



2026-27 UPPER SCHOOL COURSE CATALOG TABLE OF CONTENTS

ACADEMIC POLICIES AND PROCEDURES	2
DIPLOMA REQUIREMENTS	6
WAIVER OF REQUIREMENTS	8
THINGS TO CONSIDER WITH YOUR ADVISOR WHEN CREATING YOUR ACADEMIC PROGRAM	9
TYPICAL COURSE SEQUENCES BY DEPARTMENT	11
TIME MANAGEMENT WORKSHEET	18
ACADEMIC PROGRAM WORKSHEET	19
DATA SCIENCE	20
ENGLISH	21
MATHEMATICS	24
PERFORMING ARTS	27
SCIENCE	31
SOCIAL STUDIES	35
VISUAL ARTS	38
WORLD LANGUAGES	42
CO-CURRICULARS	52
SPECIAL PROGRAMS	59

Dana Hall reserves the right to make changes to its course offerings and programs based on enrollment and staffing availability. The School makes every effort to satisfy each student's course requests; however, scheduling limitations may require a student to enroll in alternate courses. In particular, if a student decides to change one or more of their course requests after June 15, there is no guarantee that they will be able to enroll in other alternate choices.

ACADEMIC POLICIES AND PROCEDURES

Homework Guidelines

It is expected that students plan and use their time wisely both in and out of classes, allowing them to successfully complete their schoolwork and maintain a healthy balance in their lives among their academic, co-curricular, and social commitments.

The School assists students in managing their time in a number of ways: teachers announce assignments, projects, and tests well in advance; all tests and projects are posted on Canvas; students may be assigned no more than two tests in a day; a customized Dana Hall planner is made available to students during the first week of school; and clear homework guidelines are provided.

For grade 9:

Assignments may only be due on days when class meets. If a 9th grader is enrolled in a class that is typically populated by 10th-12th graders, then that student is expected to meet the homework expectations for that class. The rationale for this is if a 9th grader demonstrates that they are advanced enough to be in a calculus course, for example, then they have demonstrated that they can handle all parts of the course, including the homework.

- Trimester I: As our 9th graders adjust to the rigors of the Dana Hall Upper School, we want to provide these students with a guideline that is developmentally appropriate. As such, teachers are allowed to assign up to 30 minutes of homework per class meeting each week (for example, 4x30, 120 minutes per week for a 1-credit class).
- Trimester II & III: As we scaffold our expectations around workload throughout the 9th-grade year, teachers are allowed to assign up to 45 minutes of homework per class meeting each week for 9th graders for the remainder of the year.

For grades 10-12:

Assignments may only be due on days when class meets. Teachers are allowed to assign up to 45 minutes of homework per class meeting each week (for example 4x45, 3 hours per week for a 1-credit class). AP and Honors courses do not need to adhere to the time guidelines, but should still have homework due only on days when class meets.

Dana Hall School provides homework guidelines with the understanding that the times given are averages and that the pace at which students complete their work will vary with the individual.

In addition to working on any assignments that fall under the above guidelines, students should use weekends and unscheduled periods to read ahead, study for tests, catch up on missing work, and work on long-term assignments.

Students are encouraged to work with their advisor, teachers, and learning specialist if they are having difficulty completing their homework assignments.

Dana Hall defines the extended winter and spring vacations as times to recharge outside the restrictions of the regular academic routine. Vacations provide a time to re-establish contact with friends and family and an opportunity to explore intellectual, artistic, and cultural interests. With this in mind:

- Long-term assignments given before vacation will not be due until at least one week after the end of the vacation.
- Teachers will assign no more than one day's worth of homework over the Thanksgiving Break and long weekends.

Please note:

- Summer work and work over vacations may be assigned by teachers of Advanced Placement courses.
- Longer reading assignments may be given by English teachers over the extended winter and spring vacations.
- Assignments given over vacation periods in courses other than English or AP courses must be approved by the Director of the Upper School.
- In preparation for class discussions in the fall, students are required to read specific books over the summer as prescribed by the faculty of the English Department and Advanced Placement courses. Summer reading is recommended by faculty members in the Social Studies and Science Departments.

ACADEMIC POLICIES AND PROCEDURES

Guidelines for No Homework/Reduced Homework Days

There are times during the school year when attendance at evening or weekend activities is required of students. On other days, too, religious holidays or other events make it difficult for students to complete their work that is due the next day. While students are encouraged to complete homework assignments during their unscheduled periods and available after-school time, planned evening activities reduce the amount of time available. On these occasions, identified as “No Homework/Reduced Homework Days,” Upper School teachers are asked to assign a reduced amount of homework per subject.

At times, exceptions to the above guidelines need to occur. If this presents a conflict for individual students on a particular day, they are asked to talk with their teacher(s) to make other arrangements for completing the assigned work.

As is the case with the School’s general Homework Guidelines, Advanced Placement and Honors courses do not fall under the above guidelines.

Advanced Placement, Honors, and Accelerated Courses

In consultation with their faculty, Department Heads determine student recommendations for some Advanced Placement, Accelerated, and Honors courses. These decisions are based on an understanding of the student’s past academic performance, as well as knowledge of requisite student capabilities for these courses. If not recommended, students may petition for reconsideration of the placement. Recommendations for certain Advanced Placement courses are made based on department review of a student’s application. Information about the application process is distributed to students during the course request process. In all departments, the final decision regarding acceptance into AP, Honors, and Accelerated courses resides with the Department Head.

Recommendation for AP and Honors courses is selective. AP and Honors students are successfully able to cover a more challenging curriculum because they:

- have demonstrated strong initiative, maturation, and work ethic in that discipline,
- work well independently,
- readily apply concepts and information to new and complex situations,
- visualize the “big picture” while acknowledging the importance of detail, and
- learn, synthesize, and analyze new material quickly.

Students should refer to specific AP and Honors course descriptions regarding any additional qualifications. In addition, students wishing to pursue an AP class should familiarize themselves with the homework guidelines associated with AP courses outlined in this document.

Dana Hall provides the opportunity to take AP exams to those students who are enrolled in our AP courses. We do not offer AP exams to students studying independently for courses that are not offered at Dana Hall.

Twelfth graders may opt out of taking the AP exam associated with their AP courses. This is an opt-out process for 12th graders only; any ninth, tenth, or eleventh grade students enrolled in AP courses are required to sit for the AP exams in May. The expectation is that 12th graders will connect with their teachers prior to the registration deadline to discuss their desire to either take or not take the AP exam.

Adding/Dropping Courses

Students are encouraged to plan their academic programs carefully and thoughtfully so that changing or dropping courses is not necessary; however, when such action is unavoidable, students may request permission to drop or add a course. Add/Drop forms are available in the Academic Office and must be completed by the student, signed by the teacher, advisor, and College Counselor (for students in grades 11-12), and then submitted to the Assistant Director of the Upper School before the deadline. For all year-long courses, the Add/Drop period is at the beginning of Trimester I as determined by the Academic Office. After this point in the school year, no new courses can be added to the student’s schedule.

ACADEMIC POLICIES AND PROCEDURES

If a student decides to drop a course after the Add/Drop period, they must initiate the drop by end of day on the Wednesday after Family Weekend through written communication with the Academic Office. After this point, the dropped course will result in a Withdrawal on the student's transcript, and no credit will be awarded.

Co-Curricular Course Changes

For all Co-Curricular courses, the Add/Drop period runs for one week at the beginning of the relevant trimester. Each student is permitted no more than one change to Co-Curricular courses per trimester. Once a sports team roster is posted, students have a 48-hour period in which to drop that sport, if they so desire. After that period, a student is expected to make a commitment to the team for the duration of the season. Students who are not selected to play a team sport must replace that sport with another Co-Curricular course within 48 hours of the roster being posted.

Level-Changes in the Same Course

If a student, in consultation with their teacher, advisor, and college counselor (when applicable), wishes to move to a different level of the same course, the calculation of their grade in the new course will be determined by the Director of the Upper School in consultation with the Department Head and teacher. If this level change is initiated after the second Friday after returning from Winter Break, it will result in a Withdrawal recorded on their transcript for the original course.

Change in Course Preferences

The number of course sections is based on initial student course requests. Dana Hall reserves the right to make changes to its course offerings and programs based on enrollment and staffing availability. The School makes every effort to satisfy each student's course requests; however, scheduling limitations may require a student to enroll in alternate courses. In particular, if a student decides to change one or more of their course requests after June 15, there is no guarantee that she will be able to enroll in alternate choices.

Course Credit

Course credit is granted only when a student has completed a course in its entirety and a final course grade is assessed by the instructor. No course credit is awarded when a final grade of NG (no grade) or AU (audit) is assessed in a course.

Sixth-Major Petition

A full program is generally five major courses and one minor course, plus one co-curricular course per trimester. Occasionally, a highly capable student who wishes to accelerate or enrich their program may request to enroll in six major courses. In such cases, the student must petition the Director of the Upper School. A petition will not be approved without the full support of the student's advisor.

Semester- and Year-Away Programs

Dana Hall School has several external semester and year-away programs to which students can apply. Students interested in applying to one of these programs must coordinate with the Assistant Director of the Upper School to confirm Dana Hall's recognition of the program and if enrolling in a program is academically appropriate for them. Students interested in applying must meet with the Academic Office for the specific academic policies around credit, transcripts and grades associated with any external semester and year-away programs. Students interested in applying for these programs must be in good academic, disciplinary, and financial standing at Dana Hall.

Upper School students who are accepted into and choose to attend any external educational programs approved by the School must determine their courses in that program based on Dana Hall's diploma requirements. The course request process must be completed in consultation with the Assistant Director of the Upper School.

ACADEMIC POLICIES AND PROCEDURES

Students who decide to attend an external program other than those recognized by the School may need to re-apply to Dana Hall for the following academic year.

Semester Programs

- High Mountain Institute (Leadville, Colorado)
 - Dana Hall is a member school of HMI. Students apply to HMI in their 10th-grade year for either their 11th-grade fall or spring term. Up to two students may be selected to attend HMI each year.
- School for Ethics and Global Leadership (Washington, DC; Johannesburg, South Africa; and London, England)
 - Dana Hall is a member school of SEGL. Students apply to SEGL in their 10th-grade year for either their 11th-grade fall or spring term. One Dana Hall student may be selected to attend SEGL each year.

Year Program

- School Year Abroad (Spain, France, Italy)
 - Dana Hall recognizes the year-long SYA program. Students may study abroad for the entirety of their 11th-grade year in one of several countries. Up to two Dana Hall students may be selected to attend an SYA year-long program each year.

DIPLOMA REQUIREMENTS

General Requirements¹

- 4 years of high school
- completion of all departmental requirements
- 20 hours of community service in grade 10 at Dana Hall

Below is an overview of graduation requirements, as distributed among departments, for a student entering Dana Hall School in grade 9.

Department	Requirement	Credits
English	one 1-credit course per year	4.0
Math	minimum of 3 math courses	3.0
Science & Social Studies	5 credits combined	5.0
- Science	minimum of 1 credit in physical science & 1 credit in life science	
- Social Studies	minimum of 1 credit in Area Studies & 1 credit in U.S. History	
World Languages	through the third level of a language	3.0 ²
Co-Curricular Courses	3 seasons each year in grades 9–11 minimum of 2 seasons in grade 12	1.5 0.33
Performing Arts	minimum of one ½ -credit course	0.5
Visual Arts	minimum of one ½ -credit course	0.5
Forum	one course per year	n/a
Skills Workshop 9	for students in grade 9	n/a

Twelfth-Grade Year

In order to graduate, all 12th graders must

- earn a minimum of four credits in major courses.
- successfully complete a Senior Project as determined by the Senior Project Committee, unless waived by the Director of the Upper School.

Enrollment in Courses or Lessons External to Dana Hall's Curriculum

Dana Hall School does not accept academic credits from institutions or individuals not directly affiliated with the School. While coursework completed outside of the School's program may affect a student's course placement, it does not satisfy Dana Hall's diploma requirements.

¹ minimum of 18.0 credits (for students entering Dana Hall in grade 9)

² The number of credits may vary depending on placement level. Language study completed prior to grade 9 may affect Dana Hall course placement, but in such cases, no credit will count towards the 18-credit total needed for graduation under General Requirements. International students who do not reside in the United States and whose native language is not English are not required to study an additional language.

DIPLOMA REQUIREMENTS

Independent Study

Students interested in pursuing an Independent Study in coursework outside of the standard Dana Hall offerings may apply to the Academic Office for approval by no later than the end of the third academic school day in September. Examples of an Independent Study include a course taken through our partnership with One Schoolhouse, an extensive study of German with a qualified tutor, or enrollment in a Japanese class at another institution on weekends. Students may obtain an application in the Academic Office. Independent Studies cannot be used toward the fulfillment of departmental diploma requirements unless approved by the Director of the Upper School. Students must petition to take an Independent Study as a sixth major course, if applicable.

WAIVER OF REQUIREMENTS

General Waivers

Under special circumstances, a student may request a waiver of a requirement. This request must be submitted in writing to the Academic Office in order to be considered. Most often a waiver will only be granted because of medical reasons or documented learning differences. A waiver of a diploma requirement may be noted on the student's transcript (see below).

Language Waivers

For international students:

International students who do not reside in the United States *and* whose native language is not English are not required to study an additional language. This waiver is not reflected on the student's transcript.

For domestic students and native English speakers:

In order to receive a waiver of the language requirement, a student must present recent documentation (no more than five years old) of a learning difference involving language acquisition from a qualified professional, such as a licensed educational psychologist. The student, the Director of the Upper School, the World Languages Department Head, and the learning specialist meet to discuss the testing and options for the student. If students qualify for a language waiver, they may choose to do one of the following:

- continue their study of a language (either for a grade or on a Pass/Fail basis),
- start a new language on a Pass/Fail basis, or
- take no language courses.

Students who qualify for a language waiver may decide to make a change to their program at the beginning of any trimester. After the Academic Office receives a written request and confirms a waiver, a student who continues to study a language on a Pass/Fail basis will continue with this assessment designation in all future language courses at Dana Hall. Students considering a language waiver are strongly encouraged to speak with the College Counseling Office in order to fully understand the potential implications for college admission.

If new students are placed into a language course that disallows them from meeting the diploma requirement of completing the study of a language through the third level before the end of 12th grade:

- the student will be required to study that language during her years at Dana Hall,
- the diploma requirement will be waived, and
- this waiver will not appear on the student's transcript.

New students who elect to begin the study of a new language upon their arrival at Dana Hall will not be granted this waiver and will be expected to fulfill the diploma requirement.

Students who do not earn a grade that allows them to advance to the third level of a language must complete summer work as prescribed by the individual teacher. At the end of the summer, they must pass a skills assessment test before enrolling in the third level. Those who do not pass this test may, with permission of the World Languages Department Head and Director of the Upper School, either repeat the second level or begin a new language. If needing to repeat a course prevents a student from completing the third level of a World Language course, then the diploma requirement will be waived.

THINGS TO CONSIDER WITH YOUR ADVISOR WHEN CREATING YOUR ACADEMIC PROGRAM

Each student's program is designed to reflect their own unique capabilities, interests, and co-curricular commitments. The following course loads are offered as examples only. Each student works closely with their advisor to create a program that is designed to best suit them. Advisors and their advisees should use the Time-Management Worksheet to help assess which load is most appropriate for each student.

NOTE:

Major course = 1-credit course; meets 4 times per week

Minor course = ½ credit course; meets 2 times per week

These examples do not include any required Co-Curricular, Forum, or Skills Workshop 9 courses

SAMPLE COURSE LOADS FOR STUDENTS IN GRADES 9, 10, 11, AND 12

4 major courses	+	1 minor course
4 major courses	+	2 minor courses
4 major courses	+	3 minor courses

5 major courses		
5 major courses	+	1 minor course
5 major courses	+	2 minor courses
5 major courses	+	3 minor courses

6 major courses (*petition required*)

Recommendations:

- The standard load is five major courses, one minor course, a Co-Curricular elective, and Forum for the corresponding year. A minimum of four major courses is required each year.
- Each student is encouraged to develop a rigorous program, compatible with their abilities, and one that develops their own unique interests in academics, the visual arts, the performing arts, and athletics.
- The most highly-selective colleges expect to see students with a program including four credits each in English, mathematics, language, science, and social studies.

GRADE 9:

A major English course is required. Most students take Physics / Accelerated Physics, continue their study of math, and begin or continue their study of a world language. Western Civilization is recommended. Students are encouraged to elect a performing or visual arts course to meet graduation requirements in the arts and to advance in sequential course offerings. All students are required to enroll in the year-long Forum 9 course, Skills Workshop 9, and in a Co-Curricular elective each trimester.

GRADE 10:

A major English course is required. Most students continue their study of math, a world language, and science. Students are encouraged to enroll in an Area Studies Course or Western Civilization. Students are also encouraged to elect a performing or visual arts course to meet graduation requirements and to advance in sequential course offerings. All students must complete their Community Service requirement by the end of the year. All students are required to enroll in the year-long Forum 10 course and a Co-Curricular elective each trimester.

THINGS TO CONSIDER WITH YOUR ADVISOR WHEN CREATING YOUR ACADEMIC PROGRAM

GRADE 11:

A major English course is required. Most students continue their study of math, a world language, and science. Students are encouraged to enroll in U.S. History or an Area Studies Course. Students are also encouraged to elect a performing or visual arts course to meet graduation requirements and to advance in sequential course offerings. All students are required to enroll in the year-long Forum 11 course and a Co-Curricular elective each trimester.

GRADE 12:

A major English course is required. Where possible, students are encouraged to pursue elective courses to enrich their programs. All graduation requirements must be completed by the end of the year. All students are required to enroll in the year-long Forum 12: Senior Seminar course and two trimesters of a Co-Curricular elective.

TYPICAL COURSE SEQUENCES BY DEPARTMENT

Each student's academic program is created to meet their own unique learning goals, capabilities, and needs. Below is a schematic representation of common course sequences within departments in the Upper School.

Bold = 1-credit course; meets 4 times per week.

Non-bold = ½-credit course; meets 2 times per week.

ENGLISH



**ELECTIVE
COURSES:**
Journalism
I/II/III

**Creative Writing or
Senior English Seminar or
Being Human: Literature of the Monstrous and the Humane (AP English Literature and
Composition) or
Diamonds Formed Under Pressure: Literature's Search for the Meaning of Life (AP
English Literature and Composition) or
Women at the Edge: Women Pioneers, Explorers, and Rebels (AP Literature and
Composition)**

**Literature and Composition III or
AP English Language and Composition**

Literature and Composition II

Literature and Composition I

Writing and Communication

TYPICAL COURSE SEQUENCES BY DEPARTMENT

MATHEMATICS



**ELECTIVE
COURSES:**
AP Statistics
Statistics

Advanced Topics in Mathematics (Honors)

**Calculus or
AP Calculus AB or
AP Calculus BC and/or
Elective Course**

**Precalculus or
Precalculus Accelerated or
Precalculus Honors and/or
Elective Course**

**Algebra II or
Algebra II Accelerated or
Algebra II Honors**

**Geometry or
Integrated Algebra I and Geometry**

Algebra I

TYPICAL COURSE SEQUENCES BY DEPARTMENT

PERFORMING ARTS

Elective Course

ELECTIVE COURSES:

Theatre:

Creating Character:
An Intro to Acting and
Directing
Advanced Theatre
Theatrical Design &
Technology
Upper School Play*
Student-Directed Play*
Upper School Musical*

Dance:

A History of Dance in the
United States
Dance I**
Dance II**
Dance III**
Dance Repertory Group

Music:

Introduction to Music
Theory & Composition
Chamber, Flute, String or
Rock Ensemble
Chamber Singers
Chorus
Music Lesson: Half-credit
(Music School)
Music Lesson: Non-credit
(Music School)

*May be taken for
Co-Curricular Credit (not
counted towards ½ credit
graduation requirement)

**May be taken for
Performing Arts ½ credit
graduation requirement
or Co-Curricular Credit

TYPICAL COURSE SEQUENCES BY DEPARTMENT

SCIENCE



**AP Physics C and/or
AP Chemistry or
AP Biology and/or
Elective Course**

ELECTIVE COURSES:
Applied Life Science
Environmental
Science and
Sustainability
Physics and
Engineering
AP Computer Science
A
Foundations in
Computer Science
Introduction to
Computer Science in
Python
Principles in
Engineering

**Accelerated Biology or
Biology or
AP Biology and/or
Elective Course**

**Chemistry or
Accelerated Chemistry and/or
Elective Course**

**Physics or
Accelerated Physics**

TYPICAL COURSE SEQUENCES BY DEPARTMENT

SOCIAL STUDIES



United States History or
AP United States History

ELECTIVE COURSES:
AP European History
AP Government &
Politics
Comparative Politics
Economics

Area Studies Course
(African Studies, Southwest Asian and North African Studies, East Asian
Studies)

Western Civilization

VISUAL ARTS

Studio Art

ELECTIVE COURSES:
Architecture I
Architecture II/III
ArtLAB
Ceramics I
Ceramics II/III
Drawing and Painting I
Drawing and Painting II/III
Exploring Design I
Exploring Design II/III
Photography I
Photography II/III
AP Studio Art
AP Art History

TYPICAL COURSE SEQUENCES BY DEPARTMENT

WORLD LANGUAGES



French V Honors	AP Latin	AP Chinese	*Spanish IV, V or AP Spanish (Literature)
French IV, V or AP French	Latin IV or V	Mandarin IV or V	*Spanish IV, V or AP Spanish (Language)
French III or French III Honors	Latin III	Mandarin III	*Spanish III or Spanish III Honors
French II	Latin II	Mandarin II	*Spanish II
French I	Latin I	Mandarin I	*Spanish I

***Spanish for Heritage Speakers I/II: Writing & Oral Skills** may be taken in place of other Spanish course offerings. Students who are eligible for this course will follow this sequence: Spanish for Heritage Speakers I/II, AP Spanish (Language), and AP Spanish (Literature). Please see the course description for full details.

TYPICAL COURSE SEQUENCES BY DEPARTMENT

CO-CURRICULARS

FALL

Non-Competitive*:
Fitness
Recreational Volleyball
Rock Climbing
Spinning
Yoga
Riding Lessons (during the Academic Day)
Independent Study in Athletics (subject to approval)

Team Sports:
Cross Country
Equestrian Team
Field Hockey
Soccer
Volleyball

Performing Arts:
Upper School Play
Dance I
Dance II
Dance III

Afternoon Community Service (one trimester per year)

WINTER

Non-Competitive*:
Fitness
Instructional Squash
Instructional Swimming
Rock Climbing
Spinning
Yoga
Riding Lessons (during the Academic Day)
Independent Study in Athletics (subject to approval)

Team Sports:
Basketball
Diving
Equestrian Team
Fencing
Ice Hockey
Squash
Swimming

Performing Arts:
Upper School Musical
Dance I**
Dance II**
Dance III**

Afternoon Community Service (one trimester per year)

SPRING

Non-Competitive*:
Badminton
Fitness
Rock Climbing
Spinning
Yoga
Riding Lessons (during the Academic Day)
Independent Study in Athletics (subject to approval)

Team Sports:
Equestrian Team
Lacrosse
Softball
Tennis

Performing Arts:
Student-Directed Play
Dance Concert Production Assistant
Dance I**
Dance II**
Dance III**

Afternoon Community Service (one trimester per year)

*Other options may be added in response to interest or demand

**If a student chooses to Dance in the Winter, they must continue through Spring. Students may only Dance in the Spring if they participated in the Winter.

Note: Athletic teams meet a minimum of 5 times per week

TIME MANAGEMENT WORKSHEET

Student's Name: _____

Advisor: _____

Entering Grade: _____

	COURSE OR ACTIVITY	ESTIMATED STUDY TIME OR TIME COMMITMENT PER SCHOOL DAY
DATA SCIENCE		
ENGLISH		
MATHEMATICS		
SCIENCE		
SOCIAL STUDIES		
WORLD LANGUAGES		
PERFORMING ARTS		
VISUAL ARTS		
FORUM AND SKILLS 9		
CO-CURRICULAR		
COMMUNITY SERVICE/GLOBAL SCHOLARS		
WEEKEND ACTIVITIES		

ESTIMATED TOTAL HOURS PER WEEK: _____

ACADEMIC PROGRAM WORKSHEET

Student's Name: _____ Advisor: _____ Entering Grade: _____

DEPARTMENT AND GRADUATION REQUIREMENTS

GRADE 9

GRADE 10

GRADE 11

GRADE 12

DATA SCIENCE

ENGLISH

4 credits

MATHEMATICS

3 credits

SCIENCE

5 credits in combination with Social Studies
(1 course in both physical science and life science)

SOCIAL STUDIES

5 credits in combination with Science
(1 credit must be completed before eleventh grade;
area studies is prerequisite for U.S. History)

WORLD LANGUAGES

Through third level of same language

PERFORMING ARTS

½ credit

VISUAL ARTS

½ credit

CO-CURRICULARS

Required each trimester, grades 9-11
Required two trimesters, grade 12

COMMUNITY SERVICE/GLOBAL SCHOLARS

REQUIRED PROGRAMS

Forum in grades 9-12
Skills Workshop 9 in grade 9

DATA SCIENCE

In a world “awash in data”, where technological capabilities are rapidly changing, all academic disciplines are being enriched by a deep analysis of ‘big data.’ The field of Data Science has emerged as a distinct discipline with applications in not only mathematics, but also economics, political science, epidemiology, environmental science, and many more realms. Data Science at Dana Hall is much more than ‘statistics with computers’ - here, it is an interdisciplinary pursuit that leverages computing power to not only examine bigger and richer data sets, but to ask questions of those data sets that would have been impossible in even the very recent past. We offer Data Science at Dana Hall to raise informed, curious, and design-minded citizens of the contemporary world, as well as empirical scholars able to answer questions with evidence and visually communicate their findings.

Data Science Requirements:

A Data Science course is not a diploma requirement at Dana Hall.

Data Science

This interdisciplinary course combines Social Studies, Statistics, and Computer Science to teach students to ask and rigorously answer substantive questions with data. It covers the mechanics and ethics of data collection, visualizing variables one at a time, exploring relationships between variables, building and evaluating linear regression models (simple and multivariable), and hypothesis testing. All data science work is conducted in RStudio, and students publish a Shiny page with their findings at the end of the year. *(Open to 11th and 12th graders who have completed or are currently enrolled in US History and who have completed Algebra II.)*

ENGLISH

The Upper School English curriculum strengthens the imaginative and intellectual faculties of our students by teaching them to read deeply, write thoughtfully, listen respectfully, and speak confidently. Enriched by a variety of pedagogical approaches, our program emphasizes writing as not only a tool for expression and communication, but also a means of discovery. Students write frequently in a variety of genres. Seminar-style discussions emphasize close, attentive reading of literature drawn from a variety of time periods and cultures and nurture students' ability to grapple with complex questions and multiple perspectives. Frequent opportunities for public speaking embolden students to be more confident, articulate speakers. In all courses, students learn and review grammar, mechanics, and vocabulary in the context of writing. All students are required to take a one-credit course in English each year.

English Requirements:

Students must pass one 1-credit English course each year. For students entering Dana Hall after 9th grade, English courses passed in 9th and 10th grades at a previous school may be applied toward the diploma requirement: up to one year for students entering in 10th grade, up to two years for students entering in 11th grade.

Writing and Communication

Writing and Communication is designed for international students who need to build their skills in reading, writing, and speaking American English. This writing-intensive course develops students' ability to read critically, discuss and present ideas fluently, and write clearly in a variety of formats. Vocabulary lessons focus on words from assigned texts. Grammar lessons help students identify and correct common errors as they create more sophisticated sentences. This course is designed to be taken concurrently with a Literature and Composition course. (*Full year. 1 credit.*)

Literature and Composition I: Literary Coming of Age

Literature and Composition I provides students with opportunities to further develop their reading and writing skills. Readings, which include such works as *The Catcher in the Rye* and *The Hate U Give*; and a Shakespearean play as well as assorted short stories and poetry, emphasize coming-of-age themes. Students embrace the writing process in a variety of assignments, from creative pieces to thesis-driven essays. Critical, mindful reading is emphasized. This course also includes vocabulary development and a focus on grammar, usage, and mechanics. (*Full year. 1 credit.*)

Literature and Composition II: Readings in World Literature

Students study literature of varied genres with a focus on women in an international context. Readings include such works as *Pride and Prejudice*, *Persepolis*, and *The Handmaid's Tale*, as well as contemporary novels from Africa and Asia; poetry; plays such as Shakespeare's *Othello*; and podcasts. Students become increasingly more adept, sophisticated writers and public speakers by writing and speaking in a variety of modes. Students emerge from Literature and Composition II with strengthened critical writing skills and a broadened global perspective on literature. (*Full year. 1 credit.*)

Literature and Composition III: Conversations in American Literature

In Literature and Composition III, students examine how writers depict, create, and criticize American values, identities, and conflicts in literature. Students practice close reading of novels, poetry, and plays by such diverse authors as Jacobs, Emerson, Thoreau, Douglass, Whitman, Dickinson, Chopin, Fitzgerald, Kesey, Kushner, and Gyasi. Students continue to become more sophisticated writers through the composition and revision of analytical and personal essays as well as creative assignments. Students emerge from this course with strengthened critical thinking, reading, and writing skills, as well as increased empathy and understanding of the ways art can both reflect and reshape American society. (*Full year. 1 credit.*)

Advanced Placement (AP) English Language and Composition

How do advertisements convince us (or not) to buy a product? What strategies do political candidates use to persuade voters? How do nonfiction authors use many of the same literary tools that fiction authors use? In this challenging course, we answer such questions through rhetorical analysis, studying how authors communicate within particular contexts. We investigate authors' purposes, audiences' expectations, genre conventions, historical and political situations, and all of the other elements that affect the writing and reading of texts. Students learn not only to understand others' rhetorical

ENGLISH

strategies, but also to effectively use such strategies themselves. Students learn to make effective arguments and to write compelling prose. Reading assignments emphasize nonfiction from a variety of historical periods and include both visual and written texts. This course is the equivalent of an introductory composition course offered at most colleges. (*Open to students in grade 11, after consultation with the student's advisor and current English teacher, and with permission of the Department Head. Full year. 1 credit.*)

Creative Writing

In this workshop-style course, students discover what they have to say as they explore how to say it. As students read and write memoirs, short stories, essays, and poems, they develop a deeper understanding of their own ways of seeing the world—and how these shape their writer's voices. Exercises in fiction writing give students a working understanding of character, setting, point of view, and theme. Memoir assignments invite students to explore the uses of narration and reflection. Students write frequently and are expected to embrace the process of revision – that is, to discover ways to close the gaps between what they think they want to say, what they actually want to say, and what they do say. Emphasis is placed on class participation with a focus on the art of giving and receiving feedback. Readings will include works by contemporary and classic authors in many styles and genres. (*Open to students in grade 12. Full year. 1 credit.*)

Being Human: Literature of the Monstrous and the Humane (AP English Literature and Composition)

What does it mean to be human? To be a monster? Can one be both? In this course we will read classic and contemporary works of literature that explore these questions, such as Mary Shelley's *Frankenstein*, with its created "human"; Kazuo Ishiguro's *Never Let Me Go*, in which a boarding school is more than it seems; Shakespeare's *The Tempest* and Aimé Césaire's *A Tempest*, in which the colonized subject is framed as monstrous. Along the way, we'll visit with vampires, werewolves, cyborgs, witches, djinn, scientific experiments gone awry, and monsters galore. (*Open to students in grade 12 after consultation with the student's advisor and current English teacher, and with permission of the Department Head. Full year. 1 credit.*)

Diamonds Formed Under Pressure: Literature's Search for the Meaning of Life (AP English Literature and Composition)

Have you ever wondered why we read so few "happy" books in high school English classes? For thousands of years, artists have tried to discover ways for us to find joy and meaning in the world *as it really is*, not as we would like it to be. In this course, we will uncover the answers literature offers to questions like: How do I thrive amid external adversity like violence, prejudice, and loss? How do I work with challenges that seem to come from within, like insecurity, anxiety, and loneliness? How do I choose a path when every outcome is uncertain? Can struggle actually lead to joy or meaning? We will read books such as Sophocles' *Oedipus Rex*, Shakespeare's *Hamlet*, Virginia Woolf's *Mrs. Dalloway*, Toni Morrison's *Beloved*, and James McBride's *Heaven and Earth Grocery Store*, as well as short stories, poetry, and non-fiction by writers like John Keats, Alfred Tennyson, Vladimir Nabokov, Robert Hayden, Viktor Frankl, Amy Tan, Mary Oliver, Robin Wall Kimmerer, and Joy Harjo. By the end of the course, you will be ready to succeed on the AP English Literature exam, and you will have tools to help you chart a course of joy and meaning as you transition into adulthood. (*Open to students in grade 12 after consultation with the student's advisor and current English teacher, and with the permission of the Department Head. Full year. 1 credit.*)

Women at the Edge (AP English Literature and Composition)

This course provides a historical survey of women in fiction. In Trimester I, readings may include selections from Euripides's *Medea* and Lorraine Hansberry's *A Raisin in the Sun*. In Trimester II, readings include *Their Eyes Were Watching God* by Zora Neale Hurston and a broad selection of short stories by international 19th, 20th, and 21st-century women writers from countries such as China, Japan, South America, South Korea, the United Kingdom, Africa, and the United States. variety of short stories and poems by women authors about topics such as love, desire, freedom, and marriage. Other possible readings may include Shakespeare's *Twelfth Night*. In Trimester III, students continue their work with *Twelfth Night*, then finish the year with Alison Bechdel's graphic novel *Fun Home*. Core skills developed in this class include critical thinking, close reading, discussion development, analytical writing, active listening, and effective

ENGLISH

notetaking. While the course approaches the texts and topics from a historical perspective, it is expected that students involve themselves in connecting their reading to current socio-political developments impacting the lives of women, nationally and internationally. *(Open to students in the 12th grade, after consultation with the student's advisor and current English teacher and with permission of the Department Head. Full year. 1 credit.)*

Journalism: Hallmanac, the Dana Hall Student Newspaper

This course teaches students to write quickly, accurately, and effectively and helps the student editorial staff produce a polished, responsible online newspaper that reflects and enlivens the Dana Hall community. Students identify and write newsworthy items, feature articles, and editorials; interview sources, both inside and outside of the school community; work as a team to set and meet deadlines; revise, polish, proof, and edit articles for posting; and create or select illustrations and photographs. The course also examines the history and contemporary world of journalism. Students may enroll in this course for multiple years. *(Open to students in grades 10, 11, and 12. Required for Hallmanac Editors. Full year. ½ credit.)*

Senior English Seminar

In this final high school English course, you will prepare to be a reader, writer, and thinker in college and beyond. What does it look like to be a lifelong learner? What kind of critical thinking do you need to be able to use as you head out into the world beyond Dana Hall? How can the written word both reflect and inform your choices and life experiences? Through an exploration of diverse literary genres (including novels, poetry, plays, short stories, speeches, and nonfiction), students will strengthen their critical thinking skills while drawing connections to the world around us. Writing assignments will include literary analysis as well as personal writing, creative pieces, and real-world writing. This course is designed to help students internalize the tools necessary to successfully navigate the challenges and choices they will face as women and citizens of the world. *(Open to students in 12th grade. Full year. 1 credit.)*

MATHEMATICS

The Dana Hall Mathematics Department cultivates mathematical thinkers who are prepared for the challenges they will face in a dynamic world. Students succeed when they are appropriately challenged; thus, we provide differentiated instruction. Collaboration, the utilization of technology, and investigative tasks are some of the tools used to encourage students to be resourceful, questioning, curious, independent, and confident mathematical thinkers. We seek to inspire students to build connections between mathematical topics, to other disciplines, and to the world around them. We encourage perseverance in problem-solving using iterative, logical, and creative thinking. Students investigate patterns, data, geometric figures, graphs, numbers, functions, and applications. Dana Hall fosters a rigorous program of study, but also ensures that every student has the support needed to succeed by providing the time, space, and resources to enhance their understanding.

Preparation for continued mathematics study at the college level is a goal of Dana Hall's Upper School Math Department. The Math Department supports the use of the TI-84 calculator for all Upper School Mathematical Courses. Placement into math courses is made by the Upper School Math Department in collaboration with the student and their advisor.

Math Requirements:

Students must pass a minimum of three 1-credit math courses. For students entering Dana Hall after 9th grade, math courses passed in 9th and 10th grades at a previous school may be applied toward the diploma requirement: up to one year for students entering in 10th grade, up to two years for students entering in 11th grade.

Algebra I

This course covers traditional first-year algebra topics and further builds the students' ability to utilize these skills in solving application problems. Topics include properties of real numbers, exponents, linear equations and inequalities, linear systems, functions, graphing, factoring, polynomials, and solving quadratic equations. *(Open to students who have completed Pre-Algebra or the equivalent. Full year. 1 credit.)*

Geometry

This course covers traditional topics in geometry emphasizing discovery along with the development and application of probability and algebraic skills. Topics include the Pythagorean Theorem, parallel lines, similar and congruent triangles, special right triangles, an introduction to trigonometry, circles, parallelograms, polygons, area, and volume. *(Open to students who have completed Algebra I, and with permission of the Mathematics Department. Full year. 1 credit.)*

Geometry Accelerated

This course focuses on discovering traditional topics in geometry with an emphasis on problem-solving skills and the development and application of data analysis, probability, and algebraic skills. Topics include the Pythagorean Theorem, parallel lines, similar triangles, proof writing, congruent triangles, special right triangles, an introduction to trigonometry, circles, parallelograms, polygons, area, and volume. *(Open to students who have completed Algebra I and with permission of the Mathematics Department. Full year. 1 credit.)*

Integrated Algebra I & Geometry

This full-year course integrates core Algebra I concepts with essential geometry topics to provide a coherent and supportive pathway into Algebra II. Emphasis is placed on strengthening algebraic fluency while developing geometric reasoning and problem-solving skills. Topics include operations with real numbers; linear equations, inequalities, and systems; exponents, radicals, polynomials, factoring, and quadratic equations; as well as the Pythagorean Theorem, distance and midpoint, congruence and similarity, parallel lines, special right triangles, introductory trigonometry, basic properties of circles and parallelograms, area, volume, and an introduction to proof writing. **The course meets six times per week.** Students who successfully complete the course will be prepared to move directly into Algebra II. *(Open to incoming 9th grade students with permission of the Mathematics Department. Full year. 1 credit. Meets six times per week.)*

MATHEMATICS

Algebra II

This course continues to develop the students' algebraic skills and introduces elementary functions. Linear, absolute value, quadratic, polynomial, exponential, logarithmic, and inverse functions are explored both with and without the use of a graphing calculator. Additional topics include complex numbers, powers, radicals, rational expressions, inequalities, matrices, and systems of equations. *(Open to students who have completed Algebra I and Geometry, and with permission of the Mathematics Department. Full year. 1 credit.)*

Algebra II Accelerated

This course continues to develop the students' algebraic skills and introduces elementary functions with attention to graphing, evaluating, simplifying, solving, and modeling. Linear, absolute value, piecewise, quadratic, polynomial, rational, radical, exponential, and logarithmic functions are explored both with and without the use of a graphing calculator. Other topics include inequalities, inverse functions, complex numbers, and systems of equations. *(Open to students who have completed Algebra I and Geometry with a minimum grade of B, and with permission of the Mathematics Department. Full year. 1 credit.)*

Algebra II Honors

This course covers all of the topics of Algebra II, as well as a great deal of material from Precalculus. Topics such as quadratic, polynomial, rational, exponential and logarithmic functions, sequences and series, combinations, permutations, probability, and conics are studied in detail. These functions are explored with attention to graphing, evaluating, simplifying, solving, and modeling, both with and without the use of technology. In addition to the mathematical concepts themselves, this course incorporates their theoretical underpinnings as well as their applications. *(Open to students who have completed Geometry Accelerated with a minimum grade of A-, and with permission of the Department Head. Full year. 1 credit.)*

Precalculus

This course includes a detailed study of trigonometry. Students also explore logarithmic, exponential, polynomial, and rational functions. Other topics may include data analysis, counting principles, conic sections, and logical reasoning. *(Open to students who have completed Algebra II or Algebra II Accelerated. Full year. 1 credit.)*

Precalculus Accelerated

This course includes a detailed study of trigonometry. Other topics include sequences and series, a brief exploration of conic sections, as well as exponential, logarithmic, polynomial, and rational functions with and without the use of technology. The application of these topics to real-world problems is emphasized and developed throughout the course with projects and problem sets each trimester. *(Open to students who have completed Algebra II Accelerated with a minimum grade of B, and with permission of the Mathematics Department. Full year. 1 credit.)*

Precalculus Honors

During the first half of the year, this course completes the study of Precalculus topics by building on our knowledge of functions, with an emphasis on trigonometry. Topics include logarithmic, exponential, polynomial, and rational functions, as well as the unit circle, trigonometric functions, and inverse trigonometric functions. During the second half of the year, this course covers the differential calculus topics taught in AP Calculus AB. Application problems include maxima/minima, rectilinear motion with velocity and acceleration, and related rates. The goal is to prepare students to take AP Calculus the following year. *(Open to students who have completed Algebra II Honors with a minimum grade of B, and with permission of the Mathematics Department. Full year. 1 credit.)*

Statistics

This course offers an accessible yet comprehensive introduction to statistical concepts and methods. Students will build practical skills in data collection, exploratory analysis, and interpretation of graphs, creation and diagnostics of linear regression models, understanding variability, probability, and statistical inference. The course emphasizes real-world applications, collaborative problem-solving, and critical thinking, while maintaining a supportive and engaging learning

MATHEMATICS

environment. As a part of each unit of study, students engage in open-ended and creative projects to apply their skills to real-world contexts. This course is ideal for students looking to develop statistical literacy and foundational skills for further studies and is designed to challenge and inspire. (*Open to juniors and seniors who have completed Algebra II, and with the permission of the Mathematics Department*).

Calculus

This course focuses on the fundamental concepts of differential calculus, including limits, derivatives, and derivative applications. It introduces the concept of integration with applications that include finding the area under a curve and investigating rectilinear motion. The application of these topics to real-world problems is emphasized and developed throughout the course. This course includes projects surrounding diversity, equity, and inclusion. (*Open to students who have completed a Precalculus course and with permission of the Mathematics Department. Full year. 1 credit.*)

Advanced Placement (AP) Calculus AB

This course covers the differential and integral calculus of real functions, including algebraic, trigonometric, and transcendental functions. Application problems include maxima/minima, rectilinear motion with velocity and acceleration, related rates, area between curves, volumes of solids of revolution, volumes by cross-sectional slicing, slope fields, and separable differential equations. The AP examination in May is strongly encouraged for seniors and required for all other students in this course. (*Open to students who have completed Precalculus Honors, Precalculus Accelerated with a minimum grade of A-, and with permission of the Mathematics Department. Full year. 1 credit.*)

Advanced Placement (AP) Calculus BC

In addition to the topics of AP Calculus AB, this course covers lengths of curves, surface area, applications for physics, parametric equations, polar equations, vectors, further methods of integration, infinite series, and first-order differential equations. The AP examination in May is strongly encouraged for seniors and required for all other students in this course. (*Open to students who have completed Precalculus Honors or Calculus AB with a minimum grade of B+, and with permission of the Mathematics Department. Full year. 1 credit.*)

Advanced Placement (AP) Statistics

This course covers the mathematics of gathering and analyzing data and drawing inferences from data. Topics include describing data, sampling techniques, the Normal distribution, probability, correlation and linear regression analysis, confidence intervals, and hypothesis testing for proportions, means, and regression coefficients. Throughout the year, students work on investigative tasks that utilize real-world data and allow them to apply the theoretical concepts learned in class. Students use a graphing calculator. The AP examination in May is strongly encouraged for seniors and required for all other students in this course. (*Open to students who have completed Precalculus Accelerated with a minimum grade of B+, or are taking Precalculus Accelerated concurrently and have completed Algebra II Accelerated with at least a B+, and with permission of the Mathematics Department. Full year. 1 credit.*)

Advanced Topics in Mathematics (Honors): Linear Algebra and Geometry

This honors-level course is intended for the student who wants to further her study of mathematics outside of Calculus. In this course, we will study connections between linear algebra and geometry. Using vectors, we will develop an “algebra of points” that allows us to study geometric objects of any dimension. We will then look at matrices, both as abstract mathematical objects on which we can perform arithmetic and other operations, and as functions that effect geometric transformations. We will also study and experiment with applications of these concepts, including fractals, artificial intelligence, and 3D rendering and modeling. (*Open to students who have completed or are concurrently enrolled in AP Calculus AB or AP Calculus BC, and with permission of the Mathematics Department. Full year. 1 credit.*)

PERFORMING ARTS

Dana Hall believes that our students have a place in the performing arts as the next generation of tastemakers. Students at all levels have a chance to develop their artistic voices and skills in several areas within theatre, music, and dance. The ensemble experience is a hallmark of the work our students do, as is an emphasis on creating new work as composers, directors, choreographers, and designers. Students are required to enroll in a one-half credit course in the performing arts and are strongly encouraged to explore many offerings to develop their expression and understanding of the relationship among the arts. A student who is interested in pursuing further education in the performing arts is encouraged to take several levels of a discipline in order to deepen her expression and understanding of that discipline. Performance opportunities range from informal showings to all school presentations and performances open to the public. Some classes meet during the school day, while others are part of the after-school program. Alongside traditional performance experiences including plays, musicals, music recitals, and dance concerts, Dana Hall's performing arts program features ensembles and productions like Dance Repertory Group, Chamber Singers, Flute Choir, The String Society, and Theatre New Work Showing.

Performing Arts Requirements:

For students entering Dana Hall in 9th and 10th grades, students must pass a minimum of one 0.5-credit Performing Arts course. For students entering Dana Hall in 11th grade, students must pass one 0.5-credit course in either Visual or Performing Arts. Co-curricular activities do not count toward the completion of this requirement.

THEATRE

Creating Character: An Intro to Acting and Directing

Students study well-regarded acting techniques, such as Viewpoints movement and Linklater voice technique, to become more confident, flexible, and creative thinkers and performers. While learning the principles of movement, voice, character, and scene study for an actor, students work on audition and polished performance pieces. Interested students will learn directing skills while in this workshop mode, including crafting a vision for a play, interpreting text with actors, communicating with designers, and communicating ideas clearly to an audience. Themes and plays for the course alternate and cover a wide range of styles and genres, prompting students to engage with diverse voices and movements in theatre, which in turn open windows to our world in both the past and the present. Students may enroll in this course over multiple years in order to collaborate with a new cohort of artists, develop a portfolio of costume designs, and perform for a variety of audiences. *(Open to students in grades 9-12. Full year. ½ credit.)*

Advanced Theatre

All students will develop and refine skills in acting, including scene study, voice, improv, and movement. Students will spend each trimester focusing on a different aspect of theatre: acting, playwriting, and directing. Opportunities to learn from and collaborate with outside theatre professionals are offered throughout the year. Themes and plays for the course alternate and cover a wide range of styles and genres, so students may enroll in this course over multiple years in order to develop a deeper knowledge of theatre histories and literature and gain experience as a leader and actor. *(Open to students in grades 10-12, Levels I, II, and III. Full year. ½ credit.)*

Theatrical Design & Technology

Technology and artistic creativity combine in this course. We explore the challenges and rewards of designing scenery, props, lighting, costumes, projection, and live and recorded sound, culminating in work on the Upper School Play, the Dance Concert, the Upper School Musical, and the Student-Directed Play. Following initial instruction in the skills involved, students become members of the Tech Crew for their choice of Upper School shows, as well as lighting designers for the Dance Concert. The course is practical, offering opportunities for hands-on experience with professional equipment in the theatre and building tools available in the scene shop. Students may enroll in this course over multiple years. *(Open to students in grades 9-12. Full year. ½ credit.)*

PERFORMING ARTS

Theatre Productions

Theatre productions are offered as part of the co-curricular program in each trimester. They are open to students in grades 9-12 and do not meet the Performing Arts graduation requirement. Students playing a team sport may not simultaneously participate in a theatre production.

Upper School Play*

Student-Directed Play*

Upper School Musical*

DANCE

A History of Dance in the United States

In this course, students explore diverse experiences and forms of dance in the United States through discussion, analysis, writing, and project-based work. The curriculum traces dances of early Indigenous groups and enslaved Africans, as well as minstrelsy and the vaudeville era, examining how these traditions have influenced and continue to shape contemporary culture and dance practices. Students also investigate notable and diverse examples of jazz, ballet, modern, post-modern, and contemporary dance throughout history, situating each form within its cultural, social, and historical context.

Continuing this approach, the course deconstructs prevalent contemporary issues in dance related to race, gender, and body image. Throughout the year, students engage with text, film, and live performance. This course meets during the academic day. (*This course may be taken for Performing Arts credit. Open to students in grades 9-12. Full year. ½ credit.*)

Dance I*

Dance II*

Dance III*

Dance Repertory Group

This audition-based course is a dance composition and performance ensemble designed for advanced dancers. The curriculum focuses on mastering compositional tools for creating original choreography and developing professional performance skills, culminating in the production of both informal and formal dance concerts throughout the year. Students in this ensemble gain experience in the individual and collaborative creative process and occasionally have the opportunity to perform in works created by guest choreographers. Enrollment in Dance Repertory Group requires simultaneous year-long enrollment in Dance III, including weekly participation in Ballet III, Jazz III, and Modern III. Students may re-enroll in this course over multiple years to continue their artistic growth and leadership within the ensemble. (*This course may be taken for Performing Arts credit. Open to students in grades 9-12, and with permission of the Director of Dance. Full year. ½ credit.*)

*See Co-curricular Program for full descriptions

PERFORMING ARTS

MUSIC

Chorus

The Upper School Chorus is a large ensemble that sings a wide variety of musical styles, including classical, musical theatre, spirituals, contemporary popular music, and music from different cultures in various languages. Members of the Chorus do not need prior musical experience; the Chorus consists of students of varying musical abilities from beginner to advanced. Students are taught the basic principles of singing, including proper breathing and posture, and students receive training in reading music, sight-singing, and solfège. Students sing unison, two-, three-, and four-part music, both accompanied and a cappella. Class is held during the academic day, but there are performances at convocations and concerts throughout the school year. Attendance at many of these events, and the rehearsals leading up to them, is required. Students may enroll in this course over multiple years. (*Open to students in grades 9-12. Full year. ½ credit.*)

Chamber Singers

Chamber Singers is an auditioned choral ensemble. The repertoire primarily focuses on a cappella works, both classical and other genres such as pop, folk, jazz, and world music. Extensive focus is given to vocalizations enabling good vocal technique - the ability to sing with pure vowels, legato, using the breath efficiently, mindfulness of registers, and the expansion of each singer's range. Also addressed are posture, vocal health, and the art of singing with others. Emphasis is placed on solfège and sight singing, and basic theory topics are covered. Singers are expected to practice their music outside of rehearsal. All singers perform in events such as Family Weekend, Winter Choral Concert, the All-School Music Concert, and other school functions. Attendance at these performances is mandatory. (*Open to students in grades 9-12 by audition only. Limited to 16 singers. Auditions are held in June. This course may be repeated for credit. Full year, ½ credit.*)

Introduction to Music Theory & Composition

In this course, students will learn the fundamental building blocks of music. Through class discussion, individual projects, and group listening, students will gain a thorough understanding of how music functions as both an auditory and visual medium. This includes the staff, notes, key signatures, rhythms, and chord identification. After becoming comfortable with these basics, students will begin to analyze and explore scores as well as compose their own works using Western notation. Concurrently, students will engage with the history of Western music, from the medieval period up until the contemporary. This course is open to everyone, experienced musicians and beginners alike! (*Open to students in grades 9-12. Full year. ½ credit.*)

Offerings Available through the Dana Hall School of Music

Additional music tuition charges apply. Please visit the Music School portion of the Dana Hall website at www.danahall.org for more information.

Private Music Lessons

Dana Hall students, regardless of previous music experience, may enroll in private music lessons through the Dana Hall School of Music. Instruction is offered in voice and a wide variety of instruments, including piano, violin, viola, cello, double bass, guitar, drums, flute, clarinet, trumpet, French horn, oboe, saxophone, trombone, harp, electric guitar, electric bass, drums, ukulele, and erhu. Private music lessons take place once per week at the Dana Hall School of Music and may be scheduled within the academic day, for upper school students, or after school into the evening. Dana Hall music faculty members are professional musicians and educators drawn from the Boston area, and they tailor private lessons to address the learning style and goals of each student from the beginner to the advanced student aspiring to a career in music. Numerous recital opportunities are available to students throughout the year. Students and their families may also enjoy music faculty and guest artist performances at Dana Hall throughout the year. Students may enroll in private music instruction over multiple years. (*Open to students in grades 9-12. Full year, ½ credit or non-credit. Ongoing registration. Additional music tuition charges apply. Please visit the Music School portion of the Dana Hall website at www.danahall.org for more information.*)

PERFORMING ARTS

Music Ensembles

Flute Choir

The Dana Hall Flute Choir is open by audition to students who are accomplished in flute and committed to high performance standards. Members of The Dana Hall Flute Choir must also receive private instruction in flute in addition to the class. The ensemble meets at The Dana Hall School of Music one time per week, for 45 minutes, during the academic day. The group performs repertoire that spans from baroque to modern music. There are several performances throughout the year, and participation is required. Students may enroll in this course over multiple years. (*Open to students in grades 9-12. Full year. ½ credit. Additional music tuition charges apply.*)

The String Society

The Dana Hall String Society is open by audition to students who are accomplished in violin, viola, cello, double bass, harp or piano performance and committed to high musicianship standards. Members of The Dana Hall String Society must also receive private instruction in their instrument, in addition to the class. The ensemble meets at The Dana Hall School of Music two times per week, for 45 minutes, during the academic day. The group performs repertoire that spans from baroque to modern music. There are several performance opportunities throughout the year, and participation in at least three performances is required. Students may enroll in this course over multiple years. (*Open to students in grades 9-12. Full year. ½ credit. Additional music tuition charges apply.*)

Chamber Ensemble

Chamber Ensembles are open to all students who have a minimum of three years of study on their instrument. All chamber music students must also receive weekly private instruction for their instrument. Chamber Ensemble Groups learn and perform works in a variety of styles, flexibly arranged to accommodate different playing levels and instrumentation. Groups are led by music faculty members, and students may participate in an assigned ensemble (duo, trio, or quartet) or form their own appropriately matched ensemble group, dependent upon performance level and instrument combination. Groups meet once per week at the Dana Hall School of Music. All chamber group members are expected to rehearse on their own at least 60 minutes per week. As a course requirement, chamber ensembles perform together at least one time per academic year, and there are several performance opportunities throughout the year. Students may enroll in this course over multiple years. (*Open to students in grades 9-12. Full year. ½ credit. Additional music tuition charges apply.*)

Rock Band

The Dana Hall Rock Band welcomes instrumentalists and vocalists with a minimum of one year of music study in either classical, jazz, or rock. Students are placed in small groups (duo, trio, or quartet) and meet weekly with the instructor. The class teaches ensemble performance, rock/pop/folk repertoire, rhythm, and musicianship. Rock Band members must also receive weekly private instruction for their instrument or voice. Rock Band meets one time per week at the Music School, and members perform in music school events throughout the year. Students may enroll in this course over multiple years. (*Open to students in grades 9-12. Full year. ½ credit. Additional music tuition charges apply.*)

SCIENCE

Given the underrepresentation of women in many science-related careers, a strong high school education in the sciences is especially important for young women. Development of the students' understanding of the natural world and their role in it, their ability to apply the methodology of science, and their awareness of societal concerns relating to science are fostered in Dana Hall's science program. Courses are designed to be challenging and encourage student responsibility, independence, and precision. The sequence of Dana Hall's courses highlights the interconnectedness of the natural sciences and allows students to apply the knowledge and skills they have gained in previous years. Traditional classroom and laboratory work provide students with the sound background needed for college. All students are encouraged to pursue four years of science, especially those who are considering a highly selective college or a career in a science-related field.

Science Requirements:

Students must pass a combined 5 credits in Social Studies and Science. In Science, students must pass a 1-credit life science course (L) and a 1-credit physical science course (P). For students entering Dana Hall after 9th grade, science courses passed in 9th and 10th grades at a previous school may be applied toward the diploma requirement: up to one year for students entering in 10th grade, up to two years for students entering in 11th grade.

Physics (P)

Physics is a fundamental introductory laboratory course that focuses on the conceptual aspects of physics and provides a strong foundation for upper-level science courses. It familiarizes students with the tools, skills, and language of the physical sciences as well as the thorough integration of mathematics and science. Students investigate topics that may include Newtonian mechanics, work, energy, electricity, and optics through experimentation, class discussion, and projects. This course covers these concepts at a pace that allows time for significant review and practice and focuses on building a solid foundation in physics principles and continuing reinforcement of problem-solving skills. Physics reviews and spirals core concepts throughout the year to ensure mastery, providing multiple opportunities for students to revisit and solidify their understanding. Time is also taken to teach and review algebraic skills. Students also gain an understanding of the processes of scientific inquiry, experimental design, and data analysis. Together, the skills and knowledge taught in this course prepare students for the study of all aspects of natural science. *(Open to students in grade 9. Placement of students into Physics is made by the Science Department. Full year. 1 credit.)*

Physics Accelerated (P)

Physics Accelerated is a fundamental introductory laboratory course that focuses on the conceptual and mathematical aspects of physics and provides a strong foundation for upper-level science courses. It familiarizes students with the tools, skills, and language of the physical sciences as well as the thorough integration of mathematics and science, using algebra and trigonometry skills. Students investigate topics that may include kinematics, Newtonian mechanics, work, energy, electricity, and optics through experimentation, class discussion, and projects. This course moves through the curriculum at an accelerated pace, covering content in greater depth with less dedicated class time for review. Students are expected to make connections between concepts on their own, using time outside of class to get additional review. Independent work and self-directed problem-solving are also expected, as well as a strong proficiency in algebra. Students also gain an understanding of the processes of scientific inquiry, experimental design, and data analysis. Together, the skills and knowledge taught in these courses prepare students for the study of all aspects of natural science. *(Open to students in grade 9 who have completed Algebra I. Placement of students into Physics Accelerated is made by the Science Department. Full year. 1 credit.)*

Chemistry (P)

Chemistry is a fundamental introductory course that focuses on the conceptual aspects of general chemistry and supports them with basic analytical methods and mathematical calculations. Major topics may include atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibrium, and acid-base theory. This course aims to develop a student's conceptual understanding of the material while using problem-solving and critical-thinking skills to support their understanding. Laboratory work is used to reinforce the concepts covered in class and provide exposure to specific laboratory techniques. *(Open to students who have completed Physics/Physics)*

SCIENCE

Accelerated and Algebra I or with permission of the Department Head. Placement of students into Chemistry is made by the Science Department. Full year. 1 credit.)

Chemistry Accelerated (P)

Chemistry Accelerated is a rigorous introductory course that covers both conceptual and analytical aspects of general chemistry. It provides a strong foundation for further advanced study in the sciences. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students should be able to apply skills gained previously to novel situations. Major topics may include atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibrium, acid-base equilibrium, and electrochemistry. Emphasis is placed on developing problem-solving and critical-thinking skills, particularly in quantitative analysis. Laboratory work is an integral part of the course and is designed to reinforce the concepts covered in class and provide experience with specific laboratory techniques. *(Open to students with a minimum grade of A in Physics or A- in Physics Accelerated and an A in Algebra I or with permission of the Department Head. Placement of students into Chemistry Accelerated is made by the Science Department. Full year. 1 credit.)*

Biology (L)

This course presents a thorough survey of our living world through scientific inquiry. Using the CER (Claim, Evidence, Reasoning) framework of analysis, students develop the skill of using specific data and evidence to show how it directly supports a claim. Major topics may include biochemistry, cellular biology, genetics, evolution, ecology, and human body systems. These topics are presented in a comprehensive program that incorporates projects, technology-based research, laboratory activities, and traditional assessments that enhance individualized learning. Building on the students' prior knowledge of chemistry, this course provides them with a broad understanding of modern Biology. Students gain an appreciation of how the world around them functions both as individual organisms as well as part of a larger global system through the lens of the major themes of biology. *(Open to students who have completed a full year of high school Chemistry. Full year. 1 credit.)*

Biology Accelerated (L)

Accelerated Biology covers the same topics and concepts as the Biology class, but students take a deeper dive into understanding the finer details of the concepts. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. There is an emphasis on data analysis, graph interpretation, and application of data. Using the CER (Claim, Evidence, Reasoning) framework of analysis, students develop the skills to analyze specific data and evidence to show how they explicitly support a claim. Biology Accelerated students will be expected to apply prior knowledge to new situations, with a greater focus on inquiry-based learning and critical application of concepts. Major topics may include biochemistry, cellular biology, genetics, evolution, ecology, and human body systems. *(Open to students with a minimum grade of A in Chemistry or A- in Chemistry Accelerated. Placement of students into Biology Accelerated is made by the Science Department. 1 credit.)*

Environmental Science and Sustainability (P/L)

This course provides an in-depth exploration of environmental science and sustainability, focusing on the complex relationship between human societies and the natural world. Students will investigate issues, including biodiversity loss, climate change, and resource depletion, and analyze their impact on ecosystems and global communities. Through hands-on experiments, fieldwork, and research projects, students will develop an understanding of ecological principles, conservation strategies, and sustainable development. *(Open to students in grades 11 and 12 Full year. 1 credit.)*

Applied Life Sciences (L)

This course allows students to explore life science topics making headlines through reading, laboratory investigation, case studies, research projects, and student presentations. Specific units vary from year to year but may include climate science, sustainability, disparities in health and healthcare, biotechnology and genetics, marine biology, human demography, and neuroscience. *(Open to students in grades 11 and 12 Full year. 1 credit.)*

SCIENCE

Physics and Engineering (P)

This course provides students with an opportunity to immerse themselves in the study of classical physics while also applying these concepts to engineering design challenges. In addition to a traditional mathematical approach, students are charged with developing their scientific writing and communication skills as well as their logical problem-solving skills. There is a heavy focus both on the testing of scientific laws to understand how they function and on the iterative design process followed by engineers. Students will be evaluated on their problem-solving skills, performance on long-term projects, and traditional written assessments. *(Open to students in grades 11 and 12 who have completed Algebra II Full year. 1 credit.)*

Advanced Placement (AP) Biology (L)

This course is the equivalent of a general college biology course and is designed to be taken only after the successful completion of a year-long introductory high school chemistry course. It follows the AP Laboratory Curriculum and covers a broad range of subjects taught through the lenses of four concepts: evolution, energetics, information storage and transmission, and systems interactions. These ideas are the unifying threads that run throughout the course, allowing students a variety of contexts to develop deeper conceptual understandings. 12th graders may opt out of taking the AP Exam associated with this course; any younger students enrolled in AP courses are required to sit for the AP Exams in May. *(Consideration is given to students in grades 11 and 12 who have completed a full year of high school chemistry or with permission from the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Chemistry (P)

This course is the equivalent of a general college chemistry course and is designed to be taken only after the successful completion of a year-long introductory high school chemistry course. A demanding laboratory program is an important part of this course, and students must make an additional time commitment to it. Topics include atomic and compound structure and properties, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, thermodynamics, and electrochemistry. 12th graders may opt out of taking the AP Exam associated with this course; any younger students enrolled in AP courses are required to sit for the AP Exams in May. *(Consideration is given to students in grades 11 and 12, who have completed Algebra II and a full year of high school chemistry or with permission from the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Physics C (Mechanics) (P)

This course is the equivalent of a semester-long, calculus-based physics course and is designed to be taken only after the successful completion of a year-long introductory high school physics course. AP Physics C uses calculus to examine Newtonian Mechanics. Topics include linear kinematics and dynamics, rotational kinematics and dynamics, energy, gravitation, and periodic motion. 12th graders may opt out of taking the AP Exam associated with this course; any younger students enrolled in AP courses are required to sit for the AP Exams in May. *(Consideration is given to students in grades 11 and 12 who have either completed or are concurrently enrolled in Advanced Placement Calculus AB or BC, or with permission from the Department Head. Full year. 1 credit.)*

ENGINEERING AND COMPUTER SCIENCE

Foundations in Computer Science

This course is designed to build and nurture interest in technology and computer science in an effort to excite students about programming. Foundations in Computer Science surveys the concepts of programming and logic that are the building blocks of computer science. Students will independently solve a variety of coding challenges that emphasize concepts including variables, conditional statements, loops, functions, and data structures. They apply those concepts in colorful projects to create animations, games, and websites. Students will also learn to design and build tools that will make their code more efficient. Units include a variety of markup and programming languages such as HTML, CSS, JavaScript, and "Snap!". The course may also explore iOS app development or programming hardware. *(Open to students in grades 9-12 who are concurrently enrolled in or have completed Geometry. Full year. ½ credit.)*

SCIENCE

Introduction to Computer Science in Python

This course is designed to provide a more in-depth study of computer science with a focus on writing algorithms, working on labs, and applying and continuously acquiring knowledge to solve diverse and unique problems in software design. Students develop logical thinking and problem-solving skills. The course provides students with the opportunity to explore more advanced software programming topics as well as prepares them for the AP Computer Science A course. *(Open to students in grades 10-12 who have successfully completed Foundations in Computer Science, or with permission of the Science Department Head. Full year. ½ credit.)*

Principles of Engineering

This minor elective course is intended for students of all backgrounds who wish to explore the dynamic field of engineering through an innovative, hands-on, interest-based curriculum. Engineering impacts and improves all aspects of our lives, and in this course, students are exposed to various disciplines in the field through guest speakers, videos, discussions, articles, and hands-on projects. The list of topics covered includes, among others, cybersecurity, robotics, biomedical engineering, electrical and computer engineering, mechanical engineering, civil engineering, and chemical engineering. *(Open to students in grades 9-12. Full year. ½ credit.)*

Advanced Placement (AP) Computer Science A

The AP Computer Science A course is a year-long, college-level course. It introduces the key concepts and techniques of object-oriented programming in Java. It is designed with the idea that programming should be fun, engaging, and intuitive. Students explore various programming topics by working through increasingly involved projects where they develop sound problem-solving approaches and come to understand the interrelation between and proper use of programming tools. The course prepares students for the AP Computer Science A exam in May, and students are required to take that exam. *(Open to students who have successfully completed Introduction to Computer Science in Python, or with permission of the Science Department Head. Full year. 1 credit.)*

SOCIAL STUDIES

Social Studies courses foster an appreciation of both Western and non-Western worlds. In addition to work in United States history, each student investigates one of the following areas: East Asia, Africa, Russia, the Middle East, or Latin America. Students study social and cultural developments, the history of political institutions, and the interaction of traditional and modern societies. Teachers ask students to read closely, think critically, write persuasively, present powerfully, and collaborate effectively.

Social Studies Requirements:

Students must pass a combined 5 credits in Social Studies and Science. In Social Studies, students must pass a 1-credit Area Studies course and a 1-credit U.S. History course. For students entering Dana Hall after the 9th grade, a U.S. History course passed at a previous high school may be applied towards the diploma requirement. For students entering Dana Hall in the 11th grade, one non-US History course passed at a previous high school may take the place of the Area Studies diploma requirement.

Western Civilization

This foundation course introduces students to the concepts used to study and discuss civilization. By exploring the roots of Western culture, students learn the elements of human organization and gain literacy in the history of Western Civilization. In this process, students also gain the basic skills necessary for all Social Studies courses, including documentation, library use, primary source interpretation, and geography awareness. Students have many opportunities to express their own thinking in written assignments and in class presentations. The course focuses on the ancient civilizations of Greece and Rome, ending with an introduction to Medieval Europe. This course prepares students to succeed in their studies of other world regions. *(Open to students in grades 9 and 10. Full year. 1 credit.)*

United States History

In U.S. History, students explore topics of social, economic, political, and cultural importance as a way to better understand the country's past. Primary and secondary sources are analyzed and assessed to help students better understand the various perspectives and contributions that helped to create the present United States and its global influences. Students are challenged to read and think critically, write clearly and persuasively, develop arguments based on research, and debate historical issues from colonial times to the present. Each trimester, students may explore current events, focusing on political trends, social history, and economic developments. *(Open to students in grades 11 and 12 who have completed the area studies requirement. Required, unless AP U.S. History is elected. Full year. 1 credit.)*

Advanced Placement (AP) United States History

In AP U.S. History, students focus on reading, writing, and document analysis as they explore the roots and impact of major social, political, and economic trends throughout United States history. This course requires a depth and breadth of study designed to challenge students to seek causal relationships between historical events as well as gain a deeper understanding of the United States within a global context. It requires extensive summer preparation, student participation, outside reading, and writing assignments. 11th graders are required to take the AP exam in May. *(Open to students in grades 11 and 12 who have completed the area studies requirement, after consultation with the student's advisor and current Social Studies teacher. Full year. 1 credit.)*

Advanced Placement (AP) European History

In this course, students examine seven themes as they are exemplified in modern European history: Interaction of Europe and the World, Economic and Commercial Developments, Cultural and Intellectual Developments, States and Other Institutions of Power, the Individual and Society, National and European Identity, and Technological and Scientific Innovation. While the chronological framework of European history is retained in this revised College Board curriculum, reasoning skills such as comparison, contextualization, and causation are used to support analysis of historical evidence and argument development. Students make a commitment to significant independent preparation through extensive reading during the summer and throughout the year. *(Open to students in grade 12, after consultation with the student's advisor and current Social Studies teacher. Full year. 1 credit.)*

SOCIAL STUDIES

Advanced Placement (AP) Government & Politics

In this course, students explore the connection between government and politics and learn how to actively participate in the political process. They examine the relationships between the president, Congress, and the Supreme Court, and they discover how different political ideologies and opinions shape American politics. Major topics include the foundations of American democracy and the role of political compromise; interactions among the branches of government; civil liberties, civil rights and the challenges of balancing freedom and order; political ideologies and beliefs; and the many forms of political participation. Students connect political concepts to real-life situations, analyze data to find patterns and trends, and explain the impact and implications of certain U.S. Supreme Court decisions. *(Open to students in grades 11 and 12 who have completed or are concurrently enrolled in U.S. History, after consultation with the student's advisor and current Social Studies teacher. Full year. 1 credit.)*

Comparative Politics

With an emphasis on human political behavior and decision making, students engage in a thorough exploration of the irrefutable relationship between the world's economic and political systems. Using both historical and contemporary examples, this course takes a comparative approach to political science, offering students the opportunity to view the world's systems from the perspectives of not only the political actors themselves, but also the people whom they represent. Daily class discussions grapple with questions pertaining to political culture, theory, and ideology, the organization and function of government institutions, and the dual influence that exists between the people and their governments, all within the context of the economic forces that serve to drive and direct political activities. In the winter, students complete a trimester-long exploration of the Nonviolent Philosophy of the Reverend Dr. Martin Luther King, including but not limited to defining the basic tenets of this ideology, exploring the influences and people who shaped it, examining some of Dr. King's writings and speeches that emulated and advanced Nonviolence as a practice, studying multiple Civil Rights-era events that most notably exemplified this ideology, and to research how this ideology has been used to address socio-political issues around the globe. *(Open to students in grades 11 and 12 who have completed or are concurrently enrolled in U.S. History. Full year. 1 credit.)*

Economics

Economics is a social science concerned with how individuals and groups make decisions on the best use of limited resources. This course examines economic principles and theory, including microeconomics, macroeconomics, international economics, and economic development, and behavioral economics. Students encounter a wide range of topics, including how individuals make purchasing decisions, how business firms decide to bring new products to market, how governments attempt to stabilize the economy, and how developing countries try to promote economic growth. Contemporary issues in economics are a cornerstone of course content. The course makes extensive use of project-based learning, and it cultivates 21st-century skills, including problem finding/problem solving, collaboration, and creative thinking. *(Open to students in grades 11 and 12. Full year. 1 credit.)*

AREA STUDIES COURSES

All students are required to select at least one course from the Area Studies electives in order to meet the Area Studies graduation requirement. This requirement ensures that all students have been introduced to the history and perspectives of a non-Western region in support of our mission to prepare students for the challenges they face as citizens of the world. These courses culminate in a summative project which may include the "Area Studies Symposium," a multi-day project that asks students to work with their peers enrolled in other Area Studies courses to develop and evaluate solutions to some of the world's most pressing problems.

African Studies

This course surveys selected topics in the historical development of Africa from the ancient Nile civilizations to the recent struggles of African peoples, first to win independence from colonial powers and then to build new and stable political, economic, and social institutions. After an introduction to the geography and demography of Africa, students examine African cultural organization and values in the context of a broader discussion about culture. Films and readings inform a study of family and gender relationships, tradition and modernity, and the individual and the community. Selected topics in

SOCIAL STUDIES

history form the major part of the course, including ancient Nubia, the early kingdoms of West Africa, Great Zimbabwe and Aksum, the Atlantic slave trade, European colonialism, and African independence. Over the course of the year, students examine historical and contemporary politics, economics, art, and literature in several regions of Africa with an in-depth look at one particular country of their choosing. They look at and interpret primary and secondary source documents using analytical papers, engage in debates, daily discussions, and complete interpretive projects. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

East Asian Studies

East Asian Studies focuses on understanding the histories and cultures of China, Korea, Japan, and Taiwan as a means to understanding their current successes and challenges as modern societies. Students begin the year with a thorough study of fundamental cultural structures that originated in, or impacted, the civilization centers of China. Students study important philosophies and religions in order to build a strong foundational knowledge of the traditional Han Chinese worldview and its impact on neighboring civilizations. The year continues with students exploring the history of traditional Korean and Japanese cultures, identifying their unique identities as well as their connections to China. Students build upon this knowledge to explore international relations in the region, including how key products like porcelain and tea originated in China and influenced the world during the first wave of globalization in the 15th and 16th centuries. The growing connections between New England and East Asia through trade and ideas are also explored. The course concludes with a survey of the tumultuous 20th century and the forces that created the People's Republic of China, a globally-influential Japan, the complexity and diversity of Taiwan, and the division of the Korean peninsula. Students examine primary source accounts – novels, graphic novels, and film – to learn about important issues of modern relevance to the region. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

Southwest Asian and North African Studies

The region commonly known as the Middle East defies easy categorization: a birthplace of many traditions; a crossroads of Asia, Africa, and Europe; and a focal point of global affairs. After surveying regional geography, students in this course will explore the sociopolitical roots of Judaism, Christianity, and Islam. During the second trimester, students will traverse the region through the eyes of scholars, merchants, artists, and warriors. Students will also consider how the peoples of SWANA responded to outside influence and control. In the last trimester, students will take a deep dive into a few modern states that emerged in the 20th century. Each term, students will respond to current events and use literature and the arts as windows into regional cultures; one such project involves acting as an agent for a modern artist who draws on classical artistic themes. One or more field trips are commonly scheduled for SWANA students. Historical and social scientific skills are woven into the course throughout the year. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

Russian Studies (not offered in 2026-27 school year)

Russian Studies is an exploration of the history and culture of a region that, even after the breakup of the Soviet empire, remains the largest country in the world, spanning eleven time zones and with a landmass over twice that of the United States. Within the framework of the course, chronological, contemporary events and cultural topics are addressed throughout the year. Russia is the only major nation to so powerfully straddle two continents, resulting in an uneasy and uncertain mix that is clearly European and confidently Asian. This enriches Russian cultural contributions, justly celebrated throughout the world, to literature, music, cinema, and the visual and performing arts. The learning in this course is centered on the ability to analyze, evaluate, synthesize, and express an understanding of documentary evidence and conflicting historical interpretations. *(Fulfills the graduation requirement in area studies. Open to students in grades 11 and 12. Full year. 1 credit.)*

VISUAL ARTS

The visual arts expose students to creative work from many different cultures, and they are an essential educational experience for all students. By developing skills in visual language and creative exploration, a student is encouraged to become a more accurate and sensitive observer of herself and the world around her. Skills in art, as in all other disciplines, are learned through instruction, practice, and experience. With time and effort, all students are able to produce work of increasingly high quality. Courses are taught at the beginning to the advanced levels, offering strong sequences for portfolio preparation for college admission. The program is enriched by trips to museums, lectures by visiting artists, and exhibits in the Dana Hall Art Gallery. Student artwork is exhibited throughout the School on an ongoing basis.

Visual Arts Requirements:

For students entering Dana Hall in 9th and 10th grades, students must pass a minimum of one 0.5-credit Visual Arts course. For students entering Dana Hall in 11th grade, students must pass one 0.5-credit course in either Visual or Performing Arts.

Studio Art

This foundation course is the prerequisite for all visual arts elective courses. The primary goal of the course is to encourage and increase visual awareness. Seeing is perhaps the most powerful and complicated of the senses and the primary source of information we gain about the world beyond us. Since drawing develops the skills of seeing, the course begins with basic observation and the drawing of three-dimensional forms and spaces. Students study composition and visual literacy through design projects based on design traditions from various cultures. Color theory and painting complete the course. Projects may include printmaking, ceramics, and fashion design in addition to digital work on an iPad. (*Open to students in grades 9-12. Full year. ½ credit.*)

Architecture I

In this course, students learn the basics of architectural planning. Emphasis is placed on the creative exploration of ideas and on concepts including, function, form, scale, and spatial relationships. Projects involve planning an ideal personal space and designing a modern wing on a traditional building chosen from a list that often reflects many different cultures. Students learn the fundamentals of architectural drawing, and reference is made to architectural traditions of the past and present as well as a survey of contemporary architects.. In the second half of the year, students design and build a model of their environmentally-conscious “Dream House,” using the computer-aided design program ArchiCAD. (*Open to students in grades 10-12 who have completed Studio Art. Full year. ½ credit.*)

Architecture II/III

This course allows students who have taken Architecture I to continue their work in architectural planning. Projects are determined by student interest, but reinforce knowledge of computer-based design, hands-on drawing, and model-making. Previous projects have included landscape design, a plan for a future building on campus, interior design, and a design for a business. Projects are developed using computer-aided design program ArchiCAD, and an introduction to Revit. The development of ideas, close work with the instructor, and group discussion are all part of the process. When possible, field trips and gallery installations allow students to expand their knowledge of architectural history and hands-on construction techniques. Architecture III continues students’ study of Architecture in variations of the examples above, with a special focus on the development of a professional portfolio and deeper understanding of Revit. (*Open to students in grades 11-12 who have completed Architecture I, or with permission of the Department Head. Full year. ½ credit.*)

ArtLAB

The goal of this hands-on studio course is to create work inspired by the art of the 21st century. Students with various interests, from sculpture and painting to design and public art, work on individually chosen themes in a class where the emphasis is on the development of ideas and experimentation with materials. Large-scale murals, found-object sculptures, and installation art are just a few examples of possible collaborative and individual projects that may be undertaken, in addition to new approaches in painting, sculpture, and photography. Students develop their own projects based on their personal interests from a wide range of starting points, including, for instance, related to global issues and social justice, science and nature, and music and dance. Students also work with Artists-in-Residence in the Dana Art

VISUAL ARTS

Gallery, as well as with other visiting artists. Filmmaking is occasionally part of the course for students interested in film to create documentary films. An important aspect of the course is to document the process and development of projects over the course of the year. *(Open to students in grades 10-12 who have completed Studio Art, or with permission of the Department Head. Can be repeated for credit with permission of the Department Head. Full year. ½ credit.)*

Note: Students interested in pursuing an Independent Study should sign up for this course as they will, in most cases, be scheduled during the same block.

Ceramics I

In Ceramics I, students begin their ceramics education by learning the basic rules and techniques of working with clay. Students are introduced to the fundamentals of hand-building with a focus on pinch, coil, and slab methods of construction. Students also learn to throw and trim small vessels on the wheel, and they cover the basics of high-fire and low-fire glazing. They have the opportunity to express their individual style within the guidelines of the assigned projects. *(Open to students in grades 10-12 who have completed Studio Art. Full year. ½ credit.)*

Ceramics II/III

As students continue their education in ceramics, they build upon their knowledge of clay and further explore the various methods of glazing. They work to refine their hand-building and throwing techniques to make both functional and sculptural pieces. Attention to detail and aesthetic quality play a significant role in the creation of each piece. Students have the opportunity to challenge themselves in new and inventive ways with each project. Ceramics III students may propose and design an independent project of their choice using a combination of learned techniques. *(Open to students in grades 11-12 who have completed Ceramics I, or with permission of the Department Head. Full year. ½ credit.)*

Drawing & Painting I

This course is designed for students interested in learning how to draw and paint in a 'realistic' manner. Class exercises and extended projects strengthen students' drawing skills through direct observation of natural and inorganic objects, focusing on proportion and spatial relationships. A variety of wet and dry media is then introduced to expand the students' understanding of form and tone through shading. Painting projects in watercolor, ink, and acrylics are then introduced as students explore composition, color relationships, expression, and the further representation of three-dimensional form. *(Open to students in grades 10-12 who have completed Studio Art. Full year. ½ credit.)*

Drawing & Painting II/III

This course is offered to intermediate and advanced art students. In Drawing and Painting II, students continue the art of drawing and painting with an emphasis on the refinement of skills and the development of content. Through a combination of observational, expressive, and conceptual approaches, students explore a variety of wet and dry media, including conte, graphite, watercolor, and acrylic. Regular critiques allow students to examine their own work and explore visual language. Drawing and Painting III encourages individual development of personal imagery. Students focus on an in-depth study of drawing or painting within the classroom setting and work individually with the teacher to develop a theme or topic that they explore through a series of works. This course includes regular in-class critiques. Students learn how to prepare and submit a portfolio for college admission. *(Open to students in grades 11-12 who have completed Drawing and Painting I, or with permission of the Department Head. Full year. ½ credit.)*

Exploring Design I

This course is for students who are interested in exploring the fundamentals of design and how they relate to problem-solving in graphic design, advertising, fashion design, and computer graphics. No previous experience is necessary. Projects vary, and students explore the principles of design and visual elements using hands-on materials and computer graphics programs, such as Photoshop and InDesign. They also work on product and fashion design projects, including garment design, construction, and illustration which are featured in the annual Fashion Show in the spring. Students study publication design, and as a culminating project they create fully illustrated portfolio catalogs of their work from the entire year that are professionally printed. *(Open to students in grades 10-12 who have completed Studio Art. Full year. ½ credit.)*

VISUAL ARTS

Exploring Design II/III

This course is offered to students who wish to continue their study of design and concentrate within a specific field. Students focus in-depth on one of the following: fashion design, graphic design, product design, illustration, or computer graphics. Problem solving, documentation, field-specific methods and techniques, and contemporary and historical styles are explored. Students work on a variety of projects within their area of study and create a portfolio of work (or for fashion students, a “collection”), that is documented in a professionally printed portfolio catalog designed by each student. Exploring Design III students continue their exploration of their chosen field and design an independent program based on their specific interests. *(Open to students in grades 11-12 who have completed Exploring Design I, or with permission of the Department Head. Full year. ½ credit.)*

Photography I

This beginning-level course is for students with an interest in exploring photography as an expressive medium of visual communication. Students build a strong foundation in creative work in both color and black-and-white photography through an exploration of digital-imaging techniques and an introduction to the basic methods and controls of Adobe Photoshop software. Students build their visual literacy through a wide-variety of photography projects, with examples shown from the history of photography. Interpretive assignments help students explore aesthetic and technical aspects of the medium and how to use the camera as a highly personal seeing tool. The fundamentals of DSLR camera operations, learning how to interpret differing lighting situations and principles of exposure controls, composition, framing and point of view are taught. Students are exposed to the work of many photographers and get to explore for themselves many photographic genres and subjects, including landscapes, portraiture, street photography, and light as the subject itself. *(Open to students in grades 10-12 who have completed Studio Art, with permission of the Department Head. Full year. ½ credit.)*

Photography II/III

This course explores more extensively both the aesthetic and technical dimensions of the medium with an emphasis on the visual language of photography. Photography II/III is designed to focus on the development of each student's personal vision and unique photographic voice through a series of exercises, self-assigned projects, working within a series, and class discussions. This advanced course is aimed towards further exploration of the relationship between image-making and context through a deeper understanding of contemporary practices and the history of photography. Critical issues are examined through individualized assignments, class presentations, and developing and applying more advanced technical skills. The course is designed for students who have achieved competence in manual camera operations and working with digital capture cameras. Color and black and white photography is taught through the use of digital-capture cameras and Adobe Photoshop software. Additional approaches to photography, such as text/image, collage/montage, appropriation, and series and sequence, are introduced. Individual approaches to assignments are stressed. *(Open to students in grades 10-12 who have completed Photography I or the equivalent. Full year. ½ credit.)*

Advanced Placement (AP) Art & Design

This course is intended for highly motivated students committed to the serious study of art. Students participate in a course of study that will address an inquiry-based investigation of materials, processes, and ideas done over time through practice, experimentation, and revision. Throughout the year, students prepare a portfolio in two-dimensional design, three-dimensional design, or drawing, and their work is submitted to the AP program in May. The portfolio includes a minimum of 15 works of art that are assessed in two categories: selected works and sustained investigation. Art projects and assignments are determined by the requirements of each student's portfolio with the consideration of the artwork they completed prior to enrolling in the course. AP Studio Art does not count as a fourth major but does count as a fifth major. *(Open to students in grade 12 who have taken advanced levels of art, and with permission of the Department Head. Enrollment is based on the assessment of a portfolio of ten pieces of art Full year. 1 credit.)*

Advanced Placement (AP) Art History

AP Art History is an in-depth study of the major achievements in the field of visual arts from prehistory to the present and from a global perspective. Art is one of the earliest and most significant of human activities. The impulse to make art has

VISUAL ARTS

given us a window into centuries-old cultures, as well as a mirror into ourselves. The goal of this course is to enrich students' understanding of the roles of art and architecture and their impact on cultural advancement and cultural expression, both past and present. While AP Art History does not assume prior related coursework, it does require a high degree of commitment to academic work with significant independent preparation through extensive reading, writing, and analysis of visual art. Readings, essay writing, oral reports, research projects, and field trips to local cultural institutions encourage students to investigate movements or artists that interest them. Students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts, are especially encouraged to enroll. (*Open to students in grades 11 and 12 by application, and with permission of the Department Head. Full year. 1 credit.*)

ADDITIONAL INFORMATION ABOUT VISUAL ARTS

Art School Applicants

Students seeking assistance in assembling a portfolio intended for art school or college applications should notify the Visual Arts Department Head in order to facilitate course selection. During the fall, seniors should set aside a scheduled block of time with an art instructor to develop, photograph, and organize a portfolio.

Dana Hall Art Gallery

The Dana Hall Art Gallery is adjacent to the art studio on the second floor of the Upper School Building. A program of local and visiting artists is scheduled during the academic year for the Dana Hall and neighboring community, benefiting both teachers and students. The Scattergood-Moore Artist-in-Residence Program brings artists in to exhibit, create new work, often with the help of students. Seniors use the gallery to exhibit their artwork in May.

WORLD LANGUAGES

Language is the soul of culture. It is the pursuit of learning to communicate through reading, writing, listening, speaking, and observing in order to better understand others in the world and to better understand oneself. Studying another language is a global and personal endeavor. In a language class, discussions about the diversity of cultures in the world are inherent and inevitable. This may include, for example, family and national traditions, art, music, clothing, attitudes, lifestyle, geography, conversational patterns, and the context for history, both modern day and ancient. Language study also provides a context for examining one's own culture through comparing and contrasting it to others. Although travel is an obvious broadening extension of the language-learning experience, participation in a language class promotes meaningful dialogue. While helping students build a linguistic foundation, the experience can simultaneously foster a global mindset. Living as we do in an increasingly diverse and interdependent world; students need to develop proficiency in at least one additional language. World Language teachers seek to address and honor many ways of learning. Beginning courses emphasize the skills of listening and speaking; subsequent courses help students develop their writing, reading, and critical thinking.

As written in the *Performance Descriptors for Language Learners*, published by the American Council on the Teaching of Foreign Languages, "the Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication (e.g., in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language)."

All students study and earn credit in a world language through the third level as part of their graduation requirements. International students who do not reside in the United States and whose native language is not English are not required to study a language. Please refer to the Waiver of Requirements section for more comprehensive information on a waiver from this requirement. Those international students whose command of English is strong are encouraged to begin the study of a new language.

If a student has already started a language other than one that is offered at Dana Hall, or if a student has a strong connection to a particular language not offered at Dana Hall, the student may apply for an Independent Study. The World Languages Department, along with the Director of the Upper School, will determine if the request (including course of study, instructor, and meeting schedule) meets the requirements of Dana Hall's curriculum. If it does, this Independent Study may count toward satisfying the language requirement for graduation. Please note that in most cases, students are responsible for finding and paying a teacher for an Independent Study.

The World Languages Department periodically sponsors trips abroad that support the language learning of the School's students. Examples of past trips include Spain, Italy, France, China, Quebec, Montreal, Costa Rica, and Guatemala.

World Languages Requirements:

Students must pass through the third level of a language unless they receive a language waiver as described in the Diploma Requirements section of the Curriculum Handbook.

LATIN

Latin I

Latin teaching has changed considerably in recent years, incorporating more modern language-acquisition techniques to help learn this vibrant language. As outlined in descriptions for the modern languages, Latin classes draw upon all language skills: the reading that is traditionally emphasized in Latin classes, as well as the essential skills of writing, listening, and speaking. Students will begin building a foundation of Latin vocabulary concerning mythology, homes, family, and public spaces, which will support them through the higher levels of Latin. They will begin using Latin phrases and sentences, and writing in Latin. Cultural understanding will be created through reading and discussion. Students will develop novice language skills and learn about Roman culture. (*Open to students in grades 9-12. Full year. 1 credit.*)

WORLD LANGUAGES

Latin II

In Latin II, students continue to build upon the foundation that they acquired in Latin I. Students read longer, more complex paragraphs and answer comprehension questions about reading passages. Students are also able to orally express their understanding of the reading passages. Students continue to build a strong Latin vocabulary concerning war, government, heroes, and heroines. *(Open to students who have completed Latin I with at least a C, or with permission of the Department Head. Full year. 1 credit.)*

Latin III

Students review and complete their study of Latin grammar and begin an introduction to Latin prose. The skills of listening and speaking also help strengthen the interpersonal and interpretive communication skills of the students. In this transitional level of language learning, students learn to read more than translate, to use the language actively, and to grow more confident about their abilities. Students will continue building a foundation of Latin vocabulary, which will support them through the higher levels of Latin. They will begin to read longer Latin texts and to read authentic materials. Cultural understanding will be created through reading and discussion. Students will develop intermediate novice level language skills and learn about Roman culture. *(Open to students who have completed Latin II with at least a C, or with permission of the Department Head. Full year. 1 credit.)*

Latin IV

In this course, students will study a variety of Latin poetry from women Latinists and authors such as Catullus, Ovid, and Vergil. Students will practice close textual analysis of Latin lyric and elegiac poetry, as well as epic poetry. They will also engage with the important historical context of the literature in order to solidify their reading, writing, and interpretive skills. Assignments may include work such as grammar practice, recitation, translation, and analytical and creative writing. Students will emerge with the ability to independently read and analyze Latin literature in preparation for a higher level course. *(Open to students who have completed Latin III with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Latin V

In this course, students will study a variety of Latin poetry from women Latinists and authors such as Vergil, Catullus, and Ovid. Students will engage in close textual analysis of Latin epic poetry, while integrating their prior knowledge of important historical context. Their reading, writing, and interpretive skills will be on display, as they focus on the texts' literary, stylistic, and cultural dimensions. Assignments may include work such as advanced grammar practice, recitation, independent translation, and analytical and creative writing. Students will emerge with the ability to independently read and analyze Latin literature in preparation for collegiate study of the Classics. *(Open to students who have completed Latin IV with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement Latin

The AP Latin course focuses on continued Latin language acquisition, with the inclusion of textual analysis and contextualization skills. The course features selections from two influential works of Latin literature: Vergil's Aeneid and Pliny the Younger's Letters. Significant time is also dedicated to the reading of non-syllabus texts chosen by teachers, as well as four Course Project passages, many of which will extend beyond the authors of the early imperial era of classical Rome. Students will prepare and translate the readings and thus further refine their knowledge of the Latin language. Students will also place these texts in a meaningful context, which will help students develop their critical, historical, and literary sensitivities. Throughout the course, students will consider the main ideas, effects or purposes, and points of view expressed in these works to gain a deeper understanding of the content and the culture in which they were created. *(Open to students who have completed Latin III with at least a B+, Latin IV or V with at least an A-, or with permission of the Department Head. Full year. 1 credit.)*

WORLD LANGUAGES

FRENCH

French I

French I is a proficiency-based introductory course designed to develop students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using the *Chemins 1* textbook as a core resource, students begin to acquire the foundational vocabulary, grammatical structures, and cultural knowledge necessary to communicate in French. Emphasis is placed on building confidence, accuracy, and comprehension as students engage in meaningful language use.

Students participate in thematic units that integrate speaking, listening, reading, and writing in real-world contexts. Through guided interpersonal exchanges and structured presentational tasks, students learn to ask and answer questions, describe people, places, and activities, express preferences, and share basic personal information. Students also interpret authentic and adapted cultural materials, such as short readings, dialogues, videos, and media from French-speaking regions, gaining awareness of diverse Francophone cultures.

Instruction is conducted primarily in the target language in a supportive, student-centered environment that encourages collaboration, creativity, and risk-taking. Students are guided to develop effective communicative strategies and build a strong foundation for continued growth toward Novice High and beyond.

(Full year. 1 credit.)

French II

French II is a proficiency-based course designed to build students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using the *Chemins 2* textbook as a core resource, students strengthen their ability to communicate in French while expanding their understanding of the cultures of the French-speaking world. Instruction focuses on developing accuracy and confidence as students move from simple language use toward more connected discourse in meaningful, real-world contexts.

Students engage with thematic units that integrate vocabulary, grammatical structures, and cultural perspectives. Through interpersonal exchanges and guided presentational speaking and writing tasks, students develop the ability to ask and answer questions, describe people, places, and activities, and express preferences and opinions primarily in the present tense, with emerging use of the past and future. Students interpret a variety of written, audio, and visual texts, including short readings, dialogues, videos, and cultural materials from diverse Francophone regions.

Instruction emphasizes meaningful interaction, collaboration, and the development of communicative strategies to support comprehension and expression. Classes are conducted primarily in the target language in a supportive, student-centered learning environment that encourages risk-taking, creativity, and continued growth toward the Intermediate Low proficiency level.

(French II is open to students who have completed French I with at least a C, or with permission of the Department Head. Full year. 1 credit.)

French III

French III is a proficiency-based course designed to further develop students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using the *Chemins 3* textbook as a core resource, students expand their ability to communicate in French with greater confidence and accuracy while deepening their understanding of the cultures of the French-speaking world. Students work toward increased proficiency in all four language skills by engaging with thematic units that integrate language structures, vocabulary, and cultural perspectives in meaningful contexts.

WORLD LANGUAGES

Students interpret and discuss a variety of authentic and adapted texts, including short readings, informational articles, dialogues, and cultural documents from diverse Francophone regions. Through interpersonal exchanges and guided presentational speaking and writing tasks, students develop the ability to narrate and describe in present and past time frames, express opinions, and make comparisons. Students also listen to and analyze audio and visual resources such as interviews, videos, and short media segments to strengthen interpretive skills and cultural awareness.

Instruction emphasizes meaningful interaction, collaboration, and communicative strategies that support spontaneous language use. Classes are conducted primarily in the target language in a supportive, cooperative learning environment that encourages risk-taking, creativity, and continued growth toward Intermediate High proficiency.

(French III is open to students who have completed French II with at least a C, or with permission of the Department Head. Full year. 1 credit.)

French III Honors: Cultural Connections Through Language and Text

French III Honors is a proficiency-based course designed for highly motivated students seeking an accelerated and in-depth study of the French language and Francophone cultures. Using the *Chemins 3* textbook as a core resource, students develop communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational, while working toward the Intermediate High level and preparing for the transition to advanced-level coursework. Emphasis is placed on increased linguistic accuracy, complexity of expression, and independent language use.

Students engage with a wide range of authentic and adapted texts, including short stories, informational articles, dialogues, and cultural documents from diverse Francophone regions. Through sustained interpersonal exchanges and extended presentational speaking and writing tasks, students strengthen their ability to narrate and describe in multiple time frames, express and support opinions, make comparisons, and synthesize information. Students also interpret and analyze audio and visual materials such as interviews, videos, and media segments, demonstrating increased comprehension of main ideas and supporting details.

Instruction is conducted primarily in the target language and emphasizes higher-order thinking, meaningful interaction, and the use of communicative strategies to negotiate meaning. Classes foster a collaborative, intellectually engaging learning environment that encourages risk-taking, creativity, and active participation while supporting continued growth toward Intermediate High proficiency and beyond.

(French III Honors is open to students who have completed French II with at least an A- or with permission of the Department Head. Full year. 1 credit.)

French IV: Advanced Topics in French

French IV is designed to develop students' communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Building on prior language study and using the *Chemins 4* series as a core resource, students progress from the Intermediate High level toward the Advanced Low range by increasing accuracy, complexity, and independence in language use. Students strengthen their ability to participate in sustained interpersonal exchanges, interpret authentic spoken and written texts, and deliver organized presentational speaking and writing for a variety of purposes and audiences.

Students engage with a wide range of authentic cultural and literary materials from the Francophone world, including short stories, excerpts from novels, poems, plays, and informational texts. They analyze texts orally and in writing, demonstrating the ability to narrate and describe in major time frames, support opinions, and synthesize information. Students also interpret and discuss current events and cultural issues through news articles, podcasts, interviews, and video segments from diverse French-speaking regions.

WORLD LANGUAGES

Instruction emphasizes meaningful interaction, collaboration, and spontaneous language use. Classes are conducted primarily in the target language in a learner-centered, cooperative environment that encourages risk-taking, creativity, and the development of communicative strategies necessary for real-world language use.

(French IV is open to students who have completed French III with at least a C, or with permission of the Department Head. Full year. 1 credit.)

French V: Advanced Topics in French

French V is designed to further develop students' communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Building on prior language study and using the *Chemins 4* series as a core resource, students progress from the Intermediate High level toward the Advanced Low range by increasing accuracy, complexity, and independence in language use. Students strengthen their ability to participate in sustained interpersonal exchanges, interpret authentic spoken and written texts, and deliver organized presentational speaking and writing for a variety of purposes and audiences.

Students engage with a wide range of authentic cultural and literary materials from the Francophone world, including short stories, excerpts from novels, poems, plays, and informational texts. They analyze texts orally and in writing, demonstrating the ability to narrate and describe in major time frames, support opinions, and synthesize information. Students also interpret and discuss current events and cultural issues through news articles, podcasts, interviews, and video segments from diverse French-speaking regions.

Instruction emphasizes meaningful interaction, collaboration, and spontaneous language use. Classes are conducted primarily in the target language in a learner-centered, cooperative environment that encourages risk-taking, creativity, and the development of communicative strategies necessary for real-world language use.

(French V is open to students who have completed French IV with at least a C, or with permission of the Department Head. Full year. 1 credit.)

Advanced Placement (AP) French Language and Culture

AP French Language and Culture emphasizes effective real-world communication through the three modes of language: interpersonal, interpretive, and presentational. Using the *French Themes* textbook and a variety of authentic materials from France and the Francophone world, students explore cultural perspectives, contemporary issues, and historical contexts while developing fluency, comprehension, and accuracy in French. The six AP themes serve as the primary learning objectives and guide students in analyzing and discussing cultural, social, and global topics.

Students engage in sustained interpersonal exchanges, interpret authentic spoken and written texts, and produce organized oral and written presentations for a variety of audiences and purposes. Previously learned grammatical structures are reviewed, reinforced, and polished in the context of meaningful communication, with an emphasis on language use rather than direct grammar instruction.

Instruction is conducted entirely in French in a collaborative, student-centered environment that encourages intellectual risk-taking, creativity, and critical thinking. Students are prepared to take the AP French Language and Culture Exam administered by the College Board each May.

(Open to students who have completed French III Honors with at least a B+, French III with at least an A-, French IV or V with at least an A-, or with permission of the Department Head. Full year. 1 credit.)

French V Honors: Advanced French Seminar

French V Honors is an advanced, proficiency-based course designed for students who have successfully completed AP French and are prepared to refine their language skills beyond the Advanced Placement level. Using the *Face-à-Face* textbook as a core resource, students further develop communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Emphasis is placed on sustaining and deepening

WORLD LANGUAGES

spontaneous interaction, interpreting complex authentic texts, and producing well-organized, nuanced oral and written discourse for a variety of audiences and purposes.

Students engage with sophisticated literary, cultural, and informational texts from across the Francophone world, including essays, articles, interviews, literary excerpts, and media addressing contemporary global and societal issues. Through discussion, debate, and analytical writing, students demonstrate the ability to support and defend opinions, hypothesize, synthesize information from multiple sources, and refine stylistic control and register. Authentic audio and visual resources such as news broadcasts, podcasts, films, and interviews are used to strengthen interpretive skills and cultural understanding.

Instruction is conducted exclusively in the target language and emphasizes critical thinking, precision, and independent language use. Classes foster a collaborative, seminar-style learning environment that encourages intellectual risk-taking, creativity, and continued growth.

(Open to students who have completed French AP Language with at least a B, or with permission of the Department Head. Full year. 1 credit.)

SPANISH

Spanish I

Spanish I is a proficiency-based introductory course designed to develop students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using a level four textbook series as a core resource, students begin to acquire the foundational vocabulary, grammatical structures, and cultural knowledge necessary to communicate in Spanish. Emphasis is placed on building confidence, accuracy, and comprehension as students engage in meaningful language use.

Students participate in thematic units that integrate speaking, listening, reading, and writing in real-world contexts. Through guided interpersonal exchanges and structured presentational tasks, students learn to ask and answer questions, describe people, places, and activities, express preferences, and share basic personal information. Students also interpret authentic and adapted cultural materials, such as short readings, dialogues, videos, and media from Spanish-speaking regions, gaining awareness of diverse Hispanic cultures. *(Full year. 1 credit.)*

Spanish II

Spanish II is a proficiency-based course designed to build students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using a level four textbook series as a core resource, students strengthen their ability to communicate in Spanish while expanding their understanding of the cultures of the Spanish-speaking world. Instruction focuses on developing accuracy and confidence as students move from simple language use toward more connected discourse in meaningful, real-world contexts.

Students engage with thematic units that integrate vocabulary, grammatical structures, and cultural perspectives. Through interpersonal exchanges and guided presentational speaking and writing tasks, students develop the ability to ask and answer questions, describe people, places, and activities, and express preferences and opinions primarily in the present tense, with emerging use of the past and future. Students interpret a variety of written, audio, and visual texts, including short readings, dialogues, videos, and cultural materials from diverse regions in Latin America and Spain.

Instruction emphasizes meaningful interaction, collaboration, and the development of communicative strategies to support comprehension and expression. Classes are conducted primarily in the target language in a supportive, student-centered learning environment that encourages risk-taking, creativity, and continued growth toward the Intermediate Low proficiency level. *(Spanish II is open to students who have completed Spanish I with at least a C. Full year. 1 credit.)*

WORLD LANGUAGES

Spanish III

Spanish III is a proficiency-based course designed to further develop students' communicative skills across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Using a level four textbook series as a core resource, students expand their ability to communicate in Spanish with greater confidence and accuracy while deepening their understanding of the cultures of the Spanish-speaking world. Students work toward increased proficiency in all four language skills by engaging with thematic units that integrate language structures, vocabulary, and cultural perspectives in meaningful contexts.

Students interpret and discuss a variety of authentic and adapted texts, including short readings, informational articles, dialogues, and cultural documents from diverse Spanish-speaking communities in the Hispanic world. Through interpersonal exchanges and guided presentational speaking and writing tasks, students develop the ability to narrate and describe in present and past time frames, express opinions, and make comparisons. Students also listen to and analyze audio and visual resources such as interviews, videos, and short media segments to strengthen interpretive skills and cultural awareness.

Instruction emphasizes meaningful interaction, collaboration, and communicative strategies that support spontaneous language use. Classes are conducted primarily in the target language in a supportive, cooperative learning environment that encourages risk-taking, creativity, and continued growth toward Intermediate High proficiency. (*Spanish III is open to students who have completed Spanish II with at least a C, or with permission of the Department Head. Full year. 1 credit.*)

Spanish III Honors: Cultural Connections Through Language and Text

Spanish III Honors is a proficiency-based course designed for highly motivated students seeking an accelerated and in-depth study of the Spanish language and Hispanic culture. Using a level three textbook series as a core resource, students develop communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational, while working toward the Intermediate High level and preparing for the transition to advanced-level coursework. Emphasis is placed on increased linguistic accuracy, complexity of expression, and independent language use.

Students engage with a wide range of authentic and adapted texts, including short stories, informational articles, dialogues, and cultural documents from diverse communities in the Spanish-speaking world. Through sustained interpersonal exchanges and extended presentational speaking and writing tasks, students strengthen their ability to narrate and describe in multiple time frames, express and support opinions, make comparisons, and synthesize information. Students also interpret and analyze audio and visual materials such as interviews, videos, and media segments, demonstrating increased comprehension of main ideas and supporting details.

Instruction is conducted primarily in the target language and emphasizes higher-order thinking, meaningful interaction, and the use of communicative strategies to negotiate meaning. Classes foster a collaborative, intellectually engaging learning environment that encourages risk-taking, creativity, and active participation while supporting continued growth toward Intermediate High proficiency and beyond. (*Spanish III Honors is open to students who have completed Spanish II with at least an A- , or with permission of the Department Head. Full year. 1 credit.*)

Spanish IV: Advanced Topics in Spanish

Spanish IV is designed to develop students' communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Building on prior language study and using a level four textbook series as a core resource, students progress from the Intermediate High level toward the Advanced Low range by increasing accuracy, complexity, and independence in language use. Students strengthen their ability to participate in sustained interpersonal exchanges, interpret authentic spoken and written texts, and deliver organized presentational speaking and writing for a variety of purposes and audiences.

Students engage with a wide range of authentic cultural and literary materials from the Hispanic world, including short stories, excerpts from novels, poems, plays, and informational texts. They analyze texts orally and in writing, demonstrating the ability to narrate and describe in major time frames, support opinions, and synthesize information.

WORLD LANGUAGES

Students also interpret and discuss current events and cultural issues through news articles, podcasts, interviews, and video segments from diverse Spanish-speaking regions.

Instruction emphasizes meaningful interaction, collaboration, and spontaneous language use. Classes are conducted primarily in the target language in a learner-centered, cooperative environment that encourages risk-taking, creativity, and the development of communicative strategies necessary for real-world language use. (*Open to students who have completed Spanish III or Spanish III Honors with at least a C or with permission of the Department Head. Full year. 1 credit.*)

Spanish V: Advanced Topics in Spanish

Spanish V is designed to further develop students' communicative proficiency across the three ACTFL modes of communication: interpersonal, interpretive, and presentational. Building on prior language study and using a level four textbook series as a core resource, students progress from the Intermediate High level toward the Advanced Low range by increasing accuracy, complexity, and independence in language use. Students strengthen their ability to participate in sustained interpersonal exchanges, interpret authentic spoken and written texts, and deliver organized presentational speaking and writing for a variety of purposes and audiences.

Students engage with a wide range of authentic cultural and literary materials from the Hispanic world, including short stories, excerpts from novels, poems, plays, and informational texts. They analyze texts orally and in writing, demonstrating the ability to narrate and describe in major time frames, support opinions, and synthesize information. Students also interpret and discuss current events and cultural issues through news articles, podcasts, interviews, and video segments from diverse Spanish-speaking regions.

Instruction emphasizes meaningful interaction, collaboration, and spontaneous language use. Classes are conducted primarily in the target language in a learner-centered, cooperative environment that encourages risk-taking, creativity, and the development of communicative strategies necessary for real-world language use. (*Open to students who have completed Spanish IV with at least a C, or with permission of the Department Head. Full year. 1 credit.*)

Advanced Placement (AP) Spanish Language and Culture

AP Spanish Language and Culture emphasizes effective real-world communication through the three modes of language: interpersonal, interpretive, and presentational. Using the *Spanish Temas* textbook and a variety of authentic materials from the Hispanic world, students explore cultural perspectives, contemporary issues, and historical contexts while developing fluency, comprehension, and accuracy in Spanish. The six AP themes serve as the primary learning objectives and guide students in analyzing and discussing cultural, social, and global topics.

Students engage in sustained interpersonal exchanges, interpret authentic spoken and written texts, and produce organized oral and written presentations for a variety of audiences and purposes. Previously learned grammatical structures are reviewed, reinforced, and polished in the context of meaningful communication, with an emphasis on language use rather than direct grammar instruction.

Instruction is conducted entirely in Spanish in a collaborative, student-centered environment that encourages intellectual risk-taking, creativity, and critical thinking. Students are prepared to take the AP Spanish Language and Culture Exam administered by the College Board each May. (*Open to students who have completed Spanish III Honors with at least a B+, or Spanish IV or V with at least an A-, or with permission of the Department Head. Full year. 1 credit.*)

Advanced Placement (AP) Spanish Literature and Culture

AP Spanish Literature and Culture is a rigorous, college-level course that explores representative literary works from the Spanish-speaking world, including Peninsular Spanish, Latin American, and U.S. Hispanic literature, from the Middle Ages to the present. The course emphasizes historical, cultural, and artistic contexts, as well as the analysis of major themes and literary techniques. Through close reading and critical discussion, students develop advanced interpretive, analytical, and expressive skills in Spanish across the three modes of communication—interpretive, interpersonal, and

WORLD LANGUAGES

presentational—reaching proficiency levels in the Intermediate High to Advanced Mid range of the ACTFL Proficiency Guidelines. Fully aligned with the College Board AP Spanish Literature and Culture curriculum framework, the course prepares students for the AP Spanish Literature and Culture Exam and for further college-level study in Spanish literature and culture. Instruction is conducted entirely in Spanish in a collaborative, student-centered environment that promotes critical thinking, creativity, and intellectual risk-taking. *(Open to students who have completed AP Spanish Language with a minimum grade of A-, or with permission of the Department Head. Course not recommended for sophomores. Full year; 1 credit.)*

Spanish for Heritage Speakers I: Writing & Oral Skills

This course is designed for students who have grown up in a home or community where Spanish is spoken and who wish to enhance their linguistic proficiency and cultural understanding in a formal academic setting. The curriculum focuses on developing writing fluency, refining grammatical accuracy, expanding vocabulary, and strengthening writing skills in Spanish. Through engaging readings, interactive activities, and cultural projects, students will explore the diverse cultures of the Spanish-speaking world while deepening their connection to their heritage. The course emphasizes understanding and mastering the grammatical structures and formal and informal registers of the language to enable effective communication in a variety of contexts. This course aims to foster cultural identity and pride in bilingualism while equipping students with advanced academic and professional Spanish language skills. It offers a meaningful opportunity to celebrate heritage while elevating proficiency to new heights. *(Open to students in grades 8 to 10 who are native Spanish speakers or have lived and received formal education in a Spanish-speaking country. Permission from the Department Head is required. Full-year course. 1 credit.)*

Spanish for Heritage Speakers II: Writing & Oral Skills

This course is designed for students who have grown up in a home or community where Spanish is spoken and who wish to enhance their linguistic proficiency and cultural understanding in a formal academic setting. The curriculum focuses on developing oral fluency, refining grammatical accuracy, expanding vocabulary, and strengthening oral skills in Spanish. Through engaging readings, interactive activities, and cultural projects, students will explore the diverse cultures of the Spanish-speaking world while deepening their connection to their heritage. The course emphasizes understanding and mastering the grammatical structures and formal and informal registers of the language to enable effective communication in a variety of contexts. This course aims to foster cultural identity and pride in bilingualism while equipping students with advanced academic and professional Spanish language skills. It offers a meaningful opportunity to celebrate heritage while elevating proficiency to new heights. *(Open to students in grades 8 to 10 who are native Spanish speakers or have lived and received formal education in a Spanish-speaking country. Permission from the Department Head is required. Full-year course. 1 credit.)*

MANDARIN CHINESE

Mandarin Chinese I

Discover the rich and vibrant world of Mandarin Chinese in this engaging introductory course! Perfect for students in grades 9-12, this full-year class (1 credit) is designed to ignite your curiosity and immerse you in the language and culture of China and some other Asian countries. Students will begin by mastering the fundamentals of the Chinese phonetic system (tones and pinyin) and the structure of Chinese character strokes, unlocking the beauty and logic behind the written language. Through dynamic and interactive classroom activities, students will focus on building confidence in speaking and listening while exploring the cultural context that brings the language to life. By the end of the course, students will gain essential language skills, enabling them to ask and answer questions, narrate events, express likes and dislikes, and deliver short presentations—all in Mandarin Chinese! Additionally, students will begin developing their reading and writing abilities, setting a strong foundation for further exploration of the language. Get ready for a fun, rewarding, and enriching experience that opens the door to one of the most spoken languages in the world! *(Full year. 1 credit.)*

WORLD LANGUAGES

Mandarin Chinese II

This course continues to build upon the language skills taught in Mandarin Chinese I: oral proficiency, aural comprehension, reading, and character formation. The primary emphasis placed on conversational fluency is complemented by an increasing focus on reading and writing skills. Students learn to expand on Mandarin Chinese phrases on the computer. Language study is enriched with China's history and culture through audio, visual, and online sources. *(Open to students who have completed Mandarin Chinese I with at least a C, or with permission of the Department Head. Full year. 1 credit.)*

Mandarin Chinese III

Students enrolled in Mandarin Chinese III continue to develop communication skills using more advanced vocabulary and grammar, increase their focus on reading and writing, and learn to use character input computer software. Students connect their prior knowledge of character structures with new characters and become more skillful in decoding and applying them. Cultural exploration is integrated with thematic learning. *(Open to students who have completed Mandarin Chinese II with at least a C, or with permission of the Department Head. Full year. 1 credit.)*

Mandarin Chinese IV

Students are introduced to more sophisticated grammar patterns and vocabulary to help their viewing, listening, speaking, reading, and writing skills reach the advanced level. The content and exercises in Mandarin IV build upon the students' prior study of the language, gradually adding more sophisticated idioms. Topics for this level reflect the diversity of students' lives, from school-based interests and activities to personal/social concerns about health, adolescence, part-time work, relationships, customs, technology, and environmental issues. Diary entries, compositions, and literature assignments provide the opportunity to review and reinforce their Chinese language knowledge and deeper cultural understanding. *(Open to students who have completed Mandarin Chinese III with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Mandarin Chinese V

Mandarin Chinese V is designed for students whose proficiency has not yet reached the AP level but who wish to continue advancing their skills in listening, speaking, reading, and writing. This course builds upon the foundation of Mandarin IV, introducing more complex sentence structures, idiomatic expressions, and a broader range of vocabulary to help students refine their communication skills. Topics will continue to reflect students' diverse experiences, including academic and personal interests, social issues, cultural traditions, and contemporary global topics. Students will engage in discussions, compositions, and literature analysis to deepen their language proficiency and cultural understanding. *(Open to students who have completed Mandarin Chinese IV with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Chinese Language and Culture

As described by the College Board, students in the AP Chinese course cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course is taught primarily in Mandarin. *(Open to students who have completed Mandarin Chinese IV with an A- or above, or with permission of the Department Head. Full year. 1 credit.)*

CO-CURRICULARS

FITNESS/ATHLETICS

Fitness and athletics offerings are a vital part of a total education essential for a healthy mind and body. The Fitness/Athletics program is designed to meet the varying needs of students. Within the program are numerous opportunities for decision making, challenge, confidence building, and teamwork. The program engenders an appreciation of one's own talents, as well as the talents of others. Students are exposed to skills in a wide variety of team and individual sports, and they develop an appreciation of sports as players and spectators. Throughout the program, students learn the value of fair play and sportsmanship.

Dana Hall's athletic program is an integral part of the School's curriculum, and as such, it provides opportunities for instruction, participation, and growth. The athletic program strives to promote healthy and robust competition that embodies the highest ideals of sportsmanship and respect. Students are encouraged to compete at the highest level of their ability and performance. Accordingly, Dana Hall provides appropriate levels of competition for each student. Students who want to try out a new sport will gain the foundational skill set and confidence that encourages development, while also giving students who aspire to compete at the collegiate level the proper guidance, tactical understanding, and the high level of play necessary to hone one's athletic potential.

The Fitness/Athletics Department meets the challenges of its athletic philosophy through the cultivation of the following values:

- a commitment to achieving individual and team goals,
- a commitment to diligent preparation, fair play, and self-discipline,
- a commitment to exercise and competition that contributes to the development of an athlete's mental, emotional, and physical well-being,
- a commitment to age- and skill-appropriate coaching and competition at every level.

All Fitness/Athletics offerings are open to students in grades 9-12, and each earns one-half credit for the year. Students receive either High Pass, Low Pass, Pass, or Fail in each of these offerings, and the grading criteria are based on effort/participation, attitude, skill improvement, knowledge of course content, performance, cooperation/sportsmanship, attendance, and preparation. Students may enroll in any Fitness/Athletics course multiple times.

Interscholastic Sports

- Fall team offerings include Cross Country, Equestrian, Field Hockey, Soccer, and Volleyball.
- Winter team offerings include Basketball, Diving, Equestrian, Fencing, Ice Hockey, Squash, and Swimming.
- Spring team offerings include Equestrian, Lacrosse, Softball, and Tennis.

The varsity level requires an advanced level of play. Students should start the season in proper physical condition, have the appropriate fundamental skills, and know basic strategies and all rules. Dana Hall's goal at this level is to field the strongest, most competitive team. Players may not play in every game at this level. Varsity sports provide an opportunity for players to participate at a collegiate level after graduating from Dana Hall.

The junior varsity level focuses on learning and refining fundamental skills, game strategies, game knowledge, and rules. The junior varsity teams are a building block for the varsity teams. Participation is the hallmark of the junior varsity level; it is anticipated that all team members will play in every game.

Non-Competitive

In these courses, students may choose to participate in a variety of cardiovascular, general fitness, or sports-related activities. Through physical activity using age-appropriate programming, each student will be supported on their individual health and wellness journey. Fitness classes utilizing the fitness center will be guided through safe lifting techniques and provided a fitness program where they can work as a group, track progress, and build confidence. Non-competitive

CO-CURRICULARS

options may include: Fitness, Instructional Swim, Instructional Squash, Badminton, Recreational Volleyball, Rock Climbing, Spin, or Yoga. Other options may be added in response to interest or demand.

Fitness

Students in Fitness experience a program that includes high-intensity interval training (HIIT), Tabata (form of HIIT), body weight exercises, and cardiovascular exercise. Students in Fitness will work on improving their overall strength and physical conditioning. Students will learn the proper technique, form, and modifications necessary to complete a total body workout. The skills acquired in this class can be used as a regular part of the student's lifestyle.

Instructional Squash

Students will learn squash rules and techniques in a non-competitive environment. This course is for students who have little or no squash experience and want to learn the sport.

Badminton

Students will learn the rules and techniques of badminton through friendly intramural competition in both singles and doubles play. No previous experience required.

Recreational Volleyball

This is an outdoor activity, following grass-modified beach volleyball rules, designed to teach and enhance volleyball skills. Open to all skill levels, recreational volleyball is a fun and dynamic way to learn the nuances of beach rules through intramural style competition.

Instructional Swim

This course is for non-swimmers, or beginner swimmers with little to no swimming experience. Students will be introduced to basic water safety and swimming skills, focusing on building comfort in the water and learning fundamental movements like floating, kicking, and arm strokes. Skills learned in this class can provide lifelong confidence and comfort in and around water.

Rock Climbing

In Rock Climbing, students learn risk management, communication, and tolerance for adversity by stretching their limits on the climbing wall. They become competent belayers and climbers, and they are active participants in creating and maintaining a culture of safety. They push themselves physically with strength and endurance challenges, and some climbers push themselves creatively, by designing climbing routes for their peers and other classes.

Spin

Students in Spin will experience an indoor cycle workout with an instructor leading the class through intervals of hills and flat terrain. The instructor will pair music to every workout.

Yoga

Students in Yoga will work on creating a balance between flexibility and strength through asana movement, while finding a quiet stillness in their minds. This class enables students to find gratitude and comfort when dealing with everyday challenges.

Independent Study in Athletics

Students may satisfy their Fitness/Athletics requirement if they are continuing their participation in a competitive, athletic activity outside Dana Hall. Students may not submit a proposal to start an activity that is new to them. Participation on a town, club, regional, or state team is approved as an exemption only in the case of a sport not offered at Dana Hall.

CO-CURRICULARS

Students wishing to apply for Independent Study status for a sport offered at Dana Hall may be approved for one trimester per year, provided that the student commits to participating in the Dana Hall competitive season for the respective sport. Students must be active participants in their activity for at least six hours per week with a coach and receive approval from a committee chaired by the Director of Athletics, Health, and Wellness in order to qualify for Independent Athlete status.

Students who wish to participate in the Independent Athlete program must submit a formal, written proposal that includes the number of hours and days of training, details of past accomplishments, and contact information for their coach. Proposals must be submitted each trimester that a student is requesting Independent Athlete status, even in the case of participation in the Independent Athlete program the previous trimester. Independent Athletes must keep a detailed journal to be turned in at the end of the trimester.

Team Manager

Students in grades 9 - 12 may fulfill their Fitness/Athletics requirement by participating as a team manager. Team managers attend all home and away games. At these games, they keep track of scoring, timing, statistics, and are responsible for all equipment and supplies. Managers are considered to be part of the team and are therefore held to the same attendance and grading policies as players.

Riding Lessons

The Karen Stives '68 Equestrian Center offers a program designed for all levels of riding from beginning to advanced horsemanship. Particular emphasis is on hunt-seat equitation. Classes are grouped according to ability and experience; progression to more advanced levels is based on individual achievement. The development of confidence is especially stressed at the beginning level with a strong emphasis placed on safety and control. Stable management and horse care are considered integral parts of the rider's education. A fee is charged for this program. In order to earn Fitness/Athletics credit, a student must take two lessons per week and attend a lecture series.

Excerpt from the School Policy on Concussions

Dana Hall School seeks to provide a safe return to activity for all students after injury, particularly after a head injury. Due to the potentially serious sequelae of a head injury, all students at Dana Hall are required to take a baseline ImPACT test prior to the beginning of each year. ImPACT is a research-based software tool utilized to evaluate recovery after a concussion. ImPACT evaluates multiple aspects of neuro-cognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.

PERFORMING ARTS

Dana Hall students have a place in the performing arts as the next generation of tastemakers. Our co-curricular performing arts program offers students at all levels a chance to develop their artistic voices and skills in theatre and dance. It exposes students to the practical aspects of performing arts including opportunities to participate in theatre productions, dance classes, and dance performances. The ensemble experience is a hallmark of the co-curricular performing arts program, and it offers students an appreciation of the skills and excitement of performing. A student who is interested in pursuing further education in the performing arts is encouraged to take consistent classes in a discipline in order to deepen their expression and understanding of that discipline. Performance opportunities range from informal showings to performances open to the public.

Theatre

Upper School Play

The Upper School Play is a theatrical production that varies in style from year to year. Students audition to be an actor in the production or sign up for a technical theatre or creative staff position. Each production offers challenging roles for experienced performers and ensemble parts. Students learn about the process of making theatre as they create a performance for the school community and the public. Performances are open to the public. (*Open to students in grades*

CO-CURRICULARS

9-12 during Trimester I. This course may be taken for co-curricular credit. This course does not meet the Performing Arts graduation requirement. Students playing a team sport in this trimester may not participate in the Upper School Play.)

Upper School Musical

The Upper School Musical is produced in conjunction with area schools. Show selection aims to expose students to a range of musical and dance styles. Students audition to be an actor in the production or sign up for a technical theatre or creative staff position. Each production offers challenging roles for experienced performers and ensemble parts. Students learn about the process of making theatre as they create a performance for the school community and the public. Performances are open to the public. *(Open to students in grades 9-12 during Trimester II. This course may be taken for co-curricular credit. This course does not meet the Performing Arts graduation requirement. Students playing a team sport team in this trimester may not participate in the Upper School Musical.)*

Student-Directed Play

The Student-Directed Play is an entirely student-run theatrical production, with the support of the Director of Theatre. Through an application process, students will be chosen to fill the positions of director, technical director, production manager, and stage manager. This team will facilitate the audition, casting, and rehearsal process. The cast and crew will explore the logistics of staging a full-length production, resulting in a performance in front of an audience. *(Open to students in grades 9-12 during Trimester III. This course may be taken for co-curricular credit. This course does not meet the Performing Arts graduation requirement. Students playing on a team sport in this trimester may not participate in the Student-Directed play.)*

Dance

Dance I

This course is the foundational level in our technique sequence, designed for students with minimal to no prior dance experience. This course builds essential technical skills while fostering an appreciation for dance as a multifaceted art form through a comprehensive physical practice including barre work, center warm-ups, strength and conditioning, flexibility training, and dynamic across-the-floor combinations. Each week, students participate in at least one core session of Ballet, Jazz, or Modern, and at least one additional elective session in Ballet, Jazz, Modern, Tap, or Hip-Hop; throughout the year, students will also be exposed to Lyrical, Contemporary, and Musical Theatre styles. Students may enroll for Performing Arts credit, which requires a full-year commitment, or for Co-curricular credit, which requires a trimester commitment, though a full year of participation is strongly encouraged. Performance opportunities include an informal fall showing and the annual formal spring concert, for which enrollment in both Trimesters II and III is required. To ensure mastery of foundational skills, students may remain at this level for more than one year and may re-enroll as determined by their individual progress and instructor recommendation. *(Open to students in grades 9-12. May be taken for Co-curricular or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

Dance II

This course is the intermediate level in our technique sequence, designed for students with previous dance experience who are ready to further refine their technical skills and artistic awareness. This course builds upon established foundations through a rigorous physical practice including barre work, center warm-ups, strength and conditioning, flexibility training, and complex across-the-floor combinations. Each week, students participate in at least one core session of Ballet, Jazz, or Modern, and at least one additional elective session in Ballet, Jazz, Modern, Tap, or Hip-Hop; throughout the year, students will also be exposed to Lyrical, Contemporary, and Musical Theatre styles. Students may enroll for Performing Arts credit, which requires a full-year commitment, or for Co-curricular credit, which requires a trimester commitment, though a full year of participation is strongly encouraged. Throughout the year, dancers may have the opportunity to showcase their progress in an informal fall dance showing and the annual formal dance concert in the spring. Participation in the spring concert requires enrollment in both Trimesters II and III. To ensure mastery of intermediate skills, students may remain at this level for more than one year, depending on their individual progress, and

CO-CURRICULARS

may re-enroll as determined by the instructor. *(Open to students in grades 9-12. May be taken for Co-curricular or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

Dance III

This course is the advanced level in our technique sequence, offering fast-paced instruction tailored for students with a strong dance background and high technical proficiency. This course challenges dancers through a sophisticated physical practice including advanced barre work, center conditioning, and intricate across-the-floor choreography designed to elevate performance and creative expression. Each week, students participate in a required core session of Ballet and at least one additional elective session in Ballet, Jazz, Modern, Tap, or Hip-Hop; to enrich their artistry, students will also explore Lyrical, Contemporary, and Musical Theatre. Students may enroll for Performing Arts credit, which requires a full-year commitment, or for Co-curricular credit, which requires a trimester commitment, though a full year of participation is strongly encouraged. In addition to performances in the fall showing and spring concert, Dance III students may be invited by the Director of Dance to participate in the Dance Repertory Group. Participation in the spring concert requires enrollment in both Trimesters II and III. To further broaden their experience, guest artists are occasionally invited to lead master classes, and students may re-enroll in this level over multiple years to continue their advanced development. *(Open to students in grades 9-12. May be taken for Co-curricular or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

Offerings for Dance I, Dance II, or Dance III:

Each class meets one day per week.

Ballet I

This is a technique class for students with little to no ballet background. Classes focus on beginner ballet technique as a foundation for other dance styles offered. Students in Ballet I are required to wear a leotard, ballet tights, and ballet slippers.

Ballet II

This is a technique class for students with some ballet background. Classes focus on beginner/intermediate ballet technique as a foundation for other dance styles offered. Students in Ballet II are required to wear a leotard, ballet tights, and ballet slippers.

Ballet III

This is a fast-moving, advanced technique class for students with a strong ballet background. Classes focus on advanced ballet technique, including adagio, petite allegro, grand allegro, and turns. Students in Ballet III are required to wear a leotard, ballet tights, and ballet slippers. Ballet III is offered twice each week, and students enrolled in Dance III are required to take at least one Ballet III class each week.

Jazz I

This class is designed for the dancer who has little to no dance background. Classes focus on beginner jazz technique. Students enrolled in Jazz I are required to wear a leotard and black footless or transition tights. Black jazz shoes may be worn. Hair must be pulled securely away from the face.

Jazz II

Jazz II is designed for the dancer who has some dance background. Classes focus on intermediate jazz technique. Students enrolled in Jazz II are required to wear a leotard and black footless or transition tights. Black jazz shoes may be worn. Hair must be pulled securely away from the face.

Jazz III

An advanced course, Jazz III is for the dancer with extensive jazz training. Emphasis is placed on strength, technique building, and jazz combinations in the center and across the floor. Students enrolled

CO-CURRICULARS

in Jazz III are required to wear a leotard and black footless or transition tights. Black jazz shoes may be worn. Hair must be pulled securely away from the face.

Modern I

Modern I is a beginner-level class designed for the dancer who has little to no dance background. Classes include elements of Horton technique and some forms of post-modern movement. Students enrolled in Modern I are required to wear a leotard and black footless or transition tights. Hair must be pulled securely away from the face.

Modern II

Modern II is a beginner/intermediate-level class designed for the dancer who has some dance background. Classes include elements of Horton technique and some forms of post-modern movement. Students enrolled in Modern II are required to wear a leotard and black footless or transition tights. Hair must be pulled securely away from the face.

Modern III

An advanced course, Modern III is designed for the dancer with extensive training. Classes include elements of Horton technique and some forms of post-modern movement. Students enrolled in Modern III are required to wear a leotard and black footless or transition tights. Hair must be pulled securely away from the face.

Beginning Hip-Hop

This class, for the dancer with little or no Hip-Hop experience, offers a second or third class option per week. Emphasis is placed on strength, conditioning, and beginner Hip-Hop choreography, which blends elements of old school Hip-Hop styles with more contemporary Street Jazz vocabulary. Students enrolled in Beginning Hip-Hop should wear supportive sneakers and comfortable dance attire that allows them to stretch.

Intermediate/Advanced Hip-Hop

This fast-paced Hip-Hop class, for students with previous dance experience, offers a second or third class option per week. Emphasis is placed on strength, conditioning, and intermediate/advanced Hip-Hop choreography, which blends elements of old school Hip-Hop styles with more contemporary Street Jazz vocabulary. Students in Intermediate/Advanced Hip-Hop should wear supportive sneakers and comfortable dance attire that allows them to stretch.

Beginning Tap

This class, for the dancer with little or no tap experience, offers students a second or third dance class per week. Beginning Tap introduces students to technique and vocabulary. Students enrolled in Beginning Tap are required to wear tap shoes and comfortable dance attire that allows them to stretch.

Intermediate/Advanced Tap

This class, for the dancer with extensive tap experience, offers students a second or third dance class per week. Emphasis is placed on intermediate/advanced technique and vocabulary. Students enrolled in Intermediate/Advanced Tap are required to wear tap shoes and comfortable dance attire that allows them to stretch.

Dance Concert Production Assistant

Open to students in grades 9–12 with some technical theatre or dance experience, this course allows participants to fulfill their Trimester III Co-curricular requirement through a focused role in dance production. Production Assistants work closely with the Director of Dance, meeting one to two times weekly to facilitate the successful execution of the formal

CO-CURRICULARS

spring dance concert. All student responsibilities are specifically centered on the production of the concert, including costume coordination, drafting production announcements, and managing vital communications between the cast, crew, choreographers, and the Director of Dance. Through this role, students gain practical experience in the organizational and logistical elements required to bring a large-scale dance production to the stage. *(This course may be taken for Co-curricular credit in Trimester III only and only with permission of the Director of Dance.)*

COMMUNITY SERVICE

Afternoon Community Service Program for Co-Curricular Credit

Students may participate in the Afternoon Community Service Program to fulfill their co-curricular requirement.. The Afternoon Community Service Program takes place on Wednesday and Friday afternoons from 2:15 p.m. to 5:45 p.m. As a group, students work together with a faculty member at a predetermined local service agency. Sophomores participating in the Afternoon Community Service Program may not count these hours towards completion of the community service graduation requirement.

SPECIAL PROGRAMS

Skills Workshop 9

Skills Workshop 9 provides an introduction to the Upper School through lessons that fall under four major categories: Learning Strategies, Information Literacy, Digital Literacy, and Global Education. By integrating lessons with content from 9th-grade academic courses, students are supported in their classes with valuable skills, including: note taking, test preparation, time management, bibliographic citation, academic integrity, evaluating source reliability, using the physical and digital resources of the Library, iPad applications for the classroom, and understanding and appreciating multiple cultures and perspectives. Students are also introduced to the components of the Dana Hall School Global Scholars' Certificate program. *(Required for students in grade 9. Full year. Non-credit.)*

Forum

Dana Hall is committed to providing age-appropriate health and character education at all grade levels. This education is offered through regular meetings with an adult Forum facilitator, speakers, and special programs. It is our belief that adolescents are faced with challenging issues and ethical dilemmas and are able to make more appropriate and healthier decisions and personal choices when they are well educated and provided with a process for self-reflection and group conversation. The Forum program provides opportunities for discussion on important adolescent topics under the themes of community, communication, identity, self-awareness, and self-care and encourages the expression of each student's opinion while establishing an environment of respect for the diversity within our community and the world.

Forum 9

Ninth grade Forum focuses largely on building community and navigating interpersonal relationships in healthy ways. Trimesters I and III include lessons on technology etiquette, reviewing student conduct and expectations, interpersonal effectiveness skills, setting healthy boundaries with others, determining personal values, and practicing mindfulness skills. In Trimester II, Peer Educators lead a multi-week unit that addresses social media literacy, particularly around body-image and self-esteem, navigating friendship challenges, peer pressure around substance use, self-care, and the experience as an older Dana Hall student. *(Required for students in grade 9. Full year. Non-credit.)*

Forum 10

Tenth grade Forum builds on the 9th grade curriculum and focuses on various aspects of wellness throughout the year. Students learn to better understand and manage strong emotions when they arise through a range of skills. The topic of Sexual Health & Wellness is also taught by educators from EducaHealth with the support of Forum facilitators, lessons on developing a healthy body image are taught with the Body Project curriculum, and nutrition education is provided. The year ends with students hearing from their older peers about navigating the junior and senior year experiences. *(Required for students in grade 10. Full year. Non-credit.)*

Forum 11

Eleventh grade focuses on two main topics: financial literacy and planning for the college admissions process. In Trimester I, students learn about multiple areas of financial literacy including budgeting, various kinds of bank accounts and online banking, understanding credit, loans, and debt, the gender and racial wage gaps, taxes, retirement and investments, and insurance. In Trimesters II and III, juniors meet as a class with a college counselor to discuss the college investigation and application process. Initially, students engage in self-evaluation exercises, exploring important questions related to their hopes and dreams, strengths and weaknesses, and ideas for their future educational interests. Additionally, the college counselors teach specific lessons and facilitate conversations about utilizing resources, identifying appropriate college choices, scheduling and taking standardized tests, moving through the application and selection process, writing essays, interviewing, and visiting colleges. *(Required for students in grade 11. Full year. Non-credit.)*

Forum 12

Twelfth grade Forum covers a range of topics to help students prepare for life beyond graduation from Dana Hall. Students hear from college counselors in the fall and winter as they complete college applications, Throughout the

SPECIAL PROGRAMS

year, Forum facilitators teach lessons on substance abuse prevention. Students also learn about the impact of including philanthropy in their lives, receive guidance about planning their senior project, discuss sexual health & wellness as a young adult, and hear from outside educators to learn about self-defense, adjusting to college life and navigating mental health as a young adult, and nutrition. . *(Required for students in grade 12. Full year. Non-credit.)*

Global Scholars Certificate Program

Global education has always been an important part of Dana Hall's mission. In 2014-2015, the School sharpened its focus on this topic and launched a four-year program that culminates in a Global Scholars Certificate to be awarded to participating students upon graduation. To earn this certificate, students learn the basic principles of global education through a specific curriculum that begins in Skills Workshop 9 and Forum 9 and includes participation in a required number of cultural activities and coursework over the students' four years in the Upper School. In the sophomore Forum class, students may deepen their understanding with the option to pursue a Community Service project that goes beyond the 20 required hours for graduation. In the junior year, students interested in pursuing the certificate are required to take part in a weekly environmental studies class.

Global Scholars Senior Capstone Seminar

The Global Scholars Senior Capstone Seminar challenges students to grow as researchers and global citizens by immersing themselves in a yearlong research project. Tasked with identifying an issue of global significance and developing actionable interventions, students explore case studies, develop their skills as researchers and critical thinkers, and produce substantial, well-documented research projects that will prepare them for college-level research.

Organized in seminar format and building to independent work, students are supported by regular meetings with the Seminar Instructor, the Coordinator of Global Education, and individually identified research mentors within the Dana Hall Community. Depending on a student's topic selection, off-site visits may occur. The course concludes with panel presentations at the Spring Global Scholars Senior Research Symposium.

The Senior Capstone Seminar is open to students who have completed the sophomore and junior-level components of the certificate program. Please contact the Coordinator of Global Education for additional information. *(Open to grade 12 only and required for Global Scholars Certificate candidates. Full year. ½ credit. Graded on a Pass/Fail basis.)*

Senior Projects Program

The required Senior Projects Program is intended as a period of transition between Dana Hall and college. It provides students with a valuable and important opportunity for skill building and self-realization outside the classroom. Taking place during the last two weeks of the school year, the Senior Projects Program allows students to pursue a full-time project in a field of interest to them. With the support of an off-campus mentor, students design their project, plan their time at the work site, and complete several required school assignments (e.g., read a book related to their work and write daily entries in an online journal). They also prepare a display and oral presentation for the culminating event, Senior Project Presentations, that takes place on the last day of the program. *(Required for students in grade 12. Non-credit.)*

Community Service

As part of Dana Hall's commitment to preparing students to be citizens of the world, the community service program challenges students to move beyond their own experiences within their communities by engaging in sustained, meaningful, hands-on work that improves the lives of others. As part of this work, students are empowered to develop and use leadership skills. All tenth-graders are required to complete 20 hours of service working with populations facing significant adversity. Sophomores are also required to participate in service events on their class retreat in the fall and in other class activities. Beyond the tenth-grade requirement, all students may participate in service work at community-based organizations, such as hospitals, soup kitchens, nursing homes, and homeless shelters. Students may make a long-term individual commitment to an organization or choose to participate by attending school-sponsored trips. Students may elect to participate in the Afternoon Community Service Program in lieu of a one-trimester Co-Curricular

SPECIAL PROGRAMS

course. Some examples of weekly school-sponsored trips include working with adults with disabilities, sorting donations at Household Goods, and volunteering at a local food pantry. Please see the Director of Community Service Programs for additional information regarding any of these opportunities.