambition in mathematics, science, engineering and related fields. Logarithms, matrices, 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. Students wishing to enroll in this course must have a strong math background and a passion for intellectual challenge. The course is structured to emphasize that they, the students, are the mathematicians by centering learning on collaborative problem solving. Students enrolled in Dublin School must complete this course to be eligible to enroll in AP Calculus in the following school year.

### **Advanced Placement Calculus**

*Prerequisite: Successful completion of Precalculus AB 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 a full-year course designed to expose students to the fundamental laws and principles that help us to better understand the behavior of everyday objects, as well as the interactions between them. This course will emphasize the power of physics to explain, with precision, how and why objects in our world behave the way they do. To do this, we will reinforce conceptual understanding with the mathematical rules that underpin all of physics. Strong math skills are NOT required for this class! We will build our ability to apply mathematical equations to physical situations throughout the year. Topics will include: kinematics, Newton's laws of motion and gravity, energy, waves, sound, and light.

### **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 Topics in Science: Field Biology**

*Pre-requisites: successful completion of Biology and Chemistry, completion of the summer assignment, and an interest in spending time outside. Students will need waterproof boots and a rain jacket for this course.*

This 2 semester course is designed to learn about and practice field techniques in Biology and Environmental Science. 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 participate in a variety of projects from an ongoing climate and plant study on the top of Monadnock, red-backed salamander surveys, and a migratory bird study. In the fall, we will learn data collection techniques and spend much of our class time outside. In the spring, students will carry out an independent research project for which they will design, collect and analyze their data. When we are on campus we will spend much of our class time outside, and we will meet in a modified schedule, including some weekend time. The spring term will include a weeklong off campus trip to learn about a marine ecosystem and practice our field biology skills.

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

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

### **Advanced Placement Biology**

Advanced Placement Biology is offered as a second year biology course to students who have done well in biology and chemistry and who wish to further their knowledge of biological concepts through a more intensive and in-depth study. AP Biology is designed to be equivalent to an introductory college level biology course. We will cover more material and in greater detail than a typical high school biology course. Because of the faster pace of the course, more commitment will be expected of each of the students to work on the material outside of class. This dedication will be essential both for success in the course and on the AP exam in May. Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as process, and science, technology and society.

These eight themes are integrated throughout the curriculum. Major units include biochemistry, cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Summer homework is required for this course. At the end of this course, students are expected to take the Advanced Placement Biology examination.

### **AP Physics C**

Advanced Physics C provides a mathematically rigorous, calculus-based introduction to 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; the skills practiced in this course are invaluable not only for those intending to pursue science, engineering or

medicine in college, but for anyone seeking to develop their problem-solving and critical thinking skills for use in any facet of life. Successful and timely completion of summer work as well as signatures from current science and math teachers and the Department Head are required to enroll in this course.

## Fall Semester Electives

### **Anatomy I: Functional Movement**

In this course, you will investigate the musculoskeletal anatomy of the human body, including the structure and function of the skeletal system, the muscular system, the nervous system, the endocrine system, and the sensory system, all with emphasis on how these body systems support movement of the body. Bench labs, dissections, and movement-based labs will be used to study each system, and the emphasis will be on how correct form in movement supports the functions of the body and the connections between body systems. Case studies will be used to enhance the understanding of human anatomy and interpret movement impairments and injuries and you will be expected to conduct independent research and design projects to learn about body systems in depth. You may learn some practical medical skills along the way, too! You should expect to be active and engage in low-impact exercise throughout this course. This course may be taken separately or in conjunction with Anatomy II in the spring. Prerequisites: Biology and Chemistry, or by permission of the instructor.

### **Astrophotography**

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

### **Evolutionary Biology- Comparative Anatomy**

In this one semester elective we will work our way through the phyla of the animal kingdom from porifera (sponges) to cordata (vertebrates) and everything in between. We will discover the connections between the environment that shapes and drives evolutionary change and the physical forms that these animals take. In biology form and function go hand in hand and we will look at how various creatures solve the puzzle of life with different solutions to managing a harsh world. What adaptations do different animals have in common through evolutionary time? This class will have an emphasis in dissection. We will dissect representative species from the 10 phyla to compare the anatomy and track evolutionary change. This class will include a field trip to the Harvard Museum of Natural History.

Prerequisite: Successful completion of Biology and Chemistry

## Spring Semester Electives

### **Anatomy II: Physiology of Body Systems**

In this course, you will develop an understanding of the relationships between the structures and functions of the various body systems that form the human body. We will study the cardiovascular system, the respiratory system, the excretory system, the integumentary system, the lymphatic and immune systems, the reproductive system, and the digestive system, metabolism, and nutrition in depth, all with an emphasis on how they support the daily functions and movements of the human body. Bench labs, dissections, and movement-based labs will be used to study each system, and the emphasis will be on how these body systems work together to support movement and daily functions of the body. Case studies will be used to investigate health issues associated with each body system and you will learn practical medical skills along the way. You should expect to be active and engage in low-impact exercise throughout the course. This course may be taken separately or in conjunction with Anatomy I in the fall. Prerequisites: Biology and Chemistry, or by permission of the instructor.

### **Astrophysics**

Where astronomy seeks to observe the magnificence of the universe, astrophysics strives to understand it. In this class we will explore the workings of the cosmos, from the mind-bending reality of Special and General Relativity, to the innermost structures of stars and galaxies. We will learn that we do not live in a dark and silent void, but rather a world that is loud and complex and active, teeming with particles as old as time and songs that have traveled the length of the universe. This course will be mostly conceptual, but we will apply mathematics where possible to flesh out our understanding, as well as depending on student ability and interest. Regardless of your math and science background: expect to be awed and challenged!

### **Creative Science Data Representation**

In this course we will learn to gather scientific data from a public data set, and use tools such as Excel and statistical analysis to represent the data in a meaningful way. We will use the data we have analyzed to design and produce a textile project to accurately represent the science. This year, to celebrate the 90th anniversary of Dublin School, the project will be to gather climate records for Dublin, New Hampshire from the founding of the school in 1935 to the present day. We will analyze the changes that have occurred in our local climate and to predict the future. The class will design and weave a wall hanging to represent the data to display in the PRISM building. Students will produce a scientific poster along with the weaving to explain the data and their process and present it to the school during the science department poster symposium.

Prerequisite: Successful completion of Biology and Chemistry

## TECHNOLOGY DEPARTMENT

### **Advanced Topics in Computer Science** (Full year course)

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

This course provides an in-depth study of modern computer science concepts and practical applications. Students will explore a range of advanced topics and enhance their problem-solving through individual and group hands-on projects, including completion of the Create Task required by the College Board for students who are interested in taking the AP Computer Science Principles exam in the spring. Other subjects to be covered include algorithmic complexity and optimization, network engineering & cybersecurity, advanced software engineering, and artificial intelligence/machine learning. Completion of Programming in Python is a prerequisite for this year-long course.

### Fall Semester Electives

#### **Technology and Ethics**

*This is a required course in Technology for all students entering Dublin in 2024.*

In our rapidly evolving world, technology and Artificial Intelligence (AI) have become integral parts of our culture and economy. With this evolution comes a pressing need to address ethical considerations in the creation and utilization of these advancements. Students will develop a holistic perspective on the role of ethical decision-making and “digital citizenship” in the use of technology. More specifically, students will critically examine the ethical implications of utilizing technology and generative AI to generate content, considering its impact on intellectual property rights and the integrity of creative work, and identifying how these tools can advance innovation. We will also explore the profound effects of technology and algorithms on mental health, acknowledge the potential for misinformation and manipulation and critique its bias. Through synthesizing their newfound knowledge, students will cultivate a strong ethical framework to guide their future endeavors in both professional careers and personal lives.

#### **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 other

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.*

### **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 & Energy**

Are you curious about energy? Want to build a solar car? How about a solar powered device charger? Or another electric emerging feet? This course will introduce students to the multiple types of energy, including the most renewable source of energy, the sun! Students will be tasked with designing and constructing their own devices using different forms of energy. 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 various sources of energy. 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.

### **CourseKata Statistics and Data Science**

Embark on an exciting journey into the world of data with CourseKata Statistics and Data Science! Dive into the fundamentals of computational logic and data science in a fun and engaging way designed just for you. From understanding data visualization to uncovering the power of statistics, this course equips you with the skills to navigate today's data-driven world with confidence. Get ready to unlock the mysteries of data and become a savvy analyst in no time! Prerequisite: Algebra 2

### **Intro to Music Production - Ableton Live 12**

\*\*\* see course description under Arts

## **Spring Semester Electives**

### **Technology and Ethics**

*This is a required course in Technology*

### **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.

### **Mechanical & Electrical Engineering**

This course is a hands-on project based one semester elective that will introduce students to electrical circuits, electronic components, sensors and motors, as well as mechanical engineering principles. After learning the basics, the goal of the class will be to work together to build a plethora of electronic devices that may include and not limited to, robots, solar powered devices, electrical generation from renewable sources and engineered contraptions. 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 prototypes. 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, and more!

### **Film Production**

\*\*\*See description above in Arts (crosslisted)