LONG-TERM TRANSFER GOALS

Dublin School Mission
At Dublin School, we strive to awaken a curiosity for knowledge and a passion for learning. We instill the values of discipline and meaningful work that are necessary for the good of self and community. We respect the individual learning style and the potential each student brings to our School. With our guidance, Dublin students become people who seek truth and act with courage.

- Communicate creatively & effectively.
- Be curious & passionate learners.
- Be self-aware & self-reflective.
- Be effective & empowered students.
- Appreciate different perspectives.
- Respond to adversity with resilience.
## DUBLIN SCHOOL GRADUATION REQUIREMENTS
(One credit equals a full year course)

<table>
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<tr>
<th>Subject</th>
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<td>English</td>
<td>English is required for all years of high school.</td>
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| Mathematics | Three years of high school math including Algebra II are required.  
*New students’ levels are determined by a summer placement test. |
| Science   | Three years of high school science. Biology and Chemistry are required and are prerequisites for higher level courses.                     |
| History   | Three years of History are required, including (World I, World History II, & US).                                                           |
| Español   | Two years of high school level Spanish or ESL are required.  
*New students’ levels are determined by a summer placement test and may be adjusted in the fall. |
| Technology | A year of Technology, including 1 semester of Technology and Design, taken in the 9th grade. The other course must be taken before the end of the junior year. |
| Arts      | Two years of arts (visual, music, dance or theater courses) are required.                                                                    |
| Electives | A total of 20 credits are required for graduation; electives contribute to those requirements.                                                |

Prior Credit *Algebra I and/or a year of world language taken in 8th grade will be recognized and given credit if the student has earned a satisfactory grade. Dublin School may require a student to repeat a course in which they have not mastered the material as demonstrated on a placement test regardless of grade.

*Notes: Course offerings are subject to change. Courses which do not have sufficient student sign-ups may not run.
ARTS DEPARTMENT

Dance & Performance Arts

Dance Ensemble
**Prerequisite:** by audition through participation in Fall dance or by approval of instructor.
For more experienced dancers or performers, the Ensemble has three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the daily academic schedule and on weekends, and includes performances and workshops both on and off campus. In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble, allowing dancers the opportunity to explore dance as a vehicle for self-expression and communication. In most cases, participation in Dance as a fall sport will serve as the audition for placement in Dance Ensemble. As the year progresses, we focus on technique and alignment, and dancers will work on solo performance and choreographic skills, gaining stronger proprioceptive awareness. Students are empowered to self-correct and take technical and creative risks.

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

Spring Semester

Advanced Scene Study/Student Play Production
This course gives students a focused look at the craft of acting, offering instruction in technique, voice, body, and memorization. Students will gain an awareness of theater history, script analysis and the process of character and relationship development through hands-on work with scenes from plays by contemporary playwrights. Our work will culminate with a performance of a small-cast play or a series of scenes for which the students in the course will be responsible for directing and designing with the guidance of their teacher.
**Dance Ensemble**
*Prerequisite: by audition through participation in Fall dance or by approval of instructor.*

For more experienced dancers or performers, the Ensemble has three intermediate/advanced technique classes and repertory rehearsals per week. This course meets outside of the daily academic schedule and on weekends, and includes performances and workshops both on and off campus. In the first term, the focus is on building group performance skills and understanding the role of a soloist or featured group within a larger ensemble, allowing dancers the opportunity to explore dance as a vehicle for self-expression and communication. In most cases, participation in Dance as a fall sport will serve as the audition for placement in Dance Ensemble. As the year progresses, we focus on technique and alignment, and dancers will work on solo performance and choreographic skills, gaining stronger proprioceptive awareness. Students are empowered to self-correct and take technical and creative risks.

**Music**

**Fall Semester**

**Discovering Music: The Music of Latin America**
Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students’ curiosity about the music they hear around them. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this art form, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout Latin America (Spanish, Portuguese, and French-speaking countries in the Americas). Through in-class discussions and journaling, students will have the opportunity to hear other students’ perspectives on the music, as well as develop their own.

**Music Performance Lab**
This course is designed to develop students’ skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance or within the discipline of music production. It also aims to expand and diversify their repertoire. While practicing their craft, students will create weekly personal practice objectives, self-reflect on their work, and build resilience to overcome musical and technical hurdles. Students will grow in their ability to express and interpret musical works, resulting in performing for and providing each other with 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 Production Lab**
This course will develop skills necessary for the creation of digital music and recording techniques, specifically around recording, mixing, and mastering music. Focus will be on how to produce both electronic and live music, and becoming familiar with how to use the Dublin School recording studio for live recording of various instruments and experimenting with a number of techniques for electronic composition. Students will participate in critique sessions as part of the creative process and build a portfolio of compositions by the end of the term that will showcase their growth. Students interested in taking this course are asked to come to the class with laptops with a DAW (Digital Audio Workstation) software installed (examples would be Logic, Cubase, GarageBand, Pro Tools, etc.). Students should expect to have completed musical projects by the end of the term.

Music Theory through Songwriting I

Prerequisite: Another music class at Dublin School or demonstrated proficiency with elements of music theory. By permission of the instructor. This 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). As a way to help fuel their own creative expression and reflect on their compositional style, students will consult masterworks by artists across many genres to grow an appreciation for different musical perspectives.

Choir

Choir is an advanced choral ensemble, designed for devoted singers curious and passionate about the art of choral music. This ensemble, which meets Tuesday/Thursday evenings and Saturday mornings in the Louise Shonk Kelly Recital Hall, will focus on traditional choral repertoire (classical, jazz, and contemporary) in various world languages. Through the art and practice of ensemble singing, students in Choir will gain an awareness of oneself in relation to the group sound, develop habits for improving intonation, group breathing, and expand techniques for artistically expressing and interpreting musical works as a group. Through practicing and exploring the harmonic complexities found in the repertoire studied, students in Choir will grow as musicians and greatly develop their musicianship. Although there is no prerequisite for this course, it is suggested that students interested in participating in Choir have at least one year’s experience in Dubliners Chorus interested, and must either audition or have the instructor's permission. (1 credit/semester; 2 credits/year)

Dubliners Chorus

Full year course

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). (Full year participation = .5 credit, or 1 semester)
Spring Semester

Music Performance Lab
This course is designed to develop students' skill set (technique, expression, performance) on a specific instrument such as piano, guitar or vocal performance or within the discipline of music production. It also aims to expand and diversify their repertoire. While practicing their craft, students will create weekly personal practice objectives, self-reflect on their work, and build resilience to overcome musical and technical hurdles. Students will grow in their ability to express and interpret musical works, resulting in performing for and providing each other with 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.

Discovering Music: African American Music
Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students’ curiosity about the music they hear around them. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this artform, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout African American history. Through in-class discussions and journaling, students will have the opportunity to hear other students’ perspectives on the music, as well as develop their own.

Music Production Lab
This course will develop skills necessary for the creation of digital music and recording techniques, specifically around recording, mixing, and mastering music. Focus will be on how to produce both electronic and live music, and becoming familiar with how to use the Dublin School recording studio for live recording of various instruments and experimenting with a number of techniques for electronic composition. Students will participate in critique sessions as part of the creative process and build a portfolio of compositions by the end of the term that will showcase their growth. Students interested in taking this course are asked to come to the class with laptops with a DAW (Digital Audio Workstation) software installed (examples would be Logic, Cubase, GarageBand, Pro Tools, etc.). Students should expect to have completed musical projects by the end of the term.

Music Theory through Songwriting II
Prerequisite: Another music class at Dublin School or demonstrated proficiency with elements of music theory. By permission of the instructor: This 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). As a way to help
fuel their own creative expression and reflect on their compositional style, students will consult masterworks by artists across many genres to grow an appreciation for different musical perspectives.

**Studio Arts:**

Fall Semester

**Drawing**
Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. Students will learn to use some basic computer graphics programs as well.

**Digital Photo**
Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, “developing”/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expression. The group critique process is introduced and used weekly. This gives students many opportunities to learn how to discuss their non-verbal creative ideas in language.

**3D Design: Wood, Paper, Glue**
The Fall semester focuses on composition in three dimensions and uses paper, balsa wood, wicker, paper and glue to build Chinese kites, model bridges, Japanese lamps, sculptures and architectural models. Three Dimensional Design envelops students in the study and creation of artwork that is defined by the elements of form, space and volume. Emphasis is on critical thinking applied to problems with multiple solutions. Master works of design in Fashion design, Automotive Design, Architectural Design, and Industrial Design are viewed and analyzed, a problem and working parameters are assigned, and students then create unique solutions in the form of finished artwork. Assessment is in the form of self, individual and group critique, as well as rubric-guided project grades and, potentially, a quiz and one short paper and presentation per term.

**Portfolio and Advanced Art**
Advanced Art and Portfolio are the same class but Portfolio is two hours daily during the afternoon activities block and Advanced Art is a 45 minute block during the academic day. Both are a unique class in that each student designs their own curriculum with the common goal of creating a body of work to be shown to prospective colleges. Elements of art history, criticism and esthetics are explored as a group and through independent work. Grading is weighted so that a longer or more complex assignment will count for a greater percentage of the final grade than a single session artwork. A college portfolio requires between fifteen and twenty images. On average a portfolio student creates between six and eight studio pieces in a trimester. The pay-off, or test, of the class, and of the individual student, will be whether or not they get into the college of their choice, and whether or not they have reached the level of facility and maturity they had hoped to achieve. Combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

Spring Semester

**Drawing**
Learning to draw is essentially learning to see more clearly and learning how to interpret what is seen. This is an intensive studio course for the beginning art student. The elements and principles of art as well as proportion and basic perspective are studied. One week of drawing exercises is followed by a week spent on a student-developed project that utilizes skills learned the previous week. A master-work is drawn from a diverse selection of cultures to demonstrate the creative use of a particular element of art and then students are challenged to solve a creative problem that utilizes that same element. These projects develop composition skills and critical thinking, and offer opportunities for self-expressions. Students will learn to use some basic computer graphics programs as well.

**Digital Photography II**
Photo I introduces students to the fundamentals of photography, including basic theory, connections between traditional and digital photography, camera controls, camera/Photoshop interface, “Developing”/editing in Photoshop and strategies for maximizing print quality with the Iris ink jet printer. Parallel with this is a curriculum based on the elements and principles of design. The group critique process is introduced and used weekly. Photo III introduces no new technical skills, but focuses on developing more complex strategies for using established skills for artistic or non-verbal communication purposes. Students will continue to raise the sophistication and subtlety of analysis and argument in the critique process. Students will be able to develop and execute complex themes across multiple artworks and use appropriate strategies for achieving clear conceptual goals. In addition, traditional photography will be explored, especially alternative processes such as the digital pinhole. Student work is assessed by project with a rubric based on effort, craft, composition and the student’s demonstration of mastery of that week’s special focus topic. Students also receive one-on-one feedback and group critique feedback.

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

3D Design: Ceramics
Students will work in slab, pinch coil, wheel throwing and additive/reductive clay sculpture in the round. The process of imbuing material with meaning through moving from the abstract to the concrete and back again is the major conceptual task of this course. The element of space is primary but explorations of texture and color are also of vital importance. Projects include a portrait mug, functional work, and vessels for the protection of dreams and the imprisonment of nightmares.

Portfolio and Advanced Art
Advanced Art and Portfolio are the same class but Portfolio is two hours daily during the afternoon activities block and Advanced Art is a 45 minute block during the academic day. Both are a unique class in that each student designs their own curriculum with the common goal of creating a body of work to be shown to prospective colleges. Elements of art history, criticism and esthetics are explored as a group and through independent work. Grading is weighted so that a longer or more complex assignment will count for a greater percentage of the final grade than a single session artwork. A college portfolio requires between fifteen and twenty images. On average a portfolio student creates between six and eight studio pieces in a trimester. The pay-off, or test, of the class, and of the individual student, will be whether or not they get into the college of their choice, and whether or not they have reached the level of facility and maturity they had hoped to achieve. combines opportunities for appreciation of other cultures, strategies for expression and communication, chances to work through adversity and opportunities to make discoveries of the self.

Woodworking
Fall Semester

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

**Woodworking: Advanced Design Concepts**
*Prerequisite, one year of woodworking or permission of instructor*
Students in this course will expand their knowledge of sketching, drafting by hand, model-making and design, including developing their concepts and creating working drawings as steps toward building unique projects in wood. In this class, students will solidify their ability to manage a furniture-making project from concept to completion, applying technical and design skills they have learned in previous courses and honing their craftsmanship through the use of the various tools in the shop.

**Into the Woods- A Sustainable Structure Project**
In this course, students will build a structure in a natural setting using a blueprint of sustainable architecture. Students will learn construction techniques such as framework, door and window installation, as well as detailing, and how to build safely. Students will appreciate different perspectives as they focus on function and accessibility. Sustainable choices for renewable energy technologies will be taught and incorporated to accommodate a low carbon footprint.

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### Spring Semester

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

**Woodworking II**
*Prerequisite: Woodworking I*
Forest to Finish gives students the opportunity to create artistic and functional pieces from local resources. Students will learn about different species of wood and their use in furniture making and sculpture. Each member of the class will learn to design their work and then create their pieces using hand tools and power tools. The class will be given objective goals and the students will then be given creative right to design and make their functional pieces using different
woods. Building on skills learned in Woodworking I, students utilize tools and techniques to communicate their creative ideas with more detail and nuance. The second term of this course will focus on Shaker Style Furniture, and the history and progression within this specific style of furniture making. Students will design and build tables from local raw materials and study master works from pioneers like Thomas Moser.

**Woodworking: Advanced Design Concepts**

*Prerequisite, one year of woodworking or permission of instructor*

Students in this course will expand their knowledge of sketching, drafting by hand, model-making and design, including developing their concepts and creating working drawings as steps toward building unique projects in wood. In this class, students will solidify their ability to manage a furniture-making project from concept to completion, applying technical and design skills they have learned in previous courses and honing their craftsmanship through the use of the various tools in the shop.

**Into the Woods- A Sustainable Structure Project**

In this course, students will build a structure in a natural setting using a blueprint of sustainable architecture. Students will learn construction techniques such as framework, door and window installation, as well as detailing, and how to build safely. Students will appreciate different perspectives as they focus on function and accessibility. Sustainable choices for renewable energy technologies will be taught and incorporated to accommodate a low carbon footprint.

**ENGLISH DEPARTMENT**

**ESL I**

English as a Second Language is a rigorous class that aims to develop students’ English proficiency levels in all four domains of language (reading, writing, speaking, and listening). It is also meant to support students in their other general education classes through development of critical thinking skills, academic vocabulary, and writing skills. Each lesson is designed to teach students content and oral/written language skills. Throughout the year, students will be engaged in research, conversation, and presentations. This course offers students opportunities to be curious about the world around them, to ask questions, and to fully invest themselves in the process of language acquisition.

**ESL II**

English as a Second Language is a rigorous class that aims to develop students’ English proficiency levels in all four domains of language (reading, writing, speaking, and listening). It is also meant to support students in their other general education classes through development of critical thinking skills, academic vocabulary, and writing skills. Each lesson is designed to teach students content and oral/written language skills. Throughout the year, students will be engaged in research, conversation, and presentations. This course offers opportunities to be curious about
the world around them, to ask questions, and to fully invest themselves in the process of language acquisition.

English 9: Adolescence (Re)imagined
High school is a pivotal time, containing the messy, personal, and (yes, sometimes) euphoric stage of life known simply as “adolescence.” Given the extremity of this developmental period, it’s no surprise that writers, artists, cultural theorists, and psychologists all continue to return to the teenage experience in their work. The English 9 reading list will prompt students to examine this significant stage of life by examining a range of characters across time, literary genres and mediums. Discussions and readings will also prompt students to reflect on their own experiences and the formation of their values during these critical years. Inquiry is at the heart of the work of English 9. Students will respond to readings in writing and speech, sharpen their analytical and creative writing techniques with in-class and long-term assignments, master basic vocabulary and grammar skills through classwork and quizzes, and develop their listening skills. This course emphasizes trusting one’s own reactions to a given work of literature, while lending new literary vocabulary to sharpen the precision of those observations. With a focus on the foundational skills of English scholarship—writing, thinking, and listening—this course asks students to be curious, to ask questions, and to dive beneath the surface. The course will culminate in the creation of a final capstone project in which students will generate an open-ended question on a topic concerning the adolescent experience and conduct research that offers them the opportunity to answer and present their findings.

English 10
This course develops deeper reading, writing, and critical-thinking skills through encounters with authors from various countries, cultural traditions, and literary genres. Students will gain intellectual agency and flexibility in considering the ways texts spring from, react to, and seek to bring understanding, meaning, or closure to disruptive and traumatic personal and historical events. How does literature add texture to or erase the realities we live? What does it mean to discover humanity in literary texts? Who has the power to write, amplify, or mute these stories? What are the political and artistic roles of writers in society? Why do voices that are different from our own matter, and how are we made better by engaging with them? By considering, deepening, and complicating these questions through weekly reading and writing activities, student-led discussions, and essays honed through multiple drafts, sophomores in English will gain confidence as they grow in their own arts and practices of reading, writing, and developing personal expression.

English 11
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 conflicts. Students generate their own questions about American identity and literature from the United States. What does the storyteller have to do with the way we perceive the story? Who decides what is right or
just? Throughout their investigation of canonical and contemporary texts, students examine some of the fundamental myths, assumptions, and popular perceptions that influence American ideals. 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 the literary history of the United States.

Required Summer Reading Texts: The Poems of Emily Dickinson: Reading Edition

AP English Language and Composition
Prerequisites include the successful completion of English 10 and World History II, as well as summer reading and writing assignments. Other considerations for admission to the class are previous English and history grades, teacher recommendation, and approval by the course instructor and Academic Dean. Because this is a college-level course, students should expect a rewarding and highly rigorous academic experience.

This course asks students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. In essence, AP English Language and Composition asks students to become engaged citizens. By reading, synthesizing, and evaluating a wide range of texts, students will develop an awareness of audience and purpose. Using models of literary expression as their guides, students will write creatively and persuasively in analytical, reflective, personal narrative, and argumentative forms—all while keeping post-writing reflection journals and gaining individual, evolving insights into the most meaningful components of their writing processes. Through reading and analyzing nonfiction speeches, essays, memoirs, and works of journalism, students will investigate questions around power and privilege, justice, identity in context and community, and systems of oppression. Texts have included Katherine Boo’s *Behind the Beautiful Forevers*, Claudia Rankine’s *Citizen*, James Baldwin’s *The Fire Next Time*, Ta-Nehisi Coates’ *Between the World and Me*, James McBride’s *The Color of Water*, Rebecca Solnit’s *The Mother of All Questions*, and excerpts from Joan Didion’s *The White Album*. The AP Exam in the spring is an integral part of the course.

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

AP English Literature is a dynamic, fast-paced course for students ready to immerse themselves in a rigorous reading and writing curriculum. Students are introduced to critical theory and learn to dissect texts with the varied lenses of Psychoanalytic, Marxist, Feminist, African American
Criticisms as well as Critical Race and Queer Theories. These lenses offer opportunities to appreciate diverse, complex perspectives, which students will apply as they cultivate their own lines of inquiry and gain literacy in social justice, racial equity, and gender studies. Texts such as Shakespeare’s *Hamlet*, Toni Morrison’s *Song of Solomon*, James Baldwin’s *Blues for Mister Charlie*, Virginia Woolf’s *Mrs. Dalloway*, and Michael Cunningham’s *The Hours* guide students in the development of their own craft as they become creative, empowered communicators. Students can expect to write multiple analytical papers and experiment in creative nonfiction and short fiction by the year’s completion—all while keeping post-writing reflection journals and gaining individual, evolving insights into the most meaningful components of their writing processes. The AP Exam in the spring is an integral part of the course.

**Fall Term Electives**

English 12 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 semester. Note, some of these may not run, so please indicate a second option.

**English 12: The Adventures of Ibn Battuta and Historical Fiction Writing (full year course)**
(This course is interdisciplinary with History.)
This course will combine traditional historical study with fiction writing. The focus will be on the time period of the 14th century and a remarkable 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. This course gives students practice in appreciating different perspectives, creative and effective communication, and developing curiosity and passion for learning. 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!

**English 12: Environmental Literature**

Does a landscape have a soul? Can we broaden what it means to be human by considering the ecology of non-human habitats? What does it mean to be a natural historian in the 21st century? Does striving to see with an ecocentric vision make us better stewards of the environment? In Environmental Literature, we will explore what it means to be human in relation to the natural world. Through engaging with texts from the 19th century to today—including Thoreau,
Whitman, Dickinson, Leopold, Dillard, and Solnit—students will consider ways in which humans have related to and constructed ideas of nature and how nature shapes our sense of meaning. With the goal of developing a creative and courageous spirit of inquiry, class activities will include keeping reading and observation journals, engaging in various discussion modes, encountering local landscapes, and writing in varied creative and academic genres. Students will be challenged to deepen their appreciation for the strengths and weaknesses of humanity by considering new intellectual and literary perspectives, by honing their writing practices, by writing in new modes, and by animating the spirit of what Annie Dillard says: “I wake expectant, hoping to see a new thing.”

English 12: Modern and Contemporary Irish Literature
Ranging from the Irish Civil War in 1921 to the present, this course will follow not only the trajectory of the many dazzling literary offerings from the Emerald Isle, but also how the Irish writers and artists who have emerged in the 20th and 21st centuries have been shaped and molded by a rich, vibrant, and often violent history. Through the study of modern and contemporary Irish poetry, fiction, essays, and other texts, students will develop curiosity to learn about and explore Ireland’s literary culture and history as well as its contributions to the art world today. Students will be expected to write a series of short, analytical essays and a larger research essay as the culminating final project.

English 12: Existential Philosophy (Fall Term)
Existential philosophy directly touches the individual by investigating the fundamentals that underlie what it means to be human, regardless of circumstances. The class will consider and confront bedrock concepts such as death, freedom, isolation, meaning, transcendence, suffering, and love. We'll use original philosophy texts, articles, short novels, movies, and music to explore life's important questions: How do I want to live? What does it mean for humans to be relational? How do I move beyond my current spot? What positive purpose does anxiety have? Can I live an authentic life? Is freedom a burden? How do I find meaning in my life? How can I gain deeper insight into my life circumstances through an existential lens. Students will learn how to do philosophy by analyzing concepts in small groups and individually.

The course expands the traditional scope of existential philosophy by including the voices of contemporary authors of color. A partial reading list includes bell hooks, James Baldwin, Ludwig Wittgenstein, Soren Kierkegaard, Viktor Frankl, and Zadie Smith.
Learning will be evaluated by class participation, a weekly two-page response paper, and a final paper.

English 12: Collage and Décollage (Fall): Reading Film
(English 12/Arts Interdisciplinary Elective)

In this series of elective offerings, students will explore how stories and images translate across genres, navigate the transition from modernist to postmodernist narrative, and analyze through specific critical lenses how works of cinema, literature, and performance convey meaning to an audience. Students will have nightly reading or viewing assignments, formal essays, and creative projects as major assessments. In the fall term, we will build skills for analyzing narrative
structure and consider the various avenues of storytelling that different media explore or make possible. Students will learn to recognize the rhetoric of visual language and how cinematic techniques contribute to meaning-making.

Spring Term Electives

**English 12: Contemporary American Poetry**
In this hybrid literature and creative writing course, students will be tasked with exploring and engaging with the American poetic tradition through the lens of contemporary American poetry by Black American poets. Students will gain confidence around exploring and considering unfamiliar and sometimes unsettling questions, ideas, genres, and texts as well as being introduced to the rich, living history of black poetry in the United States.

Each student will write a 1-2 page poem to submit for workshop multiple times with the class. Students will also be expected to write a series of short, analytical essays as well as a culminating final anthology of Black American poetry and write their own individual introductions to these. Finally, students will be expected to produce a revised portfolio of the work they have submitted throughout the trimester. In addition to exploring literature as readers, this course will ask students to begin thinking about and engaging with writing as a form of artistic expression. Students will be expected to read and write in ways that test their expectations and their comfort zone. As this is an introductory creative writing 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.

Through learning to encounter, write, and revise poetry, students will feel well-poised to enter critical conversations by expanding their sense of language and becoming equipped to enter conversations in multiple forms—literary, analytical, argumentative, and experimental. Some questions we will consider: What does poetry reveal about the Black American experience in the United States? 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?

**English 12: Collage and Décollage (Spring): A Feminist Lens**
Students will explore how stories and images translate across genres, navigate the transition from modernist to postmodernist narrative, and analyze through specific critical lenses how works of cinema, literature, and performance convey meaning to an audience. Students will have nightly reading or viewing assignments, formal essays, and creative projects as major assessments.

The focus of the spring trimester will be fiction, plays, films, and performances by and about women. We will explore the portrayal of women across several genres and analyze how works of art challenge, subvert, or uphold gender role norms of the time period they represent. Some works we will consider include Ibsen’s *A Doll’s House*, Lorraine Hansberry’s *A Raisin in the Sun*, excerpts from Eve Ensler’s *The Vagina Monologues*, and works by other contemporary
writers and filmmakers, including Sally Potter, Jan Campion, Ava DuVernay and Chloe Zhao. We will also consider works made by the Women in Film organization’s project “Flip the Script" as inspiration for our own creative projects.

**English 12: Introduction to Fiction Writing**
In this course, students will learn fundamental practices and strategies for writing fiction. Through focus on craft and technique, students will immerse themselves in learning to read, observe, think, and write like fiction writers. They will learn from classic and contemporary masters of short fiction what elements of character, scene, tone, imagery, structure, voice, and dramatic tension combine in successful fiction. In addition, students will do regular writing and revision exercises, partake in regular workshops of peer work, and meet for regular teacher conferences. Required text: The O. Henry Prize Stories 2019 (100th anniversary edition)

**ESPAÑOL DEPARTMENT**

Placement in Spanish 1, 2, and 3 will be determined by a student’s proficiency level in Spanish. All three classes will be run as Spanish immersion experiences in order to more closely imitate how a person learns their native language. The goals of the method are to build community, to take risks and make mistakes, to infer and use circumlocution, to speak Spanish, and to have fun. Grammar is incorporated in daily conversation and activities in order to increase the students' confidence and proficiency in the language. Students play games, chat, repeat, repeat, and repeat. Students learn to be creative in their use of the language to communicate. Although the focus is on spoken Spanish, students also do reading and writing activities. Grades are largely based on participation and homework, which consists of practicing with online activities, and regular quizzes. In our cultural activities, we seek to inspire curiosity, and to understand and appreciate different perspectives. We do not use a textbook series, but we do follow the units, vocabulary, and grammar for each level as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). Specific information for each level follows.

**Español 1**
This class covers present tense usage of regular and irregular verbs with a focus on the most common verbs: ser, estar, hacer, tener, and gustar. There are units on family, home, city, country, geography of Spanish-speaking countries, and likes and dislikes. We read two to three beginning readers, which supply additional vocabulary, grammar, and cultural information. In addition we practice with native-speaker listening exercises in order to train the ear to understand Spanish as it is normally spoken.

**Español 2**
This class reviews the present verb tense and adds in additional verb tenses in the indicative mood. The ACTFL units on geography, leisure time, family and home, school and transportation, meeting personal needs, and the world of work provide structure. Many of these units build on what was learned in Spanish 1, but with an increased exposure to advanced grammar and vocabulary. Graded readers are used to improve reading proficiency; and native-speaker listening exercises are used to improve listening proficiency.
Español 3
This class reviews the indicative mood verb tenses and adds the imperative and subjunctive moods. The units parallel and build on those of Spanish 1 and 2 with increased exposure to authentic Spanish through film, video, news, and literature. This class focuses on total immersion. Students are asked to present and respond to different prompts related to daily life in order to acquire fluency and also to be comfortable with improvising with the language.

Espanol 4: Conversation
These term-contained courses stress oral communication in Spanish. Their primary objective is to prepare students to adequately communicate orally within several practical areas of interest. Throughout each course, colloquial usage of Spanish and grammar review are stressed to enrich students’ basic command of the Spanish language. These courses are recommended for students who wish to continue the study of Spanish beyond the third year, but not at the AP level. Enthusiastic class participation is essential in all three courses, as the class focuses on student interaction.

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

Advanced Placement Spanish Literature
El curso de Español V: “AP Spanish Literature and Culture” está diseñado para iniciar a los estudiantes en el estudio formal de un grupo representativo de la literatura escrita en el idioma en español de España, los países hispanohablantes de Latinoamérica y las comunidades hispanas en los Estados Este curso les ofrece a los estudiantes múltiples y variadas oportunidades de desarrollar aún más su español en las diferentes habilidades lingüísticas, pero haciendo énfasis en la lectura crítica y la escritura analítica. Igualmente anima a los estudiantes a reflexionar de manera consciente sobre las diferentes voces y culturas representadas en la literatura hispánica. La clase es dictada totalmente en español, e incluye autores tanto españoles como hispanoamericanos, al igual que piezas que van desde tiempos medievales hasta nuestros días. También incluye muestras de poesía, narrativa (novela, cuento, ensayo) y teatro. Las obras literarias son presentadas de manera cronológica con el propósito de integrar diferentes momentos históricos importantes y su influencia en la formación de cada pieza literaria y los movimientos artísticos y literarios Cada una de las lecciones está planeada para ayudar al
estudiante a desarrollar la habilidad de analizar e interpretar figuras retóricas, tono, estilo, tema, simbología, entre muchos otros elementos del análisis literario. Todos los textos serán estudiados en sus versiones originales, por lo cual todas las lecturas se harán en clase.

HISTORY DEPARTMENT

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

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Electives for Sophomores

Advanced Placement European History - 10th grade section
We are offering AP European History for sophomores for the first time. This course will be limited to students with a demonstrated track record of excellence and commitment to studies in history. Completion of summer work by the stated deadline is also a requirement for this course. This year-long course is an intensive study of European history from 1450 to the present era, balancing inquiry into political, social, intellectual, artistic, economic and technological developments in European societies. Above all this course aims to develop and sharpen historical thinking skills including analyzing and interpreting evidence, comparing and synthesizing scholarship, causation, identifying patterns of continuity and change, argumentation, and performance under time pressure. Inspiring deepening curiosity and a passion for history, seeking out and appreciating different perspectives, communicating effectively and creatively are dispositions we practice to empower students in their work. This course pays particular attention to women as scholars and as historical actors and works to include a diversity of voices and experiences in primary and secondary sources. This course will be designed to be accessible for 10th-grade students and students will be expected to handle a rigorous workload with 6-10 hours of homework per week. Since it constitutes preparation for the AP exam in European history, all students are required to take the exam. Assessments will include exam practice, tests, and
analytic writing. Other assignments may include reflection papers, news analysis, family history, and research

**World History II Electives for Sophomores:**

Sophomores may choose electives for each term to meet their history requirement. Sophomores must take a history elective every term. Please rank your top three choices for each term. Not all electives will run.

**World History II: Europe from the Middle Ages to the French Revolution**

This course will examine major themes from medieval to 18th-century European history. We will study the Mediterranean during the Middle Ages and the Renaissance and the rise of capitalism, and follow political and economic changes in Europe to their culminating point in the French Revolution. We will approach these topics from different perspectives: geographic, social, economic, and cultural. Seeing how societies functioned in the past, we will try to identify changes and constant themes. Visual arts will be a focus of the course. By analyzing and comparing images and artifacts, students will gain a good understanding of Europe's cultural evolution over time. Special emphasis will be placed on appreciating different perspectives, communicating creatively and effectively, primary source and image analysis, and the development of essay writing skills. Students will explore the different social groups of the epoch and the role of women in these societies.

**World History II: Discovering Music: The Music of Latin America**

Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students’ curiosity about the music they hear around them, as well as an understanding of its historical development. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this artform, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout Latin America (Spanish, Portuguese, and French-speaking countries in the Americas). We will also explore key historical developments that impacted the music. Through in-class discussions and journaling, students will have the opportunity to hear other students’ perspectives on the music, as well as develop their own, and students will write essays and conduct a research project as well.

**World History II: Facing the 21st Century - A Research Seminar**

This course empowers students to study the history of a topic in current society that inspires them and use the tools of historical inquiry to understand and address it. In “21 Problems for the 21st Century” by Yuval Noah Harari, we are asked to examine the question: what is happening in the world today and what is the deep meaning of these events? Using his text as a guide, this class will allow students to examine a current issue they are passionate or curious about, including the Black Lives Matter movement, the global pandemic, the #metoo movement, abolition of police, immigration, the role of technology in our culture, or climate change. Following Harari's call to "emphasize the connection between the great revolutions of our era
and the internal lives of individuals," students will evaluate, curate, track, use and cite resources they find from a multitude of sources from a variety of diverse perspectives, including women, minorities and international views, while developing an academic thesis paper to reflect their knowledge. They will study the history of their issue to develop suggestions for next steps in addressing the underlying concern raised by the events of the last year. In addition to writing a paper, students will choose from a variety of options to share their learning with their peers at the end of the term.

**World History II: Introduction to Psychology**
This course is designed to introduce students to the science behind human thought and behavior. Students will be given an overview of the fundamental principles of psychology and psychological research. Students will be assessed through quizzes and research papers. This class is designed to expose students to the study of psychology and expand their understanding of themselves and others. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively.

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**Spring Term Electives for Sophomores**

**World History II: Technology and Ethics in History**
As the modern world devops, technology and Artificial Intelligence hold an ever growing space in our culture and economy. Parallel to these changes are questions of the ethical choices in the development and use of platforms and tools. We must develop technology not just because we can, but with consideration towards all consequences, unintended ones included. This class will explore the 9 points of bias in algorithms, explore ways to identify unintended consequences of new technology, and review the tenets of technology ethics recommended by “The Ethics Center” for technology companies and developers. The students will also explore how we can learn about our current circumstances by investigating the ethical issues that were explored as a response to the industrial revolution 100 years ago. Students will synthesize their new knowledge through and develop a point of view regarding the role of ethical decision making in technology to take into their future careers and personal lives.

**World History II: Introduction to Psychology**
This course is designed to introduce students to the science behind human thought and behavior. Students will be given an overview of the fundamental principles of psychology and psychological research. Students will be assessed through quizzes and research papers. This class is designed to expose students to the study of psychology and expand their understanding of themselves and others. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively.

**World History II: Discovering Music: African American Music**
Discovering Music (A Guide to Active Listening) is a course designed to introduce lifelong appreciation for this art form and develop students’ curiosity about the music they hear around them. We will study the materials of music, including foundational elements, media, styles, and song structure as an aid to understanding and enjoying music. In order to provide us with the tools and language to better appreciate this artform, topics covered will include basic musical terminology, instrumentation, and cultural impact from music from various traditions throughout African American history. Through in-class discussions and journaling, students will have the opportunity to hear other students’ perspectives on the music, as well as develop their own.

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

Advanced Placement United States History
Performance on the culminating paper of the previous year and signatures from current teacher and AP teacher are required to enroll in this course, as well as timely completion of a major summer assignment. An intensive survey of American history from colonial times to the 21st century, AP US History at Dublin School is designed to serve as the equivalent to an introductory-level college course. We will take a chronological and thematic approach, weighing evidence and interpretations in historical scholarship to deal critically with the problems and materials of United States history. A particular focus will be placed on developing effective analytical skills; students will hone their abilities to present ideas and evidence clearly and persuasively in writing and discussion. Students enrolled in this class should demonstrate strong reading and writing skills, along with a willingness to devote considerable time to homework and study. Throughout the year, students will learn to interpret maps, charts, political cartoons and primary documents. They will engage in scholarly discussion and debate, compare multiple perspectives, and learn to appreciate a variety of historical interpretations. They will learn to write document-based essays and formal papers and take traditional tests and quizzes. Along with sitting for the Advanced Placement US History Exam in early May, students are expected to complete a major research paper with scholarly citations. AP US History is open to highly committed and capable juniors and seniors with permission from the instructor and the prior history teacher.
Advanced Placement Psychology
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will work toward major departmental transfer goals, including appreciating diverse perspectives, creating curiosity and passion, and communicating clearly and effectively. In order to prepare for the AP exam, students will complete critical analyses, in-class essays, research papers, and practice tests. Students should expect approximately 10 hours of homework per week. *Seniors only or students who have completed their history requirements. No psychology course prerequisite.

Advanced Placement European History - 12th grade section
This section of AP European history is for seniors, and will pursue deeper and more comprehensive studies than the sophomore section, with a higher expectation for reading, analysis, and writing.

This course is an intensive study of European history from 1450 to the present era, balancing inquiry into political, social, intellectual, artistic, economic and technological developments in European societies. Above all, however, this course aims to develop and sharpen historical thinking skills including analyzing and interpreting evidence, comparing and synthesizing scholarship, causation, identifying patterns of continuity and change, argumentation, and performance under time pressure. Inspiring deepening curiosity and a passion for history, seeking out and appreciating different perspectives, communicating effectively and creatively are dispositions we practice to empower students in their work. This course pays particular attention to women as scholars and as historical actors, and works to include a diversity of voices and experiences in primary and secondary sources. In the coming year, we will work with anti-racist principles to see how white power was consolidated through the horrors of enslavement, human trafficking, and colonialism. As the equivalent of a first-year college course, students will be expected to commit to handling a rigorous homework load with independence and initiative, to read, discuss, question and write effectively. As preparation for the AP exam in European history, all students are expected to take the exam. Assessments will include tests, exam practice exercises and analytic writing. Other assignments may include research projects, reflection papers, news analysis, and family history.

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

Open to students who have completed U.S. History. This will be a full year course. (This course is interdisciplinary with English.)

This course will combine traditional historical study with fiction writing. The focus will be on the time period of the 14th century and a remarkable 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. This course gives students practice in appreciating different perspectives, creative and effective communication, and developing curiosity and passion for learning. At the end, as a final project, the class will write their own historical novel and publish their work. Thus any student who takes this class will be a published author by the end of the year!

Advanced Seminar: Genocide Studies (Fall Semester)

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

Advanced Seminar: Human Rights (Spring Semester)

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

**INTERDISCIPLINARY COURSES**

**SENIOR PROJECT**
This is a year-long course.

*What have you been wishing you could study? What would you explore if there were no constraints? Are there current events or social justice issues you would like to better understand and develop an action plan to address? Is there a career or a project you have always been curious about but never able to pursue?*

As a culminating course in Dublin's curriculum, Senior Project is designed to empower students to learn through an intrinsic process and to practice using all of the Long-Term Transfer Goals built through their previous years of study at Dublin. This course provides the opportunity for seniors to pursue a passion or field of study in a year-long course combining research with analysis and creative expression. The course will commence with a seminar to develop project proposals and train students in advanced research techniques, including experiential research techniques, that will diversify their sources of new knowledge. Next, students explore how to apply or synthesize their learning in a project-based format. Each project will be individual in its design, but all projects will include a major paper, collaboration with an on- and/or off-campus mentor, and interdisciplinary work. The expectation is that seniors will be motivated, 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, to build resilience in the face of obstacles, and to self-reflect and better understand their own work habits and learning styles. Students are expected to work independently and strive toward college-level research, writing and communication skills. Students may also choose to do a practicum or off-campus internship in connection with their project, as well as apply for funding in order to support their learning endeavor. At the end of the fall term, students will present their work to a panel of adults and students to gain insights and perspectives on what they have accomplished and to reflect on their process and project goals. Ultimately students will share their journey to greater independence and expertise in a public display or performance of learning on Mayfair weekend in the spring semester.

**MATHEMATICS DEPARTMENT**

The Mathematics Department strives to support curious and passionate learners apply a mathematical lens to the world around them. Students will develop a problem solving mindset, where they will follow through on challenges and respond to adversity with
resilience. While they work collaboratively, we will encourage them to articulate their problem solving approach, clearly and effectively. Regularly, students will see the same problem solved using multiple strategies and will learn to appreciate different approaches and perspectives. Students will be empowered to not just learn from mathematicians but to BE the mathematicians.

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

**Geometry**  
Geometry promotes deductive reasoning, through the study of proofs, along with a more concrete understanding of the mathematics of working with shapes in two and three dimensions. The course begins with an introduction to the terminology and concepts of geometry, which are developed through proofs, largely in two dimensions. As the year progresses, a third dimension is introduced and the concepts of surface area and volume are fleshed out. Prerequisite: Completion of Algebra I

**Algebra II**  
Algebra II allows students to review and build upon their understanding of the algebraic concepts covered in Algebra I in order to continue to develop a problem solving mindset. To start the year, students solve linear equations and inequalities. Throughout the remainder of the year, students will manipulate and graph linear, quadratic, polynomial, logarithmic, and exponential functions and equations. If time permits, the basics of trigonometry will also be explored. This course will include Algebra I review and problem-based projects in order to develop students’ curiosity towards mathematical foundation, problem-solving abilities, and understanding of the application of algebraic concepts. Prerequisite: Completion of Algebra I and Geometry.

**Algebra II/Trigonometry**  
This course covers all of the same concepts that are covered in Algebra II but in a more in-depth fashion and at a quicker pace. The course also covers matrices, sequences and series, and concludes with an extensive study of trigonometry. Students will strive to be curious and passionate learners while growing their ability to problem-solve independently and collaboratively. As they develop a stronger understanding for the complexities of algebraic concepts, they will be encouraged to communicate their approach creatively and effectively. Students will be challenged to see themselves as young mathematicians and to view the world around them through a mathematical lens. A Ti-84 Plus and a computer or IPad are used extensively in this course. B. Prerequisite: Completion of Algebra I and Geometry and permission of instructor.

**College Algebra**  
This College Algebra course is a post-Algebra II course that gives students an in-depth
knowledge of concepts necessary for Precalculus, such as advanced trigonometry, logarithmic functions, polynomials, and matrices. It will also cover additional topics, including data modelling, geometric series, and conic sections. Additionally, College Algebra develops essential deductive reasoning skills and gives students the background to succeed in AP science courses.

Statistics
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

Advanced Placement Statistics
What are you curious about? What data trends are you interested in analyzing? Students will use class activities to gather data, model it, and analyze it within a framework of formal statistical analysis. These budding statisticians will strive to communicate their results creatively and effectively. They will learn to interpret the findings of published research, using concepts that are employed by statistically literate people everywhere. As they build a conceptual understanding, they will appreciate how statistics can be interpreted differently from different perspectives. The AP Statistics course is equivalent to a one-semester, college course which introduces students to the major concepts and tools for data collection. There are four major themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Successful completion of Algebra II/Trigonometry or College Algebra and permission of the Department Chair is required for this course.

Precalculus
Precalculus furthers the study of algebraic technique and is designed for students with substantial ambition in mathematics, science, engineering and related fields. Logarithms, exponentials, and trigonometry, introduced in Algebra II, are studied in greater depth and with particular regard to their applications. Basic familiarity with those topics is assumed in this class. These topics are developed through a cooperative approach, where students work in teacher-supported groups to solve increasingly complex problems and in doing so are supported in developing a problem-solving mindset. The course leads up to an introduction to the conceptual aspects of limits as applied to finding slopes, the central concept of differential calculus. The course is structured to emphasize that they, the students, are the mathematicians. Successful completion of this course will prepare students to advance to AP Calculus. 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
Advanced Placement Calculus is designed to offer a thorough introduction to the differential and integral calculus of a single variable. The course uses a variety of methods, numerical, graphical
and analytical, to explore elementary functions. This is a demanding course, offering the possibility of college credit through the College Board’s AP program, and as such requires considerable commitment from our students. These students are encouraged to develop a problem-solving mindset. It is expected that students enrolling in the course will have a thorough mathematical background, such as is offered in our Precalculus course. This course seeks to equally empower all students. The AP exam in the spring is an integral aspect of the course. **Prerequisite: Successful completion of Precalculus and permission of the instructor.**

**Advanced Topics In Mathematics**

In the Advanced Topics course, students will explore ideas beyond those introduced in AP Calculus. These will include infinite series, vectors, parametric equations, and other concepts. Students will work to respond to adversity with resilience, as each student's problem solving prowess will surely be tested. They will have to work together, while appreciating the many different perspectives they each bring towards problem solving. Students will spend a portion of the year preparing for the AP Calculus BC Exam, and they will also work extensively in Exeter’s Math 5 curriculum. **Prerequisite: Successful completion of AP Calculus and permission of the instructor.**

**SCIENCE DEPARTMENT**

**Biology**

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

**Physics**

Physics is the study of how literally everything in our universe works at its most fundamental level. This year-long course will focus on the aspects of physics that we interact with most in our day-to-day lives using a conceptual approach with many hands-on activities and labs. Emphasis will be placed on the development and application of critical thinking skills, abstract reasoning skills, and applying concepts learned in class to solve novel problems. Major units will include mechanics, gravitation, thermodynamics, sound and light waves, electromagnetism, and some particle physics and nuclear physics. **Prerequisite: Biology**

**Chemistry**

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 and Biology.

Advanced Studies in Science: Biochemistry
Biochemistry unites the living world of biology with the nonliving world of chemistry. Building upon content and skills learned in Biology and Chemistry, this full-year course will study the molecular composition of living cells, the organization of biological molecules within the cell, and the structure and function of these biological molecules, giving students a deeper look into the cell functioning underlying basic physiological processes. We will also review basic principles of organic chemistry in order to better understand the structure of these biological molecules. Using examples from humans and other organisms, we will investigate the role of proteins, carbohydrates, lipids, and nucleic acids in biological structures and processes, ending with a study of recombinant DNA technology, as time permits. We will review current biochemical research through analysis of journal articles, and weekly labs will help to reinforce content. This course is perfect for those that enjoyed Biology and Chemistry, and/or those that are interested in pursuing the health sciences in college.

Prerequisites: Biology and Chemistry

Advanced Studies in Science: Climate Change (for Seniors)
Climate change is among the most pressing and important issues of our time, and it is also one of the least understood. This is a full-year course designed to help students better understand the causes of climate change, the problems that result from climate change and the possible solutions to this problem. This course is open to seniors with an interest in science and specifically the anthropogenic causes of climate change and their measurable effects on New Hampshire ecology. A focus of the course will be to learn about and practice field techniques in field biology. Students will participate in a variety of projects from studies of ecology and change in Dublin, New Hampshire as well as participating in a variety of collaborative community science projects with the greater Monadnock region. Our classroom will be our local ecosystem. Students will learn to identify and measure the trees, plants, and wildlife on the Dublin school campus and beyond. Students will monitor weather patterns, temperature of bodies of water in the area, and bud-burst in the spring, as we begin to build a data set of climate indicators for our campus. The fall and spring will have most of the outdoor work and in the winter, we will focus on analysis of our data and uploading our information where applicable to the wider scientific community. We will spend our class time outside when possible, and we would meet in a modified schedule, rather than meeting in class for short periods of time, we would use larger blocks of time to complete our work, including Saturday mornings. We will conclude with a capstone project including independent research and experimental design. Prerequisites for the course: successful completion of Biology and Chemistry, completion of the summer assignment, and an interest in spending time outside. Students will need waterproof boots and a rain jacket.
for this course. This course is open to seniors who intend to continue their study of science beyond graduation.

**AP Science Course Prerequisites:**

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

**Advanced Placement Biology**

Advanced Placement Biology is offered as a second year biology course to students who have done well in biology and chemistry and who wish to further their knowledge of biological concepts through a more intensive and in-depth study. AP Biology is designed to be equivalent to an introductory college level biology course. We will cover more material and in greater detail than a typical high school biology course. Because of the faster pace of the course, more commitment will be expected of each of the students to work on the material outside of class. This dedication will be essential both for success in the course and on the AP exam in May. Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as process, and science, technology and society. These eight themes are integrated throughout the curriculum. Major units include biochemistry, cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Summer homework is required for this course. At the end of this course, students are expected to take the Advanced Placement Biology examination.

**Advanced Placement Physics**

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.

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**Fall Semester Electives**

**Observational Astronomy**
This one-semester elective will focus on our solar system and nearby stellar neighbors and will include learning how to use the Perkin Observatory's primary astrograph and portable telescopes. Using a project-based approach, we will retrace some of humanity's footsteps in the understanding of astronomy from taking simple measurements that will allow us to calculate the distance, size, and orbits of other planets to analyzing the chemical composition of stars just by collecting their light. Several times throughout the semester, this class will meet after dark at the observatory instead of during its regular class block. Classroom time will include taking a tour of our solar system, learning about just how very small we really are, and some of the many ways gravity shapes our universe and everything in it from tidal forces to curved spacetime.

**Prerequisite: Geometry**

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

**Sports Medicine 1**
This term we will focus on the profession of sports medicine, the legal aspects of sports medicine, terminology of the basic anatomy of physiology as related to sports medicine, and basic treatments of typical injuries/illnesses in sports medicine.

Students will be able to:

1. Be able to understand what liability, duty to act, negligence, tort, assumption of risk, Good Samaritan laws, HIPAA, FERPA, SOAP, injury tracking, etc.
2. Be able to understand the most common terms in anatomy and learn many of the major bones and muscles and have an introduction to many of the other body systems.
3. Understand the basics of first aid and CPR

Students will be challenged with labs and independent work as well as group collaboration in order to understand and interpret data using the scientific method. This will allow students the opportunity to identify and solve problems with accuracy, using scientific techniques, logic, and knowledge. There are no prerequisites for this course and you do not need to take the class in succession but it would be good if you have had Biology or knowledge of body systems and cell functioning and response. There will be some research during the term and a final given at each term.

**Spring Term Electives**
**Sports Medicine 2**
This term is designed to add to Sports Medicine 1 but students do not need to have taken that course in order to take this one. This term students will investigate upper body injuries and how to assess and treat them. The focus will be on musculoskeletal injuries commonly seen in sports medicine. There will be an overview of anatomy and terminology as well as the physiology of injury as the base of the class and then move to assessment, treatment, and rehabilitation of common injuries.

Students will be able to:
1. Explain the body’s physiological response to injury
2. Recognize and assess injuries through the use of history and special testing
3. Treat these injuries with appropriate methods and refer as needed
4. Rehabilitate these common injuries based on protocols set by the sports medicine professionals

There are no prerequisites for this course and you do not need to take the class in succession but you should have had Biology or knowledge of body systems and cell functioning and response. There will be some research during the term and a final exam given at each term.

**Astrophysics and Cosmology**
Astrophysics is the study of physics in space and cosmology is the study of the entire universe. Therefore, this one-semester elective will be a challenging but conceptual and non-mathematical introduction to some of the biggest and most mind-blowing concepts in science. We will begin with Einstein's theory of General Relativity in order to wrap our minds around gravity and curved spacetime. The evolution and life cycles of stars, solar systems and even galaxies will teach us about our origins as well as some particle physics. To understand how exploding stars create neutron stars and black holes, we will need to visit some quantum mechanics. Those black holes will give us an opportunity to grapple with time-dilation using Special Relativity. Our tour of the frontiers of human knowledge will take us from the Big Bang to Dark Matter and Dark Energy all the way to possible fates of our universe. This course will rely heavily on class discussions of abstract ideas and will involve grappling with the philosophical implications of class material.

**Astrophotography and Scientific Imaging**
This ongoing one-semester elective will be a project-based deep dive into taking images of celestial objects using the Perkin Observatory and processing them into stunning astrophotos. Students will learn to use the observatory's robotic telescope and imaging system to create automated sequences that will collect exposures of their chosen target(s) overnight using different light filters. Much of the course will then be spent learning how to process and combine these exposures into single color images which will then be refined with photo-editing techniques. Along the way we will cover how digital camera sensors and telescope optics work to collect light and technical aspects of both terrestrial and astronomical photography. Once the basics are established, students will pursue independent projects according to their interest and will receive tailored instruction to support their project goals. These projects can either be additional astrophotos or scientific projects and even research. The skills taught in this class are critical to students interested in further scientific work in the observatory.
Technology and Design
Technology and Design is a required one-trimester course designed to give ninth grade students the basic skills and knowledge needed to achieve success in technology courses offered at Dublin School and beyond. Another primary goal of the course is to provide a framework in which students can design, innovate, and create ideas of their own and to develop confidence in using the tools to make those ideas into a physical reality. Topics that will be covered in this class include Engineering and Design, an Introduction to the Makerspace, Programming, Electronics, Problem Solving and Making. Students may sign up for this course in Fall or Spring terms.

Fall Semester Electives

FabLab Projects
It’s never been easier to turn your ideas into real-world solutions, and the Makerspace is the place where it can happen! Whether your projects are academic, artistic, or innovative, learning to use 3D printing, laser cutting, and CNC engraving will speed you along the path to success. Both individual and group projects will be undertaken depending on class size and composition, with input from the larger Dublin community. No prior experience necessary.

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

Solar Energy & its Applications
Are you curious and/or passionate about solar energy? Want to build a solar car? How about a solar powered device charger? This course will introduce students to the most renewable source of energy, the sun! Students will be tasked with designing and constructing their own miniature solar devices. Students will develop material knowledge and engineering methodology practices during this course. Through application, students will gain first hand experience of the pros and cons of solar energy due to our current photovoltaic cell constraints. This hands on course will empower students with the opportunity to test their devices and share feedback regarding the effectiveness of their design process. There are no prerequisites to this course; however knowledge of programming, wiring patterns or how to use a soldering iron may give you a head start. Given the hands on learning aspect of this course, I look to celebrate alternative styles of education and knowledge.

Engineering and Automation
This one-semester elective will be a project-based introduction to the world of electrical and mechanical engineering. Students will learn about circuits, analog and digital electronics, simple machines, and programmable microcontrollers. After becoming familiar with components and basic coding, students will work individually or in groups to design, build, test, and refine an object, machine, or device that performs useful tasks. Assessments during the course will consist of problem-solving challenges, diagnostic exercises where students will have to repair a malfunctioning device, and project tasks and presentations. No previous experience with code or electronics is necessary for this course.

Spring Semester Electives

**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.

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

**Solar Energy & its Applications**
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