

## 2018-2019 Course Catalogue

### FALL

#### **SENIOR PROJECT - 1000**

What have you been wishing you could study? What would you explore if there were no constraints? Is there a career or a project you have always been interested in but never able to pursue?

This course provides the opportunity for seniors to pursue a passion or field of study in a year-long course combining research with analysis and creative expression. The course will commence with a seminar to develop project proposals and train students in advanced research techniques, including experiential research techniques, to explore how to apply or synthesize their learning in a project-based format. Each project will be individual in its design, but all projects will include a major paper, collaboration with an on- and/or off-campus mentor, and interdisciplinary work. The expectation is that seniors will be motivated, hungry, and persistent in their work on Senior Project. However, adult mentors and teachers will provide assignments and structure as needed to support and spur students to dive deeper at key points in the process. Students are expected to work independently and strive toward college-level research, writing and communication skills. Students may also choose to do a practicum or off-campus internship in connection with their project, as well as apply for funding in order to support their learning endeavor. Seniors may sign up for the Fall term only or a full year of this course.

At the end of the fall and winter terms, students will present their work to a panel, which will include their teacher, mentor, the Academic Dean or Head of School, other members of the faculty and their peers. This course will culminate in a public display or performance of learning on Mayfair weekend in the spring term.

#### **ARTS DEPARTMENT**

##### *Dance*

#### **Dance Ensemble I, II, III – 6108, 6119, 6120**

For more experienced dancers or performers, the Ensemble has three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the daily academic schedule and on weekends, and includes performances and workshops both on and off campus. In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble. In most cases, participation in Dance as a fall sport will serve as the audition for placement in Dance Ensemble. The second term focuses on technique and alignment, and dancers will work on solo performance and choreographic skills. The focus of the third trimester is on expanding performance repertoire and/or learning excerpts from professional master works.

## *Theater*

### **Improvisation and Theater Games: An Introduction to Acting - 606**

This course provides an introduction to the spontaneity of the theater for beginners, as well as a venue to practice one's ability to live "in the moment" for more advanced actors. At the end of this course, students will be familiar with a variety of improvisation exercises and techniques and feel comfortable speaking extemporaneously in front of a group. We will also apply these skills to scene study and scripted work. Emphasis will be placed on developing an ensemble atmosphere where students are comfortable taking risks and making big choices in order to explore, through trial and error, what makes improvisation successful.

### **New Play Lab I: Form - 6001**

New Play Lab focuses on the process of creating a new production, and students work toward the development of an original adaptation of a story, myth or historical event into a new play. The first term focuses on the art of adaptation and play-making, and lays the groundwork for the collaborative process.

We examine ensemble theater structures, famous theater groups and diverse ways new plays are developed. We will consider the work of historical companies such as the Group Theater and the Living Theater, as well as more contemporary ensembles, and create our own scenes employing intermediate to advanced improvisational and devising structures. New Play Lab can be taken as a full-year course or by the trimester.

*This course is also listed as an English elective*

## *Studio Arts*

### **Digital Photo I - 619**

Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, "Developing"/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. The group critique process is introduced and used weekly.

### **Drawing I (The Art of Seeing) - 630**

Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. Students will learn to use some basic computer graphics programs as well.

### **Three Dimensional Design I - 625**

Students are encouraged to take all three trimester electives through the year, but they may elect to take just one trimester course or another; each term is open for students. The trimesters are divided by the materials explored. The Fall Trimester focuses on composition in three dimensions and uses cardboard/paper to build sculptures and architectural models, and then

moves on to carving wood blocks. Three Dimensional Design envelops students in the study and creation of artwork that is defined by the elements of form, space and volume. Emphasis is on critical thinking applied to problems with multiple solutions. Master works are viewed and analyzed, a problem and working parameters are assigned, and students then create unique solutions in the form of finished art work. Assessment is in the form of self, individual and group critique, as well as rubric-guided project grades and, potentially, a quiz and one short paper per term.

### **Woodworking I - Forest to Finish - 6005**

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Throughout the year the course builds on its foundation; new techniques and tools will be used to teach students. Students will learn in depth about different hand tools and power tools and be quizzed on safety procedures before using the shop as a work space. Students will also do research assignments and be given homework on a weekly basis.

### **Painting I (Color Theory) - 6006**

By emulating masterworks, students are introduced to both direct and indirect painting techniques. Your first project is a faithful copy of an impressionist or post-impressionist work; the second, the creation of a new still-life in the Northern Renaissance medium of oil and tempera; and the third project combines both techniques to produce a painting in the manner of Rembrandt. Elements of art history will precede each unit. Completion of a course in Drawing is a prerequisite for enrollment.

### **Creative Writing: Introduction to Poetry - 6128**

(English 12/Arts Interdisciplinary Elective)

This course will ask you to begin thinking about and engaging with writing as an artistic expression. As this course is largely focused on the writing of poetry, each student's expectations will be tested as the class discovers how to deconstruct their understanding of what writing is and can be. As this is an introductory course, we will also spend a significant amount of time on the process of workshopping the writing of others as well. Demystifying the process of writing and editing poetry is a major aim of this course.

You will write a 1-2 page poem to submit for workshop multiple times with the class and will receive 100-200 word response letters from each classmate on the day of workshop. You will also be tasked with engaging with required texts both in and outside the classroom through discussion and reflection. At the end of the trimester, the class will produce an anthology of American writing and write an introduction to it. You will also be expected to produce a revised portfolio of the work you have submitted throughout the trimester.

Some questions we will consider: How do we classify poems? What is the value of assigning genre to a piece of writing? Is there value in being disoriented/surprised/devastated by

a poem? How does this take shape in poetry? Do we seek to be surprised or to experience only that which we have already experienced?

**Required Summer Reading:** [\*Letters to a Young Poet\*](#) by Rainer Maria Rilke

### *Music*

#### **Performance Lab - 6121**

This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance. It also aims to expand and diversify their repertoire. Students will perform for and give each other feedback on a regular basis; at the end of the term, students will perform before an audience in our Recital Hall. Students may choose to focus on classical, jazz, or contemporary repertoire. Students of all levels are welcome in this course.

#### **Music Theory through Songwriting - 6009**

This is a course designed to supply an enhanced knowledge of music theory and to promote fluency and quickness with basic music materials. This course will include the study of melody, harmony, texture, rhythm, and song form. Students will develop these skills through practicing the art of songwriting, such as writing melodies, rhythms, chord progressions, and connecting emotion through lyric writing. Students will also work on building a strong ear for recognizing harmonies (intervals, chords). Prerequisite: an introductory-level music course or a demonstrated proficiency with elements of music theory.

#### **Dubliners Chorus - 680**

Dubliners is a choral vocal ensemble, which performs a wide variety of vocal repertoire: classical, rock, pop, jazz, and musical theatre. This ensemble will also dabble in the “collegiate” a cappella style of ensemble singing. Students will have the opportunity to audition for solos at various points throughout the school year. This full-year course meets in the evening twice a week (once a week with the full ensemble, once a week in sectionals on a rotating schedule).

#### **Honors Choir - 6136**

Honors Choir is an advanced choral ensemble, designed for devoted singers curious and passionate about the art of choral music. This ensemble, which meets Monday/Thursday evenings and Saturday mornings in the Louise Shonk Kelly Recital Hall, will focus on traditional choral repertoire (classical, jazz, and contemporary).

Although there is no prerequisite for this course, students interested in participating in Honors Choir must either audition or have the instructor's permission.

(1 credit/trimester; 3 credits/year)

#### **String Ensemble - 6137**

String Ensemble is an ensemble devoted to learning the art of chamber performance. This ensemble, which meets during the academic day, will learn important pieces of strings literature. Students will have the opportunity to learn how to write musical arrangements for strings. Prerequisite: three or more years of playing a string instrument (violin, viola, cello, bass viol) and must be a proficient reader of music notation.

## **ENGLISH DEPARTMENT**

### **English 9: Words that Change the World - 110**

In English 9, we will capitalize on the human impulse to tell and hear stories by reading, sharing, analyzing, and discussing a range of literary works that focus on coming-of-age narratives. Students will respond to readings in writing and speech, sharpen their analytical and creative writing techniques with in-class and long term assignments, master basic vocabulary and grammar skills through classwork and quizzes, and develop their listening skills. With a focus on the foundational skills of English scholarship—analytic and personal writing, inquisitive thinking, and thoughtful listening—this course asks students to be curious, to ask questions, and to dive beneath the surface.

### **English 10: Global Voices - 120**

This course develops deeper reading, writing, and critical-thinking skills through encounters with texts by authors who hail from many countries, many cultural traditions, and many literary genres. Texts studied include *Purple Hibiscus* by Chimamanda Ngozi Adichie, *Exit West* by Mohsin Hamid, *White Teeth* by Zadie Smith, and *Night With Exit Wounds* by Ocean Vuong. By considering, in Chimamanda Ngozi Adichie's terms, "the danger of a single story," students expand their understanding of how power, knowledge, and literature circulate on a global scale. How does literature add texture to or erase the realities we live in? Who has the power to write these stories? What are the political and artistic roles of the author in society? Who decides who is included in the literary canon? How do these decisions impact our sense of what "English Literature" is? How is our sense of the value of non-canonical perspectives altered or impacted by these choices? Why do voices that are different from our own matter? How are we made better by their existence in our lives? In weekly poetry activities, in essays honed through many drafts, and in student-led classroom discussions, sophomores in English gain confidence in the art of their own expression and the important role it plays in all of our lives.

***Required Summer Reading Texts:*** *Purple Hibiscus* by Chimamanda Ngozi Adichie

### **English 11: An American Conversation- 130**

In American Literature, students will develop as engaged citizens: first, examining their own identities and what lenses, privileges, and values they carry; then, examining what history is, means, and implies through disorienting historical investigations; and last, analyzing current social issues and working to understand the roots and repercussions of these relevant conflicts. Students generate their own questions about American identity and American Literature. What

does the storyteller have to do with the way we perceive the story? Who decides what is right or just? Why do different people have different destinies? Throughout their investigation of canonical and contemporary texts, students examine some of the fundamental myths, assumptions and popular perceptions that influence American ideals. Students read work by Tim O'Brien, Kurt Vonnegut, Toni Morrison, F. Scott Fitzgerald, Junot Diaz, and Stephen Adly Guirgus, among others. Engaging with fiction, nonfiction, poetry, and drama, students develop awareness of genre, purpose, and rhetorical strategy. Specific attention will be paid to the continued development of active reading and language skills, the development of the essay, the progression of mindful and intensive revision skills, and an appreciation for and curiosity about America's literary history.

***Required Summer Reading Texts:*** *The Things They Carried* by Tim O'Brien; *Drown* by Junot Diaz

### **AP English Language and Composition - 136**

*Prerequisites include the successful completion of English 10, World History II, an in-class writing assessment, and summer reading and writing assignments. Other considerations for admission to the class are verbal, reading, and writing standardized test scores, previous English and history grades, teacher recommendation, and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding and highly rigorous academic experience.*

This course asks students to become skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes. In essence, AP English Language and Composition asks students to become engaged citizens. By reading, synthesizing, and evaluating a wide range of texts, members of this course will develop an awareness of audience and purpose, using models of literary expression to write effectively and confidently in forms including the expository, analytical, reflective, and argumentative essays, and personal narrative. While the majority of texts under study will be essays and nonfiction, we will also explore novels that converse with the other texts we study. Texts have included Truman Capote's *In Cold Blood*, Jeannette Walls' *The Glass Castle*, Katherine Boo's *Behind the Beautiful Forevers*, Maxine Hong Kingston's *The Woman Warrior*, Ta-Nehisi Coates' *Between the World and Me*, James McBride's *The Color of Water*, Rebecca Skloot's *The Immortal Life of Henrietta Lacks*, excerpts from Leslie Jamison's *The Empathy Exams*, Joan Didion's *The White Album*, and Annie Dillard's *Pilgrim at Tinker Creek*.

Prerequisites for this course include the successful completion of English 10, World History II, an in-class writing assessment, and summer reading and writing assignments. Other considerations for admission to the class are verbal, reading, and writing standardized test scores, previous English and history grades, teacher recommendation, and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding but highly rigorous academic experience.

The AP Exam in the spring is an integral part of the course.

**Required Summer Reading Texts:** *In Cold Blood* by Truman Capote; *The Glass Castle* by Jeannette Walls; intensive summer writing assignments (to be circulated in late May)

### **AP English Literature & Composition - 138**

*Prerequisites are the successful completion of AP English Language and Composition or exemplary performance in and completion of English 11 and an in-class assessment, along with summer reading and writing assignments. Other considerations for admission to the class are verbal, reading, and writing standardized test scores, previous English and history grades, writing samples, teacher recommendation and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding and highly rigorous academic experience. A sense of humor and love for literature is highly suggested, but not required.*

AP English Literature is a fast-paced class for students ready to immerse themselves in a rigorous reading and writing curriculum. Students are introduced to the study of critical theory and learn to dissect texts with the varied lenses offered by New Criticism, Structuralism, Reader-Response Theory, Marxist Criticism, Feminist Criticism, and finally Postmodernism. Texts such as Shakespeare's *Hamlet*, Virginia Woolf's *Mrs. Dalloway*, Michael Cunningham's *The Hours*, Toni Morrison's *Song of Solomon*, Barbara Kingsolver's *The Poisonwood Bible*, James Baldwin's *Blues for Mister Charlie*, Gabriel Garcia-Marquez's *Love in the Time of Cholera*, and Donna Tartt's *The Secret History* guide students in the development of their own craft. Students can expect to write multiple analytical papers and experiment in poetry, creative nonfiction, playwriting, and short fiction by the year's completion. A week-long editing workshop concludes each term, as students prepare their own portfolio for submission to the Scholastic Art and Writing Awards.

The AP Exam in the spring is an integral part of the course.

**Required Summer Reading Texts:** *Love in the Time of Cholera*, Gabriel Garcia Marquez; *A Streetcar Named Desire*, Tennessee Williams; *Critical Theory Today* excerpts & intensive summer writing assignments (to be circulated in late May)

### **English 12 Electives**

Electives offered by the English department serve as opportunities for more focused and thorough investigation of literature within a particular genre, era, or subject of interest. Here, as in many college seminars, depth of knowledge within a specific field is privileged over the breadth of a survey. **These courses are open to students in all grades.** Seniors not enrolled in a year-long English course take an English elective in each of their three trimesters. Electives are often designed with an eye to authors and topics that students have encountered in previous courses: let your teachers know what piques your curiosity, and you may find an elective tailor-made

## **English 12: Introduction to Poetry Writing - 1902**

This course will ask you to begin thinking about and engaging with writing as an artistic expression. You will be expected to read and to write in ways that test your expectations and your comfort zone. As this is an introductory course, we will also spend a significant amount of time on the process of workshopping the work of others as well as demystifying the process of writing and editing poetry.

Each student will write a 1-2 page poem to submit for workshop multiple times with the class and will receive 100-200 word response letters from each classmate on the day of workshop. You will also be tasked with engaging with required texts both in and outside the classroom through discussion and reflection. At the end of the trimester, you will produce an anthology of American writing and write an introduction to it. You will also be expected to produce a revised portfolio of the work you have submitted throughout the trimester.

Some questions we will consider: How do we classify poems? What is the value of assigning genre to a piece of writing? Is there value in being disoriented/surprised/devastated by a poem? How does this take shape in poetry? Do we seek to be surprised or to experience only that which we have already experienced?

**Required Texts:** *My Vocabulary Did This to Me: The Collected Poems of Jack Spicer* and *The House That Jack Built: The Collected Lectures of Jack Spicer*. **Required Summer Reading:** *Letters to a Young Poet* by Rainer Maria Rilke

## **English 12 Self, Sexuality, and Society - 1903**

In *Written on the Body*, Jeanette Winterson writes: “Love demands expression. It will not stay still, stay silent, be good, be modest, be seen and not heard, no. It will break out in tongues of praise, the high note that smashes the glass and spills the liquid. It is no conservationist love. It is a big game hunter and you are the game. A curse on this game. How can you stick at a game when the rules keep changing?”

How can love be so confusing, so simple, so necessary—all at once? How can love be so painful yet so desirable? The best place to start looking for answers to these questions is through literature that illuminates human relationships, accessing discourses on desire, love, lust, identity, power, gender relationships, and the interlocking networks that help us define love, write the rules, try to follow them, and change them—again and again.

In *Self, Sexuality, and Society*, we will study essays, short stories, poetry, novels, and plays, engaging in analytic, creative, and narrative writing. We will also study fact-based sexuality education, as this course pursues how we look at ourselves, our society, our sexuality, and our relationships. Sexuality is a fundamental force of human life, shaping who we are, what we feel and believe, and how we relate to others. We will examine human sexuality personally and globally—from biological, psychological, cultural, and ethical perspectives, but our journey will not stop there. We will use the same lenses to look at love and relationships—using literature and

philosophy in our frame. The transformation of psychological theories, societal norms, gender, relationships, sexuality, and identity provide a rich framework for consideration. This college-level course will require attentive reading, and we will engage with voices from Junot Diaz and Jeanette Winterson to John Donne and Shakespeare—and of course, your own.

***Required Summer Reading Text:*** *Before You Suffocate Your Own Fool Self* by Danielle Evans

### **New Play Lab I: Form - 1918**

New Play Lab focuses on the process of creating a new production, and students work toward the development of an original adaptation of a story, myth or historical event into a new play.

The first term focuses on the art of adaptation and play-making, and lays the groundwork for the collaborative process. We examine ensemble theater structures, famous theater groups and diverse ways new plays are developed. We will consider the work of historical companies such as the Group Theater and the Living Theater, as well as more contemporary ensembles, and create our own scenes employing intermediate to advanced improvisational and devising structures. New Play Lab can be taken as a full-year course or by the trimester.

*This course is also listed as an Arts elective*

### **English 12: The World of the 14<sup>th</sup> Century:**

#### **The Adventures of Ibn Battuta and Historical Fiction Writing - 1912**

*This course is interdisciplinary with English.*

This full-year course will combine traditional historical study with fiction writing. The focus will be on the time period of the 14<sup>th</sup> century and a remarkable traveller, Ibn Battuta. Ibn Battuta was a Moroccan explorer whose travels and adventures over 30 years took him from West Africa to Eastern Europe to China to India to East Africa and many places in between. Because he visited so many places, the course will be a transnational study of history and will allow students to compare and contrast multiple cultures and peoples at the same moment of history. We will read and study his journals, investigate the cultures of the places he visited, and learn about the religion of Islam. Students will be assessed through traditional quizzes, tests, and short research papers, and then there will also be regular assignments to write historical fiction. Students will be asked to combine imagination and historical fact as a way to visualize and explain the past, and to work collaboratively in the process of writing and revising. At the end, as a final project, the class will write their own historical novel and publish their work. Thus any student who takes this class will be a published author by the end of the year! *Prerequisite: U.S. History.*

#### **Required Texts:**

*Travels of Ibn Battuta*, edited by Tim Mackintosh-Smith

*The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century* by Ross E. Dunn  
Various primary sources, secondary essays, video, maps, culinary explorations

### **Outside Reading - 1920**

"To speak truly, few adult persons can see nature. Most persons do not see the sun. At least they have a very superficial seeing..." (Emerson).

The dual subject of the course is Nature and Language. The course itself will be held entirely outdoors, and the outdoors will be our primary text. Can we read the natural world as we read a book? And are there books that have as immediate and physical an effect on us as the sun on the back of our necks? Is Nature separable from how we observe, name, and write about it? Whether you are already tied to the natural world by strong bonds of affection, or are simply curious about what secrets surround us, or perhaps have no particular feelings for the New Hampshire landscape at all, the course will bring you into closer relation with this particular place.

We'll become acquainted with the area's non-human residents, the abundant and the rare, in the form of plants, trees, amphibians, insects, mammals, and birds, and we'll learn to identify them by sight and sound (well, those that make sound anyway). We'll explore the remoter parts of our Dublin campus; keep a journal that records our sightings and reflects on our own role as observers and participants in the natural order; track the progress of the changing season; learn from the experiences of other living, breathing naturalists in the community, old and young; distill our observations into meditative essays; and read authors--Annie Dillard, Loren Eiseley, Kathleen Jamie, Henry Beston, Rachel Carson, among others--for whom the natural world is an unquenchable source of delight, terror, beauty, immensity, laughter, concern, and amazement. The course is open to all students.

### **WORLD LANGUAGES DEPARTMENT**

#### **Spanish I, II, and III - 520, 521, 522**

Placement in Spanish 1, 2, and 3 will be determined by a student's proficiency level in Spanish. All three classes will be run using the Organic World Language (OWL) method as it more closely imitates how a person learns his or her native language. The goals of the method are to build community, to take risks and make mistakes, to infer and use circumlocution, to speak only Spanish, and to have fun. Grammar is incorporated in daily conversation and activities in order to increase the students' confidence and proficiency in the language, but our goal is to measure what students can do instead of what they can't do. Students are up and moving 90% of the time, playing games and chatting. Students read and write, but are not focused on discrete grammar concepts. Spelling and verb conjugations are not penalized. Students are assessed on their individual progress; should a student progress quickly to the proficiency level of the course, they may move up a level mid-year. Grades will largely be based on participation and homework, which will consist of practicing with online activities and writing reflections in English and Spanish.

*Materials provided by the instructor.*

### **Honors Spanish III – 5201**

This course focuses on enhancement of listening, speaking, reading, and writing skills. An overview of Latin American culture and geography, as well as insights into the culture of Spain, is included. Study of advanced grammar structures complements an increased emphasis on composition writing. The class is conducted entirely in Spanish, and students are expected to participate in class discussions and to speak Spanish at all times in order to increase oral proficiency. Students are encouraged to follow the Honors sequence leading to AP Spanish Language and Culture and AP Spanish Literature. *Prerequisites: B+ in Spanish II and permission of the instructor.*

**Required Textbook:** *Imagina*

*Laptop/Device expected. All other materials provided by the instructor*

### **Spanish IV Honores- 523**

The purpose of this course is to continue learning Spanish and to further increase students' knowledge through the study of culture and grammar while continuing to develop listening, speaking, reading, and writing skills. The fourth year of language acquisition is challenging, yet exciting, as we progress to more complex communication skills, with an emphasis on vocabulary building. The class is conducted entirely in Spanish, and students are expected to participate in class discussions and to speak Spanish at all times in order to increase oral proficiency. *Prerequisite: Spanish III or Spanish III Honores.*

### **Advanced Placement Spanish IV Language & Culture - 529**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). (Description from the College Board website.) All students taking this course will be required to take the AP exam in the spring.

**Requirements:** Temas, notebook

### **Advanced Placement Spanish Literature - 5043**

El curso de Español V: “AP Spanish Literature and Culture” está diseñado para iniciar a los estudiantes en el estudio formal de un grupo representativo de la literatura escrita en el idioma en español de España, los países

hispanohablantes de Latinoamérica y las comunidades hispanas en los Estados Unidos. Este curso les ofrece a los estudiantes múltiples y variadas oportunidades de desarrollar aún más su español en las diferentes habilidades lingüísticas, pero haciendo énfasis en la lectura crítica y la escritura analítica. Igualmente anima a los estudiantes a reflexionar de manera consciente sobre las diferentes voces y culturas representadas en la literatura hispánica.

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

#### Objetivos(\*)

Pasar exitosamente el examen AP Spanish Literature and Culture.

Animar a los estudiantes a que conozcan y reflexionen sobre las diferentes voces y culturas representadas en la extensa literatura hispánica.

A través de las prácticas en clase, lograr integrar los tres tipos de comunicación: interpersonal, interpretativa y presentación.

Aprender sobre los contextos históricos, socio-culturales y geopolíticos que afectan la producción literaria en España e Hispanoamérica.

Incorporar otros productos culturales como fotografía, artes plásticas, oralidad, cine, para analizar y comparar las “voces” en estos productos, con las de las “voces” literarias.

Hacer conexiones a través de los diferentes géneros, culturas, movimientos y periodos históricos.

All students taking this course will be required to take the AP exam in the spring.

(\*) These objectives are from the AP Spanish Literature and Culture Course and Exam Description by the College Board.

#### **Advanced Placement Latin IV - 5300**

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. (text from College Board website) All students taking this course will be required to take the AP exam in the spring.

**Required Materials:** Julius Caesar's De Bello Gallico, Vergil's Aeneid

## **HISTORY DEPARTMENT**

### **World History I - 312**

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

### **Europe and the World - 321**

Western concepts of civilization, politics, science, economics, and individual freedom continue to dominate world culture. What are the origins and functions of these ideas? Whom have they served? How and why has Western culture taken the path that has led us to our own moment in time? What are the strengths and weaknesses of this culture? What are the legacies and obligations of our role in the global community? This course traces the development of major strands of European culture, but also examines Europe's interactions with other major world cultures between the Medieval period and World War II. You can expect to do many different types of work in this course, from organizing and keeping a notebook to a major research project, from standard tests and quizzes to more creative forms of assessment. Special emphasis is placed on primary source and image analysis, and the development of essay writing skills.

### **U.S. History - 330**

This course examines American history from the discovery and settlement of the continent by Europeans to the time of the Cold War. Major themes include the American Revolution as a civil war, the power of the Presidency, and ever-present tensions between the periphery and the center. One goal of this course is to challenge common myths about our country, to assess our own preconceptions about its founding and government. Reading comprehension and the development of the research paper are two major skills stressed in this course. Much will be asked of you here: an increase in the amount and the complexity of your reading, an improvement in your study habits, and a new responsibility for your own motivations as a learner.

### **Advanced Placement United States History - 331**

An intensive survey of American history from colonial times to the 21<sup>st</sup> century, AP US History at Dublin School is designed to serve as the equivalent to an introductory-level college course. We will take a chronological and thematic approach, weighing evidence and interpretations in historical scholarship to deal critically with the problems and materials of United States history. A particular focus will be placed on developing effective analytical skills; students will hone their abilities to present ideas and evidence clearly and persuasively in writing and discussion. Students enrolled in this class should demonstrate strong reading and writing skills, along with a willingness to devote considerable time to homework and study. Throughout the year, students will learn to interpret maps, charts, political cartoons and primary documents. They will engage in scholarly discussion and debate, write document-based essays and formal papers and take traditional tests and quizzes. Along with sitting for the Advanced Placement US History Exam in early May, students are expected to complete a major research paper with scholarly citations. AP US History is open to highly committed and capable juniors and seniors with permission from the instructor and the prior history teacher. *Performance on the culminating paper of the previous year and signatures from current teacher and AP teacher are required to enroll in this course, as well as timely completion of a major summer assignment.*

### **Advanced Placement European History - 3300**

This course is an intensive study of European history from 1450 to the present era. Major themes focus on the interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions, the individual and society. This course aims above all to develop and sharpen historical thinking skills that fall under the categories of analyzing and interpreting evidence, comparing and synthesizing scholarship, causation, identifying patterns of continuity and change, argumentation, and performance under time pressure. As the equivalent of a first-year college course, students will be expected to commit to handling a rigorous homework load with greater independence and initiative than in previous courses. This course is preparation for the AP exam in European history, It is open to all interested students with a proven record of success in studies of history. *Prerequisites: successful completion of World History II and US History, strong performance on the culminating paper of the previous year, signatures from current teacher and AP teacher are required to enroll in this course, as well as timely completion of summer assignments.*

### **History Honors The World of the 14<sup>th</sup> Century:**

#### **The Adventures of Ibn Battuta and Historical Fiction Writing - 3062**

*This course is interdisciplinary with English.*

This full-year course will combine traditional historical study with fiction writing. The focus will be on the time period of the 14<sup>th</sup> century and a remarkable traveller, Ibn Battuta. Ibn Battuta was a Moroccan explorer whose travels and adventures over 30 years took him from West Africa to Eastern Europe to China to India to East Africa and many places in between. Because he visited so many places, the course will be a transnational study of history and will allow students to compare and contrast multiple cultures and peoples at the same moment of history. We will read and study his journals, investigate the cultures of the places he visited, and learn about the religion of Islam. Students will be assessed through traditional quizzes, tests, and short research papers, and then there will also be regular assignments to write historical fiction. Students will be

asked to combine imagination and historical fact as a way to visualize and explain the past, and to work collaboratively in the process of writing and revising. At the end, as a final project, the class will write their own historical novel and publish their work. Thus any student who takes this class will be a published author by the end of the year! *Prerequisite: U.S. History.*

**Required Texts:**

*Travels of Ibn Battuta*, edited by Tim Mackintosh-Smith  
*The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century* by Ross E. Dunn  
Various primary sources, secondary essays, video, maps, culinary exploration.

**Existentialism - 3070**

Existential philosophy directly touches the individual by investigating the fundamentals that underlie what it means to be human. The class will consider and confront bedrock concepts such as death, freedom, isolation, meaning and love. We'll use original philosophy texts, short novels and film to explore life's important questions: How do I want to live? What does it mean to live an authentic life? How do I move beyond my current spot? What positive purpose does anxiety have? Is freedom a burden? Can my life have meaning?

Students will learn how to do philosophy by analyzing concepts individually and in groups. Learning will be evaluated by class participation, a weekly one-page reflection, and a final paper.

**Fundamentals of Psychology - 3071**

This 3-part course is designed to give students an overview of the fundamental principles of psychology, psychological research, and abnormal psychology. During the fall term, students will focus on the structure and function of the brain, human development, and learning. Students will be assessed through quizzes, tests, and a research paper. This class is designed to expose students to the study of human thought and behavior and expand their understanding of themselves and others.

**History Honors: History of Argentina during the 20th century - 3057**

As a part of our new Spanish Language program, Dublin School will offer a class in the area of humanities fully taught in Spanish. Students will not be assessed on mistakes in Spanish language and are encouraged to expand their working use of the new language through this exciting immersion experience. Argentina is not a random choice of focus for this course. It is and has been one of the most influential of South American nations. Once the 13th country in the world according to its income per capita and a destination that rivaled the U.S. for European immigrants, Argentina has not been able to achieve economic development or to consolidate a democratic political system. "History of Argentina during the 20th century" will have a social, political, and cultural focus. We will explore topics such as immigration, populism, dictatorship and corruption as well as tango, soccer and gastronomy. Students will lead scholarly works and journalistic articles, and watch documentaries and films as they solidify their mastery of the Spanish language. Prerequisite: Completion of Spanish III or permission of the instructor.

## **History Honors: Self, Sexuality, and Society – 3063**

(English 12/History Interdisciplinary Elective)

In *Written on the Body*, Jeanette Winterson writes: “Love demands expression. It will not stay still, stay silent, be good, be modest, be seen and not heard, no. It will break out in tongues of praise, the high note that smashes the glass and spills the liquid. It is no conservationist love. It is a big game hunter and you are the game. A curse on this game. How can you stick at a game when the rules keep changing?”

How can love be so confusing, so simple, so necessary—all at once? How can love be so painful yet so desirable? The best place to start looking for answers to these questions is through literature that illuminates human relationships, accessing discourses on desire, love, lust, identity, power, gender relationships, and the interlocking networks that help us define love, write the rules, try to follow them, and change them—again and again.

In *Self, Sexuality, and Society*, we will study essays, short stories, poetry, novels, and plays, engaging in analytic, creative, and narrative writing. We will also study fact-based sexuality education, as this course pursues how we look at ourselves, our society, our sexuality, and our relationships. Sexuality is a fundamental force of human life, shaping who we are, what we feel and believe, and how we relate to others. We will examine human sexuality personally and globally—from biological, psychological, cultural, and ethical perspectives, but our journey will not stop there. We will use the same lenses to look at love and relationships—using literature and philosophy in our frame. The transformation of psychological theories, societal norms, gender, relationships, sexuality, and identity provide a rich framework for consideration.

This college-level course will require attentive reading, and we will engage with voices from Junot Diaz and Jeanette Winterson to John Donne and Shakespeare—and of course, your own.

***Required Summer Reading:*** *Before You Suffocate Your Own Fool Self*, Danielle Evans

## **MATH DEPARTMENT**

### **Algebra I - 210**

Algebra I is an introductory course in which our students engage the language of algebra and functions, with emphasis on the reading, writing, and evaluating algebraic expressions. In addition, the course deals with the fundamental operations of polynomials, linear equations, linear inequalities, quadratic equations, factoring, fractional equations, radicals, and radical equations. All of our studies are supplemented by real-world problems.

### **Geometry - 220**

Geometry promotes deductive reasoning, through the study of proofs, along with a more concrete understanding of the mathematics of working with shapes in two and three dimensions.

The course begins with an introduction to the terminology and concepts of geometry, which are developed through proofs, largely in two dimensions. As the year progresses, a third dimension is introduced and the concepts of surface area and volume are fleshed out.

*Prerequisite:* Completion of Algebra I through the study of quadratics

### **Algebra II - 232**

Algebra II allows students to review and build upon their understanding of the algebraic concepts covered in Algebra I. To start the year, students solve linear equations and inequalities.

Throughout the remainder of the year, students will manipulate and graph linear, quadratic, polynomial, logarithmic, and exponential functions and equations. The basics of trigonometry will also be explored. This course will include more Algebra I review and more projects than the other Algebra II offering in order to develop students' mathematical foundation, problem-solving abilities, and understanding of the application of algebraic concepts. A Ti-84 Plus and computer or iPad are used extensively in this course.

*Prerequisite: Completion of Algebra I and Geometry*

### **Honors Algebra II/Trigonometry - 233**

This course covers all of the same concepts that are covered in Applied Algebra I but in a more in-depth fashion and at a quicker pace. The course also covers matrices, sequences, and series. The course concludes with an extensive study of trigonometry. Students in this course will develop a strong understanding for the complexities of algebraic concepts and grow their ability to problem-solve independently and collaboratively. A Ti-84 Plus and a computer or iPad are used extensively in this course.

*Prerequisite: Completion of Algebra I and Geometry and permission of instructor.*

### **Statistics - 255**

Statistics is designed to give the student a basic working understanding of the topic, appropriate for future work in such fields as economics, sociology and biology. This course is very much a practical, "hands on" course, featuring projects in related areas of physical, biological and social sciences. Topics covered include probability, various types of distributions, sampling, hypothesis testing, correlations and regressions.

*Prerequisite: Completion of Algebra II or Algebra II/Trigonometry*

### **Precalculus - 240**

Precalculus furthers the study of algebraic technique and is designed for students with substantial ambition in mathematics, science, engineering and related fields. Logarithms, exponentials, and trigonometry, introduced in Algebra II, are studied in greater depth and with particular regard to their applications. Basic familiarity with those topics is assumed in this class. These topics are developed through a cooperative approach, where students work in teacher-supported groups to solve increasingly complex problems. The course leads up to an introduction to the conceptual aspects of limits as applied to finding slopes, the central concept of differential calculus. Successful completion of this course will prepare students to advance to AP Calculus.

*Prerequisite: Completion of Honors Algebra II/Trigonometry or Advanced Algebra with Trigonometry with a minimum grade of B- or permission of instructor.*

### **Advanced Placement Calculus – 250**

Advanced Placement Calculus is designed to offer a thorough introduction to the differential and integral calculus of a single variable. The course uses a variety of methods, numerical, graphical and analytical, to explore elementary functions. This is a demanding course, offering the possibility of college credit through the College Board's AP program, and as such requires considerable commitment from our students. It is expected that students enrolling in the course will have a thorough mathematical background, such as is offered in our Precalculus course. The AP exam in the spring is an integral aspect of the course.

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

### **Advanced Topics In Mathematics– 248**

In the Advanced Topics course, students will explore ideas beyond those introduced in AP Calculus. These will include infinite series, vectors, parametric equations, and other concepts. Students will spend a portion of the year preparing for the AP Calculus BC Exam, and they will also work extensively in Exeter's Math 5 curriculum.

*Prerequisite: Successful completion of AP Calculus and permission of the instructor.*

## **SCIENCE DEPARTMENT**

Note: Completion of Introduction to STEM, Biology and Chemistry are prerequisites to AP level courses in most cases.

### **Introduction to STEM - 430**

A hands-on, intensive, student-driven, project-based class that incorporates scientific questions from the real world. You will develop a fundamental science literacy by learning to think, observe, ask, and experiment in the manner of scientists in a given discipline. In grappling with problems derived from your own experience, you engage in hands-on work that promises to make a lasting contribution to the immediate Dublin community as well as to a greater scientific field. Topics include ecology, energy, meteorology, astronomy, programming, physics, biology, and engineering. Expect to work both individually and in collaboration to complete various projects throughout the year. Assessments include presentations, research papers, lab reports, class discussion, and tests.

### **Biology - 410**

This course dives headfirst into the complexity of the living world. Areas of inquiry include ecosystems and communities, cell structure and function, cell respiration and growth, genetics, DNA and RNA, genetic engineering, and evolution. These topics themselves reveal larger scientific principles, such as how biological form affects function, the interconnectedness of life, and the cycling of materials and energy into the living world. Readings, teacher demonstrations, and multi-modal student projects are at the heart of our investigations. Throughout, you will be given opportunities to develop your scientific thinking, writing, research, and laboratory skills.

### **Chemistry - 420**

Chemistry describes the small-scale interactions of atoms and molecules that govern the living and non-living worlds that surround us. What is the structure of an atom? What does the periodic table describe? How do different types of matter interact? Through demonstrations, current periodical articles, and first-hand experimentation, you will learn to predict the outcome of certain types of reactions by finding patterns in the physical and chemical properties of various substances. More advanced concepts, such as the unique properties of acids and bases, organic chemistry, and radioactive decay, are explored later in the year, as time permits. Laboratory work is a major part of first-year Chemistry, and in keeping with the true method of scientific inquiry, you will be asked to become increasingly self-reliant in your investigations as the year goes on.  
*Prerequisite: Completion of Geometry.*

### **Orthopedic Anatomy - 473**

Orthopedic Anatomy is an elective course that will explore how the muscular and skeletal systems work together to create human movement. We will study the names and locations of all the bones, the origins, insertions, and actions of the major muscle groups of each joint, and the profiles of common musculoskeletal injuries such as ACL tears, shoulder dislocations, and muscle strains. Armed with this foundational knowledge, we will learn how to recognize and correct dysfunctional movement patterns that can lead to injury and chronic pain. This class is ideal for students interested in pursuing a future in the healthcare field or for anyone interested in better understanding how their own body functions.

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

*“B” or better in appropriate previous courses including Algebra II and by permission of the instructor. Advanced Placement courses are offered on a rotating basis in Chemistry, Physics, Biology and Environmental Science. These are demanding, college-level courses with heavy laboratory components. Students are prepared for the AP exam in May and are required to sit for the test. Success on that exam may earn college credit. AP courses are designed for those students willing to commit the time and intellectual discipline required for mastery of material at an advanced level.*

### **Advanced Placement Biology - 450**

Advanced Placement Biology is offered as a second year biology course to students who have done well in biology and chemistry and who wish to further their knowledge of biological concepts through a more intensive and in-depth study. AP Biology is designed to be equivalent to an introductory college level biology course. We will cover more material and in greater detail than a typical high school biology course. Because of the faster pace of the course, more commitment will be expected of each of the students to work on the material outside of class. This dedication will be essential both for success in the course and on the AP exam in May.

Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as process, and science, technology and society.

These eight themes are integrated throughout the curriculum. Major units include biochemistry,

cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Summer homework is required for this course. At the end of this course, students are expected to take the Advanced Placement Biology examination. *signatures from current science and math teachers and Department Head are required to enroll in this course.*

#### **Advanced Placement Environmental Science - 424**

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

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

#### **Advanced Placement Chemistry – 423**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Time Allocations: Students in an AP Chemistry course should spend at least eight hours a week in individual study outside of the classroom. Assessment includes class participation, lab reports, tests, projects. *Successful and timely completion of summer work as well as signatures from current science and math teachers and Department Head are required to enroll in this course.*

#### **Advanced Placement Physics I - 421**

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related

to science. *Successful and timely completion of summer work as well as signatures from current science and math teachers and Department Head are required to enroll in this course.*

### **Aquatic Ecology - 477**

An interdisciplinary elective series studying the biological, chemical, physical and geological relationships that make up all aquatic environments, including oceans, estuaries, lakes, ponds, wetlands, rivers, and streams. We will use the Connecticut River and its surrounding watersheds as a focal point throughout all three trimesters. This course will also help students understanding the behavior of water as it travels and interacts with the abiotic and biotic elements it encounters to shape global processes such as global warming, soil erosion, pollution, biodiversity, and natural resources protection. Field work will be a large component of this course.

## **TECHNOLOGY DEPARTMENT**

### **Programming in Python - 2777**

In this course, students will be introduced to the basic concepts of computer programming and object-oriented thinking. This course will give students with little or no prior programming experience the tools and skills that they need to solve simple problems using computer programming (specifically Python). Students completing this course will be able to read and understand the basic structure of most modern computer programming languages. *There are no prerequisites for this course.* Topics are relevant for all grade levels and parallel to Algebra I/Geometry.

### **Introduction to Engineering - 286**

In many ways, Engineering is the intersection of the arts and sciences when we apply concepts and rules to design, build, and use engines, machines, and structures. Introduction to Engineering exposes students to the Engineering design process, including research and analysis, teamwork, communication skills, engineering practices and technical documentation through activity-, project-, and problem-based learning. A capstone project then challenges students to continually practice their interpersonal skills, creative abilities, and understanding of the design and building processes.

### **Intro to HTML and CSS - 2705**

Developed by a leading online university and adapted especially for Dublin School by the international best-selling author of O'Reilly & Associates' *HTML: The Definitive Guide*, Intro to HTML and CSS guides students to learn how to read, interpret, design, and write their own web pages for the Internet's World Wide Web. There are no prerequisites for this one-term class other than a desire to produce well-structured, eye-catching web pages. Assessments include both

online and Schoology-based quizzes, a mid-term exam, homework assignments, and a capstone project.

### **Web Programming - 2706**

Not content with cobbling together a web page from basic HTML and CSS? Turn those pages into exciting interactive experiences! Students with little or no prior programming experience will be able to bring their pages to life as they explore the Document Object Model and unleash the power of JavaScript events and APIs. Learn about geolocation, web storage, objects, and more. Some prior experience with coding HTML & CSS is recommended. Students will complete homework exercises and weekly review quizzes in addition to midterm and final programming projects.

### **Advanced Placement Computer Science Principles - 2700**

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computer course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. The students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impact to their community, society, and the world (AP Course Description). This course is open to any students who have completed an Intro Programming or with permission of the instructor.

### **iDesign I - 282**

iDesign I is for the novice student willing to explore digital technologies as a means of creative expression and social responsibility. You'll learn about Arduino and the sensors and actuators that it can read and control through artificial intelligence. As a class, we'll apply that new knowledge to design and build an automated system that will be used by the Dublin School community. There are no prerequisites for iDesign I other than an eagerness to extend your creativity to make interactive/reactive things.

## **WINTER**

### **ART DEPARTMENT**

#### *Dance*

### **Dance Ensemble II- 6120**

For more experienced dancers/performers, this Ensemble has two –three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the academic

day schedule and on most weekends, and includes performances and workshops both on and off campus. In most cases, participation in Fall Dance as a sport will serve as the audition for placement in Dance Ensemble.

In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble. The second term focuses on technique and alignment, and dancers will work on solo performance skills. The winter may culminate in a trip to the National High School Dance Festival in Philadelphia in March. The focus of the third trimester is on expanding performance repertoire and learning excerpts from professional master works.

### *Theater*

#### **Theater: Behind the Scenes - 6139**

This course provides an overview of the many jobs of the technical side of theater, including stage management, costume, set and lighting design, production, and marketing. Some of our projects will be focused around Dublin's winter-term production, while others will be more theoretical, as we explore the many facets of the world "behind the show."

#### **New Play Lab II: Content - 6007**

The second term of New Play Lab focuses on playwriting, the art of adaptation, and dramaturgy. Students will work on a series of short scenes from contemporary plays as "case studies" for the spring term as they help develop the script for an original production, workshop scenes as they are written and revised, and cast the new play for production in the spring term. This course is also listed as an English elective

### *Studio Arts*

#### **Drawing II - 631**

Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. Students will learn to use some basic computer graphics programs as well.

#### **Painting and Two Dimensional Design - 6131**

Painting is the study of the fifth element: color. Color involves aspects of all the previous elements. As such, it is strongly suggested, but not required, that students take at least Drawing I prior to taking Painting. Part of this class will focus on painting. Drawing teaches us to see and to reproduce and manipulate what we see. Design explores the systems relationships in visual art. The relationship between parts and the whole, between the work and the world, between form, material and meaning. Design teaches how to "read" visual language and how to "write" our own more effectively. Design teaches us "how images mean." This course is one hundred percent project based. Art history and master works will be explored and then a related project

“problem” is assigned with specific parameters that must be addressed. Students must then “solve” these problems with one or more solutions. Projects will include use of drawing, photography, computer-based and old school graphic design techniques.

### **Three Dimensional Design II - 626**

Students are encouraged to take all three trimester electives through the year, but they may elect to take just one trimester course or another; each term is open for students. The trimesters are divided by the materials explored. The Fall Trimester focuses on composition in three dimensions and uses cardboard/paper to build sculptures and architectural models, and then moves on to carving wood blocks. Three Dimensional Design envelops students in the study and creation of artwork that is defined by the elements of form, space and volume. Emphasis is on critical thinking applied to problems with multiple solutions. Master works are viewed and analyzed, a problem and working parameters are assigned, and students then create unique solutions in the form of finished art work. Assessment is in the form of self, individual and group critique, as well as rubric-guided project grades and, potentially, a quiz and one short paper per term.

### **Digital Photography II - 684**

Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, “Developing”/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. The group critique process is introduced and used weekly.

### **Woodworking II - 6106**

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Throughout the year the course builds on its foundation; new techniques and tools will be used to teach students. Students will learn in depth about different hand tools and power tools and be quizzed on safety procedures before using the shop as a work space. Students will also do research assignments and be given homework on a weekly basis.

### *Music*

#### **Performance Lab - 6121**

This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance. Also to expand and diversify their repertoire. Students will perform for and give each other feedback on a regular basis; at the end of the term, students will perform before an audience in our Recital Hall. Students may choose to focus on classical, jazz, or contemporary repertoire. Students of all levels are welcome in this course.

*Other*

**English 12: Intermediate Poetry Writing - 6130**

(English 12/Arts Interdisciplinary Elective)

This course will ask each student to reflect on what they have learned in introductory poetry writing and take that knowledge a step further. As always, each student will be expected to read and to write in ways that test their expectations and comfort zone. In this intermediate course, we will focus heavily on the poetry of modern and contemporary American poets so as to establish a better sense of our personal poetics both in how we diverge from past writers as well as how we wish to emulate or converse with them through our own work.

Each student will write 1-2 page poem to submit for workshop multiple times with the class and will receive 100-200 word response letters from each classmate on the day of workshop. Each student will also be tasked with engaging with required texts both in and outside the classroom through discussion, reflection, and literary analysis. This will provide students with new questions and understandings about how one might approach the craft of writing poetry as well as complicating your understanding of what a poem is and can be. At the end of the trimester, each student will produce a 6-8 page analysis essay on the work of a poet of their choosing. Each student will also be expected to produce a revised portfolio of the work that student has submitted throughout the trimester and to participate in a public reading.

**Required Texts:** Donald Revell's [\*The Art of Attention: A Poet's Eye\*](#), [\*My Vocabulary Did This to Me: The Collected Poems of Jack Spicer\*](#), [\*The House That Jack Built: The Collected Lectures of Jack Spicer\*](#)

Intermediate Poetry may be taken as part of a full-year course or by the trimester.

**ENGLISH DEPARTMENT**

**English 12: Research Topics in Self, Sexuality, and Society - 1905**

(English 12/History interdisciplinary elective)

*Self, Sexuality, and Society may be taken as a full-year course or by the trimester.*

Extending on the fall literature and human sexuality offering, “Research Topics in Self, Sexuality, and Society” will further investigate the five circles of sexuality: intimacy, identity, sensuality, sexualization, and sexual and reproductive health. Students will read Cordelia Fine’s *Delusions of Gender*, bell hooks’ *All About Love*, and Cacilda Jethá and Christopher Ryan’s *Sex at Dawn*, and excerpts from Brené Brown’s *Daring Greatly*, Jackson Katz’s *The Macho Paradox*, and Peggy Orenstein’s *Girls & Sex: Navigating the Complicated New Landscape*; as a community, we will use these texts as resources and lenses through which to consider the ways that self, sexuality, and society work together to create our relationships with ourselves, each

other, and the institutions we know. More, we will investigate how our understanding of self, sexuality, and society has the power to shift the cultural landscape of human sexuality.

Students' capstones for the Winter Term will be conducted through the month of February. Using Booth, Colomb, and Williams' *The Craft of Research*, students will design their own questions and topics in the field of Human Sexuality. Topics may range from exploring media portrayals of gender norms, language around consent and assent, holistic sexuality education programs at colleges and universities, the complexities of vulnerability and shame, methods for dismantling rape culture, understanding the development of body image and creating structures to encourage healthier development, and philosophical perspectives on love and lust. Students will conduct scholarly research, incorporate critical voices from their field, synthesize arguments, and create presentations that will be shared in an open school event.

**Required Texts (students should have hard copies):** bell hooks' *All About Love* ([Amazon](#)) & Cacilda Jethá and Christopher Ryan's *Sex at Dawn* ([Amazon](#))

### **English 12: Intermediate Poetry Writing - 1904** (English 12/Arts Interdisciplinary Elective)

This course will ask each student to reflect on what they have learned in introductory poetry writing and take that knowledge a step further. As always, each student will be expected to read and to write in ways that test their expectations and comfort zone. In this intermediate course, we will focus heavily on the poetry of modern and contemporary American poets so as to establish a better sense of our personal poetics both in how we diverge from past writers as well as how we wish to emulate or converse with them through our own work.

Each student will write 1-2 page poem to submit for workshop multiple times with the class and will receive 100-200 word response letters from each classmate on the day of workshop. Each student will also be tasked with engaging with required texts both in and outside the classroom through discussion, reflection, and literary analysis. This will provide students with new questions and understandings about how one might approach the craft of writing poetry as well as complicating your understanding of what a poem is and can be. At the end of the trimester, each student will produce a 6-8 page analysis essay on the work of a poet of their choosing. Each student will also be expected to produce a revised portfolio of the work that student has submitted throughout the trimester and to participate in a public reading.

**Required Texts:** Donald Revell's [\*The Art of Attention: A Poet's Eye\*](#), [\*My Vocabulary Did This to Me: The Collected Poems of Jack Spicer\*](#), [\*The House That Jack Built: The Collected Lectures of Jack Spicer\*](#)

Intermediate Poetry may be taken as part of a full-year course or by the trimester.

### **New Play Lab II: Content**

The second term of New Play Lab focuses on playwriting, the art of adaptation, and

dramaturgy. Students will help develop the script for an original production, workshop scenes as they are written and revised, and cast the play for production in the spring term.

*This course is also listed as an English elective*

## **HISTORY DEPARTMENT**

### **History Honors: Research Topics in Self, Sexuality, and Society - 3065**

(English 12/History Interdisciplinary Elective)

*Self, Sexuality, and Society may be taken as a full-year course or by the trimester.*

Extending on the fall literature and human sexuality offering, “Research Topics in Self, Sexuality, and Society” will further investigate the five circles of sexuality: intimacy, identity, sensuality, sexualization, and sexual and reproductive health. Students will read Cordelia Fine’s *Delusions of Gender*, bell hooks’ *All About Love*, and Cacilda Jethá and Christopher Ryan’s *Sex at Dawn*, and excerpts from Brené Brown’s *Daring Greatly*, Jackson Katz’s *The Macho Paradox*, and Peggy Orenstein’s *Girls & Sex: Navigating the Complicated New Landscape*; as a community, we will use these texts as resources and lenses through which to consider the ways that self, sexuality, and society work together to create our relationships with ourselves, each other, and the institutions we know. More, we will investigate how our understanding of self, sexuality, and society has the power to shift the cultural landscape of human sexuality.

Students’ capstones for the Winter Term will be conducted through the month of February. Using Booth, Colomb, and Williams’ *The Craft of Research*, students will design their own questions and topics in the field of Human Sexuality. Topics may range from exploring media portrayals of gender norms, language around consent and assent, holistic sexuality education programs at colleges and universities, the complexities of vulnerability and shame, methods for dismantling rape culture, understanding the development of body image and creating structures to encourage healthier development, and philosophical perspectives on love and lust. Students will conduct scholarly research, incorporate critical voices from their field, synthesize arguments, and create presentations that will be shared in an open school event.

**Required Texts (students should have hard copies):** bell hooks’ *All About Love* ([Amazon](#)) & Cacilda Jethá and Christopher Ryan’s *Sex at Dawn* ([Amazon](#))

### **History Honors: Race in America - 3059**

What does it mean to be an American? What does it mean to be a person of color in the United States today? Some people claim that we are living in a post-racial era, yet one of the most dynamic movements in America right now is Black Lives Matter. This course will explore the meanings of race in America and analyze the causes and possible consequences of racist ideologies. We will look at American society through a multi-cultural lens: Asian American, Native American, African American and Latino/a. Some questions we will be addressing are:

How is race defined in the USA? Who defines it? How is it experienced? Who experiences it? What is its role in our lives as individuals, members of groups and of society at large?

We will be exploring a number of different texts of different mediums. These will include excerpts from books, magazine articles, documentaries, music, and personal narratives. Students will be expected to complete all readings, discuss the readings in class, and write reaction/reflection papers on the texts. A final research-based paper will be required for completion of this course.

**Required Texts:** *The New Jim Crow: Mass Incarceration in an Age of Colorblindness* Michelle Alexander

Amazon:

[https://smile.amazon.com/New-Jim-Crow-Incarceration-Colorblindness/dp/1595586431/ref=sr\\_1\\_1?ie=UTF8&qid=1478738118&sr=8-1&keywords=the+new+jim+crow](https://smile.amazon.com/New-Jim-Crow-Incarceration-Colorblindness/dp/1595586431/ref=sr_1_1?ie=UTF8&qid=1478738118&sr=8-1&keywords=the+new+jim+crow)

*The Fire Next Time* James Baldwin

Amazon:

[https://smile.amazon.com/Fire-Next-Time-James-Baldwin/dp/067974472X/ref=pd\\_sim\\_14\\_3?encoding=UTF8&psc=1&refRID=JT0DJXDRMJWESP9G7QG8](https://smile.amazon.com/Fire-Next-Time-James-Baldwin/dp/067974472X/ref=pd_sim_14_3?encoding=UTF8&psc=1&refRID=JT0DJXDRMJWESP9G7QG8)

*We Were Eight Years in Power: An American Tragedy* by Ta-Nehisi Coates (ISBN-10: 0399590560, ISBN-13: 978-0399590566)

<https://www.amazon.com/We-Were-Eight-Years-Power/dp/0399590560>

### **Psychological Research**

The focus of the winter trimester will be on understanding and analyzing research through the lens of psychology. Students will study research terminology, research methods, ethics, and critically analyze published studies. Students will choose a topic and conduct their own research study on the Dublin School campus by distributing surveys, analyzing the results, and writing an experimental report. This class is designed to teach critical thinking skills that can be applied to reading and conducting research in any field.

**History Honors: Ancient Greece - TBD**

**Philosophy II - TBD**

## **SCIENCE DEPARTMENT**

### **Systemic Anatomy - 482**

This course will examine the functional human anatomy of the cardiovascular, respiratory, nervous, and digestive systems. We will explore the fundamentals of each system and discuss how these systems interact with one another. Emphasis will be on applying this knowledge to clinical, real-life situations and experiences. Labs will predominantly feature hands-on

applications of the material, including live organ dissections. Assessments will include weekly quizzes, a cumulative final exam, and a research paper and presentation on a relevant disease, injury, or illness of your choosing. This course is ideal for anyone looking to pursue a future in the healthcare field or to anyone interested in better understanding how their own body functions.

### **Introduction to Astronomy - 458**

(Science/History interdisciplinary elective)

To study Astronomy is to grapple with the concept of scale, from the infinitesimally small (hydrogen atoms fusing in a young star) to the unimaginably large (~26 trillion miles to our closest stellar neighbor). In this course, we'll work our way outward, beginning with our Solar system, moving on to our Milky Way galaxy, and eventually farther still, to other galaxies and deep space. Students will learn about the history of Astronomy and even have chances to discuss and potentially recreate some important developments in humankind's understanding of the cosmos. The final weeks of class will provide an opportunity to delve into the more abstract topics of space and time, as well as the shape and evolution of the universe itself. The course will include periodic night classes allowing students to gain familiarity with the school's telescope and related software in the Perkin Observatory, with additional opportunities for astrophotography. Class time will involve a mixture of discussion, lecture, labs & activities, and projects, and at least one field trip to a local astronomy landmark. This course will be piloting a new scheduling format and therefore will only enrollment will not exceed five students.

## **TECHNOLOGY DEPARTMENT**

### **Computer Aided Design**

Computer Aided Design (CAD) software is used by professionals in both Engineering and in the Arts to create three-dimensional models of components for manufacturing and rendering. In this course, beginning students will focus on the design process, from concept modeling to simulation testing. Students will use SOLIDWORKS, an industry-standard software suite adopted by the school. SOLIDWORKS provides much of the tutorial material that we will use to explore the software's many features, but the course will include creative project-based assignments as well.

**\*\*\* OTHER COURSES TBD**

**SPRING 2019**

## **ART DEPARTMENT**

## *Dance*

### **Dance Ensemble III - 6108**

This course meets outside of the academic day schedule and on most weekends, and includes performances and workshops both on and off campus. The focus of the third trimester is on expanding performance repertoire and learning excerpts from professional master works.

### **From Flappers to Rappers: Social Dance in America - 6099**

This course explores social dance in America throughout the decades of the twentieth century to today. We investigate the cultural, political and social factors that influence the way people moved, attitudes toward the body, especially the female body, and the role of dance in social settings over time. Our learning will include reading, writing, viewing, and participating in dancing. Since our subject of study is kinesthetic, some of our modes of interacting with it will be through moving our bodies. Every student, regardless of his or her background or relative talent in dance, is expected to participate fully in discussion and movement experiences.

## *Theater*

### **New Play Lab III: Production - 6008**

The third term of New Play Lab focuses on putting the play on stage (or on film). Students will participate in acting, directing and designing for this new production, which will be performed on Mayfair weekend. We will explore the use of multi-media design (music, film, projection etc.) as part of our production process.

*This course is also listed as an English elective*

## *Studio Arts*

### **Drawing III - 6301**

Drawing Three explores the incorporation of expressive mark making in representational drawing. Emphasis remains on proportion, with a culminating self-portrait from life, and figure drawing exercises. Landscapes will be explored in the spring with a focus on atmospheric perspective techniques and internal structures in drawing and painting.

### **Three Dimensional Design III - 628**

The Spring Trimester focuses on composition in three dimensions and explores additive and subtractive sculptural methods. Materials include soapstone, wood carving, clay, and casting techniques.

Three Dimensional Design envelopes students in the study and creation of art work that is defined by the elements of form, space and volume. Emphasis is on critical thinking applied to problems with multiple solutions. Master works are viewed and analyzed, a problem and working parameters are assigned, and students then create unique solutions. Assessment is in the form of self, individual and group critique, as well as rubric-guided project grades and, potentially, a quiz and one short paper per term.

### **Digital Photo III - 6017**

Photo III introduces no new technical skills, but focuses on developing more complex strategies for using established skills for artistic or non-verbal communication purposes. Students will

continue to raise the sophistication and subtlety of analysis and argument in the critique process. Students will be able to develop and execute complex themes across multiple artworks and use appropriate strategies for achieving clear conceptual goals. In addition, traditional photography will be explored, especially alternative processes such as the digital pinhole. Student work is assessed by project with a rubric based on effort, craft, composition and the student's demonstration of mastery of that week's special focus topic. Students also receive one-on-one feedback and group critique feedback.

### **Painting/Two Dimensional Design II - 6135**

Two Dimensional Design II continues to use a problem-based format to explore composition and the elements and principles of design. Spring term will explore use of images and text, including in poster design, package design and typeface design.

### **Woodworking III - 6111**

The Spring term will focus on using the wood lathe and deepening students' skills on the other tools through more complex design projects.

Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different woods. Throughout the year the course builds on its foundation; new techniques and tools will be used to teach students. Students will learn in depth about different hand tools and power tools and be quizzed on safety procedures before using the shop as a work space. Students will also do research assignments and be given homework on a weekly basis.

### *Music Electives*

#### **Music Performance Lab - 6121**

This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance. Also to expand and diversify their repertoire. Students will perform for and give each other feedback on a regular basis; at the end of the term, students will perform before an audience in our Recital Hall and at the end of term Coffeehouse. Students may choose to focus on classical, jazz, or contemporary repertoire. Students of all levels are welcome in this course.

#### **Music Production - 6140**

*Other*

## **ENGLISH DEPARTMENT**

### **English 12: Advanced Topics in Self, Sexuality, and Society - 1909**

Building Community - (English 12/History Interdisciplinary Elective)

This third strand of Self, Sexuality, and Society invites students to apply understandings, questions, and lenses we have encountered in previous terms to their futures away from Dublin. We will achieve this goal in two ways: first, we will study topics of Human Sexuality on college campuses and how to navigate new landscapes in healthy ways; second, we will synthesize what we have studied in the course and create a community-based project that educates, informs, and empowers other realms of our community here at Dublin. Before creating their community project, students will study Cindy Pierce's *Sex, College, and Social Media* and short excerpts from Brene Brown's *I Thought It Was Just Me (But It Isn't)*, Heather Corinna's *S.E.X: the all-you-need-to-know sexuality guide*, Peggy Orenstein's *Girls and Sex*, Jon Krakauer's *Missoula*, and sections of Hyde and Delamater's *Understanding Human Sexuality*. We will use these texts to advance our understandings of intimacy, identity, sensuality, sexualization, and sexual and reproductive health; simultaneously, we will examine how our interactions and awareness of these aspects of human sexuality impact not just the self but community and society. One of the greatest goals of the course is to educate and empower each other so that, together, we can understand, contribute to, inform, and potentially transform our society.

This spring, students will spend the latter half of the term designing, writing, and illustrating a series of children's books about human sexuality—with topics ranging from self image to identity to communities of consent—and writing and designing age-appropriate, community-centered educational literature about sexuality for Dublin's campus.

### **English 12: Advanced Poetry Writing - 1916**

This course will task students with taking the knowledge and experience they have gained in the last two courses and bring them out into the literary moment in which they are living. As always, students will be expected to read and to write in ways that test their expectations and comfort zone. In this advanced course, students will focus heavily on contemporary American poetry and on the process of writing, selecting, editing, and creating a manuscript.

In addition to the response letters written for classmates, each student will be expected to read and give a 5-10 minute presentation on a chapbook of their choice (I will provide options or students may purchase their own). Each students will then write, edit, curate, arrange and produce a chapbook manuscript (15-20 pages of poems).

**Required Texts:** [\*The Art of Recklessness\* by Dean Young](#)

Provided by Mr. Scalfano: *The Man With The Blue Guitar* by Wallace Stevens, *Because You Can Have This Idea About Being Afraid of Something* by Emily Pettit

### **English 12: New Play Lab III: Production - 1919**

The third term of New Play Lab focuses on putting the play on stage (or on film). Students will participate in acting, directing and designing for this new production, which will be performed on Mayfair weekend. We will explore the use of multi-media design (music,

film, projection etc.) as part of our production process.  
*This course is also listed as an English elective*

## **HISTORY DEPARTMENT**

### **History Honors : World War I and World War II - 3067**

This elective will explore the 1914-1945 historical period. Some historians such as Eric Hobsbawm have called that period “*the 30 year war*” as there is consensus around the ideas that World War I and the peace settlement of 1919 are the main cause for the 1930’s economic depression and that in turn the 1930’s economic depression was the main cause for World War II. The course will explore in depth both of the conflicts and will also study some important economic, social and political developments that allow us to understand why and how the conflagrations happened.

### **3069 - English 12: Advanced Topics in Self, Sexuality, and Society**

Building Community - (English 12/History Interdisciplinary Elective)

This third strand of Self, Sexuality, and Society invites students to apply understandings, questions, and lenses we have encountered in previous terms to their futures away from Dublin. We will achieve this goal in two ways: first, we will study topics of Human Sexuality on college campuses and how to navigate new landscapes in healthy ways; second, we will synthesize what we have studied in the course and create a community-based project that educates, informs, and empowers other realms of our community here at Dublin. Before creating their community project, students will study Cindy Pierce’s *Sex, College, and Social Media* and Brene Brown’s *I Thought It Was Just Me (But It Isn’t)*; additionally, they will examine short excerpts from Peggy Orenstein’s *Girls and Sex*, Jon Krakauer’s *Missoula*, and sections of Hyde and Delamater’s *Understanding Human Sexuality*. We will use these texts to advance our understandings of intimacy, identity, sensuality, sexualization, and sexual and reproductive health; simultaneously, we will examine how our interactions and awareness of these aspects of human sexuality impact not just the self but community and society. One of the greatest goals of the course is to educate and empower each other so that, together, we can understand, contribute to, inform, and potentially transform our society.

This spring, students will spend the latter half of the term designing, writing, and illustrating a series of children’s books about human sexuality—with topics ranging from self image to identity to communities of consent—and they will also design two short workshops on topics of human sexuality that will be age-appropriate, educational, and empowering for rising high school freshmen.

### **Abnormal Psychology - 3073**

The third strand of this course focuses on personality, psychological disorders, stigma, treatments, and psychological health. Students will learn the difference between normal and abnormal behavior and demonstrate an understanding of mental illness and its implications.

Assessment methods will include quizzes, tests, and a research paper. This class is ideal for students who are interested in human thought and behavior.

### **Philosophy III - TBD**

## **SCIENCE DEPARTMENT**

### **Nutrition and Exercise Science - 483**

This course will help students develop an understanding of the physiological benefits of exercise as well as provide an integrated overview of human nutrition. We will look at the acute responses and chronic adaptations of the human body to exercise and to diet and how the two interact. Students will learn the underlying physiological mechanisms that enable exercise and proper nutrition to be effective interventions for promoting health and combating disease. Labs will involve learning and practicing the skills necessary to assess personal fitness and nutrition, including heart rate and blood pressure assessments. If you are looking to better your understanding of your own body, seeking to apply previously acquired anatomical knowledge to real-life situations and experiences, or preparing for a future in the healthcare field (or all of the above!), then this course is for you!

## **TECHNOLOGY DEPARTMENT**

### **2705 - Intro to HTML and CSS**

Developed by a leading online university and adapted especially for Dublin School by the international best-selling author of O'Reilly & Associates' *HTML: The Definitive Guide*, Intro to HTML and CSS guides students to learn how to read, interpret, design, and write their own web pages for the Internet's World Wide Web. There are no prerequisites for this one-term class other than a desire to produce eye-catching web pages in which content actually has value.

Assessments include both online and Schoology-based quizzes, a mid-term exam, homework assignments, and a capstone project.

### **2706 - Web Programming**

Not content with cobbling together a web page from basic HTML and CSS? Turn those pages into exciting interactive experiences! Students with little or no prior programming experience will be able to bring their pages to life as they explore the Document Object Model and unleash the power of JavaScript events and APIs. Learn about geolocation, web storage, objects, and more. Some prior experience with coding HTML & CSS is recommended. Students will complete homework exercises and weekly review quizzes in addition to midterm and final programming projects.

### **2707 - Basic Electronics and Circuitry Design**

Basic Electronics and Circuitry Design is a one-term technology class in which students discover the fundamentals of our modern electronics technologies while learning, hands-on, how to design and construct their own electronic circuit boards. There are no prerequisites for the class other than a curiosity about how electronics work and a desire to create your own. Assessments include Schoology-based quizzes, a mid-term exam, homework assignments, and a capstone project.

### **2708 - Computer Aided Design I & II**

Computer Aided Design (CAD) software is used by professionals in both Engineering and in the Arts to create three-dimensional models of components for manufacturing and rendering. In this course, beginning students will focus on the design process, from concept modeling to simulation testing. Students will use SOLIDWORKS, an industry-standard software suite adopted by the school. SOLIDWORKS provides much of the tutorial material that we will use to explore the software's many features, but the course will include creative project-based assignments as well. Continuing students will explore more advanced uses of assemblies, simulation, rendering and animation.

**9018 - Girls' Tennis**

**9019 - Boys' Tennis**

**9020 - Boys' LAX**

**9021- Girls' LAX**

**9022- Ultimate Frisbee**

**9023 - Crew**

**9025 - Equestrian**

**9026 - Boys' Crew**

**9028 - Fitness**

**9029- Music Portfolio**

**9031 - Athletics**

**9032 - Art Portfolio**

**Yoga**