### GENERAL INFORMATION

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### COURSES, GUIDELINES, REQUIREMENTS

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The Dalton High School Course Catalog is available online at [www.dalton.org](http://www.dalton.org)

*Program or Schedule Changes: The catalog information represents the projected plans we have made for the coming school year. Changes in staff may necessitate changes in teacher assignments and, on occasion, course offerings. Because of the elective system, a specific course may have to be cancelled for under-enrollment or closed for over-subscription. In these circumstances, all efforts will be made to provide students with alternative selections.*
Dear High School Student,

The Dalton Plan comes alive within our course catalog. I encourage your close review and urge you to reflect upon the educational opportunities outlined within.

In addition to logistics relevant to Dalton’s graduation requirements and best practices in academic program planning, please refer to your parents, house advisors and department chairs for guidance as you chart a course through the high school.

Labs, central to the student experience at Dalton, provide the space to enrich your understanding of required material while awakening your desire to expand your learning beyond each course syllabus. Use them wisely, purposefully, and strive to grow beyond our expectations.

Please be in touch with me with questions or suggestions to enhance your Dalton academic experience. We must innovate together and grow alongside one another.

Warmly,

Celeste Morgan Herrera
Director of the High School
MISSION STATEMENT

The Dalton School is committed to providing an education of excellence that meets each student’s interests, abilities and needs within a common curricular framework and reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. Dalton challenges each student to develop intellectual independence, creativity and curiosity and a sense of responsibility toward others both within the School and in the community at large. Guided by the Dalton Plan, the School prepares students to “go forth unafraid.”

EDUCATIONAL PHILOSOPHY

The Dalton High School is an academically rigorous, progressive educational environment. It offers a vibrant, dynamic, and caring atmosphere in which to learn. Committed to the creation of a community whose members embrace independence and interdependence, Dalton endeavors to cultivate students who value the acquisition of knowledge, the beauty of the disciplines, and the responsibility to employ the liberal arts education in service not only to the self but also to the greater society.

Within the framework of the Dalton Plan (House, Assignment, and Lab) the program is designed to offer our students mastery of a wide body of knowledge, the acquisition of which issues from an emphasis on inquiry, experimentation, research and analysis. Additionally, students learn to take responsibility for their educations, to make well-informed choices, to employ their free time constructively, and to develop an appreciation for the myriad experiences that inform the diverse perspectives that each member of the community brings.

Giving emphasis to mutual respect and cooperation between students and adults, the Dalton High School strives to provide a purposeful, productive, and joyful environment for learning.
GRADUATION REQUIREMENTS

To graduate from Dalton, a student must receive a minimum of 19 academic credits and fulfill the requirements in Arts (Dance, Music, Theater and Visual Arts), Health, Physical Education and Community Service listed below. All students should be computer literate.

Specific departmental requirements are:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Timeframe</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 credits</td>
</tr>
<tr>
<td>History</td>
<td>3 years</td>
<td>3 credits</td>
</tr>
<tr>
<td>Languages</td>
<td>3 years</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
<td>3 credits</td>
</tr>
<tr>
<td>Other academic electives</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>4 years</strong></td>
<td><strong>19 credits</strong></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td>2 credits</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>2 semesters</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 years</td>
<td>Varies</td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
<td>40 hours</td>
</tr>
</tbody>
</table>

English, History, Languages, Math and Science are considered core courses. Of these, freshmen, sophomores, and juniors usually take five per semester and seniors are strongly recommended to take five; any departure must be approved by the Director of the High School. Seniors must also consult with their college counselor.

We are concerned with the depth of your study as well as with its breadth. As a result, you may take no more than five core courses, two Arts courses, or two "accelerated" courses (courses indicated with an ‘A’) without permission from your House Advisor. It is recommended that an Arts course be taken during the Ninth Grade year.

Refer to departmental guidelines for more specific information. In extraordinary circumstances, a graduation requirement may be waived. Approval must be granted by the department involved, the Department Chairs, and the High School Director.

Footnotes:

1 Examples include, but are not limited to: any core class other than English taken in the students’ senior year, Creative Writing, Computer Science, etc.
2 Includes courses taken in Dance, Music, Theater and/or Visual Arts.
3 One semester of Health in 10th grade and one semester of Health in 12th grade.
4 The updated community service requirement is a minimum of 5 hours per year and a maximum of 15 hours in a year. 40 hours by graduation. Please note that hours may not be completed all in one year.
SAMPLE PROGRAMS

**Freshman Year**

- **English**: Literature and Composition
- **History**: Topics in World History I
- **Languages**: Begin or continue one or more languages
- **Math**: Algebra 2 (placement by department)
- **Science**: Biology
- **Arts**: Choose one full year course in one of the Arts: Theatre, Music, Dance, or Visual Arts
- **Physical Education or Dance**: Choose from departmental offerings
- **Elective**
- **Service Learning**: Volunteer a minimum of 5 hours towards their graduation requirement of 40 hours.

**Sophomore Year**

- **English**: Poetry and Drama (semester courses)
- **History**: Topics in World History II
- **Languages**: Begin or continue one or more languages
- **Math**: Geometry
- **Science**: Chemistry
- **Arts**: Choose a 2nd year course in one of the Arts before graduation
- **Physical Education or Dance**: Choose from departmental offerings
- **10th Grade Health**: Students will select a health class for either the Fall or Spring semester during registration
- **Elective**
- **Service Learning**: Volunteer a minimum of 5 hours towards their graduation requirement of 40 hours.
**Junior Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>American Literature</td>
</tr>
<tr>
<td>History</td>
<td>Topics in World History III</td>
</tr>
<tr>
<td>Languages</td>
<td>Continue language to complete the 3 year sequence in the High School</td>
</tr>
<tr>
<td>Math</td>
<td>Choose the course next in sequence that completes the 3 year requirement</td>
</tr>
<tr>
<td>Science</td>
<td>Choose any elective</td>
</tr>
<tr>
<td>Arts</td>
<td>Choose a second year course in one of the Arts before graduation</td>
</tr>
<tr>
<td>Physical Education or Dance</td>
<td>Choose from departmental offerings</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>Volunteer a minimum of 5 hours towards their graduation requirement of 40 hours.</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A fall and a spring English Elective course is required for each semester.</td>
</tr>
<tr>
<td>Electives</td>
<td>A minimum of 3 academic electives each semester. Typically students continue with Math, History, Science and Language</td>
</tr>
<tr>
<td>Physical Education or Dance</td>
<td>Choose from departmental offerings</td>
</tr>
<tr>
<td>Arts</td>
<td>Choose a second or third year course in one of the Arts before graduation</td>
</tr>
<tr>
<td>12th Grade Health</td>
<td>Students will select a health class for either the Fall or Spring semester during registration</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Volunteer a minimum of 5 hours towards their graduation requirement of 40 hours.</td>
</tr>
</tbody>
</table>

**INDEPENDENT STUDY**

Independent studies are opportunities for 10th, 11th, and 12th grade students to pursue ideas and passions not covered by current course work. As such, they are meant to supplement, not replace, courses in the Dalton curriculum through ongoing work with a faculty mentor.

Approved studies run for one semester and are worth 1/4 credit. There will be a separate application period for courses that run in the second semester, and students must reapply for a continuation of a prior independent study. Studies meet one period per week. Students can enroll in only one independent study at
a time. Students should keep in mind that faculty can only participate in one independent study per semester. Up to 5 students may participate in the same independent study, during the same meeting time, at the faculty member's discretion. Students should also be advised that individual departments may have their own requirements for independent studies.

In order to be considered for an Independent Study, students must:

1. Speak with the faculty member about a clear, focused idea for the study.

2. Upon confirmation of faculty interest and availability, the student must write a 500 word course proposal that includes the goal of the study, schedule of work, required texts or other materials, and proposed assessments. The faculty member will read the proposal and make any suggestions before signing the application form.

**ADDITIONAL INFORMATION**

**Policy Concerning Courses Not Taken at Dalton**

Dalton courses will be taken to fulfill Dalton graduation requirements in the overwhelming majority of cases. With prior approval from the High School administration and in consultation with the College Office, transcripts for courses completed at other institutions during either the school year or the summer may be affixed to the Dalton transcript. Additionally, with prior approval, these courses may be used to satisfy Dalton graduation requirements. Examples include: 1) courses taken elsewhere prior to transferring to the High School; 2) Electives in GOA and Interschool courses; 3) courses failed at Dalton and successfully made up elsewhere with prior approval of the appropriate Department Chair and the Director of the High School; and 4) courses taken under special circumstances with prior approval of the appropriate Department Chair and the Director of the High School.

**Adding and Dropping Courses**

Within a one to two-week period following a semester's start, a student may, with appropriate approvals, alter his or her schedule. Such changes require the signatures of the House Advisor, the Department Chair(s), and parent(s). Any changes after the Add/Drop period must be discussed with the Dean of Students who will consult with the High School Director. If the student does decide to change his/her courses within the first weeks of a course, he should realize that some of the courses he would like to enter may be closed to further enrollment and that his options may be limited.

Withdrawals after the initial one to two-week Add/Drop period will be indicated on the student's transcript as "W" (Withdraw). Seniors may not withdraw from full year or second semester courses unless permitted to do so by the respective Department Chair, and High School Director.

**Incompletes**

If a student has been unable, for medical or other extenuating circumstances, to complete the work of a course by the end of the semester, teachers may request that a grade of "incomplete" be given. Department Chairs should be consulted before Incomplete grades are assigned. Incompletes should be resolved, unless an extension is granted by the Director of Individualized Student Programs (Lisa Stifler), within a month after the end of the semester.
DANCE

The primary goal of the High School dance program is to expose students to dance, both as a physical discipline and as a creative and performing art. Our classes are designed to attract not only dancers, but also athletes wanting to move with greater ease and efficiency, actors desiring more expressive movement qualities, and all those interested in exploring the world of movement and its potential to create change. We aim to educate and to inspire, to create dancers as well as dance appreciators, and to support students of all skill levels and interests to discover how movement studies can enhance our lives. Special workshops, guest artists, and performances drawing upon the rich New York dance scene are an integral part of our program and enrich students’ experience of this unique art form.

REQUIREMENTS AND INFORMATION

All dance classes can fulfill a PE or an Art requirement.

All dance classes require year-round participation, except for Body Conditioning and Zen Dance. In these courses, as in PE, students are excused from class while they are engaged in their after school athletics, and return to class as soon as that sport is no longer in season. Student managers of team sports are not exempt from class during their particular season, even if they manage for two seasons.

You may take two dance classes at the same time, one for Art Credit and one for PE credit.

All courses run for a full year, and receive 0.5 to 1.0 credit for the year if taken for Arts or Physical Education credit, except for The Choreography of Technology (one semester only) and Dance Theatre Workshop (please note special requirements below). Courses may not be dropped at mid-year except to resolve a scheduling conflict with an academic subject. A student may be exempt from specific requirements only at the discretion of the Dance Department.

Any student who participates in athletics or dance outside of school must still be enrolled in a Physical Education or Dance class.

The Dance Program is designed to provide a well-rounded background in the technical and creative aspects of dance as an art form. Students who wish to pursue their dance education in greater depth or those who might apply to professional schools or colleges in dance should meet with the Dance Department Chair to discuss recommended courses. The ideal time to make the decision to concentrate in dance is often at the end of the 9th grade year. In this way, by the time a student chooses 10th grade courses, the student will know if they wish to place dance as a priority choice and prepare for participation in the DTW concert.

Recommended courses for the serious dance student

a. Contemporary Dance and Improvisation 1 year
b. Intermediate Dance Technique 1-2 years
c. Advanced Dance Technique 1-2 years
d. Dance Theatre Workshop/Dance Production ‘A’ 1-2 years
3709 Dance Fusion
This course is designed to engage students in a variety of dance experiences. We will study fundamental principles of Modern Dance, Ballet, Jazz, Musical Theater, and Dances of the African Diaspora. As an introductory technique class, emphasis will be on establishing basic dance skills through cultural and historical perspectives. Guest artists and videos viewings will be incorporated into the course. Dance Fusion welcomes students of all levels.

Prerequisite: None
Full Year Course, 0.50 credits

3705 Hip Hop & African Dance
This course is designed for the student who wants a rigorous, fast-paced class focusing on the techniques of Hip Hop and African Dances of the African Diaspora. Students will develop rhythmic awareness, stamina, cardiovascular endurance and coordination as they learn dynamic movement styles and musicality. Styles will include Hip-Hop, House, and Africanist forms accompanied by live drumming.

Prerequisite: None
Full Year Course, 0.50 credits

3706 Dance Tech
This course strengthens students’ technique and dance skills while training in a variety of dance styles, including modern, jazz, ballet, and Irish step dance. Dance Tech is an excellent choice for students interested in developing their technical skills and expanding their movement vocabulary.

Prerequisite: None
Full Year Course, 0.50 credits

3703 CDI: Contemporary Dance and Improvisation
This course has been designed for the student who wants a challenging class in modern technique and improvisation. Through technical training and creative exploration, the students will work to develop their own movement vocabulary and style. Guest artists, video viewing, and trips to see professional dance performances will be integral to the course. This class is ideal for students interested in strengthening their technique and exploring the creative elements of modern dance.

Requires Preapproval
Prerequisite: Dance Fusion, Dance Tech or Hip Hop & African Dance
Full Year Course, 1.0 credit

3702 IDT: Intermediate Dance Technique
This class focuses specifically on developing greater skill as a dancer through an in-depth study of technique. The foundation of the course is a challenging technique class which meets twice a week for an hour and 15 minutes. The class will integrate the study of a variety of modern dance styles, rigorous ballet work, and somatic practices (various conditioning methods).

Requires Preapproval
Prerequisite: Placement by approval of the Dance Department Chair
Full Year Course, 1.0 credit
3701 ADT: Advanced Dance Technique
This course is especially designed for the experienced dance student and will focus on the art of dance performance. Technical, improvisational and performance skills will be developed through an exploration of advanced dance theories, styles, and phrase work. There will be a focus on proper placement, centering and learning how to use the body most efficiently.

Requires Preapproval
Prerequisite: Contemporary Dance and Improvisation and Intermediate Dance Technique
Full Year Course, 0.50 credits

3710 Dance Theatre Workshop/Dance Production ‘A’
This course provides an opportunity to learn the art of performance, the craft of choreography, and other essential elements of dance production such as: costuming, lighting, sound. First semester, students study the art of composing movement through an exploration of the tools of composition: dynamics, design, structure, and thematic development. Working in a laboratory situation, they will choreograph solos, duets, and larger group pieces. The major focus of the second semester will be the production of a full-length concert dance performance. A minimum of 3 hours per week of after-school dance rehearsal time is required in addition to other production work. Throughout the year, students will attend live performances, view dance on film, and attend a 2-day dance retreat at the end of first semester.

Requires Preapproval
Prerequisite: Contemporary Dance and Improvisation
Placement by Audition
Full Year Course, 1.0 credit

3707 Body Conditioning
This course is designed to develop a healthy body that is flexible, strong and well-coordinated. We begin with a set of non-stop warm-ups & aerobics followed by rigorous arm and leg work. We will also concentrate on a series of floor repetitions to shape and tone muscles. Class ends with a cool down and relaxation. The course will include methods of stretch, strength and cardiovascular fitness. This is a demanding class, however students will finish each session feeling alert and energetic!

Prerequisite: None
Full Year Course, 0.50 credits

3700 Zen Dance
Utilizing yoga, stretching, meditation, and relaxation techniques, this course serves as a way to reduce stress and build a strong foundation for proper centering and control. Through different disciplines, you will explore a more harmonious and expressive way of moving. This class is designed for both beginner and advanced students who are interested in developing a healthy body with clearer focus both in and outside of class.

Prerequisite: None
Full Year Course, 0.50 credits

[NEW COURSE] 3711 The Choreography of Technology*
In this course, students will choose human movement (either artistic or functional) and program a humanoid robot to do that behavior as realistically as possible. In order to do so, they will need to learn about how the human body moves, the neuroscience behind why we make emotional connections to inanimate objects, and the basics of robotic control systems. The class will meet twice a week during the school day and students
will schedule time with the robot after school at build sessions. Previous programming and/or dance experience is not required, but students with expertise will have the opportunity to use it.

*cross-listed with Engineering

Requires Preapproval
Prerequisite: Robotics, Computer Science 1, OR a Dance Department course
Spring Semester Course, 0.50 credits
M U S I C

The High School Music program offers the joy of collaborative music making. Students can select from a broad scope of yearlong course offerings ranging from large performing groups to small chamber music ensembles, to Music Theory, Composition, and Music History. Independent projects also are possible. The music faculty works closely with students to help them find a niche in the program that best suits their interests and abilities. Our aim is to motivate and encourage students to become life-long performers, listeners, or creators.

In addition to performance opportunities at school, our courses are enhanced by:

● Master classes with visiting guest artists who perform for and coach our musicians.
● Annual participation in the Independent School Music Association Honors Band Jazz and Symphonic Winds Honors Band festivals, and the Inter-school Choral Festival
● Field trips to hear performances at Lincoln Center and other N.Y. venues.
● Commissioned works by guest composers.

Music courses are full-year courses that receive credit in the form of letter grades, meet during the school day, and may not be dropped at midyear.

MUSIC DEPARTMENT COURSES

3610 Orchestra
The Dalton Orchestra is open to string players by consultation with the instructor. Drawing upon the core classical repertoire for strings, we strive to perform a diverse repertoire representing many styles and eras. Special attention is paid to the development of historically appropriate playing styles for music of the baroque, classic, romantic, and contemporary eras. Recent performances have included works by Bach, Haydn, Sibelius, Telemann, Bizet, and contemporary works by guest composers.

The orchestra performs several concerts each year and in assemblies and special events. Prominent guest artists and Dalton instrumental specialists offer coaching and sectional rehearsals. Exceptional student members may be invited to perform as soloists by audition.

Prospective orchestra students should contact the instructor for a placement interview to assess proficiency playing several major scales, a short sight reading selection, and a short solo of their choice.

Full Year Course, 0.50 credits

3605 Percussion Ensemble
Percussion Ensemble is a course designed to allow students exploration of a full-range of percussive techniques, traditions and repertoire. Programming will draw on music from Africa, Asia, the Americas and Caribbean, Europe, popular music, classical music, and improvisation, with a particular focus on student-initiated projects. Students will explore historical and cultural context of music that is studied, and are encouraged to approach music as an object of academic study and appreciation alongside performance. Students will continue in their development of important musical skills, including: fluency in notation reading; deeper senses of rhythmic, pitch, and tone production; unique applications of creativity; and communication through ensemble playing. The Percussion Ensemble will perform twice a year and combine with other HS ensembles throughout the year.

Full Year Course, 0.5 credits
3613 Jazz: Crescent
This course examines standard jazz repertoire as a source to inspire students to compose and perform their own compositions for instrumentalists in the group. Basic jazz theory, music notation, instrument ranges and transpositions, and score and part preparation will be addressed as part of the composition process. Students will also learn how to rehearse their pieces in preparation for a performance. Activities include ensemble playing, improvisation, and presenting performances.

Requires Preapproval
Full Year Course, 0.50 credits

3614 Jazz: Ensemble Clave
This group will explore and perform music in the Afro-Latin and Brazilian jazz tradition. We will explore the son clave and Brazilian rhythms as they relate to repertoire. Social and cultural influences affecting performance practice will also be covered. Activities include ensemble playing, improvisation, and presenting performances.

Requires Preapproval
Full Year Course, 0.50 credits

3615 The Jazz Collective
Exploring and performing a wide variety of styles, from bebop and beyond. This may include modal, post-bop, jazz-rock, and free jazz periods. Reimagining past and/or present music by living composers will also be within the scope of prepared music. Activities include ensemble playing, improvisation, and presenting performances.

Requires Preapproval
Full Year Course, 0.50 credits

3618 Chamber Music
Coached by the instructor, meets twice a week and is open to students currently studying the violin, viola, cello or bass who are eager to play in a small ensemble. In a relaxed collegial setting, students experience the thrill of collaborative music making as they explore pieces from the chamber music repertoire and develop their sight-reading and technical skills. Students are encouraged to participate in a variety of sharing/performance opportunities (including the possibility of participating in Chamber Music Concerts) throughout the year.

Requires Preapproval
Full Year Course, 0.50 credits

3609 Wind Ensemble
This group is comprised of mixed wind instrumentalists and meets twice a week. The group functions as a "studio class" in that we develop skills through repertoire. The Wind Ensemble concertizes in small group settings and in combination with string and jazz ensembles as a larger group.

Full Year Course, 0.50 credits
3619 Dalton Chorus
The Dalton Chorus gives students the opportunity to develop a passion for music through the craft of singing, musicianship and performance skills. Students cultivate and stretch their abilities and knowledge in every area of the curriculum—including vocal technique, music reading, part singing, improvisation, aesthetics, expression and ensemble skills. Varied repertoire—that includes classical, world music, jazz, Broadway and pop—is performed throughout the year.

Prerequisite: None
Full Year Course, 0.50 credits

[NEW COURSE] 3620 Music History: Listening to the Millennium
A year-long introduction to the music of Western civilization from the Middle Ages to the 21st century. Students will become familiar with representative works of the Baroque, Classic, Romantic, and Modern eras, as well as World Music and Jazz, and to identify their defining stylistic traits.

Examining the concept of “Classical Music” from traditional and critical perspectives, students will use historical reference points and tools of aesthetic analysis to explore the social, political, and technological factors that affected the creation of music in society.

Prerequisite: None
Full Year Course, 0.50 credits

[NEW COURSE] 3621 Music Composition Workshop
The goal of Composition Workshop is to unlock each composer’s musical imagination. Students explore the architecture of music and develop a transferable music vocabulary through experiential activities. Multiple tools are utilized—from pencil and paper to midi-keyboard, sequencers, and music writing programs—alongside multi-media elements where possible. Free/low-cost tools, inclusive software, and/or accessible instruments are emphasized.

Historical and cultural context (including non-traditional and/or non-western viewpoints) and the elements of music (rhythm, melody, form, texture, harmony, dynamics and articulation) are explored and developed through a mixture of individual and collaborative projects. Clarity of expression is emphasized, and various forms of musical literacy are explored.

Students should be prepared to share work in a “workshop” setting, and to give and accept input from peers. Process, rather than product, is emphasized. Whether you are, or aspire to be, a songwriter, beatmaker, poet or symphonic composer, Composition Workshop is an opportunity to stretch boundaries, expand skill sets and develop a relationship to your muse.

Prerequisite: None
Full Year Course, 0.50 credits

3612 Music Theory and Practice
A thorough survey of the foundations of musical language ("music theory") that will aid students in arranging, composing, performing, analyzing and listening to music. This class will cover clefs and note reading, intervals, chords, harmony, keys, and key relationships. Students will learn to harmonize a melody using basic voice leading rules, and learn to describe harmonies and musical language using appropriate terminology. Students will regularly complete short composition and part-writing assignments as well as brief written analyses. Special projects will illustrate these topics using examples from existing musical literature.
In addition, the Western classical tradition, jazz, and world music will be contextualized through special units with guest presenters.

Fall or Spring Semester Course, 0.25 credits, two meetings per week

**Senior Project**

By October 1st of the senior year, a student must have identified a faculty advisor and submitted a Senior Project proposal to the department. That student must also be enrolled in a two semester music course for that year, and meet the requirements listed below. One-half credit will be given for the Music Senior Project.

**Requirements**

**Performance**

- Chorus, Orchestra, Wind Ensemble, Jazz Ensemble  
  6 semesters minimum
- Chamber Music (for instrumentalists)  
  2 semesters minimum
THEATRE

The mission of the Dalton Theatre Department is to build a collaborative and creative community of theatre artists through our classes, productions, and independent projects. We are proud to offer curriculum that introduces students to every aspect of theatre—acting, performance, directing, stagecraft, design, and writing—and helps develop these skills further as students progress through the program. We look to nurture collaborative relationships among young theatre artists and help them develop habits of observation, self-study and a love of theatre. We encourage the development of a lively theatrical imagination with the goal of empowering our students to create original theater pieces in a variety of different styles. With our productions we look to present to the Dalton community a broad range of dramatic literature and performance styles. We also try as best we can to provide as many opportunities as possible for students to participate.

CURRICULUM

The Theatre Department offers students with wide ranges of ability, experience, and areas of interest opportunities to study acting, directing, stagecraft, playwriting, and design. All students are welcome to participate in the program regardless of prior experience; no one is graded on talent but on effort, interest, and consistency of commitment. We study the fundamentals of naturalistic acting technique and also introduce our students to a wide variety of creative theater and movement skills. We also promote the development and exploration of student-written material as the basis for many of the texts used in class.

Most theatre courses are open to all students without prerequisite.

PRODUCTION

The Department produces a faculty-directed main-stage production each fall and winter, followed by senior projects every spring. All high school students are eligible for participation in these productions and roles are determined by open auditions at the discretion of the director. Sets are built by the Stagecraft classes as part of their class curriculum. Students are also encouraged to participate in the productions in the roles of stage manager, production stage manager, assistant designer, assistant director, and board op.

DESIGN AND TECHNICAL THEATRE PROGRAM

Those wishing to explore design and technical theatre have two unique practical opportunities: 1. Stagecraft Class, where the focus is on building the sets for the plays while working with hand and power tools, engineering special effects, and learning scenic painting, basic rigging, and carpentry skills. 2. Production Design Studio, where students work on semester-long projects developing all the production and design requirements to bring that project to successful fruition.

CREW REQUIREMENT

To be certain that every student experiences the interdependence between actors performing and those supporting them technically, all students registered for theatre courses are required to work “Crew Calls” that are arranged by the technical staff for lighting, set building, painting, and other projects in support of departmental productions. There are many opportunities to fulfill this requirement throughout the year, after school, in the evenings, and on weekends.
ATTENDANCE

Attendance is closely monitored and, since most coursework takes place in class, regular, energetic participation is essential. Students who are frequently absent for any reason, excused or otherwise, cannot expect to do as well as those who are in regular attendance.

THEATRE SENIOR PROJECTS

The Dalton Theatre department offers students who demonstrate a strong commitment to the program an opportunity to produce a Senior Project. A senior project is regarded as the capstone to a Dalton theatre career. Senior Projects may be proposed in directing, design, acting, and playwriting and are performed every year in May.

THEATRE DEPARTMENT COURSES

3750 Acting Studio
A lively introduction to a variety of acting and performance experiences. First semester is primarily devoted to exploring short and long-form improvisation. Second semester students will employ their freshly honed improv skills as they focus on more traditional approaches to acting, centering around scene and character work. Our main focus, as always, is on collaboration, theatrical exploration, developing rehearsal skills, and making each other laugh.

Full Year Course, 1.0 credit

3754 Performance Workshop
The goal of the class is for the students to expand their theatrical horizons, working on projects where they get to direct, write, design and act in a variety of performance styles. In addition to the original work we will devise in class, we will have workshops in: Acting for the camera; auditioning; theater games; writing and directing a short film; creating and performing a devised socially/politically conscious theater piece.

Requires Preapproval
Prerequisite: 1 year of Acting Studio
Full Year Course, 1.0 credit

3756 Senior Performance
An advanced studio for those who've taken two years of theater classes or by invitation of the department. Students will work in class on rehearsing short plays (original or existing) and/or solo performance pieces to be performed at TheaterFest. This class is mandatory for those students intending to do a senior project.

Requires Preapproval
Full Year Course, 0.5 credits

3759 Stage Combat and Physical Comedy (PE or Art Credit)
Theater has a long tradition of telling stories strictly through movement. This class will consist of several distinct units that fully rely on physical vocabulary as the mode of theatrical expression. Each class begins with a serious physical warm-up.

● Stage fighting, including punches (throwing and receiving), throws, hair-pulls, head kicks, eye-gauges. The unit culminates in what is often referred to as a "brawl."
● Stage combat. Fundamentals of sword and quarterstaff fighting.
Mime. An exploration of the precision movement and counter-movement required to support the illusion of mime. Students can only pass this unit if they can find their way out of their box.

Physical comedy. People find it funny when other people fall down. We’ll learn techniques of clowning so we can do it on purpose for boffo laughs. We’ll utilize mats to practice simple pratfalls, comic tumbles, and walking into large boards.

Bunraku. Three operators, one puppet. There is also no better way to work in perfect harmony, listening and sensing each other’s every movement, than operating a Bunraku puppet to tell a story.

Theater Games. Besides being intensely active and immensely fun, these games play an important part in every actor’s training, getting the actor out of their head and into their bodies.

Open to all grades - Fulfills PE or Art Requirement
Full Year Course, 0.5 credits, meets two times per week

**3751 Stagecraft and Production**
This is a practical course in which students study the art and craft of stage production: lighting, scene painting, stage management, prop and scenic construction, and sewing. Students undertake assignments in which they, as members of the Dalton Theater and Dance community, work in teams to hone their skills by building the sets and running actual productions in the Martin Theater and in B-06.

Full Year Course, 1.0 credit

**3760 Production Design Studio**
Production designers work collaboratively and creatively to solve many complex problems, changing the way we see, hear, and experience modern concerts, shows, and events. Participants in this course will decide on one of the projects below and work on it over the year. Students will participate in all aspects of production but can specialize in light, sound, costumes, and props design as well as digital and analog documentation of the projects. We will also develop business and marketing plans. The class can include a performance aspect if students are interested and/or we may incorporate talent from the broader Dalton community. We will explore non-traditional storytelling and advanced fabrication to transform interactive puzzles into performative experiences.

Participants will pick from one of these options in 2020-2021 or something similar of their own choosing:

- **Childrens’ theater company**: Devising and producing one or more shows aimed at the younger Dalton community. This is an opportunity to explore smaller, ad-hoc theater production. This show might incorporate interactive production components, new technologies, and music, video, or movement components.
- **Escape rooms**: Creating from initial concept to tactile reality a simple, custom structure that may or may not be easily escaped.
- **A Haunted House**: An immersive environment somewhere in school where it is perhaps least expected.

Full Year Course, 1.0 credit
VISUAL ARTS

Dalton’s Visual Arts program is unique in its breadth and focus. We offer two dimensional, three dimensional, digital, and multi-media art courses. These courses develop visual perception, aesthetic judgment, and technical skills in a variety of media.

The visual arts curriculum enriches the students’ program with a genuine studio experience. Working with their teachers, students engage thoughtfully in the creative process. Faculty members guide students with Senior Initiatives in Visual Arts. Teachers assist students in preparing art portfolios for college admission. Some students attend art and architecture schools while others study art to broaden their liberal arts college experience.

All students are encouraged to experience an art course. We value and encourage each student to engage in the creative process with purpose, rigor, and commitment.

REQUIREMENTS AND INFORMATION

Students are required to take 2 full year credits of an art for graduation. This requirement includes electives from the Dance, Theatre, Music, or Visual Arts Departments.

All VISUAL ARTS COURSES ARE FULL YEAR AND MAY NOT BE DROPPED OR ADDED MID-YEAR. All introductory (generally Level 1) Visual Arts courses are open to high school students without prerequisites.

Overview of Visual Arts course offerings

2-Dimensional Art Courses
- Drawing 1
- Drawing 2
- Painting 1
- Painting 2
- Painting, Collage and Assemblage 1
- Painting, Collage and Assemblage 2
- Photography 1
- Photography 2
- Printmaking
- Watercolor Painting

3-Dimensional and Media Art Courses
- Architecture 1
- Book Arts 1: Papermaking and Handmade Books
- Book Arts 2: Papermaking and Handmade Books
- Ceramics 1
- Ceramics 2
- Introduction to Digital Fabrication: Art and Design
- New Media 1
- New Media 2
- Sculpture

[NEW COURSE] 3850 Visual Art Studio: Critique and Portfolio
VISUAL ARTS DEPARTMENT COURSES

[NEW COURSE] 3850 Visual Art Studio: Critique and Portfolio
In this upper level course, students working in a variety of media across the visual arts department will share and discuss the direction of their studio work through a process of critique. Students will spend most of their class time developing projects and a body of work independently under the guidance of their chosen faculty members. We will gather weekly for one period as a whole group of juniors and seniors for critiques, artist presentations, and demos/workshops. Students will be guided through the process of developing a creative practice that involves independent research, the viewing of new work related to their interests, and some engagement with the history of their craft.

This course will culminate in a year-end show of completed work as well as an edited portfolio of this work.

This new course is a shift in the Visual Art course structure and sequence and is for students who wish to enroll in a level 3 or level 4 course in a studio (eg Book Arts 3, Drawing 3, Painting 3, Ceramics 3, New Media 3, Photo 3, PCA 3) or have taken two years of any visual art and wish to move into more rigorous and independent studio practice.

Requires Preapproval
Prerequisite: Two years visual art credit and Departmental Approval
Full Year Course, 1.0 credit

2-DIMENSIONAL ART COURSES

3848 Drawing 1
This intensive drawing course trains the eye to see. Through a deliberate process, the student acquires the ability to perceive three-dimensional form accurately and render it convincingly in two dimensions. This course helps students to understand the world around them by learning to grasp visual relationships and interpret what they see. Drawing is a primary building block that will help students in any further artwork and in many other fields as well. This course is appropriate for all levels of development.

Prerequisite: None
Full Year Course, 1.0 credit

3846 Drawing 2
Working from skills developed in Drawing 1, students increase their range of media, complexity, scale, and independence.

Requires Preapproval
Prerequisite: Drawing 1
Full Year Course, 1.0 credit

3809 Painting 1
Using acrylic paint, students complete a highly structured series of assignments that teach the fundamentals of color theory. Each student will identify the hue, intensity, and luminosity of an observed color and replicate these qualities by mixing paint. Assignments become increasingly complex as the student masters each assignment and learns to paint detailed still-lifes and portraits. Understanding the subtleties of paint application is an important aspect of the course. Initial assignments are painted with thick impasto paint, using only the palette knife (no brushes) to apply paint to the surface. Later assignments use brush methods such as under painting, layering and blending. After completing this course, the student will be able to mix...
colors and paint artworks that create the illusion of form, space, and light.

Prerequisite: None
Full Year Course, 1.0 credit

3849 Painting 2
Working from the fundamentals of color learned in Painting 1, students develop a personal style by studying the work of master painters through art history. Students experience a hands-on approach to art history by experimenting with authentic materials and techniques such as egg tempera, gilding, and glazing. The course covers prehistoric cave paintings, Egyptian scrolls, Early Greek black figure technique, medieval gilding, Early Renaissance egg tempera, High Renaissance glazing techniques, and Impressionist pastel painting. Students look at paintings through slide shows and museum visits, discovering artists whose style they want to emulate. We use a portrait model in an assignment that compares figure styles throughout art history. The chronological presentation of information helps students to order and make sense of art historical movements. This combined study of master artworks and a consistent painting practice helps the students develop a personal direction in their painting.

Requires Preapproval
Prerequisite: Painting 1, Painting, Collage and Assemblage or Watercolor Painting
Full Year Course, 1.0 credit

3811 Painting, Collage, and Assemblage 1
Students take an experimental approach to making art with a variety of unusual media and unique assignments. Subject matter includes still life, landscape, and portraiture, with an emphasis on color and composition, Using acrylic paint, found objects, wire, clothespins, and collage papers, students create ticket sculptures, altered books, clothespin sculptures, box constructions, paintings, collages, and other inventive works of art. Additional assignments develop compositional skills, personal imagery, and confidence in aesthetic choices.

Prerequisites: None
Full Year Course, 1.0 credit

3811(2) Painting, Collage, and Assemblage 2
Students continue to make art with a variety of unusual media. Assignments include 3D still life, wire sculpture, collage, kimono design, a design for a gameboard, Japanese screen paintings, and drawings inspired by Self-Taught artists.

Requires Preapproval
Prerequisites: Painting, Collage, and Assemblage 1
Full Year Course, 1.0 credit

3812 Photography 1
In this introductory black and white photography course, students use the camera as a tool for making art. They learn how to use a 35mm SLR manual camera, process negatives, print photographs in the darkroom, and mat to produce a finished piece of artwork. Students work on a long term assignment called "Studies in Composition" in which they explore the formal aspects of art such as perspective, texture, pattern, shadow, and line. Other assignments include depth-of-field, blurred motion, self-portraits, double exposure, night photography, and scavenger hunt. Digital photography is introduced at the end of the year. Assignments are photographed outside of class time. A 35 mm film camera with manual controls is needed for this course. See Ms. Zexter if you need to borrow a camera.
Prerequisite: None
Full Year Course, 1 credit

3813 Photography 2
Students have the opportunity to further refine and increase their understanding of exposure, development, and the finished print. During the first semester, they explore portraiture, documentary photography and sequential imagery, with the option of printing 11" x 14". Students also experiment with digital photography, mixed media techniques, and medium format film. They use Holga cameras and do large-scale color printing from digital files. In addition to film cameras, students photograph with digital cameras and use Adobe Photoshop to manipulate their images before printing them. Class trips to museums and galleries supplement the curriculum. Students also give a visual presentation on a photographer of their choice. Class critiques occur after the completion of each photographic assignment. Assignments are photographed outside of class time. A digital / 35mm camera with manual controls is needed for this course. See Ms. Zexter if you need to borrow a camera.

Requires Preapproval
Prerequisite: Photography 1
Full Year Course, 1.0 credit

3817 Printmaking
This course offers a broad introduction to printmaking methods such as linocuts, collagaphs, monoprints and nature printing. Printmaking is an artistic process in which you transfer images from a plate onto another surface, usually paper or fabric. The process creates multiples of the same image. In relief printing, students carve into a surface to make a linocut or add layers to the surface to create a collagaph. Students can also paint on the plate to create a monoprint or unique image. Students will make cyanotypes and create botanical journals. They may also combine prints to create handmade books or add prints to vintage boxes to create sculptures.

Full Year Course, 1.0 credit

3851 Watercolor Painting
Watercolor is a vibrant and exciting medium well suited to self-expression. In this class, students develop their understanding of this transparent media. After gaining control of the basic tools, students explore a variety of painting methods and concepts. In the second half of the course, students create paintings that illustrate individual ideas in landscape, figurative, spatial, and still life formats.

Prerequisites: None
Full Year Course, 1.0 credit

3-DIMENSIONAL ART COURSES

3819 Architecture 1
Architecture is an imaginative discipline that journeys between the everyday and the extraordinary. In this course students will be exposed to new ways of seeing and thinking through creative design processes that allow architects to shape and control the built environment. Students should be prepared to learn through both intellectual and hands-on engagement. The course will be composed of drawing and model-making exercises of varying lengths that culminate in a final project. Architecture is a very process driven field that requires (at different times): discipline and procedure, the occasional and surprising ‘inspiration’ and openness to trial and error.
Prerequisite: None
Full Year Course, 1.0 credit

3801 Book Arts 1: Papermaking and Handmade Books
Students create books with paste paper, Japanese marbled paper, stamped paper and other handmade papers. These books incorporate Western and Eastern binding structures from different time periods. After developing skills in bookbinding with paper and book cloth, students use leather and sheepskin as cover materials. Students may alter old books, giving them new life as sculptural objects. They can also scan photographs and artifacts to create family albums or baby books.

Prerequisite: None
Full Year Course, 1.0 credit

3801FY Book Arts 2: Papermaking and Handmade Books
Students work with nontraditional materials to develop the text, imagery, and sculptural aspects of the book. They continue to develop their bookbinding skills and learn new techniques.

Requires Preapproval
Prerequisite: Book Arts 1: Papermaking and Handmade Books
Full Year Course, 1.0 credit

3802 Ceramics 1
This course surveys the diverse and deceptively simple medium that is clay. Students learn a broad range of forming techniques and receive intensive instruction in wheel throwing. This curriculum lets students choose their own assignments and set their own goals. Assignments are often long term and ambitious in scope. Students are encouraged to pursue this medium in a variety of sculptural and functional ways. Participants in this course also consider the issues and ideas that accompany the making of objects in historic and contemporary contexts.

Prerequisite: None
Full Year Course, 1.0 credit

3803 Ceramics 2
Students work on individual assignments based on previous experience and explore increasingly ambitious forms. Advanced techniques are introduced as students explore multi-part forms and focus on the formal and technical challenges of complex forming strategies. Glaze formulation, working with porcelain, and increased involvement with kilns and firing are part of the curriculum.

Requires Preapproval
Prerequisite: Ceramics 1
Full Year Course, 1.0 credit

3852 Introduction to Digital Fabrication: Art and Design*
This course is an introduction to digital fabrication, focusing on 3-D printing and laser cutting. Using Fusion 360 and Adobe Illustrator, students will move through a complete design process from creating a 3-D CAD model to printing and assembling their completed physical objects. In addition to skill-based instruction with the software and tools above, students will develop creative 2-D and 3-D design projects to help them begin to think about how to leverage the unique affordances of this method of working in support of their projects in...
art and design. Individuals with a current interest in art or design with no previous experience in digital fabrication are strongly encouraged to take the course.

*cross-listed with Engineering

Prerequisite: None
Full Year Course, 1.0 credit

3822 New Media 1
Students work with digital tools in an art and graphic design context. These tools include: Adobe Illustrator, Adobe Photoshop, pressure sensitive tablets and stylus pens, computer driven vinyl cutters, iPads and digital paint applications, Adobe Flash (for animation), and Google SketchUp. "Hands-on" methods are woven throughout the digital curriculum: stickers for laptops, heat transfer designs for T-shirts, screen printing, and product labels for food packaging. Assignments are grounded in the work of relevant fine artists and graphic designers.

Prerequisite: None
Full Year Course, 1.0 credit

3823 New Media 2
This course expands upon skills and concepts from New Media. Students are supported in developing their artistic voice through challenging assignments in lettering, pattern design, digital photography, branding, and motion graphics.

Requires Preapproval
Prerequisite: New Media 1
Full Year Course, 1.0 credit

3852 Sculpture
Through a variety of sculptural processes, students will consider the expressive and conceptual potential of objects in space. We will engage with sculptural concerns such as scale, materiality, process, site-specificity and the relationship of objects to the body. There will be technical instruction in basic woodworking, mold making, and assembling as well as prompts which ask students to conceive of new and unconventional ways to use space and material to convey an idea. Students will respond to assignments that require critical thinking, the refining of ideas, and investment in open-ended play. This course will also include the viewing of contemporary sculpture by a diverse selection of artists working in a variety of media.

Prerequisite: None
Full Year Course, 1.0 credit
ENGLISH

The study of English literature and composition is a discipline that is related to art in its approach to symbolism and design; to language in its focus on culture, grammatical systems, and modes of expression; and to history in its attention to periods, causes, patterns of influence, psychology and the search for truth. How is English distinct? First, literature from different times and places reveals how it feels to undergo all manner of experience and what such experience means. Second, practice in writing in various modes allows students to develop their own ability to articulate thought and feeling. At the center of the discipline, then, is a dual focus on the methods and products of other minds and the expression of one's own. The training applies to many fields.

We begin in ninth grade English with "Literature and Composition" by presenting books which embody the foundations of Western Civilization, setting up key themes and establishing patterns of symbolic statement, then observe those texts' relationship to more recent and diverse texts. In tenth grade, to gain further training in analysis of literary structure and implication, students examine works of two major genres in "Introduction to Poetry" and "Introduction to Drama." In eleventh grade, students select a yearlong "American Literature" course; offerings allow each student to choose from a variety of classes, each with a different approach to our nation's literary tradition. Although the department and individual teachers set the curriculum in these grades, there are many opportunities for students to pursue their own special interests through independent projects. Finally, in twelfth grade, students are free to choose from a wide variety of electives, which represent different periods, major authors, genres, and relationships to philosophy, psychology, history, art and film. In all four years students write extensively, respond to assignments in many modes, and, in many cases, have opportunities to devise topics of personal interest. In their written work, students are asked to react to literary texts by reading closely, analyzing and reflecting on patterns and gestures that emerge and articulating what they see in their own terms, rather than turning to secondary sources and others' analysis. The department also balances impromptu writing exercises, written in class, with assignments that students execute in time they take outside of class.

All students must take an English course each semester of the four years in the Dalton High School. In addition, the English Department offers a Creative Writing Program, a series of classes designed to mentor and develop young writers. These courses are open to students of any grade, with the exception of the senior elective, Creative Writing Thesis Workshop. Except for the Senior Thesis course, Creative writing courses do not count toward the four-year literature requirement. For further information on the Creative Writing Program, please see further notes below and the web page at www.dalton.org/creativewriting.

Independent Studies are encouraged but may not be substituted for a course taught by an English teacher.

ENGLISH DEPARTMENT COURSES

CREATIVE WRITING

3254 Introduction to Creative Writing
This class will offer an introduction to poetry and fiction writing. Experience with creative writing is not required. We will meet as a workshop to discuss one another’s work, and students will be expected to turn in both a mid-term portfolio and a final portfolio of writing. This course is a prerequisite for advanced level workshops.

No Prerequisite
One Semester Course, Fall and Spring, 0.25 credits
3256 Advanced Writing Workshop
This class continues the study of poetry and fiction writing begun in Introduction to Creative Writing. Students will participate in workshops discussing one another’s work and will turn in mid-term and final portfolios of writing.

Prerequisite: Introduction to Creative Writing
One Semester Course, Fall and Spring, 0.25 credits

3257 Advanced Poetry Writing
In this class, students will study the techniques and goals of the poet. We will read poems by a variety of writers, as well as essays on the craft of poetry. Students will write in response to a series of prompts designed to develop and practice this craft. At the end of the semester, students will turn in a portfolio of revised poems.

Prerequisite: Introduction to Creative Writing
Fall Semester Course, 0.25 credits

3260 Advanced Fiction Writing: The Short Story
In this class, students will study the techniques and goals of the short fiction writer. We will read short stories by a variety of writers, as well as essays on the craft of writing. Students will write in response to a series of prompts designed to develop and practice this craft. At the end of the semester, students will turn in a portfolio of short fiction.

Prerequisite: Introduction to Creative Writing
Spring Semester Course, 0.25 credits

3259 Advanced Fiction Writing: The Novella
In this class, students will embark on a longer piece of fiction, working through all stages of the process from brainstorming to final revisions. In class we will focus on creating characters, structuring scenes, designing point of view, crafting a sequence and revising our work. Students will participate in workshops discussing one another’s work. At the end of the semester students will turn in a work of roughly 60 to 80 pages.

Prerequisite: Introduction to Creative Writing
Spring Semester Course, 0.25 credits

3253 Senior Thesis Workshop
The final class in the Creative Writing Program, the Creative Writing Thesis Workshop, offers seniors the opportunity to develop a unique writing project. We will meet as a group to discuss and support one another’s writing, and the instructor will provide individualized reading assignments. Possibilities for writing projects include but are not limited to a collection of poems, a collection of short fiction, a novella, a play, a memoir, or a series of personal essays. This course will count as your spring English elective.

Prerequisite: Introduction to Creative Writing and at least one Advanced level workshop. Prerequisite may be waived with permission of the instructor.

This course is also listed with Senior Spring Electives

Spring Semester Course, 0.50 credits
NINTH GRADE

3200 Literature and Composition
Literature and Composition is a yearlong course in which students combine the study of literature with classroom instruction and work on writing. Because the Bible and Shakespeare are central to the development of English Literature, all students read selections from Genesis and The Gospel According to Luke; and all students read Shakespeare's Macbeth. All students also read Narrative of the Life of Frederick Douglass, in which Douglass’ evocative voice echoes biblical prophecy. The complete syllabus varies somewhat from section to section, as individual teachers choose works that reflect the diversity and depth of English and American literature, as well as great literature drawn from cultures around the globe. Possible authors include: Austen, Baldwin, Chaucer, Homer, Hughes, Lahiri, Morrison, Murakami, O’Brien, Rushdie, Satrapi, Shelley, and Solzhenitsyn.

As students learn to discuss and analyze literature, they work on all forms of writing, including the personal essay, creative writing, and critical and expository essays. Since the development of students' skills in revising their writing is important in this course, work on revision will take place both in the classroom and in the lab. Points of grammar will receive attention through teachers’ annotations and through shared attention to writing.

Full Year Course, 1.0 credit

TENTH GRADE

3210 Introduction to Poetry
Through a study of the elements of a poem's composition and careful discussion of individual lyric and narrative poems in class, this course seeks to provide a method of analysis and to develop a capacity for appreciating poetic argument, language and insight. Readings are drawn from English and American poetry from the Renaissance to the present day.

Students will write at regular intervals about poetry, and their work will culminate in an independent project on a poet of their own choice.

One Semester Course, Fall Semester Course, 0.50 credits

3211 Introduction to Drama
This course seeks to define the special elements of drama and to provide a sense of the history of the genre. Students are asked to consider how plays might be performed as they learn about the craft, about drama as theater. When possible, students will see a live stage performance, and performances on film will be used to present directors’ and actors’ interpretations of plays. At the same time, considering drama as literature, attention will be paid to language and structure. Considering types of drama, students will explore the nature of tragedy and comedy and what distinguishes classical from modern forms. Among the plays are Oedipus Rex; As You Like It; A Doll’s House; A Streetcar Named Desire; Fences and Waiting for Godot.

Students will also explore a play of their own choice in an independent project that focuses on diverse voices in contemporary drama; as well, students will develop their writing throughout the semester in a succession of essays on the various plays.

One Semester Course, Spring Semester, 0.50 credits
ELEVENTH GRADE

The English Department offers a variety of different approaches and readings in American Literature. Before registration, students are advised to discuss various electives in American Literature with individual teachers.

3232 American Literature: Self, Society and Cosmos
Each piece of American Literature presents writers trying to define the American psyche. How can it be independent, balanced, realistic, secure? What does it owe to community? What is its debt to nature? Where can it find honor, love and a sense of fulfillment? As American writers answer these questions in new ways in every period, how is the fiction related to its cultural context? Beginning with the nineteenth century, we will move forward, examining examples of romanticism, realism, and modernism.

Reading and interpretation of narrative fiction are central. So is writing in various modes—critical, personal, topical, creative – and a focus on developing style, structure and voice in each student’s writing.

Issues of identity, society and spirit will be explored in such works as essays by Emerson, Hawthorne’s “Young Goodman Brown” and The Scarlet Letter; excerpts from Thoreau’s Walden; Melville's Moby Dick; Faulkner's As I Lay Dying; O'Connor, A Good Man Is Hard To Find; Ellison's Invisible Man and stories by Raymond Carver.

Full Year Course, 1.0 credit

3234 American Literature: Rebels, Conformists, and Dreamers
"It is easy to live after the world’s opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."-- Ralph Waldo Emerson

Emerson articulates the challenge faced by countless characters in American fiction: fulfilling duties both to oneself and to one's society. Many of the texts we will read in this course focus on characters who struggle to achieve such a balance, with varying degrees of success; other works feature characters who imagine a world to counter the reality that seems to have no place for, or to make no sense to, them. Texts include Emerson’s “Self-Reliance,” short stories by Hawthorne, Twain's Adventures of Huckleberry Finn, Wharton's The Age of Innocence, Fitzgerald's The Great Gatsby, Faulkner's As I Lay Dying, Morrison's A Mercy, Kushner's Angels in America, Part I, and Diaz's The Brief Wondrous Life of Oscar Wao. Writing assignments include critical essays, personal and autobiographical essays, as well as creative assignments in the short story.

Full Year Course, 1.0 credit

3233 American Literature: Authorship and Authority
This course will focus on American literature's preoccupation with the question of authority--who has it, how to attain it, and how (and whether) to use it. The writers we will read consider not only political, economic, and social power structures, but rhetorical power as well: how to craft language that demonstrates a fundamental right to speak and to be heard. Some focus on those in power, while others portray the disenfranchised; each examines the legal and economic structures, moral and ethical imperatives, and rhetorical techniques that have shaped American life and literature. Each writer is deeply concerned with how people in America develop their own identities in order to inhabit and transform the world around them through actions and speech--or to turn away from centers of power altogether. As we consider these questions in works of literature, we will also work on developing authority and confidence in each student's writing, by building interpretive and stylistic expertise.
Authors studied may include Toni Morrison, Herman Melville, F. Scott Fitzgerald, Ralph Ellison, Suzan-Lori Parks, and Julia Alvarez, as well as 19th, 20th and 21st century American poets. Writing assignments will include analytical and autobiographical essays and a creative independent project.

Full Year Course: 1.0 credit

3235 American Literature: Self-Fashioning

America has often been described as a "Land of Opportunity" where the rugged and ambitious individual can carve out a place for himself and become what is known as a "self-made man." However, consider how this notion of self-fashioning is manifested differently by the examples of Benjamin Franklin and Frederick Douglass. Franklin's autobiographical trajectory moves him from English colonial citizen to the First American, while Douglass's published narrative recounts his transformation from property into personhood. Self-fashioning may also involve self-fictionalizing, literally creating a persona, veil, or mask to cover race, class, or ethnic difference and pass as someone else. Fictional first person narrators such as Ishmael of Moby-Dick and the nameless narrator of Ralph Ellison's Invisible Man are engaged in a form of self-fashioning that is representative of America itself, the national identity of which is similarly bound up with the history of race relations.

We will cover a variety of texts that address the theme of social, political and literary self-fashioning in American literature, including Melville's Moby-Dick, Thoreau's Walden, Wharton's The Custom of the Country, Fitzgerald's The Great Gatsby, Ellison's Invisible Man, and Charles Johnson's Middle Passage.

Full Year Course, 1.0 credit

3274 American Literature: Writing a National Self

Who defines what it means to be American? To what extent is the idea of an American identity imagined and shaped by the literature that we read? This course will explore the idea of Americanness as it has evolved through various literary works. We will consider early American notions of inclusivity and exclusion vis-à-vis religion and the question of race as it challenges comfortable definitions of community and nation. We will further explore the idea of American individualism and consider the fantasy of economic mobility and prosperity. Finally, we will look at questions of gender equality, migration and belonging, materialism, and social justice as abiding themes in American writing as we craft and question the possibility of a collective American self.

Texts may include readings from Hawthorne, Morrison, Melville, Emerson, Whitman, Dickinson, Twain, Fitzgerald, Hurston, and others. Writing assignments will be both critical and creative. Emphasis will be placed on helping students develop their individual voice and style.

Full Year Course, 1.0 credit
TWELFTH GRADE: ELECTIVES

Please note: All students must register for one English course in each semester; individual students may enroll for additional courses only after all students have been placed in their first course.

Department permission is therefore needed for students to take an additional English course in either semester. Students interested in taking an additional course should speak directly to the Department Chair when their needs become known.

FULL YEAR ELECTIVE

3283 Russian Fiction
From the 1830s through the early 1900s, Russian writers produced fiction of extraordinary emotional power. What was the source of this outpouring? Is it found in a tension between a romantic sense of mystical destiny and a modernist sense of existential emptiness? What does it accomplish?

The intricacy of writers' attention to states of mind, relationships and social revolution will be explored through close reading of narrative texts. Through a database created for this course, students will also explore the philosophical, literary, and historical context in which the fiction was conceived. The course will provide a broad scope and multiple perspectives, with a range of texts and close attention to the context to which the writers reacted with subtle intricacy.

Readings will include such texts as stories by Pushkin and Gogol, Dostoevsky's Crime and Punishment and Gorki's The Lower Depths for the fall semester; for the spring semester, Tolstoy's Anna Karenina, Chekhov's The Cherry Orchard, and stories from Babel.

Full Year Course, 1.0 credit

FALL SEMESTER ELECTIVES

3245 Shakespeare
The thirty-seven plays that William Shakespeare wrote for his own company of actors from 1591 to 1613 have come to be recognized as some of the most remarkable literary and dramatic achievements of any age or culture. We will focus not only on what makes Shakespeare’s work timeless, but also on those aspects of it that are not immediately accessible to modern readers and playgoers, and that nevertheless make his plays so distinctive. We will consider these plays chiefly as theater, our class discussions augmented by seeing the plays through films and taped performances. The plays are Richard III, The Merchant of Venice, and King Lear.

Fall Semester Course, 0.50 credits

This class will examine the ways mothers and motherhood are depicted across a range of literary texts. Approaching the subject through fiction, poetry, drama, and film, we will consider how ideas and practices of motherhood are shaped not only by individual psychology and personal experience, but also by larger structures and forces of race, class, nationality, and historical context. In Toni Morrison’s Beloved and Cynthia Ozick’s The Shawl, for example, mothers must contend with the world-historical violence of slavery and the Holocaust. In other texts fraught relationships between mothers and daughters may be set against intergenerational divides and internal tensions within immigrant communities. Finally, we will think about the ways women writers themselves may be influenced by mothers or mother figures, and how such
relationships become critical to character development within novels, plays, and film. We will read works by authors such as Toni Morrison, Margaret Atwood, Marilynne Robinson, Edwidge Danticat, Suzan-Lori Parks, and Mary Karr as we collectively try to make sense of this subject.

Fall Semester Course, 0.50 credits

[NEW COURSE] 3279 Film Theory and Criticism
Films tell stories in unique ways; they employ a grammar and syntax all their own. This course will address the question of how films do what they do. In this class, we will probe more deeply beneath the surface of cinema history, theory and criticism through looking at the work of major directors like Chaplin, Welles, Hitchcock, and Kubrick. Through a focus on how great directors do what they do, we empower ourselves to become more sophisticated viewers, viewers capable of engaging in a dynamic and authentic relationship with this (almost) magical form of art. This course will take a workshop approach: we will view touchstone scenes and films together, discuss the hows and whys of specific scenes, and write, analyze, compare and contrast the techniques of great cinematic artists. Students will have the opportunity to put the ideas we will study into practice by creating their own “critic’s journal.” We will also look at the differences between genres by considering the relationship between film and literature.

Fall Semester Course, 0.50 credits

3243 Modern American Poetry and Poetics
The sentence has plenty of room to unwind in prose; confronted by the end of the page, the sentence simply and magically continues at the left edge, one line down. Expansive in its Manifest Destiny, the prose sentence can grow lazy and complacent. This same sentence, placed in a poem, confronts the line’s Pacific, a limit to its expansiveness. The tension between the growing sentence and the limiting line results in the quality that most distinguishes poetry from prose: compression. In this course, we will examine the nature, the types and the effect of poetic compression. Starting with a detailed investigation into Emily Dickinson’s grammar and syntax—Dickinson, whose riddling, elision-marked poems stood in such contrast to the hypotactic poetry of her time—we will continue by looking at the American Moderns, including Pound, whose endorsement of parataxis was anticipated decades earlier by Dickinson. Our course will culminate with Berryman’s The Dream Songs, a collection that owes its intentions to Whitman and his “Song of Myself” but owes its poetic method to Dickinson. This class will focus on writerly reading, seeking always to understand not only what a poem accomplishes, but how a poem accomplishes. Written work for the course will include two major papers complete with appendices and an independent project.

Fall Semester Course, 0.50 credits

3280 African-American Literature: Towards A Conscious Citizen
Blackness, as both concept and suggested curse, has arguably been central to the Enlightenment project, and is essential to America’s understanding of itself and its history. And yet, we seldom imagine a study of blackness as central to that understanding, and we have seldom accessed those voices that contest, or at least complicate, inherently compromised notions of blackness: that is to say, we do not regularly read those black people who wrestle with what it means to be black, both as imposed definition(s) and as self-assumed identity. This course hopes to do that work: in it, we will study a selection of specific black voices, all of which wrestle with the idea of just what it might mean to be “black,” what exactly we might then mean by a black literature, and how that meaning has shifted and evolved as we have entered our new century (if there is any one “meaning,” and if things have in fact changed). Thus, this course attempts to map the formation and articulation of a (counter)culture within (and against) the space of a culture. Authors studied will include Baldwin, Brinkley, Coates, Ellison, Edward Jones, Leroi Jones, Morrison, and others.
Fall Semester Course, 0.50 credits

3281 Literature on Freedom: Literary Studies on Freedom and Being
What is the relationship between being and freedom? Is one’s being determined by one’s freedom? Is one’s sense of self rooted in one’s free will? Are we genuinely free? Does free will truly exist, or is the concept a necessary illusion or self-deception? How do time and memory affect our sense of being and of freedom? How does what we choose to remember, and/or how we choose to remember, shed light on how we perceive ourselves? Is there an ethics of memory?

In our exploration of the relationship between being and freedom, we will give serious consideration to these and many other related questions. Readings in fiction will include short stories from Deborah Eisenberg, Nam Le, Jean-Paul Sartre, and Ted Chiang, as well as Toni Morrison’s novel Beloved and Alan Lightman’s novella Einstein’s Dreams. Our readings in philosophy and psychology will include an essay by Sartre, selected chapters from Simone de Beauvoir’s The Ethics of Ambiguity, Viktor Frankl’s Man’s Search for Meaning, and Sam Harris’ long essay Free Will.

Fall Semester Course, 0.50 credits

3277 Urban Narratives: Self in the City
Cities invigorate, transport, enrapure. At the same time cities alienate, disorient, raise anxiety and leave a body alone. In this course we will think about the presence and influence of the urban environment in literature and the extent to which the City itself becomes a character in the works we are reading.

This course will look at ways the City presses upon us as well as the physical and imaginative forces we bring to bear upon it. It will examine ways that city streets, subways and infrastructures reflect inner landscapes and psychic journeys, and ways physical space affects perception.

Questions we will raise: What laws - of politics, finance, social custom, and Nature - govern city spaces - both public and private? Do the boundaries of Self dissolve or solidify in city crowds?

We will read such works as, Virginia Woolf’s Mrs. Dalloway; Edgar Allan Poe’s “Man of the Crowd”; James Baldwin’s Giovanni’s Room; Edith Wharton’s New York Stories; Toni Morrison’s Jazz; Jay McInerney’s Bright Lights Big City; Jonathan Lethem’s Fortress of Solitude; Lisa Halliday’s Asymmetry; Tommy Orange’s There There.

Fall Semester Course, 0.50 credits

3282 English Capstone Project
The English Capstone will serve as a culminating experience for seniors who are passionate about literature and wish to pursue independent work in literary study. To enroll in the class, students will be required to submit a proposal for a substantive project they wish to pursue over the course of the fall semester. Projects may either remain within English or make interdisciplinary connections to another field or multiple fields (history, languages, STEM, arts, DEI, service learning, law, medicine, etc.). The application form contains more information about the course, the proposal and the different types of projects students might pursue.

Students will meet weekly as a group to workshop ideas and progress, as well as having individual weekly labs to set interim goals, get feedback, and share progress. Students will present their projects in a public forum at the end of the semester.

This course will serve as a Fall senior elective in English. Students who wish to pursue a Capstone on top of
another English elective are encouraged to apply, with the knowledge that availability of a second class may be limited by student schedule and total enrollment.

Open by application process, to seniors only (complete application by May 1, 2020)

Requires Preapproval
Fall Semester Course, 0.50 credits

**SPRING SEMESTER ELECTIVES**

**3250 Modern Drama**
This year the course will focus on dramas that explore the relationship between life and art, focusing on four pairings that compare and contrast the power of art on both amateurs/audience members and artists themselves. The four pairings are: Ives' *Venus in Fur* and Ruhl’s *Stage Kiss*, Shaffer’s *Amadeus* and Logan’s *Red*; Baker’s *Circle Mirror Transformation* and McDonagh’s *The Pillowman*; and Nottage’s *By the Way, Meet Vera Stark* and Hwang’s *M. Butterfly*. We will study them both as texts and as theater: be prepared to act!

Spring Semester Course, 0.50 credits

**3262 Gender and Sexuality**
What exactly, especially in an ever more complex world, is meant/understood by the words gender and sexuality? How do these terms work in the context of language and literature (and is it in fact important to bring these ideas to the study of literature)? And how do we wrestle with the fact that these terms are and have been fluid in meaning? In this course, we will be studying a selection of texts (memoirs, essays, films, poetry, and fiction) from a variety of authors that take up the task of articulating the experience of gender and sexuality, and we will pay particular attention to the language and aesthetics that mark those articulations. We will also pay particular attention to the ways in which these ideas are complicated by notions of race, class, and national context. Authors may include Baldwin, Lorde, Jones, Brinkley, and Chamoiseau.

Spring Semester Course, 0.50 credits

**3271 Literary Studies in the Shaping of the Self**

*In every voice, in every ban,*

*The mind-forg’d manacles I hear.*

*London,* William Blake

In this course of study, we will be examining through the selected readings how one’s sense of self is shaped by four dominant external entities: the political State, school, work, and media. We shall also examine how the individual, in the process of self-definition, internalizes both consciously and unconsciously the influences of each of these entities. As William Blake implies in his metaphor of “mind forg’d manacles,” those manacles are forged not only by forces external to the individual but by the individual her or himself. What I hope we will come to understand through our studies this term is this: even though the State, school, work, and the media undoubtedly play a significant role in the shaping of our sense of self, each of us nonetheless has the freedom, and thus the consequent responsibility, to see ourselves and the world in which we are situated both clearly and imaginatively - clearly, as we must first be able to grasp the reality of ourselves and our world; imaginatively, so that we can apprehend the possibility of changing ourselves and our world for the better.

Readings include: *Notes from Underground,* Fyodor Dostoevsky; *Waiting for the Barbarians* [novella], J. M. Coetzee; “Resistance to Civil Government” [essay], Henry David Thoreau; *Exit West* [novella], Mohsin
Hamid; Trick Mirror [selected essays], Jia Tolentino; Undoing the Demos [selected chapters], Wendy Brown; The Age of Surveillance Capitalism [selected chapters], Shoshana Zuboff.


Spring Semester Course, 0.50 credits

3261 Beat and Beyond: Ginsberg, Dylan and The American Prophetic Voice
Out of the complacency of the late 1950s a new voice emerged in American literature. Writers like Jack Kerouac and Allen Ginsberg fused influences as far ranging as the Romantics (most notably Blake, Keats and Shelley), the French symbolists (most significantly Rimbaud), American iconoclasts (Walt Whitman), The Bible and Buddhist sutras to create a new poetics for a new decade. The torch of this movement was passed to Bob Dylan through his own voracious reading and personal friendship with Ginsberg. By fusing these poetic influences with others ranging from traditional folk ballads to high modernism, Dylan created something new and became the (unwitting) voice of a generation. The course will explore the revolutionary works of these artists, their techniques, and the continuing impact they exert on today's cultural landscape.

Spring Semester Course, 0.50 credits

3272 Latino Literature in New York
Latino literature in New York examines literature written by Latino/a authors either born in the city or who subsequently settled here. We will consider how Latino/a writers examine questions of ethnicity and identity in ways that are similar to and different from other American writers of varying ethnic backgrounds. One critical subject in this course and of the writers themselves is the interaction between race, language, and assimilation and its effects on Latinos’ education, art, and the ongoing discrimination confronting them. New York as a setting allows us to place a special emphasis on Nuyorican culture and the writer’s who emerge from this art renaissance beginning in the 1970s, writers such as Piri Thomas, Miguel Pinero, and later Willie Perdomo. Setting is also important in how these Latino/a authors recreate neighborhoods or barrios that almost become characters in their own right, characters who can be brutalized by blight and experience transition. In these settings the narrators can in part act as tour guides, leading us through familiar sites in the city and their own evolving comprehension of how their ethnic background influences their identity development.

Spring Semester Course, 0.50 credits

3275 Modern Arabic Literature
The Middle East is one of the most misunderstood regions in the West, yet has one of the richest literary traditions of the world. Many Americans view Middle Eastern countries only as bastions of terrorism or view the region as deeply religious and unrelatable. The intent of this course is to introduce students to the unique perspectives offered by Arab and Muslim writers through various literary forms including novels, short stories, poems, and films. Works will treat issues such as: the impact of colonialism, the emergence of national consciousness, debates around tradition and modernity, sexuality, representations of women, issues of rural versus urban identity, migration, Islamification, and the Arab Spring. Authors may include: Salih, Mahfouz, Al-Koni, Choukri, Kanafani, Darwish, Al-Shaykh, Antoon, and Alsanea.

Spring Semester Course, 0.50 credits
3253 Senior Thesis Workshop
The final class in the Creative Writing Program, the Creative Writing Thesis Workshop, offers seniors the opportunity to develop a unique writing project. We will meet as a group to discuss and support one another’s writing, and the instructor will provide individualized reading assignments. Possibilities for writing projects include but are not limited to a collection of poems, a collection of short fiction, a novella, a play, a memoir, or a series of personal essays.

Spring Semester Course, 0.50 credits

Prerequisite: Introduction to Creative Writing and at least one Advanced level workshop. Prerequisite may be waived with permission of the instructor.

This course is also listed within the course descriptions for Creative Writing Classes.

3276 Journalism Seminar
In this course, we will discuss the ethics and craft of journalism in a turbulent world. Readings will include case studies, theory, and various forms of print and digital media itself. Students in all grades are invited to register. Previous knowledge of journalism or involvement in the Daltonian is not required. The course will meet once a week in the Spring semester for Pass/Fail elective credit.

Spring Semester Course, 0.25 credits
The History curriculum is designed to foster excellence in reading, writing, class discussion and critical thinking, as well as to introduce students to the stories of various civilizations in many parts of the world. The required courses aim to expose students to the history of religions, political traditions, patterns of economic development, social and cultural trends, and numerous forms of artistic expression. The electives offer students the opportunity to pursue their individual interests once they have mastered the fundamentals of history in 9th through 11th grade. All course offerings emphasize the importance of current events. Students are strongly encouraged to read The New York Times; view news programs; read weekly magazines, visit local museums and watch documentaries.

Dalton students are required to take three years of history.

HISTORY DEPARTMENT COURSES

NINTH GRADE

3500 Topics in World History I: Global Transformation and The Early Modern World

Ninth-grade history marks the beginning of a three-year examination of world history in a global context. The overarching narrative of the history program will take us from the early modern world to the contemporary one as we witness the rise of modernity and the myriad forces shaping our current world, and the ninth-grade experience focuses in particular on currents of nascent globalization and the patterns and consequences of global interconnectedness. In this way, we will ultimately approach the history of the American and French revolutions in a global framework, and we will understand the modern world as the result of interaction, cooperation, conflict, and exchange between various world civilizations.

The first semester will have us engaging in a close reading of two texts in order to orient our understanding of the early modern world. We will read Sundiata: An Epic of Old Mali and Shakespeare’s The Tempest. A close reading of these texts will anchor our investigation of the historical contexts in which these works emerge and allow for a deep and expansive interpretation of the works and themes contained within them. For instance, our analysis of The Tempest will extend beyond the frame of the play to consider the implications of imperialism and race in the early colonial world.

After considering these works, we will examine the early-modern dynasties of the Islamic world, Japan (with a focus on the Tokugawa Shogunate) and Ming and Qing China. The use of visual culture will offer an important and unifying frame of analysis. We then move on to the Renaissance, Reformation, the conquest of Americas, the Scientific Revolution and Enlightenment, the American Revolution, the Constitution, and the French Revolution.

Although some of the areas under study may seem dissimilar at first, common themes unify our investigation and afford us the opportunity to compare the histories and practices of a range of different cultural groups. We will do so through a number of analytical lenses. We will historicize the past with a yearlong introduction to the varieties of historical approaches by examining the religious, social, cultural, political, and intellectual aspects of each society under investigation. Overall, we help students develop historical skills such as analysis of documents and objects and images, construction of historical arguments, critical thinking and class discussion. To this end, both primary and secondary sources will be employed, and we expect students to prepare for class by reading and assessing the daily assignments.

Full Year Course, 1.0 credit
TENTH GRADE

3510 Topics in World History II: The Invention of Modernity
Students in the tenth grade continue their focus on the making of the modern world through a rigorous examination of nineteenth-century history. A comparison and contrast of the Haitian and Latin American Revolutions serves as both our point of departure and as an extension of their ninth grade study of the French and American Revolutions. Here we analyze the flow of ideas, goods, and people across the Atlantic, thereby framing our year’s work in a global context. Subsequent Assignments extend this global approach to the ‘long’ nineteenth century through intellectual, social, cultural, political, and economic lenses. We explore industrialization, the advent of capitalism and responses from socialist and utopian movements, and the emergence and ultimate dominance of nationalism. Cycles of colonization, resistance, and independence in Southeast Asia, India, Africa, and South America provide an additional focus. The marriage of imperialism and nationalism will loom large in our survey, as we reach the dawn of the Great War at the dusk of our academic year.

As a means of interrogating several of these themes while also building research skills, a term-long project prompts students to focus on a particular aspect (i.e. migration, infrastructure, colonial relations, popular culture, etc.) of a 19th century city, selected from a list of options from across the globe. The end result will be an essay that utilizes secondary sources to demonstrate how themes we study in class such as politics, economics, and social relationships, shaped life in a specific place in the long nineteenth century. The project helps facilitate discussions about the way in which these lived realities, in all their manifestations, impacted the nineteenth-century world. The project unfolds in stages, with students generating a research proposal, preliminary bibliography, annotations, and a detailed outline; teacher guidance and feedback informs the development of the project at each stage.

Full Year Course, 1.0 credit

ELEVENTH GRADE

All history courses offered in eleventh grade examine the significant events and developments of the 20th (and early 21st) century. “The 20th Century” course explores a broad variety of topics, using a wide range of historiographical lenses. Eleventh grade courses with more specific topic designations cover the same central events, but focus more on a certain thematic or historiographical lens. History is a collection of (sometimes competing) narratives, and we offer these variations to encourage students to understand history as the product of diverse methodologies and interpretations.

3520 Topics in World History III: The 20th Century
Students in the eleventh grade continue their focus on the making of the modern world through a rigorous examination of twentieth-century history. We begin with a detailed study of World War I in a global context, together with an in-depth look at the Russian Revolution and its immediate domestic and international impacts. As both a precursor to and an outgrowth of these conflicts, we explore the rise of modernist and anti-rationalist strains of intellectual thought, with diverse figures including Sigmund Freud, the poet Wilfred Owens, and the female leaders of the Women’s Peace Party. Subsequent Assignments will extend this global approach to the ‘long’ twentieth century through intellectual, social, cultural, political, and economic lenses. In our second Assignment, we will explore the interwar period, the Armenian genocide, the rise of anticolonialism in Africa, and the advent of communism in China. Our third Assignment comprises an examination of the Great Depression in all its global dimensions. In the United States, we assess how the New Deal and the growth of the modern welfare state emerged as a response to economic crisis; in Russia, we examine Stalin’s Five-Year Plan and the collectivization of agriculture; and in Germany, we witness the rise of the Weimar Republic and the beginnings of Nazi expansionism. Our fourth unit comprises a detailed study of the Second World War, with attention to the military and domestic fronts of all major belligerents.
Here a capstone is a close reading of Art Spiegelman's graphic novel Maus, in which historical details about the Holocaust intersect with debates about historical identity and cultural memory. Later Assignments will examine the global reach of the Cold War, the independence and partition of India, African nationalism, the creation of the state of Israel, revolutions in Cuba and Latin America, Mao Zedong's Great Leap Forward, the Cultural Revolution in China, the Iranian Revolution, and the struggle for racial equality and democracy in South Africa. Domestically, we will explore the rise of the movements for civil rights, women’s rights and gay rights as they gained visibility on the postwar landscape.

As a means of building research skills while interrogating the theme of forced and voluntary migration that pervaded this era, students will undertake a term-long project that analyzes the ‘push’ and ‘pull’ factors that propelled a particular twentieth-century migration. They will begin with a targeted search through one of several databases, which will produce a primary source—a photograph, a narrative, a memoir, a newspaper article—that will serve as inspiration for their project. Students will then compile an annotated bibliography of relevant scholarly sources, followed by an outline and rough draft. Teacher guidance and feedback will inform the development of the project at each stage. The end result will be an essay that makes a historical argument shedding light on the question of how or why a particular group of people moved from one place to another during the twentieth century. In the process, students will further an ongoing scholarly conversation.

Full Year Course, 1.0 credit

3524 Topics in World History III: Seeing the Century, Hearing the Century, Interpreting the Century
This section of eleventh-grade history continues to ask questions fundamental to historical inquiry: how do we access the past and how do we know what we know? What constitutes proper historical evidence? With the expansion of communication technologies and the increased dissemination of popular culture over the twentieth century, we inherit a trove of new and old modalities for representing and interrogating the past. By asking how cultural forms helped circulate ideas and generate awareness, we can gain insight into the historical consciousness of those living through historical events.

Additionally, our focus will be on the popular means of representation, and our investigation will utilize images (both static and moving), exhibitions, memorials, music (ranging from opera to pop music), radio broadcasts and televised coverage, movies, and more along with customary primary and secondary source analysis. For instance, what can we learn from the riotous response to the 1913 premiere of Igor Stravinsky's "The Rite of Spring"? How do we understand Billie Holiday's rendition of "Strange Fruit" (1939) and its reception as popular responses to racist violence in America? As a televised event, how did the experience of "9/11" change popular perceptions of terrorism, Islam(ism), and United State's foreign policy? How does Art Spiegelman's Maus inform and challenge narratives of the Holocaust? With these and other case studies in hand, we will be savvy to the various means of historical representation operating in the past but also the means informing our sense of what happened, why it happened, and the implications for historical development.

The structure of the course will utilize a selection of historical episodes marked by a particular form of historical representation as a starting point. We will then contextualize this work in a search for analytical antecedents in an effort to understand historical development, and we will also consider the impact of these forms of historical representation on historical consciousness then and now.

Full Year Course, 1.0 credit

3522 Topics in World History III: Nature/Technology/Power
Students in the eleventh grade will focus on twentieth-century world history. The foundational logic of this particular version of the course includes a definition of human ecology in which we explore the complex
relationship between human beings and their natural, social, and built environments. In this way, a solid evaluation and understanding of ecology and environmentalism relies on a keen perception of human behavior and the myriad relationships between the natural world and broader economic, political, social, and cultural forces. An environmental and ecological assessment of world history is really a broad frame/lens through which we examine human activity in a larger ecological setting: action unfolds in various contexts. All human activity has an ecological impact, and all human behavior has an ecological basis, and this idea will serve as our guiding logic as we explore the events and developments of the twentieth century into the twenty-first.

Overall, we will conduct our investigation of the twentieth century through the lens of ecological and environmental impact. We will reframe a consideration of the seismic events of the twentieth century (world wars, genocide, regional conflict, decolonization, etc.) through a careful analysis of the ecological and technological bases prompting, reflecting, urging, redirecting the episodes characteristic of the “Age of Extremes.”

We will explore the role of land use, the struggle for energy, water rights and access, food shortages, deprivation, and the subsequent consequences of collectivization and rapid industrialization. Many of the environmental issues of the day have a direct antecedent in the events of the early to mid twentieth century (and often earlier), and attention to ecological developments will provide the overarching narrative for our investigation.

Full Year Course, 1.0 credit


In this course, we will be both exploring and challenging the traditional view of intellectual history as a debate over the interpretation of a limited number of texts produced by a small group of prominent scholars from the cultural centers of Europe. We will trace the ideas that make up the modern intellectual landscape and explore their power to bend and shape society and the individual.

Rather than limit our scope to politics and acts of statecraft, we will branch out and explore the worlds of philosophy (Wittgenstein, Benjamin, Arendt, etc.), postcolonial theory (e.g. Cesaire, Fanon, Said, etc.), literary criticism (e.g. Orwell, Achebe, Morrison, etc.) and feminist theory (e.g. Beauvoir, Lorde, hooks, etc.).

We will hold “Western” and non-Western thinkers in conversation, paying special attention to how world-historical events informed their thought and praxis. How did they make sense of the unparalleled optimism regarding the moral, social and scientific progress of humanity that marked the beginning of the century? How did they react to and find meaning in World War I, Communism, Nazism, or the post-WWII wave of decolonization? How did they imagine a way out of totalitarianism and the assured mutual destruction of the Cold War? How did abstract ideas about the power, existence, freedom, and the role of art develop in response to the historical circumstances in which they were forged?

Full Year Course, 1.0 credit
ELECTIVES (ELEVENTH AND TWELFTH GRADE):

FULL YEAR ELECTIVES

3530 Modern Ethics since The Death Of God
This course explores how modern philosophers have thought about ethics in the context of what Nietzsche called “the death of God.” The course poses these questions: as religious faith became a private matter, how were people to reach a public consensus on issues of right and wrong? In the absence of a religious foundation, how could people even conceive of right and wrong? In the absence of a divine authority, can right and wrong be anything more than personal opinion and social convention? We will consider the basic ideas of modern philosophers who have concerned themselves with these questions. We will consider key arguments made by David Hume, G. E. Moore, and Alisdair MacIntyre in the Fall semester, and then look at the ethics of Immanuel Kant, Ludwig Wittgenstein, and Richard Rorty in the Spring. Students will concentrate on learning how to read these difficult texts, which means learning how to be precise with language and how to test that language against concrete examples, as well as on the substantive questions raised.

Open to 11th and 12th graders
Full Year Course, 1.0 credit, Thursdays 6:30-8:30PM

3538 Thinking Globally, Acting Locally
This course is designed to support greater local, national and global understanding and citizenship, while fostering a deep appreciation for the cultures of the world, to challenge students to critically think about the world’s most pressing global issues, and to help students understand how their lives in New York fit into a larger global context.

We begin this course with personal reflection coupled with an historical examination of globalization, definitions of citizenship, volunteering, community service and the way in which they inform service learning. Using the United Nations Millennium and Sustainable Development Goals as a means to guide our attempts to understand local and global issues and subsequent service opportunities. This course, places an emphasis on social action, and with that being able to understand the institutional roots of social, economic, environmental and political problems in the world today.

Aligned with Dalton’s mission of promoting global citizenship, this course seeks to promote student participation in service learning organizations/projects that are located in New York City, but have a global reach via the UN Sustainable Development Goals. Students will partner with an organization and develop a service-learning project. This experiential learning that engages students in service within the community is an integrated aspect of this course.

Full Year Course, 1.0 credit

3577 You Are What You Eat: A Critical Investigation Into Food Production, Consumption, and Justice
"A significant part of the pleasure of eating is in one's accurate consciousness of the lives and the world from which food comes."
—Wendell Berry

This course is a fundamental reimagining of “You Are What You Eat.” In its new form, this course, a full-year one, will continue to explore the historical, ecological, ethical, scientific/ biological, cultural, aesthetic, political and economic forces shaping what and how we eat. We will continue to explore the convergence of the local and the global, the urban and the rural, and the past and the present, when it comes to the choices we make
when we eat. We will highlight eating as a profound engagement with (or alienation from) the natural world indicated by our food consciousness and current practices of production and consumption. However, the course will utilize project-based learning models in the Teaching Kitchen and will focus on research, communication, and collaboration toward the fulfillment of service-learning projects based on student interest. In the Teaching Kitchen, we will engage in formative activities, and as a result students will utilize a base of knowledge (fortified by engagement with key texts, discussion, and their native curiosity) as a means for applying their knowledge in innovative forms. An emphasis on social action around environmental sustainability, food justice, and beyond will be a focus of our investigation, particularly in the form of individualized projects, as we consider the obligations of an informed and participatory citizenry.

Full Year Course, 1.0 credit

**FALL SEMESTER ELECTIVES**

**3558 The Black Radical Tradition**
This course will introduce students to some of the major ideas, events, and thinkers in the history of black radicalism. Scholar-activist Angela Davis once said that “[r]adical simply means ‘grasping things at the root.’” In this course, we will have to ask: What does it mean for black people to be “radical?” Does our response change with space and time? Students will, among other things, learn about maroon societies in early colonial America, female investigative journalists exposing the horrors of post-Reconstruction, the cultural and artistic renaissance of the interwar period, and will be introduced to various narratives and theorists from the post-WWII period. We will then look at the Afrofuturism of the late-20th century, as artists sought to reimagine a future filled with arts, science, and technology seen through a black diasporic lens.

We will explore questions of nation, identity, language, and the cultural and political meaning of diaspora in various movements. We will rely on cultural, political, and intellectual history to examine the efforts of black people who have sought not merely reform but a fundamental restructuring of political, economic, and social relations. The following questions will provide a conceptual framework for the course: In moments of struggle and resistance what meanings can be found in cultural forms and expressions? Are the oppressed suffocated and silenced by the violence of history and hegemony or is another language, poetics, community, and politics possible? What is the role of the artist in the Black Radical Tradition? Throughout the semester, we will be in conversation with theorists, artists, and poets, such as Douglass, Wells, Césaire, Fanon, Achebe, Baldwin, Wa Thiong’o, Lorde, hooks, Rankine, regarding the culture, aesthetics, and politics of the Black Radical Tradition.

Fall Semester Course, 0.50 credits

**3547 Caste, Communism, and K-Pop: The Making of Modern Asian Identities**
How do people with traditions extending back several millennia modernize themselves, especially when faced with the dilemma to either modernize or perish? What does modernity look and feel like in Asia? How is the intersection of identity and ideology experienced in Asia? How have Asian identities been shaped by technology? How are issues of caste, class, gender, race, religion and sexuality experienced in China, India, Japan, Korea and across Southeast Asia? And, how is this both similar to and different from our experiences of modernity as New Yorkers, Americans, and Westerners?

This course will focus on Asian history from the mid-20th century to the present day, paying close attention to diverse Asian responses to the challenges of modernity. Students in this course will consider the consequences of Asia’s physical and human geography. They will examine in depth how contemporary Asian aesthetics (art, film, literature and other forms of creative expression) reflect local responses to images of modernity, rendered by the Euro-Atlantic world. In addition, they will explore the extent to which
technological change and economic and cultural globalization have redefined the region’s place in the world. Ultimately, students in this course will grapple with the question of what it means to be modern in 21st century Asia.

Fall Semester Course, 0.50 credits

[NEW COURSE] 3575 Election Seminar 2020
It’s cliché to say that ‘it’s never been more important than now to be politically aware,’ but this time it is no cliché. The United States is in the midst of a public health emergency of the sort that few of us have ever lived through. This emergency has been shaped by, and continues to shape, the contours of American political life—including the operations of our state, local, and national governments. Our upcoming elections are no longer solely about the candidates and issues themselves. They are now referenda on the fundamental purpose and character of government. Even the basic question of how to safely conduct elections is now in question.

To begin grappling with these questions, Election Seminar 2020 will offer interested students an overview of the federal, state, and municipal elections process. Students will each track an issue of choice, and report periodically to the group via research in credible news sources. The historical and political knowledge the class gleans will culminate by asking, “How can I use my growing awareness of the political process to help my community in a meaningful way?” Toward that end, students in the class will work in teams to curate activities and assemblies for the broader Dalton community as the election cycle unfolds. Students will also research alternate methods of election in Western democracies, as the course seeks to foster creative thinking about political change on both the local and national level. Several guest speakers will lend their expertise about the political process to the class.

As in past years, the class will be open to interested students from all four high school grades.

Fall Semester Course, 0.25 credits

[NEW COURSE] 3574 History Capstone Project
Students who possess a demonstrable passion for critical inquiry and self-directed research are invited to apply for the Capstone experience in historical research and investigation. Open to seniors in the fall semester of their culminating year, the Capstone Project represents an opportunity for students to utilize their existing skills in an effort to expand upon their research techniques and dispositions in pursuit of original historical research and project completion. As an initial step, students will craft and propose a viable research project idea and a plan for realizing that project. As part of the proposal, students will identify sources of information and document a plan for accessing these sources. Initial research questions will frame the proposal as well and students will suggest a particular form for their completed project.

Students who participate in the program will meet weekly to share research findings, troubleshoot problems, offer and receive feedback, and provide general insight into the research process. In the main, students will work independently and meet frequently with their advisor as they pursue their research and will work to meet assignment benchmarks with the support of dedicated History faculty. Students will also periodically share their research findings and progress in order to ensure steady and consistent effort and production.

In addition to completing the project, students will share their findings in a public exhibition

Open only to 12th graders, by application process (complete application by May 1, 2020)

Requires Preapproval
Fall Semester Course, 0.50 credits

3576 Inequality in America: The History and Theory of Social Class in the COVID-19 Era
To what extent have class distinctions played a role in American politics, society, and culture? What were the key turning points in the history of the working, middle, and upper classes in the U.S.? What place have questions of inequality played in political discourse and what does the historical record tell us about actual inequality? How have American artists, musicians, and writers imagined class in ways that both challenged the status quo and perpetuated the myth of the “self-made man” or “self-made woman”? Why did socialism or social democracy never take root in the United States? What might we learn by comparing the U.S. to other countries, such as Britain and Russia, in this respect?

In this elective we will explore the history of social class in the United States from colonial times to the present, paying careful attention to changes and continuities in how Americans have talked about, imagined, and embodied economic distinctions and inequalities of various kinds. Some of the topics considered include the Whiskey Rebellion, 19th-century booms and busts, the Populists and Progressives, economic inequality and race, the Great Depression, the rise and fall of the New Deal order, and Reaganomics. We will use this historical grounding to help us navigate contemporary debates about social and cultural capital, the economic legacy of slavery, the Great Recession, and the “Second Gilded Age.” We will also frame our discussions, especially those in the third and final assignment, in terms of the inequalities in income, wealth, and access to health care that have been exposed by the COVID-19 pandemic.

Fall Semester Course, 0.50 credits

3570 Microeconomics: A Close Look at Buyers and Sellers
Must robots replace human workers in every industry? Will Amazon completely redefine the retail store? How will corporations respond to climate change, the ultimate negative externality, to work with the public sector toward the common good? Microeconomics is the study of production and consumption, of how, as the Greek base word “oikonomos” suggests, we “manage our households.” In this course students will be introduced to the basics of supply and demand, price elasticity, surplus and scarcity, opportunity costs, perfect competition and monopoly, and the continuing public private debate about market efficiency. Through case studies based on current issues, we will deepen our understanding of market fundamentals in a 21st century context.

Students will meet twice a week in class, have scheduled individual labs, and participate in regular on line work, including discussions, quizzes and case work. This course can be taken in series with macroeconomics, or independently, and is available to juniors and seniors.

Fall Semester Course, 0.50 credits

3576 The Makings of Modern Antisemitism
We commonly understand “antisemitism,” to mean prejudice or negative attributes assigned to Jewish people. This course interrogates both the term and its usage in places across the globe over the course of the 16th-21st centuries. Why have the Jews served as targets for a particular form of animosity? How did specific local or national contexts shape manifestations of these feelings, or actions, towards Jews? How did Jews in predominantly Christian or Muslim lands experience antisemitism in the Modern Era? To address these questions, we will explore a variety of case studies using visual and textual primary sources along with academic material from disciplines including history, religious studies, literature, and ethnography. There is a potential Spring 2021 DGI trip to Eastern and Central Europe being offered to explore the Jewish past and present with antisemitism being one of the main themes explored. Students in this Fall elective would not be expected to attend, but would be encouraged to do so.
Spring Semester Course, 0.50 credits

**SPRING SEMESTER ELECTIVES**

**3568 Conservatism in the United States**
We are at an opportune moment to interrogate the history of American conservatism. The current president of the United States, while helming the major political party most closely aligned with the movement, has often had his conservative *bona fides* called into question. The implication of this critique is that he does not reliably adhere to a core doctrine that reflects the “mainstream” of a particular tradition. But what tradition is that, exactly? Is there indeed a conservative mainstream? If so, does it have a discernible historical lineage? We will pursue these questions by analyzing selected periods in American political history at which certain groups have articulated a rhetoric of tradition, or adherence to precedent, in conscious juxtaposition with a rhetoric of progress or change. Building from this historical examination, the course will culminate in a sustained analysis of modern American conservatism. Here we will probe the ongoing tension within the conservative movement between nationalist isolationism and interventionism in foreign policy; between free-market libertarianism and government support of the financial services industry; between a small-government philosophy and support for robust national defense; between a domestically oriented view of women and the embrace of women’s activism on the cultural right; and, in law, between originalism and textualism. Through this investigation, students will gain an awareness of the complexity and nuance of American conservatism as a historical and political force.

Spring Semester Course, 0.50 credits

**3567 Macroeconomics: Chasing Growth**
Will China overtake the US as the leading consumer of the world? Why is Maduro’s once rich Venezuelan economy failing? Will growing nationalism undo the benefits of free trade? How pervasive (and dangerous) is income inequality? Globalization has turned our macroeconomic model upside down in recent years, making the study of macroeconomics no longer nation specific but instead the study of a deeply interconnected world economy, in constant flux. In this course, students will be introduced to the basics of macroeconomics, exploring the scale and structure of individual economies, and the dynamics of growth. We will consider specific topics including population and migration, human capital, health care and education, and the global cost of climate change, as well as the role of political institutions in economic development. Exploring case studies based on current events, we will deepen our understanding of these fundamentals in a 21st century context.

Students will meet twice a week in class, have scheduled individual labs, and participate in regular on line work, including discussions, quizzes and case work. This course can be taken in series with microeconomics, or independently, and is available to juniors and seniors.

Spring Semester Course, 0.50 credits

**3548 Magic Bullets and Blockbuster Brands: Drugs and Disease in the Modern World**
What role did pharmaceutical drugs play in the shaping of the world that we currently inhabit? When and where did the key developments in drug therapy take place and how did these therapies relate to evolving understandings and definitions of disease? In what ways has the relationship between the drug industry, the state, and the university changed over time? To what extent were and are drugs and the diseases they are designed to treat embedded in the broader society and culture? What is the relationship between Western drug therapies and the global South?
This course examines the history of pharmaceutical drugs and related medical technology in global perspective from the late nineteenth century to the present. Important biomedical advances in drug therapy—such as vaccines, vitamins, antibiotics, steroids, and antiretrovirals—will be considered in relation to changes in the medical profession, the rise of the pharmaceutical industry, and an ongoing tension between drug marketing and state regulation. We will also consider the ways in which Western medicine relates to other medical and healing traditions. Public reaction to and expectations about scientific discovery, intellectual property and global health, and the relationship between illicit and licit drugs will also serve as unifying themes for the course.

Spring Semester Course, 0.50 credits

3571 Peace, Perception, Power: An Introduction to International Relations
We live in an era of globalization; as individuals and as a nation, we are more aware than ever of the broader world, but also, the issues that the international community confronts and must contend with daily. From wars to epidemics, terrorism to human rights, nations have to respond to these issues by balancing the needs of their own citizens with the demands or conflicting desires of other nations.

In this class, students will explore the fundamental theories of international relations and analyze components of the international system: state and non-state actors, NGOs, and intergovernmental organizations such as the United Nations. The first part of the course uses historical events of the previous century to understand the variety of past approaches to global issues. Students then move into an examination of 21st-century case studies that encapsulate current challenges and allow students to assess the policies, structures and strategies used to respond to a complex world of conflicting ideologies and goals.

Spring Semester Course, 0.50 credits

3562 Sports and Society
Beyond spectacular World Cup finals, Super Bowl touchdowns and walk-off grand slams, sports remains a vital institution for analyzing the ideological and theoretical frameworks of nationalism, empire, morality, gender, and race. From the 1936 Berlin Olympics to the 2015 FIFA corruption scandal, sport can be used as a serious vehicle for conceptualizing and analyzing the triumphs and limitations of our society and its complicated histories.

This course will explore the following questions: How did sports transition from amateurism to professionalism? How and why does American sports culture differ from the rest of the world? How did the fight for Title IX shape the gender equality debate? How do nation-states use sports as a political tool? How do sports serve as vehicles for cultural imperialism? Where are the intersections between football hooliganism, fascism, and gender performativity in Europe? How have sports been used throughout history as a platform for social justice? How is cultural meaning inscribed on the athletic body, and how do these inscriptions indicate various forms of sexual, gender, racial, and class identification and distinction?

In addition to more traditional textbook-style readings, we will also examine excerpts from novels and memoirs, watch documentaries, and embark on a number of field trips.

Spring Semester Course, 0.50 credits
WORLD AND CLASSICAL LANGUAGES

Since High School is the time to consider adding a new language to your program, we are giving you brief descriptions of the different languages we offer to assist you.

Students must see the department chair when beginning language classes. After that, placement in sections is done by the department until the students reach elective levels. You must begin your course registration by signing up for language first. Many of the courses have only one section.

CLASSICAL LANGUAGES:

Latin: “To read the Latin and Greek authors in their original, is a sublime luxury, and it is an innocent enjoyment... I thank on my knees him who directed my early education, for having put into my possession this rich source of delight; and I would not exchange it for anything which I could then have acquired, and have not since acquired.” (Thomas Jefferson - Letter to Priestley, Jan. 27, 1800)

The study of Latin presents an enriching opportunity to engage with the language, literature, history, philosophy, art, government, and religion of the Roman empire, and to explore its profound influence on our own civilization. Students discover that 65% of English words (and more than 90% of those over two syllables) come from Latin. By systematically grappling with Latin’s precise and logical syntax, the students exercise and develop analytic thinking, bolstered by an acute attention to detail. The practice with close-reading that translating Latin texts provides helps students to build text-based arguments and understand how rhetoric may be employed in English as well as Latin. Translating Roman literature allows students to reach into the past and explore the culture of ancient Rome from the Romans’ own perspective, thereby gaining insight into their own cultural moment and how the present is shaped by the past.

WORLD LANGUAGES:

French: French plays a role in world culture, literature, arts, history and science. As the second language of the United Nations and an official language of many countries, French is also an important language for diplomacy and commerce. Of the millions of people who speak French worldwide, fewer than half live in France. For this reason, our curriculum seeks to expose students to the diversity of the Francophone world. All four language skills - listening, reading, speaking and writing - are stressed, with a particular emphasis on oral communication and written production.

Spanish: Spain is an integral member of the European Union and U.S. relations with Latin America continue to gain greater importance. Spanish speakers are in high demand and the study of Spanish is becoming more desirable than ever. Mastering Spanish will open many doors, not only to foreign cultures, but also to many aspects of our own culture locally and nationally. Students of Spanish at Dalton have the unique opportunity to apply their knowledge on a daily basis through direct contact with a wide range of Hispanic people, and through their exposure to an ever-growing variety of music, theater, film, daily publications, and radio and TV in Spanish. In addition to the development of oral and writing skills, our students’ interaction with teachers from several Spanish-speaking countries, enriches their language experience. Technology and interactive multimedia play a significant role in our curriculum.

Chinese (Mandarin): Chinese claims more native speakers than any other language and China is considered one of the world’s superpowers. In the course of the next few decades, it seems inevitable that China will become more central to U.S. endeavors abroad, and the ability to speak Chinese will likewise become a valuable asset in many careers and fields. In addition, the Chinese language is the gateway to
one of the world’s great cultures, whose customs, social structures and literature stretch back 5000 years. Chinese is special among Dalton’s language offerings for its use of characters rather than an alphabet to write and also for its tonal phonetics. These intriguing features make Mandarin quite different from European languages, and with that difference comes an extraordinary perspective. Successful students of Mandarin are savvy, effective “global citizens” who can engage authentically with Chinese cultures, both in New York City, and around the world.

CLASSICAL LANGUAGE COURSES

LATIN

Students learn Latin grammar, vocabulary and translating skills through a systematic grammatical sequence as well as through translating continued text. Students are taught to look for etymologies in English and to compare English and Latin grammatical systems. Comparisons are made to Romance languages when appropriate. Students see more and more original Latin as they hone their translation skills. Students are introduced to Roman history and culture. In Latin 2 and Latin 2, Dalton students first learn essential vocabulary, syntax, and grammatical concepts. This foundation then enables advanced students to translate history, rhetoric and poetry, from the writings of Caesar, Cicero, Pliny, to the works of Virgil, Horace and Catullus.

3110 Latin 1
Beginning study of grammar, vocabulary, and translation.

Text: First Year Latin, Jenney, Scudder and Baade
Full Year Course, 1.0 credit

3111 Latin 2
Continuation of Latin 1. Upper level grammar is introduced alongside prolonged translations.

Text: First Year Latin, Jenney, Scudder and Baade
Requires Preapproval
Full Year Course, 1.0 credit

3112 Latin 3 – Selected Latin Authors
Students in this course review the curriculum of upper level grammar and syntax in tandem with translation of texts taken from ancient authors, including Livy, Eutropius, Caesar and Ovid. This class emphasizes the development of translation skills, the ability to identify grammar and understand syntax, and the expansion of vocabulary.

Text: Second Year Latin, Jenney, Scudder and Baade
Requires Preapproval
Prerequisite: Latin 2
Full Year Course, 1.0 credit

3186 Latin: Identity and Empire / 3169 Latin: Identity and Empire ‘A’
This is the first class in which students make the leap to pure translation of text. Grammar and solid, idiomatic translation are a continued focus. The course will begin with selections from Caesar’s *De Bello Gallico* through which students will become conversant in standard Latin prose style. Students will learn about Roman expansion and the Roman perspective on themselves and the other. Students may also
encounter works by authors such as Pliny, Livy, and Suetonius. Through these texts, students will become acquainted with Roman historiography, ethnography, geography, and the Roman army. Students will show their comfort with the subject matter through daily translations and regular assessments including grammar, vocabulary, and translations.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Texts vary
Requires Preapproval
Full Year Course, 1.0 credit

This study of Roman prose literature evokes the conflicts and crises of Roman political life. Readings will focus on writings from prose authors, such as Cicero, Livy, Pliny, Sallust and Suetonius and may include some poetic works. Through these authors and their works students will broaden understanding of Roman institutions, government, and civic life. Students will also examine in depth the figures of speech and rhetorical devices that make up the artistry of these authors. Comparative studies will involve looking at famous speeches of the 20th and 21st centuries. Students will show their comfort with the subject matter through daily translations and regular assessments including grammar, vocabulary, and translations.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Texts vary
Requires Preapproval
Full Year Course, 1.0 credit

3172 Latin: The Epic Tradition in the Augustan Age / 3173 Latin: The Epic Tradition in the Augustan Age ‘A’
This study of Roman Epic poetry will be an in-depth exploration into the themes prevalent throughout poetry. This course will take a multi-disciplinary approach to texts rich in a variety of topics, ranging from philosophy and mythology to propaganda and romance. Through selections from Virgil’s Aeneid, students will come into contact with the plight of the refugee and his search to found the Roman race. Discussions and assignments focus on literal and free translation of the text, on poetic meter, major themes, the figurative language of epic verse, and the socio-political reformation of the Augustan Age. Less traditional epic works, like Ovid’s Metamorphoses and Lucretius’ De Rerum Natura may provide points of context and comparison. Students will show their comfort with the subject matter through daily translations and regular assessments including grammar, vocabulary, and translations.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Texts vary
Requires Preapproval
Full Year Course, 1.0 credit
3117 Latin Lyric Poetry / 3113 Latin Lyric Poetry ‘A’
Students read the poetry of Catullus and Horace. Poems are read with attention paid to themes, poetic devices, contemporary cultural philosophy, historical background and metrical forms. The Greek influences on Catullus and Horace are examined, as is modern poetry, which has been influenced to a great extent by these authors.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Texts vary
Requires Preapproval
Full Year Course, 1.0 credit

WORLD LANGUAGE COURSES
In Spanish, French and Mandarin classes all teachers share the goals of helping students to increase their proficiency in listening comprehension and speaking, as well as reading and writing. Classes and labs are conducted primarily in the target language. After fulfilling the sequence of course requirements, students are offered a number of electives. Students learn through discussions, the use of texts and audiovisual materials, and authentic materials gleaned from the cultures of each language. Learning a foreign language teaches students to understand other cultures and in the process, to reconsider and further understand their own.

FRENCH
In French we use Vis-à-vis textbooks for the first two years of study. Individual assignments present grammar formally and embedded in authentic cultural contexts. From French II onward, students read and discuss short novels and stories for vocabulary enrichment. By the end of level IV, students have seen all features of syntax and are working to enhance their proficiency in speaking, writing and reading in French.

3100 French 1
Full Year Course, 1.0 credit

3101 French 2
Requires Preapproval
Full Year Course, 1.0 credit

3102 French 3
Requires Preapproval
Full Year Course, 1.0 credit

3103 French 3 ‘A’
Requires Preapproval
Full Year Course, 1.0 credit

3104 French 4
Requires Preapproval
Full Year Course, 1.0 credit

3105 French 4 ‘A’
ELECTIVES

3161 French Cinéma ‘A’
This course aims at enhancing the studentsí understanding of the culture of France and the Francophone world by focusing on the relation of films to French history and culture. We examine how French society and contemporary filmmakers view and address major historical, social and cultural events. Students will be introduced to a broad range of contemporary issues: the legacy of colonialism and decolonization, history of immigration and access to French citizenship, social exclusion, social unrest: (Mai 68 and riots of the suburbs in 2005), secularism (laïcité), economic challenges (welfare state, globalization, and the healthcare deficit). During the study of each film, students research and analyze cultural, social, and historical themes. This course is designed to strengthen all four skills - reading, writing, speaking and listening. Reading and writing skills in particular are developed through the analysis of cultural readings. In addition, students have the opportunity to create projects, and discuss and debate a variety of themes in French.

Requires Preapproval
Prerequisite: French 4A', or above
Full year course, 1.0 credit

3174 Atelier: A Creative Writing Course in French 'A'

“Who am I, in French? I really don't know -- a bit of everything, perhaps.”
― Nancy Huston, Losing North: Essays on Cultural Exile

What happens when writers decide to compose in a language that is not their native one? What do they lose and, most importantly, what do they gain? This course will explore these questions and encourage students to find their own original voice in French by 1) exploring universal themes that are both personal and meaningful (such as childhood, what constitutes a good horror story, food writing, love, and family) and how each author expresses those themes into their work 2) engaging in in-class writing exercises, such as le pastiche, in which they will add their own creative spin to a theme, just as Marcel Duchamp did when he added a mustache to the Mona Lisa. The first semester will focus on the art of the short story where students will discuss what constitutes a compelling narrative in the works of writers such as Guy de Maupassant, Émile Zola, Marcel Proust, Jean-Marie le Clézio, Georges Perec, Marcel Proust, and Jean-Paul Sartre. The second semester will concentrate on poetry by examining all forms of the poem, from the classical to the surreal, through the lens of poets such as Villon, Rimbaud, Baudelaire, and Bréton. Students will not only look at literary examples, but excerpts from an array of films, music, and visual art.

Requires Preapproval
Prerequisite: French 4A and/or one year of elective or departmental permission
Full Year Course: 1.0 credit

3165 Autobiographies in French-Speaking Countries
This course is designed to develop reading, writing and discussion skills in French. We read autobiographical narratives and discuss short films grounded in childhood experiences: authors include Eric-Emmanuel Schmitt, Gisèle Pineau, Fatima Mernissi, and Camara Laye. Students explore through class discussion the ways authors process their perceptions of family dynamics, social contexts provided by school, neighborhood, and cultural norms, and larger political questions that filter into their lives as they near adulthood. Assignments provide vocabulary to enhance reading comprehension and to develop conversation skills in French. Students also learn some vocabulary for persuasive argumentation in French.
Requires Preapproval
Prerequisite: French 4, French 4'A', or above
Full Year Course, 1.0 credit

MANDARIN

Textbooks for Mandarin are *Huanying* at levels 1 and *A New China* for *A Changing China*. Ancillary materials include audiovisual materials, online exercises, interactive flash cards, and other independent learning resources to enhance students' experience. Students are introduced to Chinese culture and traditions through a variety of authentic Mandarin-language materials, excursions, and in school visits by experts.

3120 Mandarin Chinese 1
Full Year Course, 1.0 credit

3121 Mandarin Chinese 2
Requires Preapproval
Full Year Course, 1.0 credit

3122 Mandarin Chinese 3
Requires Preapproval
Full Year Course, 1.0 credit

3123 Mandarin Chinese 4
Requires Preapproval
Full Year Course, 1.0 credit

3124 *A Changing China* / 3124A *A Changing China 'A'*
*A Changing China* assumes a working familiarity with the basic structures of Mandarin and a corpus of approximately 700 common Chinese characters. In this course, students use their textbook, *A New China*, as a tool to explore a large variety of authentic, contemporary Mandarin-language materials, including websites, television programs, excerpts from articles, opinion pieces, fiction and films. Through analysis of these and other media, students become familiar with mainstream and alternative Chinese attitudes, opinions and styles. Through dialogue, role-play, research and writing, students learn to express and understand educated views of Chinese culture and society. Students acquire roughly 300 new characters, and class is conducted entirely in Mandarin.

*A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.*

Requires Preapproval
Full Year Course, 1.0 credit

3125 Chinese History Through Stories / 3126 Chinese History Through Stories 'A'
*Chinese History Through Stories* is a course for students who have successfully completed *A Changing China* or are comparably conversant and literate in Mandarin. In this class, students will read and analyze short stories of major political, military, economic, cultural, and technological events and influential figures of Chinese history, and their impact on and relevance to modern day China. We also examine and learn to use the ever-so-important four-character idioms along the way. We watch and discuss several movies and movie
excerpts based on popular historical events and legends such as *Hero* and *The Battle at Red Cliff*, and, when appropriate, compare them with similar Western stories. Successful students emerge with a set of cultural and linguistic tools that allow them to engage China in a nuanced, sophisticated way. Class is conducted entirely in Mandarin.

*A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.*

Requires Preapproval  
Full Year Course, 1.0 credit

**3127 Lands and People of Contemporary China / 3128 Lands and People of Contemporary China ‘A’**  
*Lands and People of Contemporary China* is a seminar-level course. *Chinese History Through Stories* or equivalent proficiency with spoken and written Mandarin is prerequisite. Students in this course will study in depth the people and culture of China by taking a simulated journey around major regions of the country. While the focus will mainly be contemporary, we will examine historical roots of certain customs and landmarks. China is a diverse country with more than 50 ethnic groups, all of whom have rich culture and customs. Even among the majority Han ethnicity, every region has its own unique flavor. So what is China? What does it mean for people and things to be Chinese? In this course, we examine the different people, customs, food and landmarks of mainland China. We will read authentic Chinese texts from print and digital media, and explore authentic audiovisual content available on the Internet. Class will be discussion based. Class participation is crucial to this course. Students must be able to read authentic materials and to compose short and meaningful essays in Chinese.

*A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.*

Requires Preapproval  
Full Year Course, 1.0 credit

**SPANISH**

Students work together in developing language proficiency, applying the grammatical structures by practicing them in a variety of situations including discussions, presentations and dialogues. Through cultural readings and audiovisual materials, students are exposed to the Spanish spoken in different parts of the world.

**3130 Spanish 1**  
Full Year Course, 1.0 credit

**3131 Spanish 2**  
Requires Preapproval  
Full Year Course, 1.0 credit

**3132 Spanish 3**  
Requires Preapproval  
Full Year Course, 1.0 credit

**3133 Spanish 3 ‘A’**  
Requires Preapproval  
Full Year Course, 1.0 credit
3134 Spanish 4
Requires Preapproval
Full Year Course, 1.0 credit

3135 Spanish 4 ‘A’: We New Yorkers “Nosotros los Neoyorquinos”
This interdisciplinary course, entitled “Nosotros los Neoyorquinos,” is organized into thematic units, the course will involve students in a study of the historical, social and cultural impact of Spanish-speaking New Yorkers, both in the present time, and throughout history. Students will strengthen and further develop their speaking, listening, reading and writing proficiency in Spanish as they explore different Latin-American communities in the five boroughs of New York City. Students will interact with Latinos in and around New York City, and use technology to connect with Spanish-speakers around the world in order to conduct oral history interviews, design and conduct research, and create joint projects. Major themes include communities (family, school, neighborhood, city), immigration (movement of people into and out of the city, population density over time, etc.), the environment (the use of natural resources, etc.), Spanish language and cultures (etymology, how cultures evolve, encounter of cultures and civilizations), and the arts (dance, literature, visual arts, etc.). Students’ progress will be assessed through evaluation of proficiency in language as well as demonstrated understanding of cultural products, practices, and perspectives.

Requires Preapproval
Prerequisite: Permission of Instructor
Full Year Course, 1.0 credit

ELECTIVES

3136 Spanish Conversation and Composition
The Conversation and Composition course aims to strengthen speaking and writing skills in Spanish. We begin the year with a discussion of potentially controversial topics and questions pertaining to each. Students choose discussion topics and the order in which they are debated. In the past, these themes have included alcohol and drug policies, censorship, violence, affirmative action, human rights, immigration, and current issues. In–class discussions and debates typically involve initial free discussion, identification of key questions, some research and a paper or a formal in-class presentation. Writing may take a creative approach in addition to the formal paper. Students are expected to come out of each unit better informed about the different sides of each issue. Reading articles and literary excerpts, listening to music and watching movies are additional means for students to expand their breadth of expression and understanding of culture in Spanish.

Requires Preapproval
Prerequisite: Spanish Level 4 or departmental permission
Full Year Course, 1.0 credit

3137 Spanish: Literature and Food in Latin America ‘A’
In this course, students are invited to bring their appetite for all things gourmet as we explore 20th century Latin American literary works through the lens of food. We will analyze the many flavors of culinary literature, written for and by native Spanish speakers. In the course, we will compare and contrast cultures and perspectives through topics such as Poets in the Kitchen, Authors and their Favorite Dishes, Literary Recipes for Love, and Savory Myths. By the end of the year, students will be able to understand the complex network of historical, political, cultural and social contexts that influenced the creation of these works through the thematic ingredients of society, gender, time, space and reality. Our menu of readings includes short stories, poetry and short fiction by Cortázar, Esquivel, Borges and Neruda among others. Students will have the
opportunity to improve their reading, writing and oral skills via class discussions, a portfolio de commentaries and self-reflection, and in-class essays. ¡Buen provecho!

Requires Preapproval
Prerequisite: Spanish Level 4 and departmental permission
Full Year Course, 1.0 credit

“Lengua y Cultura” will give the students the opportunity to explore Hispanic culture in both contemporary and historical contexts. Through this course, students will develop awareness of and appreciation for the different cultures throughout the Hispanic world and compare them with their own communities. Some of the topics covered will be Global challenges, the Arts, Contemporary Life, Communities, Science and Technology, Personality and Personalities, Hispanic history and Literature. Students will present their own opinions and develop arguments, both orally and in writing. They will learn how to identify different registers and address different audiences (e.g. how to write an e-mail, text message, a formal letter, an essay, how to do an oral presentation, etc.). Students will be exposed to Spanish spoken by native speakers, with different regional pronunciations through authentic cultural audioclips and videos. Part of this course will be developed by the teacher, and part of it will be developed by the students, according to their interests and passions.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Requires Preapproval
Prerequisite: Spanish Level 4 or above
Full Year Course, 1.0 credit

3141 Spanish: Hispanic Cinema / 3141A Spanish: Hispanic Cinema ‘A’
This course offers a window into Spanish and Latin American societies and cultures through cinema. It works toward broadening the knowledge of the Spanish-speaking world and offers students the opportunity to exercise the spoken and written language. The curriculum includes films from four countries that broadly represent geographical and cultural regions of the Spanish-speaking world and the major centers of film production: Cuba, Argentina, Spain, and Mexico. Projects allow students to study films from other countries as well. The students make brief presentations on pertinent historical, cultural, and political issues for each country that serve as the context for that country’s films. Students also keep a regular diary to note responses, observations, impressions, and questions about the scenes viewed in class. Semester projects allow the student to explore film further in a scholarly or creative manner, for example the study of a film or director, a sound score, cinematographic techniques or the creation of a film short, music for a scene, or an original script.

A-level credit is available for this course with permission from the teacher and the department chair. Students may choose to undertake A-level assignments, the scope of which exceed that of the regular class.

Requires Preapproval
Prerequisite: one year of elective or departmental permission
Full Year Course, 1.0 credit
3400 Computer Science 1
In this course, we use computer programming languages as expressive mediums. Students do creative programming projects that reflect their identities and interests while learning the fundamentals of authoring software.

Full Year Course, 0.50 credits

3401 Computer Science 2
The major emphasis of this course is Java programming, algorithms, and using fundamental data structures.

Requires Preapproval
Prerequisite: Computer Science 1 and/or receive departmental permission
Full Year Course, 0.50 credits

3432 Adv. Data Structures and Algorithms 'A'
This is a course in the design and analysis of solutions to large computational problems. In particular, we will initially focus on fundamental data structures (e.g., stacks, queues, graphs). Next, we will use those tools in implementations of algorithms (e.g, sorting, searching, traversals) while analyzing their efficiencies in terms of time and space. Assignments will be couched in real-world domains and data motivating the creation of these data structures and problem solving approaches.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 1.0 credit

3433 Adv. Physics and Math Simulations 'A'
This course is an interdisciplinary offering between computer science, physics, and mathematics. Student assignments will reflect concepts from all three disciplines including projectile motion; orbitals; strings; particles; matrices and area below a curve. Simple graphics will be included as part of the course. Dedicated time outside of the classroom is expected.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Recommended Co-registration: Physics ‘A’ and ‘A’-level Math
Full Year Course, 1.0 credit

3436 Adv. Linguistics ‘A’
This course will explore human natural language and as it is spoken, signed, and written by humans. We will uncover patterns and similarities across the thousands of languages used today. This pursuit is informed through building formal grammatical structures (e.g., Universal Grammar), using inclusive alphabets (e.g., International Phonetic Language), and tracing languages to common ancestors (e.g., Proto-Indo-European). This course will enrich students' continued understanding of their studied language using the multiple scientific perspectives of linguistic study (phonology, semantics, syntax, sociolinguistics, language acquisition) as well as enrich their understanding of language through comparison between their studied languages and related languages.

Requires Preapproval
Prerequisite: Level 2 language and Computer Science 2 and/or receive departmental permission
Full Year Course, 1.0 credit

3434 Web Engineering
Web sites are of central importance in today's world, and learning the web toolkit is transformative. This course will focus on the challenges involved in developing software for the web, with a particular focus on quickly prototyping and building. We will learn to collaboratively construct web applications large and small, exploiting and expanding the skill set of each student in the class. As a team we will participate in hackathons, and push ourselves to have tools ready to build quickly and iterate. The content of the course will vary per student and be based on experience and strengths.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 0.50 credits

3435 Relational Databases
The major emphasis of the course is advanced programming methodology, algorithms, and database systems. Topics vary each year based on interest and expertise.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 0.50 credits

[NEW COURSE] 3439 Computer Simulations
The goal of a computer simulation is to approximate the behavior of a real-world or hypothetical system or set of processes. In this course, students will use programming tools to model, simulate, and analyze these systems. This involves choosing an appropriate model, developing algorithms, and then writing suitable and efficient code to implement the model. The curriculum will be segmented into several thematic units, and students will have the opportunity to create simulations that stem from their own curiosities and interests. Sample projects may include: animal behavior, traffic management (e.g., cars, computer networks, pedestrians), ecosystems, games, and economic markets.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 1.0 credit

[NEW COURSE] 3440 Discrete Structures
This course is an introduction to the fundamental discrete structures and logical thinking that support the formal foundation of computer science. Topics include logic, sets, recursion and induction, relations, graphs, and Boolean algebra. These will be explored through Assignments centered around areas of algorithms, coding theory, cryptography, information theory, quantum computing, symbolic computing, and type theory.

Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 1.0 credit

[NEW COURSE] 3441 Virtual Reality
This is an introductory course in virtual, augmented, and mixed reality systems. We will explore modern hardware and the algorithms that produce these experiences, the software and languages to develop these programs, and the cognitive foundations of the immersion for the user.
Requires Preapproval
Prerequisite: Computer Science 2 and/or receive departmental permission
Full Year Course, 1.0 credit
ENGINEERING

3410 Robotics
Students in this course will get hands-on experience in robotics and project management. Working as members of a team, they will design, build, and program robots for the FIRST Tech Challenge, an international robotics competition. During the course, students will engage in the full engineering process, including conducting research, designing, fabricating prototypes and testing their ideas many times in search of an optimal solution. Although many of the assignments require students to work in a group setting, each student will also be assessed on the effective implementation of this iterative process. Classes meet twice a week and each student is required to attend at least one after-school build session (held Tuesday, Thursday and Friday).

Full Year Course, 1.0 credit

3852 Introduction to Digital Fabrication: Art and Design * (formerly 3-D modeling and printing)
This course is an introduction to digital fabrication, focusing on 3-D printing and laser cutting. Using Fusion 360 and Adobe Illustrator, students will move through a complete design process from creating a 3-D CAD model to printing and assembling their completed physical objects. In addition to skill-based instruction with the software and tools above, students will develop creative 2-D and 3-D design projects to help them begin to think about how to leverage the unique affordances of this method of working in support of their projects in art and design. Individuals with a current interest in art or design with no previous experience in digital fabrication are strongly encouraged to take the course.

*cross-listed with Visual Arts

Prerequisite: None
Full Year Course, 1.0 credit

3437 Engineering & Design Workshop
Students in the Engineering & Design Workshop will have the opportunity to create their own sneakers, consumer electronics, and products for social change. Students will use both traditional and digital tools to design, prototype, and fabricate a consumer product that fits the assigned constraints. The final project will receive feedback from industry professionals. While no prior experience with fabrication is required, students with experience in fabrication software (such as CAD, CAM, 3D printing, or laser cutting) will have an opportunity to further develop and master this skill set.

Fall/Spring Semester Course, 0.50 credits

3339 Sustainable Engineering: Renewable Energies*
Students will learn about renewable energy sources with the focus on wind energy. This class, through hands on activities and prototypes, will explore the many requirements it takes to build a windmill from scratch. Students will develop skills to design blades and learn new Physics concepts to build an electric generator. The final outcome of this class will be a fully functional windmill that can convert wind energy into useful electrical energy.

Note: This course meets four times a week and does not meet for a double lab period.

*cross-listed with Science

Prerequisite: Completion of physics and departmental approval.
Fall Semester Course, 0.50 credits

3340 Sustainable Engineering: Electronics*
Students will learn about electronics components. This class, through hands-on activities and prototypes, will explore the many requirements it takes to build an AM radio receiver from scratch. Students will develop skills to build basic electronic components from scratch. The final outcome of this class will be a fully functional AM radio receiver that can be tuned to pick up different stations.

Note: This course meets four times a week and does not meet for a double lab period.

*cross-listed with Science

Prerequisite: Completion of physics and departmental approval.

Spring Semester Course, 0.50 credits

[NEW COURSE] 3711 The Choreography of Technology*
In this course, students will choose a human movement (either artistic or functional) and program a humanoid robot to do that behavior as realistically as possible. In order to do so, they will need to learn about how the human body moves, the neuroscience behind why we make emotional connections to inanimate objects, and the basics of robotic control systems. The class will meet twice a week during the school day and students will schedule time with the robot after school at build sessions. Previous programming and/or dance experience is not required, but students with expertise will have the opportunity to use it.

*cross-listed with Dance

Requires Preapproval
Prerequisite: Robotics, Computer Science 1, OR a Dance Department course

Spring Semester Course, 0.5 Credit

[NEW COURSE] 3438 Engineering Project: Peru
In this class, students will be asked to work as an Engineering team to partner with Global Works to design and perform a service project for a Quechua Village outside of Moray in Peru. The village has access to running water for 20 minutes per day from a municipal system that pipes water directly into their homes, and most homes have limited ability to store the water for usage. The students will help design a home water reservoir system that can be built out of locally available parts to Peru and will travel to the village to build them.

Spring Semester Course, 0.5 Credit
MATHEMATICS

The math department aims to develop each student's intellectual independence, creativity, and sense of community responsibility through the study of Algebra, Geometry, Calculus, and in math courses beyond the standard high school curriculum. Within each course, we seek to find the proper balance between the following:

- the preparation necessary for college-level mathematics work,
- the study of mathematics that is relevant and illuminating,
- the application of mathematics in social and scientific contexts.

REQUIREMENTS FOR GRADUATION

Successful completion of three years of mathematics (3 credits).

LEVELS AND PLACEMENT

In order to meet each student's interests, abilities, and needs, the math department offers courses at different levels in every subject. Courses at different levels take different approaches to the study of mathematics. In general, Foundations and Standard courses focus on the applications of mathematics while '1A' and '2A' courses emphasize the study of mathematical theory.

We acknowledge that Dalton students vary greatly in their attitudes towards math, and we hope to support every student in finding a course that sparks interest and joy in mathematics while providing an appropriate level of challenge. When selecting a course, students should consider their interest level, their preparation, and their anticipated schedule of academic and co-curricular responsibilities. A student's placement at each level is based on their expressed interest, academic record, and teacher recommendation.

CURRICULUM OUTLINE

Courses in the Mathematics Department are structured as follows, with Math Team available at all levels:

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<td>Geometry</td>
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<tr>
<td>Algebra 2 Accelerated ‘1A’</td>
<td>Geometry ‘1A’</td>
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</tr>
<tr>
<td>Algebra 2 and Precalculus ‘2A’</td>
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<td>Precalculus ‘2A’</td>
<td>Calculus ‘2A’</td>
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<tr>
<td>11th grade</td>
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<tr>
<td>Precalculus</td>
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<td>Statistics ‘A’</td>
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<td>Precalculus ‘1A’</td>
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<td></td>
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<td>Game Theory (Interschool)</td>
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3001 Algebra 2
This class is designed with all students at Dalton in mind. Algebra 2 continues the study of functions from 8th grade Algebra and incorporates the application of those functions to mathematical models. Students will become proficient working with a set of functions that have broad applications. This course prepares students for future study in math, science, and engineering.

Full Year Course, 1.0 credit

3047 Algebra 2 Accelerated ‘1A’
This honors class is designed for students who seek a challenging experience in math. Students are expected to become comfortable engaging with novel problems and creating mathematical models to represent real world situations. This course covers the standard Algebra 2 curriculum in greater theoretical depth.

Requires Preapproval
Minimum requirements: grade of A in 8th grade Algebra (standard) or completion of 8th grade Algebra (conceptual)
Full Year Course, 1.0 credit

3048 Algebra 2 and Precalculus ‘2A’
This high honors class is designed for students who seek the highest level of challenge in Algebra offered by the math department. Students are expected to complete demanding work and maintain a quick pace. Each topic is given a formal and rigorous treatment. In addition to the standard Algebra 2 curriculum, students will study the complex plane, conic sections, and trigonometry.

Requires Preapproval
Minimum requirements: grade of A in 8th grade Algebra (conceptual)
Full Year Course, 1.0 credit

3010 Geometry
This class is designed with all students at Dalton in mind. Geometry is the study of points, lines, planes, and two- and three-dimensional figures. Through the standard Geometry curriculum, students will become proficient in proof-writing and logical reasoning. The units on right triangle trigonometry and coordinate geometry connect the study of Geometry with that of Precalculus.

Requires Preapproval
Minimum requirements: grade of A in Foundations of Algebra or completion of Algebra 2 (or equivalent).
Full year course, 1.0 credit

3044 Geometry ‘1A’
This honors class is designed for students who seek a challenging experience in math. Students are expected to become comfortable with developing their own conjectures about geometric objects and proving or disproving them through logical reasoning. This course follows the standard Geometry curriculum and gives each topic an extended and enriched treatment.

Requires Preapproval
Minimum requirements: grade of A in Algebra 2 or grade of B in Algebra 2-'1A' or completion of Algebra 2-'2A'.
Full Year Course, 1.0 credit

3045 Geometry '2A'
This high honors class is designed for students who seek the highest level of challenge in Geometry offered by the math department. Students are expected to complete demanding work and maintain a quick pace. Each topic is given a formal and rigorous treatment. In addition to the standard Geometry curriculum, students will study cyclic quadrilaterals, Menelaus’s and Ceva’s theorems, homothety, and the nine-point circle.

Requires Preapproval
Minimum requirements: grade of A in Algebra 2-'1A' or grade of B in Algebra 2-'2A'.
Full Year Course, 1.0 credit

3021 Precalculus
This class is designed with all students at Dalton in mind. Students are expected to become proficient in the skills and concepts necessary for the study of Calculus. In addition to a review of major topics from Algebra 2, this course covers the applications of conic sections, trigonometric functions, and sequences and series. The course will introduce limits in preparation for Calculus.

Requires Preapproval
Minimum requirements: grade of A in Foundations-level courses or completion of Algebra 2 and Geometry (or equivalent).
Full Year Course, 1.0 credit

3024 Precalculus ‘1A’
This honors class is designed for students who seek a challenging experience and who may be interested in future study of math, science, computer science, or engineering. Students are expected to become comfortable engaging with novel problems. The course covers the standard Precalculus curriculum both in theory and in how those topics are applied in science and engineering. Students will complete the first topic of Calculus – limits – by the end of the year.

Requires Preapproval
Minimum requirements: grade of A in Algebra 2 and Geometry or grade of B in Algebra 2-'1A' and Geometry ‘A’ (or equivalent).
Full Year Course, 1.0 credit

3025 Precalculus ‘2A’
This high honors class is designed for students who seek the highest level of challenge in Precalculus offered by the math department and who may be interested in future study of math. Students are expected to complete demanding work and maintain a quick pace. In addition to the standard Precalculus topics, students study combinatorics, recursion, and induction. Each topic is given a formal and rigorous treatment. The course covers most of the first semester of a standard Calculus curriculum by the end of the school year.

Requires Preapproval
Minimum requirements: completion of Transformational Geometry ‘A’ or completion of Algebra 2-'2A' and grade of A- in Geometry ‘A’ or grade of A in Algebra 2-'1A' and Geometry ‘A’.
Full Year Course, 1.0 credit
3039 Calculus
This course is designed with all students at Dalton in mind. Students will become proficient in the methods and concepts of Calculus. This includes methods for finding the slopes of curves and the area under and beneath curves along with their applications in science and engineering. Calculus serves as a capstone of the high school math curriculum, incorporating ideas from each previous year of study.

Requires Preapproval  
Minimum requirements: grade of B- in any Precalculus course.  
Full Year Course, 1.0 credit

3033 Calculus ‘1A’
This honors class is designed for students who seek a challenging experience and who may be interested in future study of math, science, computer science, or engineering. Students are expected to be comfortable engaging with novel problems. This year-long course is equivalent to a one-semester college course in Calculus, and topics are explored both in theory and in how they are applied in science and engineering.

Requires Preapproval  
Minimum requirements: grade of A in Precalculus or grade of B in Precalculus ‘1A’.  
Full Year Course, 1.0 credit

3034 Calculus ‘2A’
This high honors class is designed for students who seek the highest level of challenge offered by the math department and who may be interested in future study of math. Students are expected to complete demanding work and maintain a quick pace. Each topic is given a formal and rigorous treatment. This year-long course is equivalent to a two-semester college sequence in Calculus.

Requires Preapproval  
Minimum requirements: grade of B in Precalculus ‘2A’ (or equivalent).  
Full Year Course, 1.0 credit

3030 Statistics
This class is designed for students who are interested in how math is applied. This course covers methods of data analysis, the design of surveys and experiments, topics in probability, and methods for drawing sound inferences from data. Students will collect data from a variety of sources, complete independent and group projects, discuss contemporary issues through a statistical lens, and create models using statistical software.

Requires Preapproval  
Minimum requirements: completion of any Precalculus course.  
Full Year Course, 1.0 credit

3031 Statistics ‘A’
This honors class is designed for students who are interested in how math is applied and who seek a challenging experience. Students are expected to engage with statistical concepts with more mathematical sophistication. This course follows the standard Statistics curriculum and gives each topic an extended and enriched treatment.

Requires Preapproval  
Minimum requirements: grade of A in Precalculus or grade of B in Precalculus ‘1A’ or completion of Precalculus ‘2A’.  
Full Year Course, 1.0 credit
3046 Linear Algebra ‘2A’
This high honors class is designed for students who seek the highest level of challenge offered by the math department and who may be interested in future study of math. In Linear Algebra, students explore linear equations and their representations as matrices and vectors. This course is central to many areas of math, science, and engineering and is equivalent to a one-semester college course. It is an important step for future math majors. Students are expected to complete demanding work in a rigorous and formal context.

Requires Preapproval
Minimum requirements: grade of A in Calculus ‘1A’ or completion of Calculus ‘2A’.
Seniors may take Linear Algebra concurrently with Calculus ‘1A’ or Calculus ‘2A’ with department approval.
Full Year Course, 1.0 credit

4009 Collaborative Problem Solving
In this elective course students work together, in an informal atmosphere, to solve challenging math problems. Problems are taken from a variety of topics, including algebra, geometry, combinatorics, probability, and number theory. Problems are chosen for their interest, they are sometimes discussed for fairly long periods of time, and they are tackled collaboratively. The class should be of interest to students who love math and want to learn more, and to students who want to become better problem solvers.

This course is offered by Interschool (at Dalton) once a week in the evening.

Full Year Course, 0.5 credits

4000 Game Theory
Game Theory is the mathematical analysis of conflict and cooperation, where “players” can include individuals, corporations, governments, or even nature. The theory attempts to predict, explain or recommend courses of action in situations where one player's success depends on the decisions of all players. The theoretical analysis of such situations is taught through applications in economics, politics, business, evolutionary biology, religion, philosophy, military strategy, computer science, and sports, as well as through games such as poker and chess. We will develop quantitative models for strategic situations, and analysis will include optimization and graphical analysis.

This course is offered by Interschool (at Dalton) once a week in the evening.

Full Year Course, 0.5 credits

3040 / 3043 Math Team
The Dalton Math Team participates in math contests at the city, state, and national levels. Math contests provide an engaging challenge for students who enjoy solving novel problems. While only knowledge of Algebra and Geometry is required, math contest problems require inventive thinking. Through math team participation, students develop better problem solving skills that can be applied in their core academic courses and beyond.

Full Year Course, 0.25 or 0.5 credits
Science at Dalton is taught through an inquiry-based approach with an emphasis on skill development. These skills include experimental design, critical thinking, problem-solving, data analysis, scientific literacy, and collaborative skills. When possible, connections are made to historic and current events, as well as the world at large, putting science in context. Advanced level courses prepare students for the study of science at the college level.

**Minimum Requirements**

All students will take a year of biology (in 9th grade) and one year of chemistry (in 10th grade). A third year, consisting of a one-year course or two one-semester courses is needed to complete the three-year requirement.

**Electives – Levels**

These include advanced level courses (second year, college level), honors-level courses and more descriptive courses, often directed toward special interests. Questions regarding the appropriateness of a particular course should be addressed to the current science teacher, the teacher of the course under consideration, and/or the Science Department Chair in consultation with the house advisor. Often the choice depends on the number and rigor of other courses the student is taking and/or the degree of extracurricular involvement.

**SCIENCE DEPARTMENT COURSES**

**3300 Biology**

This course explores the various concepts and processes that unify organisms and simultaneously give rise to the diversity of life forms on Earth. It is an introduction to laboratory skills and the major areas of biology, such as the study of organic molecules, plant and animal cellular biology, genetics, evolution, and ecology. Discussions also explore health, social, and environmental issues within selected topics. Students will be expected to take intellectual risks to cultivate their curiosity, to deeply investigate topics of interest, and to take ownership of their role in their educational experience.

The ability to apply and communicate knowledge will be a defining feature of this course. The course is primarily taught through scientific inquiry that allows students to develop their conceptual understanding through experimental explorations, data analysis in their lab reports, and student discussions, where the important biological concepts are utilized to solve problems. Many of the laboratory experiments are student designed and each student, as one of their projects, will conduct a semester long experiment. Multiple opportunities are provided for curiosity-driven explorations and intellectual risk-taking.

Full Year Course, 1.0 credit
3385 Science Research Methods
This required class embodies the Dalton plan of allowing students to learn through hands on, personally motivated science. Rather than asking them to master a set of material, it requires them to independently develop a program of inquiry, controlling every aspect of the project. This process not only provides insights into what it is actually like to conduct professional scientific research, it also imparts valuable skills to students who do not intend to make science their life’s work. Acquiring, visualizing, and analyzing a dataset allows every student at Dalton to have an advanced understanding of how to interpret the statistics they will be confronted with in our increasingly data driven world. It is also an opportunity for fun, self directed learning in an area of personal interest.

This is a semester long class, the grade is incorporated into the Biology grade.

10th grade offers two levels of Chemistry differing in the extent and depth of mathematical analysis.

3311 Chemistry
This introductory survey course provides students with a fundamental understanding of chemistry and its applications in everyday life. Topics covered include Atomic Theory, the Periodic Table, Stoichiometry, Thermodynamics, Acids and Bases, and Equilibrium. Wet experimentation is a prominent component. Technology is often used for data collection and analysis and for computer simulations that enrich learning.

Prerequisite: Biology and Algebra I
Full Year Course, 1.0 credit

3312 Chemistry ‘A’
As in Chemistry but in greater depth and with more emphasis on analytical reasoning and extensive quantitative problem-solving.

Requires Preapproval
Full Year Course, 1.0 credit

FULL YEAR ELECTIVES

3320 Physics
This is an introductory survey course that includes the study of mechanics and the fundamental laws of gravity, electrostatics, and magnetism. It is conceptual in its nature and problems are solved using only fundamental math skills. The course develops an understanding of the concepts through demonstrations, questions, activities, computer-simulated physical situations, computer aided experiments and projects. The mathematical relationships of physics are used primarily to guide thinking in answering why or what will happen in a given physical situation. An emphasis of the course is on how physics relates to everyday life. The final assignment in the spring integrates applications influenced by student interest. Past topics have included the physics of music, the physics of dance, and pseudo-science.

Full Year Course, 1.0 credit

3321 Physics ‘A’
This course is similar to regular Physics in content, but with a greater emphasis on the mathematical analysis of physical phenomena and a deeper treatment of most concepts.

Requires Preapproval
Prerequisite: 2 years of science
Co-requisite: Recommend: Precalculus ‘2A’ for juniors, and Calculus ‘1A’ or Calculus ‘2A’ for seniors, OR Department Chair approval required.

Students who have taken regular Physics are not eligible for Physics ‘A’
Full Year Course, 1.0 credit

**3328 Modern Physics ‘A’**
Whether we’re talking on our iPhones, listening to MP3’s, surfing the web, or watching TV, just about every action we take in the modern world has been shaped by the two great twentieth-century revolutions in Physics: Quantum Mechanics and Relativity. Einstein’s theories of relativity, both special and general, have forever altered our understanding of space and time. They also helped to usher in the atomic age. We have unlocked the secrets of the atom and of the stars, while at the same time, brought about the most terrifying power ever unleashed on mankind. Einstein also played a pivotal role in laying the foundations of quantum physics – the modern theory of reality. The quantum is the basis of all technology and without the pioneering theories of the early twentieth century, there would be no digital revolution today. Quantum Mechanics explains the rules that govern our microscopic world. It is those same rules that helped to explain the origin of our universe and will, one day, determine its fate. Bohr used these rules to unravel the mystery of the atom, Planck explained how light was both a wave and a particle, and Schrödinger taught us that a cat can be simultaneously dead and alive. Finally, it was Heisenberg who first showed us that reality is governed by chance and that God plays dice with the universe. We will also cover other applications of these revolutionary ideas: the structure of nuclei, atoms, and molecules, the properties of the particles that compose all matter - quarks, leptons, and bosons - and the origin of space and time.

Requires Preapproval
Prerequisite: Physics or Physics ‘A’
Co-requisite: Calculus ‘1A’
Full year course, 1.0 credit

**3324 Advanced Physics ‘2A’**
This course is a two-semester sequence. The fall semester, Advanced Physics I, will have a curriculum that includes the content required for the AP Physics C exam in Mechanics. In the spring semester, Advanced Physics II will develop further the concepts and topics of the first semester. It will also include fundamental topics in Electricity and Magnetism, though it may not include the required content for the AP Physics C exam in Electricity and Magnetism. Examples of the systems to be encountered include: the gyroscope, the top, and oscillating systems of more than one body. Physical laws are expanded upon through the use of advanced demonstrations, computer-simulated physical situations, computer-aided experiments, and projects. Because of the advanced nature of the course, the student must have a solid conceptual understanding of physics and have highly proficient mathematical skills. Emphasis of this course is on the application of physical laws to solve more realistic and complex physics problems.

Requires Preapproval
Prerequisite: Physics ‘A’. Permission of the instructor required.
Co requisite: Calculus ‘2A’
Full Year Course, 1.0 credit

**3325 Advanced Biology ‘A’**
Advanced Biology is essentially a college level human physiology/molecular biology course that provides a detailed study of how the various body systems, such as the nervous, immune, circulatory and endocrine, operate at a biochemical, cellular and macroscopic level. Besides studying body systems, an emphasis is placed on investigating DNA and modern genetics, genetic engineering, and molecular biology. The roles
played by diet, stress, exercise, and various medical technologies and medicines in extending or shortening our lives will be included. The coursework frequently incorporates aspects of evolutionary biology into our discussions. The curriculum then proceeds into studies of the many aspects of evolution from classical and modern perspectives. This course constantly utilizes information and important concepts studied in General Biology and Chemistry. Experimental work includes histological studies, a bacterial DNA transformation, amino acid analysis/chromatography, enzyme-substrate titration studies, osmosis/diffusion experiments and pH buffer experiments. We also dissect the pigs heart, sheep brain and sheep kidney. A field trip to the Cold Spring Harbor DNA Laboratory to perform a DNA Restriction Analysis utilizing electrophoresis is included.

Requires Preapproval
Prerequisite for preapproval: B+ or better in Biology; B+ or better in Chemistry ‘A’ or Chemistry
Full year course, 1.0 credit

3384 Advanced Biological Systems ‘A’
In this class, we will explore the human body’s response to stressors in three distinct categories: extreme environmental conditions, such as a climb to the top of Mount Everest; serious illnesses, such as cancer; and traumatic experiences, such as being a refugee. The course will explore human physiology, particularly as it responds to the impact of the particular stressors. We will study the intricacies of epigenetics: how extreme experiences can modify gene expression and impact future generations. Students will do several in-depth projects to explore a human experience vulnerable to gene modification through close reading of primary and secondary sources, research, and connection with experts.

Requires Preapproval
Prerequisite for preapproval: B+ or better in Biology; B+ or better in Chemistry ‘A’ or Chemistry
Full year course, 1.0 credit

3341 Bioethics
Recent advances in the biological sciences, which have given us many new capabilities, have also caused a great deal of controversy. Amazing new medicines, biomedical procedures and ways of genetically altering animals and plants are certainly benefitting millions of people across the globe. However, these same innovations also have the potential to cause harm or to raise other types of ethical questions about their appropriate use. It seems that we are constantly confronted by stories in the media that focus our attention on bioethical issues, from gene testing and right-to-die situations to stem cell research and animal/human experimentation issues, to mention a few. In this course, various case studies, journal articles and video supplements will serve as a framework for our class discussions, debates and final reflections on these complex issues that confront us on both a personal and societal level. We will be discussing many of the historical scandals (i.e. Tuskegee Syphilis and Willowbrook Hepatitis Studies, the American eugenics movement, etc.) and philosophical influences (Virtue Ethics, Deontology and Utilitarianism) that have helped to pave the way to where we are today as we attempt to analyze and resolve the many bioethical issues that confront us. Besides deepening your understanding of the specific biological topics themselves, this course will allow you to hone your critical thinking skills to a level that will help you to make informed, thoughtful decisions as adults in the future. Frequent class participation is an integral aspect of this class, as the vast majority of our daily discussions are student driven.

Note: this class meets three times a week, and does not meet for a double period.

Prerequisite: Biology and Chemistry
Full Year Course, 1.0 credit
**[NEW COURSE] 3387 Advanced Chemistry ‘2A’**
The Advanced Chemistry ‘2A’ course provides students with a college-level foundation to support future advanced coursework in chemistry. The first semester will focus on physical chemistry, while the second semester will focus on organic chemistry. Students will cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, nuclear chemistry and organic chemical synthesis and structure.

Requires Preapproval
Prerequisite: B+ in Chemistry ‘A’, A- in Chemistry, Algebra
Full Year Course, 1.0 credit

**[NEW COURSE] 3388 Comparative Neuroscience: An Experimental Approach**
This course will begin by addressing questions such as “What is a brain?” and “How do scientists access how the brain works?” and later ask students to interrogate and compare models of brain function and human behavior. Students will develop the skills to decipher and critique primary scientific research papers, as well as design and carry out data driven experiments and projects to test their own ideas.

Students will explore four overarching topics in this course. First, how the human brain elicits behaviors. Second, how other animal brains function compared to human brains with a focus on evolutionary frameworks. Third, how social networks can augment and alter the function of the brain and behavior. Finally, what artificial intelligence can tell us about the brain, and whether or not the human brain can be modeled as a computer. Comparison with non-human brains will allow students to question commonly held beliefs about what it means to be intelligent and the idea that human intelligence is the pinnacle of evolution. The course will also provide opportunities to imagine potential futures as humans evolve and perhaps co-evolve with artificial intelligence in an increasingly technology-augmented and socially-interconnected world.

Prerequisites: Biology & Chemistry
Full Year Course, 1.0 credit

**3386 Astronomy: Exploring the Universe**
Over the course of the year, we will take a tour of the Universe and learn its secrets – what it’s made of, how it evolved, and where we fit in. We will explore the Universe on all scales, from the atomic processes that power stars, to the very boundaries of observable space. We will learn about the tools and techniques that astronomers have used to make their discoveries, and along the way we will focus on the historical and philosophical contexts in which those discoveries were made. Student understanding will be deepened through virtual lab experiences, hands-on experience with astronomical data, and independent research. The specific topics covered will be: A Brief History of Astronomy and the Night Sky, Gravitation and Orbits, Radiation and Spectra, Astronomical Instruments, Earth and the Solar System, Our Sun and Other Stars, Stellar Evolution, Black Holes, The Milky Way Galaxy, Evolution of Galaxies, The Big Bang, Cosmology, and the Fate of Our Universe.

Prerequisites: Biology and Chemistry
Full Year Course, 1.0 credit

**3360FY to 3363FY Science Research Program**
The Dalton Science Research Program, or DSRP, was developed in an effort to provide students with authentic research opportunities to prepare them for a future in research science. Students in DSRP meet weekly to develop their research skills, deepen their analytical thinking, and increase their understanding of cutting edge science. Students pursue internships in research labs and programs of individual research in
house at Dalton.

Full Year Course, 0.25 credits

FALL SEMESTER ELECTIVES

3331 Forensic Science
Forensic science is the application of science to law. The forensic science class is a project and experiment based course centered on case studies where students reproduce many of the analytical techniques that current forensic scientists use while critically examining the technique's validity and reliability. The course stresses the logic and ethics of creating a case that is based on evidence as opposed to looking for evidence that supports a specific conclusion. Assignments include fingerprint evidence (studied through the Madrid Train Bombings), ballistic analysis with an emphasis on kinematics (studied through the President Kennedy Assassination), testimonial evidence with an emphasis on psychology (studied through North Carolina vs. Ronald Cotton), and forgery analysis with an emphasis on fluorescence (through the Salvator Mundi and La Bella Principessa paintings). Techniques and experiments include profiling of serial-psychological crime, fire science and arson modelling, and forensic toxicology with an emphasis on analytical chemistry.

Note: This course meets four times a week and does not meet for a double lab period.

Prerequisites: Biology and Chemistry
Fall Semester, 0.50 credits

3339 Sustainable Engineering: Renewable Energies*
Students will learn about renewable energy sources with the focus on wind energy. This class, through hands-on activities and prototypes, will explore the many requirements it takes to build a windmill from scratch. Students will develop skills to design blades and learn new Physics concepts to build an electric generator. The final outcome of this class will be a fully functional windmill that can convert wind energy into useful electrical energy.

Note: This course meets four times a week and does not meet for a double lab period.

*cross-listed with Engineering

Prerequisite: Completion of physics
Fall Semester Course, 0.50 credits

SPRING SEMESTER ELECTIVES

3337 Food: A Biomolecular and Chemical Study
Cooking is often about combining ingredients to create something completely different. It involves many chemical and physical changes to the food that the cook carefully controls in order to produce the desired result. Looking at food in a different way can be fun and enlightening. What is actually going on in the bread that changes it from a sticky, runny dough or batter into a structural element that holds a sandwich together? How many of your favorite foods are foams? Bread, cake, whipped cream, marshmallows, ice cream, and meringue—all would be quite different if they didn't have bubbles of gas in them. What makes some foods foam and others not? What are some of the different ways you can cook something? Each Assignment will look at a different technique, ingredient, or approach to food and cooking. Through inquiry and
experimentation, students will learn to think like a chef and a scientist while understanding (and appreciating) their food at a molecular level.

Note: This course meets four times a week and does not meet for a double lab period.

Prerequisite: Biology and Chemistry
Spring Semester, 0.50 credits

3340 Sustainable Engineering: Electronics*
Students will learn about electronics components. This class, through hands-on activities and prototypes, will explore the many requirements it takes to build an AM radio receiver from scratch. Students will develop skills to build basic electronic components from scratch. The final outcome of this class will be a fully functional AM radio receiver that can be tuned to pick up different stations.

Note: This course meets four times a week and does not meet for a double lab period.

*cross-listed with Engineering

Prerequisite: Completion of physics
Spring Semester Course, 0.50 credits
GOA students are modern learners.

The mission of Global Online Academy (GOA) is to reimagine learning to enable students to thrive in a globally networked society. GOA provides a positive, interactive, and academically rigorous environment for students to learn. We offer courses that connect students to topics they care about, and we offer a network that connects students to peers as passionate as they are.

As GOA learners, our students also develop a specific set of skills, skills that might not be exercised as often in a bricks-and-mortar environment. Based on our research, student surveys, and feedback from our faculty, we have identified the following six core competencies that our students develop in practical, hands-on ways, no matter which GOA course they take:

1. Collaborate with people who don’t share your location.
2. Communicate and empathize with people who have perspectives different from your own.
3. Curate and create content relevant to real-world issues.
4. Reflect on and take responsibility for your learning and that of others.
5. Organize your time and tasks to learn independently.
6. Leverage digital tools to support and show your learning.

To build these skills, GOA courses are:

- ** Globally connected: ** Even though our courses are online, students get to know their teachers and classmates by learning how to use technology to build relationships. Our small classes have students from many different schools, led by expert teachers. Students log in multiple times a week to engage in discussions, collaborate on projects, and share ideas.

- ** Challenging: ** GOA courses are designed to be as rigorous as any course at a home school. Students spend 5-7 hours a week on their courses. GOA courses are mostly asynchronous: students do not show up on certain days at certain times. Instead, teachers publish a calendar of activities, and within that framework, students work on their own schedules, gaining critical independent learning skills along the way.

- ** Relevant: ** We want students to pursue their passions. Our courses offer practical, hands-on experience in how these ideas can be applied to the world outside of school. Students have a voice and choice in the work they do and the ideas they explore.

To learn more about enrolling in GOA courses, talk to your school's GOA Site Director (Yom Fox).
### Academic Calendar 2020-2021

#### SEMESTER 1  
**SEPTEMBER 2 - DECEMBER 18, 2020**

- **August 17, 2020**  
  Semester 1 and Yearlong Course welcome pages published for students

- **August 19-September 2**  
  Synchronous teacher/student pre-course conversations. These are important (ungraded) initial conversations between teachers and students.

- **Wednesday, September 2**  
  Semester 1 and Yearlong Courses Open

- **September 11 (5pm PST)**  
  Last day to ADD a GOA course (and drop with no financial penalty)

- **September 18 (5pm PST)**  
  Last day to DROP a GOA course

- **October 23**  
  **End of Grading Period 1**

- **Semester Break**  
  Due to the diversity of GOA schools' calendars, teachers in Semester 1 will be able to choose the week during which their class will be on break. They will make this choice the first week of the semester based on the schedules of the students on their roster and communicate that to students, Site Directors, and GOA.

- **December 4**  
  Course Catalog for 2021-2022 will be published along with 2021-2022 Academic Calendar.

- **December 18, 2019**  
  Semester 1 Ends (end of Grading Period 2)

- **January 8, 2021**  
  Semester 1 Grade Reports distributed

#### SEMESTER 2  
**JANUARY 13 - APRIL 30, 2021**

- **December 11, 2020**  
  Semester 2 course welcome pages published for students

- **January 4-13, 2021**  
  Synchronous teacher-student conversations for Semester 2 courses. These are important (ungraded) initial conversations between teachers and students.

- **Wednesday, January 13**  
  Semester 2 Courses Open (yearlong courses resume)

- **January 22**  
  Last day to ADD a Semester 2 GOA Course (and last day to drop with no penalty)

- **January 29**  
  Last day to DROP a Semester 2 GOA Course

- **March 5**  
  **End of Grading Periods 1 (semester) and 3 (yearlong)**

- **Semester Break**  
  Due to the diversity of GOA schools' calendars, teachers in Semester 2 will be able to choose the week during which their class will be on break. They will make this choice the first week of the semester based on the schedules of the students on their roster and communicate that to students, Site Directors, and GOA.

- **March 31**  
  Enrollment Opens at 00:00 UTC (8pm Eastern Time on March 30)

- **April 22-26**  
  Catalyst Conference

- **Friday, April 30**  
  **Semester 2 Ends (end of Grading Periods 2 (semester) and 4 (yearlong))**

- **May 14**  
  Grade Reports distributed
ART, MEDIA, AND DESIGN

SEMESTER 1

GOA210 DATA VISUALIZATION* Semester 1
Through today's fog of overwhelming data, visualizations provide meaning. This course trains students to collect, organize, interpret, and communicate massive amounts of information. Students will begin wrangling data into spreadsheets, learning the basic ways professionals translate information into comprehensible formats. They will explore charts, distinguishing between effective and misleading visualizations. Employing principles from information graphics, graphic design, visual art, and cognitive science, students will then create their own stunning and informative visualizations. From spreadsheets to graphics, students in this course will practice the crucial skills of using data to decide, inform, and convince. There is no computer science, math or statistics prerequisite for this course, though students with backgrounds in those areas will certainly find avenues to flex their knowledge in this course.

*Cross-listed in Mathematics and Technology

Requires Preapproval
Fall Semester Course, 0.50 credits

GOA156 FILMMAKING Semester 1
This course is for students interested in developing their skills as filmmakers and creative problem-solvers. It is also a forum for screening the work of their peers and providing constructive feedback for revisions and future projects, while helping develop critical thinking skills. The course works from a set of specific exercises based on self-directed research and culminates in a series of short experimental films that challenge students on both a technical and creative level. Throughout, we will increasingly focus on helping students express their personal outlooks and develop unique styles as filmmakers. We will review and reference short films online and discuss how students might find inspiration and apply what they find to their own works.

Prerequisite: Students must have access to an HD video camera, tripod or other stabilizing equipment, and editing software such as iMovie, Premiere Pro, etc.

Requires Preapproval
Fall Semester Course, 0.50 credits

GOA110 GRAPHIC DESIGN Semester 1
What makes a message persuasive and compelling? What helps audiences and viewers sort and make sense of information? This course explores the relationship between information and influence from a graphic design perspective. Using an integrated case study and design-based approach, this course aims to deepen students' design, visual, and information literacies. Students are empowered to design and prototype passion-driven communication projects. Topics include: principles of design and visual communication, infographics, digital search skills, networks and social media, persuasion and storytelling with multimedia, and social activism on the internet. Student work will include individual and collaborative group projects, graphic design, content curation, analytical and creative writing, peer review and critiques, and online presentations.

Requires Preapproval
Fall Semester Course, 0.50 credits

SEMESTER 2
GOA196 COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT* Semester 2
In this course, students design and develop games through hands-on practice. Comprised of a series of "game jams," the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell’s “lenses”: different ways of looking at the same problem and answering questions that provide direction and refinement of a game’s theme and structure. During this time, students also learn how to use Unity, a professional game development tool, and become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students will work in teams to brainstorm and develop new games in response to a theme or challenge. Students will develop their skills in communication, project and time management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding. **Prerequisites:** Computer Science I: Computational Thinking or its equivalent.

*Cross-listed in Mathematics and Technology

Requires Preapproval
Spring Semester Course, 0.50 credits

GOA109 DIGITAL PHOTOGRAPHY Semester 2
In an era where everyone has become a photographer obsessed with documenting most aspects of life, we swim in a sea of images posted on Instagram, Facebook, Snapchat, Pinterest, and other digital media. To that end, why is learning how to use a digital camera important and what does taking a powerful and persuasive photo with a 35mm digital single lens reflex (DSLR) camera require? Digital photography explores this question in a variety of ways, beginning with the technical aspects of using and taking advantage of a powerful camera and then moving to a host of creative questions and opportunities. Technical topics such as aperture, shutter, white balance, and resolution get ample coverage in the first half of the course, yet each is pursued with the goal of enabling students to leverage the possibilities that come with manual image capture. Once confident about technical basics, students apply their skills when pursuing creative questions such as how to understand use light, how to consider composition, and how to take compelling portraits. Throughout the course, students tackle projects that enable sharing their local and diverse settings, ideally creating global perspectives through doing so. Additionally, students interact with each other often through critique sessions and collaborative exploration of the work of many noteworthy professional photographers whose images serve to inspire and suggest the diverse ways that photography tells visual stories.

**Prerequisite:** Students must have daily access to a DSLR camera.

Requires Preapproval
Spring Semester Course, 0.50 credits

GOA202 iOS APP DESIGN* Semester 2
Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students will work much like a small startup: collaborating as a team, sharing designs, and learning to communicate with each other throughout the course. Students will learn the valuable skills of creativity, collaboration, and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course. **Prerequisite:** For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone, or iPad) is also highly recommended.

*Cross-listed in Mathematics and Technology
MATHEMATICS AND TECHNOLOGY

**GOA159 COMPUTER SCIENCE I: COMPUTATIONAL THINKING**  
**Semester 1 and Semester 2**  
*This course (or its equivalent) is a prerequisite to all Computer Science II classes at GOA.*

Computational thinking centers on solving problems, designing systems, and understanding human behavior. It has applications not only in computer science, but also myriad other fields of study. This introductory level course focuses on thinking like a computer scientist, especially understanding how computer scientists define and solve problems. Students begin the course by developing an understanding of what computer science is, how it can be used by people who are not programmers, and why it’s a useful skill for all people to cultivate. Within this context, students are exposed to the power and limits of computational thinking. Students are introduced to entry level programming constructs that will help them apply their knowledge of computational thinking in practical ways. They will learn how to read code and pseudocode as well as begin to develop strategies for debugging programs. By developing computational thinking and programming skills, students will have the core knowledge to define and solve problems in future computer science courses. While this course would be beneficial for any student without formal training as a programmer or computer scientist, it is intended for those with no programming experience.

Requires Preapproval  
One Semester Course, Fall and Spring, 0.50 credits

**GOA184 NUMBER THEORY**  
**Semester 1 and Semester 2**

Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant, yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way and is necessary preparation for any future course in upper-level college mathematics or theoretical computer science. We progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way we invent some encryption schemes of our own and discover how to play games using number theory. We also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and we see parts of the story of Fermat’s Last Theorem, a 350-year-old statement that was fully proven only twenty years ago. While most calculations will be simple enough to do by hand, we will sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications.  
**Prerequisite: A strong background in precalculus and above, as well as a desire to do rigorous mathematics and proofs.**

Requires Preapproval  
One Semester Course, Fall and Spring, 0.50 credits

**SEMESTER 1**

**GOA211 CYBER SECURITY**  
**Semester 1**

Cyber criminals leverage technology and human behavior to attack our online security. This course explores the fundamentals of and vulnerabilities in the design of computers, networks, and the internet. Course content includes the basics of computer components, connectivity, virtualization, and hardening. Students will learn about network design, Domain Name Services, and TCP/IP. They will understand switching, routing
and access control for internet devices, and how denial of service, spoofing and flood attacks work. Basic programming introduced in the course will inform hashing strategies, while an introduction to ciphers and cryptography will show how shared-key encryption works for HTTPS and TLS traffic. Students will also explore the fundamentals of data forensics and incident response protocols. The course includes analysis of current threats and best practice modelling for cyber defense, including password complexity, security, management, breach analysis, and hash cracking. Computational thinking and programming skills developed in this course will help students solve a variety of cyber security issues. There is no computer science prerequisite for this course, though students with some background will certainly find avenues to flex their knowledge in this course.

Requires Preapproval
Fall Semester Course, 0.50 credits

**GOA210 DATA VISUALIZATION**

*Semester 1*

Through today's fog of overwhelming data, visualizations provide meaning. This course trains students to collect, organize, interpret, and communicate massive amounts of information. Students will begin wrangling data into spreadsheets, learning the basic ways professionals translate information into comprehensible formats. They will explore charts, distinguishing between effective and misleading visualizations. Employing principles from information graphics, graphic design, visual art, and cognitive science, students will then create their own stunning and informative visualizations. From spreadsheets to graphics, students in this course will practice the crucial skills of using data to decide, inform, and convince. There is no computer science, math or statistics prerequisite for this course, though students with backgrounds in those areas will certainly find avenues to flex their knowledge in this course.

*Cross-listed in Art, Media & Design

Requires Preapproval
Fall Semester Course, 0.50 credits

**SEMESTER 2**

**GOA196 COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT**

*Semester 2*

In this course, students design and develop games through hands-on practice. Comprised of a series of "game jams," the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell's “lenses”: different ways of looking at the same problem and answering questions that provide direction and refinement of a game’s theme and structure. During this time, students also learn how to use Unity, a professional game development tool, and become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students will work in teams to brainstorm and develop new games in response to a theme or challenge. Students will develop their skills in communication, project and time management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding. **Prerequisites: Computer Science I: Computational Thinking or its equivalent.**

*Cross-listed in Art, Media & Design

Requires Preapproval
Spring Semester Course, 0.50 credits
GOA213 COMPUTER SCIENCE II: JAVA  
Semester 2
This course teaches students how to write programs in the Java programming language. Java is the backbone of many web applications, especially eCommerce and government sites. It is also the foundational code of the Android operating system and many tools of the financial sector. Students learn the major syntactical elements of the Java language through object-oriented design. The emphasis in the course will be on creating intelligent systems through the fundamentals of Computer Science. Students will write working programs through short lab assignments and more extended projects that incorporate graphics and animation. **Prerequisite: Computer Science I: Computational Thinking or its equivalent.**

Requires Preapproval
Spring Semester Course, 0.50 credits

GOA214 COMPUTER SCIENCE II: PYTHON  
Semester 2
In this course, students utilize the Python programming language to read, analyze, and visualize data. The course emphasizes using real-world datasets, which are often large, messy, and inconsistent. Because of the powerful data structures and clear syntax of Python, it is one of the most widely used programming languages in scientific computing. Students explore the multitude of practical applications of Python in fields like biology, engineering, and statistics. **Prerequisite: Computer Science I: Computational Thinking or its equivalent.**

Requires Preapproval
Spring Semester Course, 0.50 credits

GOA202 iOS APP DESIGN*  
Semester 2
Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students will work much like a small startup: collaborating as a team, sharing designs, and learning to communicate with each other throughout the course. Students will learn the valuable skills of creativity, collaboration, and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course. **Prerequisite: For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone, or iPad) is also highly recommended.**

*Cross-listed in Art, Media & Design

Requires Preapproval
Spring Semester Course, 0.50 credits

YEARLONG

GOA150 MULTIVARIABLE CALCULUS  
Full Year Course
In this course, students learn to differentiate and integrate functions of several variables. We extend the Fundamental Theorem of Calculus to multiple dimensions and the course will culminate in Green's, Stokes' and Gauss' Theorems. The course opens with a unit on vectors, which introduces students to this critical component of advanced calculus. We then move on to study partial derivatives, double and triple integrals, and vector calculus in both two and three dimensions. Students are expected to develop fluency with vector and matrix operations. Understanding parametric curve as a trajectory described by a position vector is an essential concept, and this allows us to break free from one-dimensional calculus and investigate paths, velocities, and other applications of science that exist in three-dimensional space. We study derivatives in multiple dimensions and use the ideas of the gradient and partial derivatives to explore optimization problems.
with multiple variables as well as consider constrained optimization problems using Lagrangians. After our study of differentials in multiple dimensions, we move to integral calculus. We use line and surface integrals to calculate physical quantities especially relevant to mechanics, electricity and magnetism, such as work and flux. We will employ volume integrals for calculations of mass and moments of inertia and conclude with the major theorems (Green's, Stokes', Gauss') of the course, applying each to some physical applications that commonly appear in calculus-based physics. **Prerequisite:** The equivalent of a college year of single-variable calculus, including integration techniques, such as trigonometric substitution, integration by parts, and partial fractions. Completion of the AP Calculus BC curriculum with a score of 4 or 5 on the AP Exam would be considered adequate preparation.

Requires Preapproval
Full Year Course, 1.0 credits

**SCIENCE AND HEALTH**

**OFFERED IN SEMESTERS 1 AND 2**

**GOA124 ABNORMAL PSYCHOLOGY**

This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse, and depression. While students examine these and other disorders, they will learn about the symptoms, diagnoses, and treatments. Students will also deepen their understanding of the social stigmas associated with mental illnesses. This course may be taken as a continuation of Introduction to Psychology, although doing so is not required.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**GOA113 INTRODUCTION TO PSYCHOLOGY**

What does it mean to think like a psychologist? In Introduction to Psychology, students explore three central psychological perspectives—the behavioral, the cognitive, and the sociocultural—in order to develop a multi-faceted understanding of what thinking like a psychologist encompasses. The additional question of “How do psychologists put what they know into practice?” informs study of the research methods in psychology, the ethics surrounding them, and the application of those methods to practice. During the first five units of the course, students gather essential information that they apply during a group project on the unique characteristics of adolescent psychology. Students similarly envision a case study on depression, which enables application of understandings from the first five units. The course concludes with a unit on positive psychology, which features current positive psychology research on living mentally healthy lives. Throughout the course, students collaborate on a variety of activities and assessments, which often enable learning about each other’s unique perspectives while building their research and critical thinking skills in service of understanding the complex field of psychology.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**GOA114 MEDICAL PROBLEM SOLVING I**

In this course, students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and identify appropriate treatment for patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an
understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**GOA126 NEUROPSYCHOLOGY**
Semester 1 and Semester 2
This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Additionally, students explore current neuroscience research as well as the process of funding that research. Examples of illnesses that may be covered include: Alzheimer's disease, traumatic brain injury, and stroke. In addition, we explore diagnostic and treatment issues (including behavioral and pharmaceutical management) as well as attention, learning, memory, sleep, consciousness and emotional intelligence. Students conclude the course by developing a fundraising campaign to support research and/or patient care initiatives related to a specific neurological condition and nonprofit foundation.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**GOA197 POSITIVE PSYCHOLOGY**
Semester 1 and Semester 2
What is a meaningful, happy, and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis, and pathology, but in recent years, however, positive psychologists have explored what’s missing from the mental health equation, taking up research on topics such as love, creativity, humor, and mindfulness. In this course, we will dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity, and more. We will also seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman’s well being theory, Mihaly Csikszentmihalyi’s idea of flow, and Angela Lee Duckworth’s concept of grit. In exploring such theories and concepts, students will imagine and create real-world measurements using themselves and willing peers and family members as research subjects. As part of the learning studio format of the course, students will also imagine, research, design, and create projects that they will share with a larger community. Throughout the development of these projects, students will collaborate with each other and seek ways to make their work experiential and hands-on. Students will leave the class with not only some answers to the question of what makes life meaningful, happy, and fulfilling, but also the inspiration to continue responding to this question for many years to come.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**GOA194 SOCIAL PSYCHOLOGY**
Semester 1 and Semester 2
Are you thinking and acting freely of your own accord or is what you think, feel, and do a result of influences by the people around you? Social psychology is the scientific study of how and why the actual, imagined, or implied presence of others influences our thoughts, feelings, and behavior. The principles of social psychology help explain everything from why we stop at stop signs when there is no one around to why we buy certain products, why in some situations we help others and in some we don’t, and what leads to more dramatic (and catastrophic) events such as mass suicides or extreme prejudice and discrimination. As we take up these topics and questions, students will build and engage in a community of inquiry, aimed primarily at learning how to analyze human behavior through the lens of a social psychologist. Social Psychology invites students to explore, plan, investigate, experiment, and apply concepts of prejudice, persuasion,
conformity, altruism, relationships and groups, and the self that bring the “social” to psychology. The course culminates in a public exhibition of a student-designed investigation of a social psychological topic of their choice. This course uses a competency-based learning approach in which students build GOA core competencies that transcend the discipline and learn how to think like a social psychologist. Much of the course is self-paced; throughout the semester, students are assessed solely in relation to outcomes tied to the competencies.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

SEMESTER 1

GOA158 GLOBAL HEALTH  
Semester 1
What makes people sick? What social and political factors lead to the health disparities we see both within our own communities and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these questions, this course improves students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed include the biology of infectious disease, the statistics and quantitative measures associated with health issues, the social determinants of health, and the role of organizations (public and private) in shaping the landscape of global health policy. Throughout the course, students use illness as a lens through which to critically examine such social issues as poverty, gender, and race. Student work includes analytical writing, research and curating sources around particular topics, readings and discussions exploring a variety of sources, and online presentations, created both on their own and with peers.

Requires Preapproval
Fall Semester Course, 0.50 credits

SEMESTER 2

GOA170 MEDICAL PROBLEM SOLVING II  
Semester 2
Medical Problem Solving II is an extension of the problem-based approach in Medical Problem Solving I. While collaborative examination of medical case studies remain at the center of the course, MPSII approaches medical cases through the perspectives of global medicine, medical ethics, and social justice. The course examines cases not only from around the world but also in students’ local communities. Additionally, the course addresses the challenges patients face because of a lack of access to health care, often a result of systemic discrimination and inequity along with more general variability of health care resources in different parts of the world. All students in MPS II participate in the Catalyst Conference, a GOA-wide conference near the end of the semester where students from many GOA courses create and publish presentations on course-specific topics. For their projects, students use all of the lenses from the earlier parts of the course to choose and research a local topic of high interest. Further, their topics enable identifying a local medical problem, using local sources, and generating ideas for promoting change. 

Prerequisite: Medical Problem Solving I.

Requires Preapproval
Spring Semester Course, 0.50 credits

SOCIAL SCIENCES

OFFERED IN SEMESTERS 1 AND 2
GOA200  CLIMATE CHANGE AND GLOBAL INEQUALITY  Semester 1 and Semester 2
Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. In this course, students will interrogate the causes and effects of climate change, and the public policy debates surrounding it. In case studies, we will research global, regional, and local policies and practices along with the choices of decision makers and what they mean to the populations they serve. Who benefits, who suffers, and how might we change this equation? Following the Learning Studio model, in the second half of the course, students will work with their teacher to design their own independent projects reflecting their individual interests and passions. We will collaborate in workshops with classmates to deepen our collective understanding of the complex issues surrounding climate change. Throughout the semester, we will also build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to increase knowledge and advocate for sustainable norms. Finally, students will have the opportunity to reach a global audience by participating in GOA’s Catalyst Conference in the spring 2019, as they present their individual projects to spark change in local communities through well-informed activism.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

GOA195  INTRODUCTION TO INVESTMENTS  Semester 1 and Semester 2
In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, students take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

GOA206  INTRODUCTION TO LEGAL THINKING  Semester 1 and Semester 2
Inspired by GOA’s popular Medical Problem Solving series, this course uses a case-based approach to give students a practical look into the professional lives of lawyers and legal thinking. By studying and debating a series of real legal cases, students will sharpen their ability to think like lawyers who research, write and speak persuasively. The course will focus on problems that lawyers encounter in daily practice, and on the rules of professional conduct case law. In addition to practicing writing legal briefs, advising fictional clients and preparing opening and closing statements for trial, students will approach such questions as the law and equity, the concept of justice, jurisprudence and legal ethics.

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

GOA189  PRISONS AND THE CRIMINAL LAW  Semester 1 and Semester 2
Criminal courts in the United States have engaged in an extraordinary social experiment over the last 40 years: they have more than quintupled America’s use of prisons and jails. Has this experiment with “mass incarceration” produced more negative effects than good? Is it possible at this point to reverse the experiment without doing even more harm? In this course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal communication and reasoning while grappling with mass incarceration as a legal, ethical, and practical issue. In an effort to understand our current scheme of criminal punishments and to imagine potential changes in the system, we immerse ourselves in the different forms of rhetoric and persuasion that brought us to this place: we read and analyze the jury arguments, courtroom motions, news op-eds, and other forms of public persuasion that lawyers and judges create in real-world criminal cases. Topics include the history and social functions of prisons; the definition of conduct that society will punish as a crime; the work of prosecutors, defense attorneys, and judges in criminal courts to resolve criminal charges through trials and plea bargains; the sentencing rules that determine what happens to people after a conviction; the alternatives to prison when selecting criminal punishments; and the advocacy strategies of groups hoping to change mass incarceration. The reading focuses on criminal justice in the United States, but the course materials also compare the levels of imprisonment used in justice systems around the world. Assignments will ask students to practice with legal reasoning and communication styles, focused on specialized audiences such as juries, trial judges, appellate judges, sentencing commissions, and legislatures. The work will involve legal research, written legal argumentation, peer collaboration, and oral advocacy.

_Note: This course is offered through Wake Forest University School of Law and is designed by Ronald Wright, the Needham Y. Gulley Professor of Criminal Law. Prof. Wright is also part of the teaching team for this course. Students who take this course should expect a college-level workload (8-10 hours a week). Successful completion of this course will be rewarded with a certificate from the law school._

Requires Preapproval
One Semester Course, Fall and Spring, 0.50 credits

**SEMICER 1**

**GOA215 APPLYING PHILOSOPHY TO GLOBAL ISSUES**

This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to examine how thinkers have applied reason successfully, and unsuccessfully, to many social and political issues across the world. In addition to introducing students to the work of philosophers as diverse as Socrates, Confucius, and Immanuel Kant, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. Students learn to develop their own philosophy and then apply it to the ideological debates that surround efforts to improve their local and global communities.

Requires Preapproval
Fall Semester Course, 0.50 credits

**GOA204 BUSINESS PROBLEM SOLVING**

How could climate change disrupt your production and supply chains or impact your consumer markets? Will tariffs help or hurt your business? How embedded is social media in your marketing plan? Is your company vulnerable to cybercrime? What 21st century skills are you cultivating in your leadership team? Students in this course will tackle real-world problems facing businesses large and small in today’s fast changing global

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marketplace where radical reinvention is on the minds of many business leaders. Students will work collaboratively and independently on case studies, exploring business issues through varied lenses including operations, marketing, human capital, finance and risk management as well as sustainability. As they are introduced to the concepts and practices of business, students will identify, analyze and propose solutions to business problems, engaging in research of traditional and emerging industries, from established multinationals to startups.

Requires Preapproval
Fall Semester Course, 0.50 credits

GOA212 PERSONAL FINANCE

In this course, students learn financial responsibility and social consciousness. We will examine a wide array of topics including personal budgeting, credit cards and credit scores, career and earning potential, insurance, real estate, financial investment, retirement savings, charitable giving, taxes, and other items related to personal finance. Students will apply their understanding of these topics by simulating real life financial circumstances and weighing the costs and benefits of their decisions. Throughout the course, students will have the opportunity to learn from individuals with varying perspectives and expertise in numerous fields. By reflecting on their roles in the broader economy as both producers and consumers, students will begin to consider how they can positively impact the world around them through their financial decisions.

Requires Preapproval
Fall Semester Course, 0.50 credits

GOA207 RACE & SOCIETY

What is race? Is it something we’re born with? Is it an idea that society imposes on us? An identity we perform? A beneficial privilege? Does our own culture’s conception of race mirror those found in other parts of the world? These are just a few of the questions that students in this course will explore together as they approach the concept of race as a social construct that shapes and is shaped by societies and cultures in very real ways. Throughout the course, students will learn about the changing relationship between race and society across time and across cultures. Engaging with readings, films, and speakers from a variety of academic fields (history, sociology, anthropology, literature) students will explore, research, reflect on and discuss the complex set of relationships governing race and society.

Requires Preapproval
Fall Semester Course, 0.50 credits

SEASONAL 2

GOA162 9/11 IN A GLOBAL CONTEXT

The tragedy of September 11, 2001 changed the world in profound ways. In this course, students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally, and around the world. In place of a standard chronological framework, students instead view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. Students then analyze the post-9/11 period and explore how this event affected the U.S., the Middle East, and the wider world.

Requires Preapproval
Spring Semester Course, 0.50 credits
GOA187 ENTREPRENEURSHIP IN A GLOBAL CONTEXT  
Semester 2
How does an entrepreneur think? What skills must entrepreneurs possess to remain competitive and relevant? What are some of the strategies that entrepreneurs apply to solve problems? In this experiential course, students develop an understanding of entrepreneurship in today’s global market; employ innovation, design, and creative solutions for building a viable business model; and learn to develop, refine, and pitch a new startup. Units of study include Business Model Canvas, Customer Development vs. Design Thinking, Value Proposition, Customer Segments, Iterations & Pivots, Brand Strategy & Channels, and Funding Sources. Students use the Business Model Canvas as a roadmap to building and developing their own team startup, a process that requires hypothesis testing, customer research conducted in hometown markets, product design, product iterations, and entrepreneur interviews. An online startup pitch by the student team to an entrepreneurial advisory committee is the culminating assessment. Additional student work includes research, journaling, interviews, peer collaboration, and a case study involving real-world consulting work for a current business.

Requires Preapproval  
Spring Semester Course, 0.50 credits

GOA115 GENOCIDE AND HUMAN RIGHTS  
Semester 2
Students in this course study several of the major 20th century genocides (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocide (with particular attention to the Nuremberg tribunals), and examine current human rights crises around the world. Students read primary and secondary sources, participate in both synchronous and asynchronous discussions with classmates, write brief papers, read short novels, watch documentaries, and develop a human rights report card website about a nation of their choice.

Requires Preapproval  
Spring Semester Course, 0.50 credits

WORLD LANGUAGES

YEARLONG

ON GOA’s WORLD LANGUAGE PROGRAM
GOA World Language courses seek to awaken student interest in language and culture through an approach that is at once rigorous and modern. With the exception of our new summer Spanish class, the courses are all yearlong, competency-based classes in which students are given considerable autonomy to progress through language acquisition modules and demonstrate mastery to their teachers as their skills develop. Our competencies and learning outcomes for these courses are adapted from ACTFL’s “can-do” statements. Our students typically achieve Novice proficiency by the end of a level I course, Intermediate proficiency by the end of level II and Intermediate High/Advanced Low proficiency by the end of level III. While our courses teach all four language skills, they place particular emphasis on interpersonal communication (as opposed to more presentational modes of communication). In addition to building their speaking and writing skills, students learn to leverage a modern understanding of language acquisition, how to align goals with practice, how to ask questions, how to curate resources from the internet and an extended network of native speakers of the target language. Students in these courses connect with one another frequently to discuss their language learning process and to take deep dives into the culture and history of the languages that they are studying.
Beginning in the 2019-2020 school year, Japanese II & III students will share a Canvas space—allowing for differentiated levels of language instruction and practice within a larger community for cultural exchange and discussions. The same is true for Arabic II & III. Level I students in Arabic, Japanese and Spanish will be in Canvas courses with only level I students.

**GOA105 ARABIC LANGUAGE THROUGH CULTURE I**  
*Full Year Course*
Through study of Levantine (Jordanian) Arabic and the Arabic writing system, students develop novice proficiency in interpersonal communication. Students will be able to communicate in spontaneous spoken conversations on everyday topics, including personal introductions, families, daily routines, and preferences, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Requires Preapproval  
Full Year Course, 1.0 credit

**GOA190 ARABIC LANGUAGE THROUGH CULTURE II**  
*Full Year Course*
Arabic II students have one year of Arabic Language Through Culture or have demonstrated novice proficiency through summer coursework or other experiences. Students will communicate in spontaneous spoken conversations on familiar topics, including food, weather, and hobbies, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Requires Preapproval  
Full Year Course, 1.0 credit

**GOA199 ARABIC LANGUAGE THROUGH CULTURE III**  
*Full Year Course*
Students in Arabic III have demonstrated intermediate interpersonal proficiency in Arabic (MSA or a dialect) through two years in Arabic Language Through Culture or other coursework, and have demonstrated an ability to work online independently and reliably with instructors and peers in Arabic Language Through Culture or another GOA class. Students in Arabic III will have opportunities to direct their own study through choice of material and topic. They will use Arabic to interact with native speakers on topics of their choosing, and to explore topics of interest through a variety of media (written works, audio, video, face-to-face interviews).

Requires Preapproval  
Full Year Course, 1.0 credit

**GOA154 JAPANESE LANGUAGE THROUGH CULTURE I**  
*Full Year Course*
This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading and writing skills. The cultural study and discussions are conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture. This course is appropriate for beginner-level students.

Requires Preapproval  
Full Year Course, 1.0 credit

**GOA191 JAPANESE LANGUAGE THROUGH CULTURE II**  
*Full Year Course*
Through language learning, students in this course share their voices, cultivate global perspectives, and foster an appreciation for self and others. Students further develop the speaking, listening, writing, and reading skills introduced in Japanese Language Through Culture I. Each unit follows the IPA model (Integrated Performance Assessment), blending three modes of communication: interpretation of authentic material in Japanese, synchronous and asynchronous practice in speaking and writing, and oral and written presentations. Each unit focuses on one of the following cultural topics: Design and Expression, Ecology, Entertainment, East meets West, Harmony, and Nature. In addition, students will have the opportunity to select and pursue topics of their own interest. Grammar topics will cover the essential forms that are typically introduced in the second and third year of a high school Japanese program. By learning the Dictionary Form, Nominalizer, TE form, TA form, NAI form, and Noun Modifier, students are able to add more complexity to their sentence construction. In doing so, they shift from forming simple sentences to communicating in coherent paragraphs. As online learners, students are expected to exhibit superb time management and communication skills, as well as take ownership of their learning. While grammar instruction will be delivered through asynchronous work and face-to-face meetings, much of the course content will be curated and created by students through their research and collaboration. The focus of this course is 60 percent on language and 40 percent on culture. **Prerequisite: Japanese Language Through Culture I or permission from the instructor.**

Requires Preapproval
Full Year Course, 1.0 credit

**GOA209 JAPANESE LANGUAGE THROUGH CULTURE III**

Students in Japanese III have mastered most of the conjugation patterns (TE/TA form, dictionary form, and NAI form) that are necessary to speak and write in complex structures. While advancing their grammatical knowledge (including giving and receiving, potential form, and honorific form), students will compare and examine similar functions and their subtle differences. In speaking, students are allowed to speak in an informal/casual style with each other and with the teacher in order to solidify their control of the Plain Form. Interpersonal communications will be done through face-to-face conversation and recorded messages. In reading and listening, students will curate, share, and practice grasping the gist of authentic materials. Materials may include TV commercials, news, movies, children’s books, online newspapers, and cooking recipes. Students will work on creative, expository, and analytical writing (comparing-and-contrasting in AP format). Semester 1 will incorporate JLPT N5 exam material. Taking the exam is not necessary, but encouraged. In Semester 2, students will participate in that GOA Catalyst Conference.

Requires Preapproval
Full Year Course, 1.0 credit
**HEALTH**

**3650 Health 10**
This health course is structured to provide students with a body of knowledge regarding relevant health issues to help navigate through the various challenges in mental health, substance use, nutrition, and sexual health including relationships. The course will investigate health concerns that are prevalent in school and the U.S through self-reflection and media literacy. Because health is not equally experienced among all of us, health is a social justice issue and will, therefore, be taught through that lens. The course will interrogate the ways that systemic barriers prevent all of us from being healthy and challenge those barriers through acts of allyship. It is the hope of the course that students will become well-equipped physically, emotionally, mentally, and socially to make healthy choices.

Grading is Pass/Fail
Fall or Spring Semester Course, 0.25 credits

**3651 Health 12**
Through courageous conversations about health in its most holistic and comprehensive form, this course challenges students to step back, understand, evaluate, step in, and contribute their truth to the classroom. Through self-reflection and intentional moments, they will assess what intimacy is within themselves and in relation to others in their life, interrogate the driving forces behind their health behaviors, and devise practical tools to cope with imbalances that they may experience. With senior year being the end of a milestone and the transition into the start of a new one, it is the hope of the course that they will be able to define not what “healthy” is but what “healthy” is for them.

Grading is Pass/Fail
Fall or Spring Semester Course, 0.25 credits
INTERDISCIPLINARY STUDIES

Interdisciplinary studies courses utilize the intellectual tools and perspectives of a variety of disciplines to understand the human experience. This integrated methodological project enriches our knowledge of events by broadening our mode of inquiry. Accordingly, interdisciplinary courses illuminate the relationship between disciplines and challenge students to reexamine traditional fields of study in their quest for a more comprehensive, cross-cultural understanding.

4007 Critical Theory & Politics in the 21st Century
A variety of intellectuals, academics, writers, and activists have leveled comprehensive critiques at modern society, its politics, its economies, and its institutions. These thinkers cover diverse theoretical ground—from Marxism to critical race theory to post-colonialism to feminism, and beyond—but all seek to challenge systems of domination and promote self-determination, democratic empowerment, and liberation. This course will survey signature ideas from major contemporary thinkers, and students will be asked to connect these theoretical frameworks to today’s issues. What are the limits of liberal democracy? Are we all disabled in some way? What is a nation, and who counts as a citizen? Is gender a biological fact, a performance, a political identity, or something else altogether? From flogging and hanging to life without parole and solitary confinement, why has criminal punishment changed over time?

At its core, critical theory is explanatory, normative, and practical: good theory helps us understand our world more completely, make judgments about whether that world is a good one, and imagine and construct alternatives. Theory is also personal, and this class will challenge students to think deeply about their identities, communities, politics, and place-in-the-world.

Open to all seniors, and juniors with permission.

Full Year Course, 1.0 credit

[NEW COURSE] 4013 Culinary Fundamentals: Lunch
The course will develop a reservations-only lunch service for the community. Each week students will study a different cuisine or cooking challenge oriented around cultural traditions, culinary techniques, nutrition, and environment. On Fridays, the class will serve lunch, sharing both the food they’ve cooked and the social or culinary context that prompted that week’s concept. The dining experience may also include guided conversations around the meal, guest speakers, or other community building exercises. We will put an emphasis on nutrition and techniques for unapologetically delicious healthy cooking. This course will move students beyond simply following recipes to developing sufficient confidence in their cooking skills to enable them to begin forming their own culinary imagination. In this way they embrace the way cooking employs artistic, cultural, historical and aesthetic choices to create food that reflects the particular vision of the chef.

Fall/Spring Semester Course, 0.50 credits

[NEW COURSE] 4012 Food Systems: from Seed to Bread
In this class, students will both become physically engaged in the precision craft of baking bread while developing a keen understanding of the relationship between cause and effect of what they are learning and bringing to practice. Once you instigate an exploration of the science, flavor, traditions, and almost endless variations, it’s easy to make deeper connections to almost every other subject our students study. Students will live in an age of complex vertical food systems, and need to be prepared to make thoughtful, creative, informed decisions around issues of factory farming, sustainability, biodiversity, energy consumption, and food security. Bread today can be made from factory farmed grain into processed and preserved product, or through an artisanal process that involves wild wheat, active fermentation, hand crafting, and carefully baked
techniques. We will look at old and new ways of making bread, and see what is to be learned from both. To that end, students will become part of a daily bread production. This will allow us to ask complex questions about the structure of this food system, to look for ways to take action towards improving our connection to it, and to ask broader questions about other culinary ecosystems.

Full-Year Course, 0.5 credits

4010FY Current Events and Composition
This class is designed to introduce incoming 9th graders to the challenges of developing analytical thinking and writing skills in the humanities. The course will seek to develop the discipline of writing by using targeted exercises primarily based on materials from the 9th grade English and History curricula. Students will also have the opportunity to debate current issues & write brief, targeted responses, composing essays that are designed to focus on articulating a clear thesis while establishing a concise argument. Google Docs will be used for in-class writing and editing; students will work collaboratively and will be able to peer edit, discussing writing as part of an ongoing process throughout the year.

Full-Year Course, 0.5 credits (class meets one day per week)
PEER PROGRAMS

3940 Peer Leadership
The Peer Leadership program seeks to broaden and enhance students’ understanding of social justice and equity issues related but not limited to race, gender, sexuality and socio-economic status. The program and its members strive to cultivate a sense of empathy and compassion within the Dalton community and beyond, and to mentor the ninth graders through the transition to high school. The Peer Leadership seminar offers students a thematic lens through which they engage in conversations about issues related to inclusivity, community building, and community engagement. Peer Leaders are trained to facilitate small ninth grade discussion groups and to develop the skills required to be an effective leader.

Requires Preapproval
Prerequisite: Senior status
Full Year Course, 1.0 credit

3931 Peer Tutoring
The Peer Tutoring Program provides juniors and seniors with the opportunity to work with faculty while assisting in the individual instruction of students, working with students in small groups, or while working with students in a classroom setting. Peer Tutors will meet as a group on a bi-weekly basis to discuss issues pertaining to academic support of their peers, as well as pedagogical topics related to the tutoring they provide. In addition, Peer Tutors work in concert with the MS and HS faculty. The program is predicated on the notion that tutors will be able to provide a service to others, and in doing so, consolidate their own learning when they are given the opportunity to teach. In addition, students will gain perspective on methods and principles of education via Helen Parkhurst's Education on the Dalton Plan and better reflect on their own experiences. The hope is that Peer Tutors will benefit from this responsibility to others and will feel closer to this community of teachers and learners. Students must apply for the program by responding to a series of written questions regarding their interests and reasons for wanting to participate in the Peer Tutoring program. House Advisor and faculty recommendations are all part of the application process. Peer tutors are available to work with students in all three divisions at Dalton.

Requires Preapproval
Prerequisite: Junior and Senior status
Full Year Course, 0.50 credits

3932 HS to MS: Peer Advising and Lending Support (P.A.L.S.)
Students in 11th grade will work with middle school students as Peer Advisors on a variety of developmentally specific topics and activities. These Peer Advisors will prepare to lead class and small group discussions with Dalton middle school students on questions that students pose regarding academic integrity, peer relations, bullying, responsible digital media use, social networking and transitioning to high school. This outreach to younger students aims to teach the foundations of peer mentoring and group facilitating. The program hopes to attract students who want to serve as role models for other students.

Requires Preapproval
Full Year Course, 0.50 credits
By state law, every High School student is required to pass four years of Physical Education. Each semester counts as 1/8 (0.125) of a credit. One full credit is necessary for graduation. Students will choose two PE electives for the year. Each elective meets one time per week.

Any student who participates in athletics outside of school must also be enrolled in a Physical Education or Dance class at Dalton unless an exception has been granted by the Department Chair and the High School Director for the student to enroll in P.E. 3906 (PE Outside).

If students are on one or more school teams during the academic year, they must register for a PE or dance class in accordance with the following guidelines:

1. **All Ninth grade athletes must attend all PE classes during both semesters.** Ninth grade students will be excused from P.E. only during a season they compete for a Dalton team. They must return to P.E. immediately following their last game.

2. **Students in grades 10-12 on only one team during the school year** must attend their Physical Education classes when they are not competing for a Dalton team. Once their Dalton team season begins they no longer need to attend PE class but must return immediately following their last game.

3. **PE 3902 is for students who play two or three Dalton sports in the academic year and who have played those sports in the previous high school academic year at Dalton.** In order to qualify for this exemption, a student must have played on two or three teams the previous H.S. academic year at Dalton and continue to play on those teams for the following year. The student will be registered for PE 3902. Department approval is required to register for PE 3902.

4. **Students with a medical excuse for a day of Physical Education** must give the excuse to the instructor and proceed to the gym. Students will be graded on participation, effort, skill, and attendance.

5. **Missing Practices and Games:** Students who are members of athletic teams are expected to attend scheduled practices and contests. If a participant does not attend a practice or contest, the coach should use good judgment to determine an appropriate consequence (from limiting playing time for infrequent offenders, to possible expulsion from the team for the most serious offenders).

Dress Code and Code of Conduct can be found in the Student Handbook.
PHYSICAL EDUCATION DEPARTMENT COURSES

There are a number of courses available within the Physical Education program. These courses will be elected by all students entering grades 9-12 in the Fall. (If an elective does not receive enough interest the department may not be able to offer that elective.) A dance course may be substituted for a physical education course.

Fall and Spring Semesters, 0.125 credits per semester

3903 Physical Education PE Electives:
(Students will choose one elective for each section of PE they enroll in. Below are the electives offered, however the period each elective is offered is dependent upon availability at the gym.)

- Physical Fitness (circuit training including cardiovascular fitness, strength training, etc.)
- Yoga (physical and mental disciplines including a variety of movements and stretching techniques)
- PE Games (All levels of Physical Education Games)
- Spinning (indoor cycling building strength and endurance complimented by fun music)

Fall/Spring Semesters Course, 0.125 credits

3902 Physical Education (Two Sport Athlete)
Students who were athletes two of the three seasons in the previous year at Dalton and who plan to continue being a 2/3 H.S. sport athlete for the upcoming year qualify for this course. This does not include managers.

Department Chair approval is needed to register. (See guideline #3 for further information.)
Fall/Spring semesters, 0.125 credits per semester, approval required
Eligibility: students in grades 10-12 ONLY

3906 PE Outside
For students who participate in a formal competitive sport outside of Dalton. Progress reports must be turned in every three weeks from outside coach to PE Department Chair. Students must attend practices at least three times a week for 1-2 hours and must compete with players outside of the organization at least three times a semester in organized and sanctioned events. Students will receive a contract, which must be signed by student and parent.

Department Chair
Fall/Spring semesters, 0.25 credits per semester, approval required
Eligibility: students in grades 10-12 ONLY

INTERSchOLASTIC ATHLETICS

FALL SEASON

CROSS COUNTRY
Season: End of August to mid-November
Practice: 5 days a week
FALL SEASON (cont.)

**FOOTBALL**  
Varsity  
Season: Mid-August to mid-November  
Weekend games  
Practice: 5 days a week, during season

**SOCCER**  
Varsity & Junior Varsity (Boys)  
Season: Mid-August to the beginning of November  
Practice: 5 days a week, during season

**SOCCER**  
Varsity & Junior Varsity (Girls)  
Season: Mid-August to the beginning of November  
Practice: 5 days a week

**TENNIS**  
Varsity & Junior Varsity (Girls)  
Season: End of August to the beginning of November  
Practice: 5 days a week

**VOLLEYBALL**  
Varsity & Junior Varsity (Girls)  
Season: Mid-August to the beginning of November  
Practice: 5 days a week

WINTER SEASON

**BASKETBALL**  
Varsity (Boys)  
Season: November through February  
Practice: 5 days a week with some weekend games  
Practices during Thanksgiving break and the last week of Winter Vacation. Post-season Tournament: First week in March (or longer, if the team qualifies for States)

**BASKETBALL**  
Junior Varsity (Boys)  
Season: November through February  
Practice: 5 days a week

**BASKETBALL**  
Varsity (Girls)  
Season: November through February  
Practice: 5 days a week with some weekend games  
Practices during Thanksgiving break and the last week of Winter Vacation. Post-season Tournament: First week in March (or longer, if the team qualifies for States)

**BASKETBALL**  
Junior Varsity (Girls)  
Season: November through February  
Practice: 5 days a week

**SWIMMING**  
Varsity  
Season: November through February  
Practice: 5 days a week
WINTER SEASON (cont.)

SQUASH  
Varsity  
Season: November through February  
Practice: 5 days a week

INDOOR TRACK & FIELD  
Varsity  
Season: November through February  
Practice: 5 days a week

WRESTLING  
Varsity  
Season: November through February  
Practice: 5 days a week  
Saturday Tournaments: 4 or 5

SPRING SEASON

BASEBALL  
Varsity & Junior Varsity  
Season: March through May  
Practice: 5 days a week  
One week of practice during spring vacation.

GOLF  
Varsity  
Season: March through May  
Practice: 5 days per week  
One week of practice during spring vacation.

LACROSSE  
Varsity & Junior Varsity (Boys)  
Season: March through May  
Practice: 5 days a week  
One week of practice during spring vacation.

LACROSSE  
Varsity & Junior Varsity (Girls)  
Season: March through May  
Practice: 5 days a week  
One week of practice during spring vacation.

SOFTBALL  
Varsity & Junior Varsity  
Season: March through May  
Practice: 5 days a week  
One week of practice during spring vacation.

TENNIS  
Varsity & Junior Varsity (Boys)  
Season: March through May  
Practice: 5 days a week  
One week of practice during spring vacation.

OUTDOOR TRACK & FIELD  
Varsity  
Season: March through May  
Saturday meets  
Practice: 5 days a week  
One week of practice during spring vacation.
Learning Support Services provides academic and organizational support for students' academic programs.

‘Preceptors' are available throughout the school day to provide assistance either through regular appointments or on an unscheduled, drop-in basis. Students work with preceptors in order to develop time management and/or organizational skills, study skills specific to course content which support their learning profiles, and/or previewing or remediating course content. They may be referred by a teacher, House Advisor, Dean, Director of Learning Support Services or the High School Director. They may also self-refer. Students work either in small groups or individually with a preceptor who keeps the teachers informed of student progress.

The department also provides support for students with extended time and proctoring assessments. In addition, the Director is the SSD and AP coordinator and works closely with both the College Board and ACT.