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

MISSION STATEMENT

Dana Hall is committed to fostering excellence in academics, the arts, and athletics within a vibrant, caring, and inclusive community. With emphasis on integrity, leadership, diversity, and service as well as on respect for self and others, Dana Hall provides its students with a unique opportunity to prepare themselves for the challenges and choices they will face as women and citizens of the world.



INCLUSION AND DIVERSITY STATEMENT

Dana Hall School believes that diversity and multiculturalism are key elements in fostering excellence in every aspect of our community.

We are committed to building an inclusive community that respects and affirms each of its members, honoring their diversity of race, ethnicity, national origin, religion, sexual orientation, gender identity and gender expression, and socioeconomic status. We are committed to building an educational program that recognizes and values the many peoples and perspectives of our community and the world. We realize that conflicts may arise in the creation of such a community, but we see these possible conflicts as opportunities for growth, for open and honest communication, and for learning.

Through our commitment to diversity, the Dana Hall community prepares students for the challenges and choices they will face as women and citizens of the world.

Dana Hall School does not discriminate on the basis of race, creed, color, national and ethnic origin, sexual orientation, gender identity, or gender expression in the administration of its educational policies and other school-administered programs.

TEACHING AND LEARNING AT DANA HALL

Beliefs and Practices

In the Dana Hall community, effective learning...

1. is both teacher and student directed
2. values and models respect for self and others
3. is both an individual and collaborative endeavor
4. recognizes that skill building lays the foundation for future work
5. continues outside the classroom
6. makes connections among disciplines
7. values, as a foundation, academic honesty
8. draws upon flexibly and intelligently a multitude of resources
9. includes access to a broad, well-articulated curriculum
10. encourages critical thinking, curiosity, and innovation
11. is enhanced by maintaining high expectations for achievement
12. promotes service to local and global communities

Where teachers...

1. share their enthusiasm for and expertise in their subject areas
2. hold high academic standards for themselves and their students
3. use a variety of techniques to support different developmental stages, learning styles, and address the needs of the whole student
4. create environments that encourage students to ask questions and take academic risks
5. create multiple and varied opportunities for success; both the results and process are valued
6. encourage students to make their own decisions and form and voice their own opinions
7. value spontaneity within structure

Where students...

1. learn how to be resourceful and effective self-advocates
2. voice their opinions clearly and confidently
3. appreciate diverse perspectives
4. understand their individual learning styles and benefit from the use of that knowledge
5. take responsibility for their actions and their learning
6. build self-esteem by overcoming setbacks and reaching goals
7. engage in leadership opportunities both in and out of the classroom

SKILL DEVELOPMENT

Dana Hall's curriculum supports the School's mission statement by placing an emphasis on the teaching of 21st-century skills - skills that will best prepare its students "...for the challenges and choices they will face as women and citizens of the world."

In all disciplines and at all grade levels, Dana Hall faculty members teach skills through direct instruction and via activities both in and out of the classroom. While the list of skills that students acquire is broad and lengthy, an emphasis is placed on the following:

Analysis/Problem Solving

Collaborative Work and Respect for Diverse Perspectives

Creativity and Innovation

Leadership

Public Speaking

Reading Critically

Research

Study Skills

Technology

Writing

MIDDLE SCHOOL PHILOSOPHY

The Dana Hall Middle School provides its students with an environment that stimulates intellectual curiosity and a love of learning. In varied academic settings, students are encouraged to master skills and form habits that prepare them for life-long learning.

The School realizes the unique needs of early-adolescent girls and is sensitive to their overall development. In addition to developing a strong foundation in academic skills and knowledge, Dana Hall's Middle School program encourages students to explore and develop talents in technology, the performing and visual arts, athletics, and leadership. It fosters in students high levels of self-esteem and self-confidence by recognizing individual and group accomplishments.

Dana Hall raises individual and community consciousness by placing an emphasis on community service, integrity, and high standards of conduct.

Framework of the Middle School Program

The Middle School program is designed to reflect and accommodate the skills, interests, and developmental levels of fifth, sixth, seventh, and eighth graders. The skills and content taught in the Middle School build upon the students' foundation as they move through the Middle School program, a program that is well-articulated, sequential, and designed to best prepare the students for a successful Middle School experience and a successful transition to the Upper School program.

Overarching themes form the framework for the skills and content taught in the Middle School. Each piece of the framework, highlighted in the list below, is incorporated into all four grade levels. Students gain greater facility in each skill area as they move from the fifth grade through the eighth grade.

Awareness
Exploration
Inquiry and Investigation
Connection
Analysis
Reflection
Application

Interdisciplinary Curriculum – a Plug-In Model

The Middle School schedule was created to foster the integration of skills and content across disciplines. It includes protected times for teachers to meet on a weekly basis for planning, a critical component of this model. The visual arts, performing arts, and technology teachers, the librarian, and the learning specialist each provide lessons within academic classes to support and enrich the students' learning experience. Examples of lessons have included the learning specialist instructing Spanish students on effective ways to memorize tenses; the technology teacher supporting science students as they code their own computer games, in order to demonstrate their understanding of conductive materials; the librarian teaching information literacy skills in preparation for the students' work on a Social Studies research project; and the visual arts teacher leading an activity on botanical drawings in Science class.

MIDDLE SCHOOL ACADEMIC POLICIES and PROCEDURES

Academic Honesty

At Dana Hall School, academic honesty is of the utmost importance. Academic honesty is the basis of sound scholarship and is integral to learning. Students must understand that truthfulness and honesty govern their work at all times. Each student is expected to:

- present and submit work that is her own,
- properly cite references and sources, and
- be honest about all aspects of her school work.

Simply put, academic honesty means that students do their own work at all times.

Academic honesty is fundamental to a school, and Dana Hall expects that all students will act honestly in every part of their academic lives. Therefore, cheating is a serious breach of the School's academic standards. Teachers make every effort to make the bounds of academic honesty clear, both in general terms and for specific assignments. There are times when students may be uncertain about specific assignments and/or actions. However, if a student has any questions or is uncertain, it is her responsibility to consult a teacher for clarification before she takes the questionable action.

Examples of academic dishonesty include, but are not limited to, the following:

- taking and presenting as one's own the ideas, words, or productions of another,
- submitting a paper, all or part of which was copied from sources without crediting each source,
- submitting as her own any product (e.g., paper, art work, lab or oral report) done by another, including a tutor,
- producing all or part of a product (e.g., paper, art work, lab or oral report) for another,
- handing in a product for credit in one course that has already received credit in another course without acknowledging that fact,
- copying from notes or consulting information from homework, reference material, a personal calculator, cell phone or other handheld technology device, or from another student during classroom exercises, quizzes, and examinations without the teacher's explicit permission,
- sharing information about the content of a test, quiz, lab report, or other assignment with any student who has not yet taken or completed it, or asking for any such information, without the explicit permission of the teacher, or
- being dishonest in any way about one's school work.

Cases of academic dishonesty are reported to the student's advisor and the Director of the Middle School.

MIDDLE SCHOOL ACADEMIC POLICIES and PROCEDURES

Homework Guidelines

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

The School assists students in planning their use of time in a number of ways: teachers announce assignments, projects, and tests well in advance; all tests and projects are posted; a customized Dana Hall planner, or the use of the iPad application or iHomework, is required of all Middle School students, and clear homework guidelines are provided.

Students should anticipate 1-2 hours of homework nightly in fifth and sixth grade and 2-3 hours of homework nightly in seventh and eighth grade.

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

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

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

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

Please note:

- Reading assignments may be given by English teachers over the extended winter and spring vacations. (Assignments given over vacation periods in courses other than English must be approved by the Director of the Middle School.)
- In preparation for class discussions in the fall, students are required to read specific books over the summer as prescribed by the faculty of the English Department.

Guidelines for Reduced Homework Days

There are times during the school year when attendance at evening activities is required of students. On other days, religious holidays or other pre-approved events make it difficult for students to complete work that is due the next day. On those days when Middle School students are unable to do a full load of homework because of identified school activities or religious holidays, they have a "Reduced Homework Day." Homework will be assigned in no more than three subjects.

MIDDLE SCHOOL ACADEMIC POLICIES and PROCEDURES

Guidelines for Determining Grades* (*in all except Fitness/Athletics, Performing Arts, and Visual Arts courses*)

A level student work demonstrates:

- exceptional understanding of the material
- complete understanding of concepts
- ability to apply concepts to new situations
- intellectual curiosity

B level student work demonstrates:

- very good understanding of the material
- very good understanding of concepts
- ability to apply concepts within a framed context
- significant interest in the subject area

C level student work demonstrates:

- basic understanding of the material
- basic understanding of concepts
- basic ability to apply concepts with guidance
- some interest in the subject area

D level student work demonstrates:

- minimal understanding of the material
- minimal understanding of concepts
- minimal ability to apply concepts with guidance
- limited interest in the subject area

E level student work demonstrates:

- insufficient understanding of the material (understands less than 60% of the material)
- insufficient understanding of concepts
- insufficient ability to apply concepts with guidance
- little or no interest in the subject area

**A student's level of engagement in all areas of course work, including homework preparation and class participation, carries weight in the assessment of her grade.*

In Performing and Visual Arts courses, a student's attendance and progress are major components in the assessment of her grade.

In Trimester I, formal grades are not assigned in the fifth- and sixth-grades. While students receive scores on tests and quizzes, their report cards include comments only. In Trimesters II and III, students are graded using Pass/Fail or High Pass in two courses: Introduction to Computer Basics and Latin.

Numerical Equivalents of Letter Grades

When translating numerical to letter grades, the following guidelines are used:

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	<60	E

MIDDLE SCHOOL ACADEMIC POLICIES and PROCEDURES

Guidelines for Evaluating Students in the Fitness/Athletics, Performing Arts, and Visual Arts Departments

(including all courses for which students receive credit, e.g., fitness, dance, and riding classes, team sports, Performance Workshop classes, and Art 7 and Art 8 classes)

Grades are based on the following:

- Effort/Participation
- Attitude
- Skill Improvement
- Knowledge of Course Content
- Cooperation/Sportsmanship
- Performance
- Attendance
- Preparation

Honors = “exceptional” overall in the above areas

High Pass = “very good” overall in the above areas

Pass = “good” overall in the above areas

Low Pass = “minimal” overall in the above areas

Fail = “unsatisfactory” overall in the above areas

Academic Probation

Students having difficulty meeting the academic expectations of the School are placed on probation. The purpose of probation is to motivate students to higher achievement and make the School’s expectations clear to parents and students. A student is placed on Academic Probation for the following reasons:

- failure to achieve satisfactory grades (two or more grades below C-),
- failure to meet academic expectations (attendance requirements, due dates, etc.), or
- some combination of the above which leads the School to question whether Dana Hall is the appropriate academic setting for the student.

Students are placed on probation at the end of the trimester and their probation status remains in effect during the following trimester. The student’s parents are notified by letter, and a conference with the student, her advisor, the Learning Specialist, and the Director of the Middle School follows. The conference results in a contractual agreement between the student and the School describing expectations. If a student is on Academic Probation for three trimesters, she may be ineligible for an enrollment contract to continue at Dana Hall. The final decision will be made by the Director of the Middle School and the Head of School.

ACADEMIC RESOURCES

Dana Hall is committed to providing a variety of academic resources to assist all students in accessing the curriculum and finding success. All students are required to use the Dana Hall *Student Planner* or a digital planner to record all assignments weekly. In fifth and sixth grades, all students take Learning Strategies 5 and Learning Strategies 6. These courses offer instruction in skill areas, such as organization, note-taking, and reading comprehension. In addition, all seventh graders who are new to Dana Hall take Learning Strategies 7 for the first trimester. (The full course description appears at the end of the Middle School section of this handbook under Special Programs.)

Math Lab

The Middle School Math Lab is available to students two afternoons per week after school. In Math Lab, students may review concepts covered in their math classes, do homework, ask for feedback, or receive assistance preparing for upcoming tests or quizzes. Math Lab is coordinated by a Middle School math teacher, and sessions are held in a small-group format.

English Lab

The Middle School English Lab is available to students two afternoons per week after school. Assistance is provided on writing assignments at any stage of the writing process, from brainstorming to drafting to final editing. The English Lab is coordinated by a Middle School English teacher. Support is given in short, individual sessions.

Learning Lab

Learning Lab is offered to Middle School students during daytime study halls and one afternoon per week after school. The Learning Specialist provides small-group support with academic content, writing, planning and organization, time management, and study skills.

Library

The Helen Temple Cooke Library is open Sunday-Friday and staffed by librarians, archivists and student pages. Librarians teach information and media literacy skills to students and faculty in classes and individually. The professional staff are available to answer questions on research, writing, citation, digital technology, and resources and can offer suggestions for independent and academic interests. Librarians and archivists are available for one-to-one research appointments. Copies of most course textbooks are available for student use on the course reserve shelves.

Academic Support and Accommodations

At Dana Hall, academic support begins with the expert instruction of the classroom faculty who use a variety of pedagogical techniques to teach students in their classes. In addition, both direct and indirect support is available for students who are experiencing difficulty navigating the School's academic curriculum.

Dana Hall's Learning Specialists are available for consultation if a student is having particular academic difficulty in several of her classes. The Learning Specialists and Division Director work in concert with the student's teachers, advisor, and family to develop an appropriate academic support plan, drawing upon the available resources. Learning Specialists may also recommend educational testing for the student when appropriate to better understand the student's learning needs.

At times, an academic support plan may include certain academic accommodations, such as 50% extended time on assessments, use of a computer for taking tests, or a reduction in the standard course load. Dana Hall School gives consideration to providing such accommodations when specifically recommended in a third-party psycho-educational evaluation and when the recommendations are supported by evidence in the testing. In some cases, an evaluation may recommend accommodations that Dana Hall School cannot make, including but not limited to testing without time restrictions, extensive modification of the curriculum, and extended one-to-one support. All accommodations are determined on an individual, case-by-case basis pending the approval of the Division Director and Learning Specialists.

MIDDLE SCHOOL CURRICULUM SUMMARY

Fifth Grade

English
Classical Languages
Mathematics
Environmental Science
Social Studies – Ancient Civilizations
Engineering and Computer Science
Fitness/Athletics
Creative Movement
Chorus
Visual Arts
Performing Arts
Library
Learning Strategies
Forum

Sixth Grade

English
World Languages and Culture
Mathematics
Physical Science
Social Studies – America’s Beginnings: From Beringia to Philadelphia
Engineering and Computer Science
Fitness/Athletics
Performing Arts
Visual Arts
Learning Strategies
Forum

Seventh Grade

English
French, Latin, or Spanish
Mathematics
Life Science
Social Studies – What Does it Mean to be an American? Stories of Dissent and Compromise
Fitness/Athletics
Performing Arts
Visual Arts
Learning Strategies
Forum

Eighth Grade

English
French, Latin, or Spanish
Mathematics
Earth Science
Social Studies – Identity and Injustice: A Case Study Approach to Social Justice
Fitness/Athletics
Performing Arts
Visual Arts
Forum

ENGLISH

The Middle School English curriculum is designed to teach students to be sensitive readers, thoughtful writers, and effective speakers. Close reading and writing skills are emphasized through instruction in the use of textual evidence to support ideas. Students write frequently and are encouraged to embrace the process of revision in developing their ideas. Creative writing opportunities invite students to reflect upon personal experiences as they explore various genres. Students learn to be more confident, articulate speakers through class discussions and public speaking activities. In addition, students learn and review grammar, mechanics, and vocabulary at each level.

English 5

Fifth-grade English builds the foundational skills and strategies for reading comprehension and written expression that will serve students throughout their middle school years. Students strengthen both literal and inferential reading comprehension as they read novels such as Christopher Paul Curtis' *The Watsons Go to Birmingham – 1963* and Pam Muñoz Ryan's *Esperanza Rising*. Students also read novels, poems, and myths related to the ancient civilizations studied in Social Studies; texts may include *The Epic of Gilgamesh*, Jacqueline Morley's *Egyptian Myths*, and Grace Lin's *Where the Mountain Meets the Moon*. As the fifth grade strives to build an inclusive, safe community, students explore issues related to class, privilege, prejudice, bullying, and friendship in their discussions of novels like Phyllis Reynolds Naylor's *Faith, Hope, and Ivy June* and Eleanor Estes' *The Hundred Dresses*, and Mildred Taylor's *Roll of Thunder, Hear My Cry*. Students enhance their oral skills through class discussions, speeches, debates, poetry recitations, and keynote presentations. Writing instruction draws upon students' enthusiasm for self-expression, providing many opportunities for students to develop their skills as expository and creative writers. Sharon Creech's *Love that Dog* serves as the inspirational text for students to explore, critique, and write poetry. Grammar, vocabulary, and spelling are taught as tools that foster effective communication and expression.

English 6

The English 6 curriculum includes the study of literature, creative and expository writing, vocabulary development, and grammar skills. Students read literature in a variety of genres, including fantasy, realistic modern fiction, historical fiction, and poetry. Representative texts include Lois Lowry's *The Giver* and *One Last Word* by Nikki Grimes. While studying novels, students explore theme, character development, foreshadowing, and conflict; while studying poetry, they discuss structure, theme, tone, and the author's message. Students read two books of their own choosing each trimester and discuss them in informal book talks with the Middle School librarian. Throughout the year, students write stories and poems, incorporating the literary elements studied in class. Students also write beginning essays based on the literature and learn to defend a point of view with supporting details and examples. Vocabulary development has two goals: students learn new words from the literature read in class, with the emphasis on improving reading comprehension, and they study Greek and Latin roots. In grammar and skills lessons, students identify parts of speech and review basic writing conventions. In all these activities, the development of critical thinking is fostered, along with a love for literature and the written word in all its forms.

English 7

The English 7 curriculum includes the study of literature, creative and expository writing, vocabulary development, and grammar skills. Texts studied correspond to the theme of "finding your voice." Works may include Thanhha Lai's *Inside Out and Back Again*, Jerry Craft's *New Kid*, Rita Williams-Garcia's *One Crazy Summer*, Anne Frank's *The Diary of a Young Girl*, and Tracy Chee's *We Are Not Free*. Students read and report on free-choice reading selections regularly. Writing instruction focuses on the writing process, from gathering ideas and drafting outlines to following assigned structures and using evidence from the text to support ideas. There is an emphasis on revision and editing, both independently and in a workshop setting. Creative writing opportunities focus on poetry. Vocabulary lessons focus on words from the assigned texts and build on previous work with Greek and Latin word roots; lessons are completed through an online, game-based vocabulary learning tool. Grammar lessons build on previous knowledge and are taught in the context of writing and vocabulary learning.

English 8

The English 8 curriculum includes the study of literature with an emphasis on close reading and analysis. Texts studied correspond to the theme of "finding your place." Works may include Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, Markus Zusak's *The Book Thief*, Julia Alvarez's *In the Time of the Butterflies*, Trevor Noah's *It's Trevor Noah: Born a Crime*, and William Shakespeare's *Romeo and Juliet*. Students read classic short stories and free-choice selections as well. Writing assignments invite students to undertake creative and personal writing in addition to analytical and persuasive writing. Projects include interdisciplinary *Romeo and Juliet* performance pieces and autobiographical speeches written for the end-of-year Moving Up Ceremony. Vocabulary lessons focus on words from the assigned texts and build on previous work with Greek and Latin word roots; lessons are completed through an online, game-based vocabulary learning tool. Grammar lessons help students identify and correct common errors as they compose more sophisticated sentences.

MATHEMATICS

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

Preparation for continued mathematics study at the high school level is a goal of Dana Hall's Middle School Math Department. Students develop an understanding of the concepts and a proficiency in the skills needed as the foundation for further math studies. Placement into math courses for seventh and eighth grade is made by the Middle School Math Department, the Middle School Math Coordinator, and the Math Department Head. The Math Department supports the use of the TI-84 calculator for all eighth grade Mathematics Courses.

Math 5

This course is designed to transition students to middle school mathematics and build confidence and number sense. Through a variety of activities, students strengthen their conceptual understanding and practice of whole number computation. Students gain experience with multi-digit multiplication, the long division algorithm, fractions, and decimals. Throughout the course, students will work on strengthening their skills in both problem solving and logic-building.

Math 6

This course seeks to strengthen the students' number sense, build skills with decimals, fractions and percentages, ratio, signed numbers, and geometric reasoning. Concepts are presented with physical and visual models to promote deep understanding. Skill development is embedded in problem-solving activities to encourage critical thinking. There is increasing exposure to abstraction and algebraic reasoning. Students learn to work together, to communicate their thinking, and to persevere through challenges. They are encouraged to explore ideas, take risks, and think for themselves.

Foundational Pre-Algebra

This course allows students to solidify their arithmetic skills while also being exposed to new pre-algebra topics. A variety of activities help students develop conceptual understanding and apply mathematical rules to their problem solving. Topics include integers, rational numbers, exponents, algebraic expressions and equations, inequalities, applications of proportions and percentages, and the geometry of two-dimensional and three-dimensional figures.

Pre-Algebra

This course is designed to transition students from arithmetic to algebra in preparation for upper school-level math courses. The focus is on the basic principles of algebra and geometry. Topics include algebraic expressions, operations with rational numbers, solving equations and inequalities, exponents and roots, geometry of two-dimensional and three-dimensional figures, the Pythagorean Theorem, and probability. Students are further challenged by problem-solving investigations and critical-thinking puzzles. *(Open to students who have completed Math 6 with a minimum grade of B, and with permission of the Mathematics Department.)*

Transitional Algebra

This course focuses on establishing a strong foundation of mathematical and problem-solving skills in order to prepare students for Algebra I in ninth grade. Topics include rational numbers, solving equations and inequalities, linear and exponential functions, systems of equations, angles, and the Pythagorean Theorem.

Algebra I

This course is an upper school-level algebra course that explores algebraic concepts through quadratic functions. Topics include algebraic expressions, equations, inequalities, functions (linear, absolute value, and quadratic), systems of equations and inequalities, rules of exponents, and polynomials. An emphasis is placed on graphing and problem-solving skills. Because students often work in groups, they have ample opportunities to explain their reasoning while also being exposed to various approaches. *(Open to students who have completed Foundational Pre-Algebra with a minimum grade of A, students who have completed Pre-Algebra with a minimum grade of B, or students who have completed Math 6 with a minimum grade of A, and with permission of the Mathematics Department.)*

MATHEMATICS

Geometry

This course covers traditional topics in geometry emphasizing discovery along with the development and application of algebraic skills. Topics include the Pythagorean Theorem, parallel lines, similar triangles, congruent triangles, an introduction to trigonometry, circles, area, and volume. The course includes work with formal geometric proofs. *(Open to students who have completed Algebra I, and with permission of the Mathematics Department.)*

SCIENCE

The study of natural science is an effort to observe and describe the world we see around us every day. The science curriculum at Dana Hall is therefore designed to develop observational, experimental, and problem-solving skills, and endow students with the confidence to formulate and answer their own questions concerning the natural world. Given the underrepresentation of women in many science-related careers, a strong foundation in the natural sciences is especially important for young women seeking leadership roles. The science program at Dana Hall fosters the development of the students' understanding of the natural world and their role in it, their ability to apply the methodology of science, and their awareness of the impact of science on society. Courses are designed to be challenging and encourage responsibility, independence, and precision of thought among the students. The sequence of Dana Hall's courses highlights the interconnectedness of the natural sciences and allows a student to apply the knowledge she has gained in previous years. Traditional classroom and laboratory work provides students with the sound background needed for the future study of science, medicine, or engineering.

Grade 5

Environmental Science

Fifth-grade science focuses on ecology and the environment. During daily course meetings, students are asked to think about the physical world around them creatively, critically, and quantitatively. Using hands-on experiments and activities, fifth graders create hypotheses, collect data, examine cause and effect relationships, and make observations about their investigations. Students maintain scientific journals in which they design and document experiments exploring the scientific method. Experiential learning and fieldwork on and around the Dana Hall campus are a cornerstone of this course.

Grade 6

Physical Science

Sixth-grade science emphasizes observation, critical-thinking, measurement, and experimental skills. Students investigate resources in the world around them with topics related to simple machines, motion, forces, and energy. They learn about the scientific method, formulate hypotheses, design experiments, and analyze data. Sixth graders develop their abilities to observe, ask questions, look for patterns, record and analyze evidence, present and interpret data, and draw conclusions. Through hands-on projects, such as the construction of model solar cars and various smaller building challenges, students apply scientific principles and develop problem-solving and engineering skills. Group work, presentation skills, and the effective use of technology are also important components of the course.

Grade 7

Life Science

Life Science focuses on the study of living things. Major topics include biodiversity, classification, the plant and animal kingdoms, cellular structure and processes, Mendelian genetics, and human physiology and body systems. There is an emphasis placed on experimental design. Students learn to ask sound scientific questions, plan and carry out controlled experiments, and collect their own data. They analyze their data and communicate their findings in the form of written lab reports. Throughout the year, students participate in long- and short-term experiments and hands-on activities.

Grade 8

Earth Science

Earth Science focuses on the study of the inorganic components of our planet and universe. Major topics include geology, oceanography, meteorology, and astronomy. Through their study of the Earth's seasons, the moon's phases, plate tectonics, and basic principles of physics, students improve their understanding of the physical world around them. Students also gain confidence and competence in group problem solving, and in collecting, manipulating, interpreting, and presenting data.

SOCIAL STUDIES

Social Studies courses in the Middle School foster an appreciation of both Western and non-Western worlds. In addition to the study of United States history, each student investigates a number of regions around the world. Students examine social and cultural developments, the history of political institutions, and the interaction of traditional and modern societies. Teachers ask students to read closely, think critically, write persuasively, present powerfully, and collaborate effectively.

Grade 5

Ancient Civilizations

This course focuses on civilizations in the ancient world, including Mesopotamia, Egypt, Nubia, and China. In order to understand the concept of time and humankind's relatively short existence on Earth, the course begins with an examination of the geological clock. Students strengthen their knowledge of geography through exploration of the supercontinent of Pangaea and factors that contributed to the current configuration of the world's geography. Human migration out of Africa and the role that evolution and technology played in this migration are explored. A study of archeology helps students answer the essential question: How do we know what we know about human history prior to the invention of writing? Throughout the course, each unit involves exploration of relevant literature and primary sources as well as opportunities for field trips, cross-disciplinary projects, and experiential learning. Students develop critical-thinking, organization, and interpretation skills through written work and preparing and giving oral presentations. Considerable time is devoted to learning how to effectively: 1) annotate expository texts for improved reading comprehension, and 2) present researched topics utilizing technology to inform and excite audience members. The curriculum also emphasizes the skills of listening, questioning, visualizing, making connections and inferences, synthesizing, and comparing and contrasting.

Grade 6

America's Beginnings: From Beringia to Philadelphia

The sixth-grade Social Studies program focuses on three sequential topics to create a foundation for understanding life in the United States. Students begin the year with an inquiry into the story of the Native Americans of North America; their arrival during the Ice Age and their lives before and after contact with the Europeans. During the second trimester, sixth graders explore the settlement patterns in North America by the European immigrants. While examining European attitudes toward Native Americans, students discuss the reasons for European settlement and the creation of European colonies in North America. Finally, they investigate the events that led to the writing of the Declaration of Independence and the beginning of the Revolutionary War. In all three topics the students consider the stereotypes that sometimes dominate our understanding of colonial American history. They learn about the voices that were previously silenced or pushed to the sidelines. Each unit involves relevant literature, primary sources, and opportunities for field trips and cross-disciplinary projects. When the students leave sixth grade, they do so with an understanding of America's original inhabitants, the results of European contact, and a sense of the America to come.

Grade 7

What Does it Mean to be an American? Stories of Dissent and Compromise

In this course, we study U.S. history using a variety of secondary and primary sources, including stories, laws, art, music, and speeches. In the fall, topics include a study of the Constitution, the compromises and demands of creating a new government, and the structure of the government. Topics for the winter trimester cover westward expansion and its effects on all populations, both marginalized groups and those with power. Additionally, students explore the economic, political, and personal realities of slavery, the abolitionist movement, and the Civil War. In the spring, explorations of the post-Reconstruction struggle for Civil Rights prepare students for a more global consideration of the struggle for human rights in the eighth grade. The final project of the year asks students to engage with a famous example of protest art from the 20th or 21st Century, research its historical context, and analyze the goals and effectiveness of the piece.

Grade 8

Authoritarianism & Injustice: A Case Study Approach to Social Justice

Students begin the year by examining the concept of identity – specifically, the relationship between the individual and society – using the *Facing History and Ourselves* curriculum as a guide. The first major unit explores the history of Germany, Nazi ideology, and the actions of victims, perpetrators, bystanders, and resisters during the Holocaust. The second major unit examines the history of South Africa through the lens of colonialism and the struggle to end apartheid. For each case study, students are asked to consider challenges to democratic norms, the dangers of authoritarianism, and efforts to achieve justice and restore human rights for all members of a society. Frequent connections between history and current events are made in this course. The course concludes with a capstone project that requires students to research a contemporary example of social justice in the world and the upstanders who are trying to make a positive impact in regards to that issue. Throughout the year, students use a blend of primary and secondary sources and a variety of media for study and research, and geography is examined in conjunction with course lessons.

WORLD LANGUAGES

As Dana Hall strives to make its students true global citizens, an emphasis is placed on the value of knowing more than only one language. Therefore, the World Languages Department members introduce all fifth-grade students to the study of Latin and ancient Greek where they learn essential language-acquisition skills, the roots of English, and the cultural information that has inspired such literary phenomena as the *Harry Potter* and *Hunger Games* series. The sixth-grade year exposes students to one trimester each of French, Latin, and Spanish. In seventh grade, when new incoming students join the students rising from Dana Hall's sixth grade, each student chooses French, Latin, or Spanish as the language she will formally learn. Students can then continue the study of those languages in the Upper School or choose to begin the study of Mandarin Chinese. Students develop communicative skills through frequent conversational activities in real-life situations while also making global connections and expanding their cultural understanding of the world.

Grade 5: Classical Languages

In this course, fifth-grade students explore the cultures of ancient Greece and Rome through language. Students learn the Greek alphabet, read simple Greek and Latin stories, and speak ancient Greek and Latin. Students also gain a foundation in Greek and Roman mythology. The curriculum emphasizes culture through projects involving the Greek Olympics, classical art and architecture, ancient fashion, and more.

Grade 6: World Languages and Culture

This course offers an introduction to the history of human language and the study of linguistics. Students learn about the anatomy of speech, the spread of language around the ancient world, and the evolution from proto-languages to modern languages. Units in Latin, French, Mandarin, and Spanish provide exposure to the range of languages taught at Dana Hall. Students learn about the culture, history, and geography of ancient societies, indigenous societies, and colonial empires. Students will be able to make valuable connections between early languages and the modern languages that we speak today. At the end of sixth grade, students will select one of the three Romance languages (Latin, French, or Spanish) to study for seventh and eighth grade.

Grades 7 and 8

At the end of sixth grade, students choose to study French, Latin, or Spanish. They are expected to complete the two-year course so that they are prepared to enter the Upper School at Level II of the language. Regular visits to the Language Lab enrich the students' aural/oral proficiency. Each trimester, projects provide additional interest, depth, and motivation as students explore the language as it relates to the greater world around them.

French

French 7 and 8 cover a traditional Level I curriculum designed to provide students with a comprehensive foundation in French. Students master fundamental grammar concepts, build essential vocabulary, and learn idiomatic expressions that enable them to use the target language spontaneously and authentically in speaking, reading, writing, and aural comprehension. Learning to communicate confidently in French on a basic level is a priority. A variety of innovative technology tools are used regularly as resources in practicing speaking and listening skills. In grades 7 and 8, short readings are introduced and there are frequent writing assignments and oral presentations. Additionally, throughout the two-year course, students explore the history, geography, and culture of the French-speaking world through projects and discussions.

Latin

The main objective of the Latin 7 and 8 curriculum is to allow students to begin reading Latin with confidence. As outlined in descriptions for the modern languages, Latin classes draw upon all language skills: the reading that is traditionally emphasized in Latin classes, as well as the essential skills of writing, listening, and speaking. Students will begin building a foundation of Latin vocabulary concerning mythology, homes, family, and public spaces, which will support them through the higher levels of Latin. They will begin using Latin phrases and sentences, and writing in Latin. Cultural understanding will be created through reading and discussion. Students will develop novice language skills and learn about Roman culture.

Spanish

Spanish 7 and 8 cover a traditional Level I curriculum designed to provide students with a comprehensive foundation in the language. Students master fundamental grammar concepts, build essential vocabulary, and learn idiomatic expressions that enable them to use the target language spontaneously and authentically in speaking, reading, writing, and aural comprehension. Learning to communicate confidently in Spanish on a basic level is a priority. A variety of innovative technology tools are used regularly as resources in practicing speaking and listening skills. In grades 7 and 8, short readings are introduced and there are frequent writing assignments and oral presentations. Additionally, throughout the two-year course, students explore the history, geography, and culture of the Spanish-speaking world through projects and discussions.

ENGINEERING AND COMPUTER SCIENCE

Grade 5: Fundamentals of Computer Science and Technology

This course introduces students to academic technology at Dana Hall and to fundamentals of computer science. Students build fluency with software applications and explore the ways iPads, laptop computers, and other devices can be used to support their learning. They are encouraged to identify the differences between public and private information, to think critically about their own decisions, and to become responsible digital citizens. As students learn to write computer code, design games, and program a robot, they develop a vocabulary for fundamental concepts in computer programming. Through hands-on projects, including 3D modeling and printing, students are encouraged to embrace the many ways technology and computer science are integrated in the world around them.

Grade 6: Fundamentals of Computer Science and Technology

Students develop proficiency in the use of iPads and computers, and they build fluency with specific software applications while integrating concepts from other sixth-grade courses. During Trimester I, students explore the use of their iPads for organization, note taking, reading, and presentations. They identify the differences between public and private information and the decisions required to be responsible digital citizens. During Trimesters II and III, students develop their problem-solving and critical-thinking skills as they create their own computer games or stories in Scratch, and learn how to apply the problem-solving process to many different kinds of problems. They use a variety of presentation methods, such as online journals, movies, and screen casts to develop stories and tutorials. Students also design and print 3D models and finish the year programming the Sphero Bolt or Lego Mindstorms robots.

FITNESS/ATHLETICS

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

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

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

Every Middle School student participates in a Fitness/Athletics course during each trimester of the year.

Middle School Teams

- Every student is provided an opportunity to play on a team. In some sports, there may be cuts due to space.
- The emphasis at this level is on instruction, development, teamwork, fair play, and sportsmanship.
- Participation is a key component for Middle School teams. At this level, it is anticipated that all team members will play in every game. Middle School A policy states that all students will get playing time but not necessarily equally. Middle School B policy states that all students should get equal playing time.
- When there are large numbers of students participating in a sport, there may be multiple teams based on ability level.
- In those sports where a Middle School program is offered, exceptionally proficient eighth-grade athletes in that sport may petition the Director of the Middle School and the Director of Athletics, Health, and Wellness to participate on an Upper School varsity team.
- When the School does not offer a particular sports program in the Middle School, Middle School students may be eligible for the Upper School team at the discretion of the head coaches, in consultation with the Director of the Middle School and the Director of Athletics, Health and Wellness.

Fall Team Sports

Cross Country
Field Hockey
Soccer
Volleyball

Winter Team Sports

Basketball
Fencing (US team)
Ice Hockey (US team)
Squash
Swimming (Intramural or US team)

Spring Teams Sport

Lacrosse
Softball
Tennis

Additional Elective Courses Per Trimester:

Dance I, Dance II, Dance III
Fitness
Riding

- Dance II and III are full-year courses
- Fitness options may include: General Fitness; Intramural Fencing, Swimming, Tennis, Track; Lap Swim; Rocking Climbing; Spin; Walk/Jog; Yoga
- Riding times to be determined on an individual basis

FITNESS/ATHLETICS

DANCE LEVELS

The following is a sequential program designed to build dancers' skills and create awareness of dance as an art form. At each level, these courses examine dance technique, styles, anatomy, and creative expression. The classes may be taken to fulfill the Fitness/Athletics requirement. Placement is determined by the Director of Dance at the start of the school year.

Middle School Dance I

This course is an introduction to dance as an art form. It is recommended for the beginner-level student with little to no background in dance. This is a fun, upbeat course that emphasizes dance appreciation and fundamental techniques based on the principles of Jazz in Trimester I, Modern/Contemporary in Trimester II, and Hip Hop in Trimester III. Students enrolled in Middle School Dance I have the opportunity to perform in showings throughout the year. *(Open to students in grades 5-8. This course meets twice per week during the Fitness/Athletics period. Placement is determined by the Director of Dance at the start of each trimester. Students enroll per trimester.)*

Middle School Dance II

This course is for the intermediate-level dancer. Classes include a warmup at the barre or in the center, stretching, and cardiovascular exercises, as well as combinations across the floor and in the center. Each week, students in Dance II take one class in Ballet, one class in Jazz, and one class in Tap. Students enrolled in Middle School Dance II have the opportunity to perform in showings throughout the year. *(Open to students in grades 5-8. This course meets twice per week during the Fitness/Athletics period. Placement is determined by the Director of Dance at the start of each trimester. Students enroll per trimester.)*

Middle School Dance III

This is a fast-paced course for the advanced-level dancer who has a strong dance background. Classes include a warmup at the barre or in the center, stretching, and cardiovascular exercises, as well as combinations across the floor and in the center. Each week, students enrolled in Middle School Dance III take one class in Ballet with Pointe Workshop, one class in Modern, one class in Jazz, and one class in Tap. Students enrolled in Middle School Dance III have the opportunity to perform in showings throughout the year. *(Open to students in grades 5-8. This course meets four times per week during the Fitness/Athletics period. Placement is determined by the Director of Dance at the start of each trimester. Students enroll per trimester.)*

Independent Study in Athletics

Although the School maintains a strong belief in the value of participating in Dana Hall team sports, on occasion, a Middle School student's involvement in an organized athletic activity not offered at Dana Hall may be significant enough to provide a similar learning experience. Students may not submit a proposal to start an activity which is new to them. In such instances, students are allowed to apply for an Independent Study in Athletics for one trimester per year. Students must be active participants in their activity for at least eight hours per week and receive approval from a committee chaired by the Director of Athletics, Health, and Wellness in order to qualify for Independent Athlete status.

Excerpt from the Dana Hall Policy on Concussions

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

PERFORMING ARTS

In the Middle School, all students are exposed to music, theatre, and dance in ensembles and in Performing Arts classes. In the fifth and sixth grades, all students take the same classes. In the seventh and eighth grades, students begin to specialize and explore a specific performing arts area in more depth. In addition to the offerings below, students may choose to dance as a Fitness/Athletics option or be part of a cast or crew in the Middle School play or musical. Performing Arts are also part of the Middle School curriculum through “plug-in” interdisciplinary classes in which Performing Arts teachers engage students in their other subject areas. In the Middle School, the Performing Arts program prepares students for the more specialized and intensive courses in the Upper School, and it offers students an appreciation of the skills and excitement of performing.

Grade 5

Dance

In the fifth-grade dance course, students learn from a creative movement model that draws upon the fundamentals of dance technique and terminology. Collaborative creation between students is encouraged. Basic modern dance vocabulary, spatial awareness, and elements of composition are introduced and explored.

Grades 5 and 6

Ensemble: Chorus

The fifth- and sixth-grade students come together to form this choral group. The Chorus sings a variety of music while learning about breathing, intonation, and reading music. Chorus performs four times a year, including a featured performance in the annual Revels production. *(This course meets twice per week for the full year.)*

Grade 6

Workshops

The Performance Workshops are taught as seminar-style classes. Each workshop meets one day per week for one trimester.

Dance

In Dance Workshop, sixth graders learn from a creative movement model that draws upon the fundamentals of basic modern dance vocabulary, spatial awareness, and stage directions. Elements of composition are explored.

Music

Students are introduced to basic fundamentals of music through projects using various apps on the iPad. Students explore different genres of music through listening activities and class performances.

Theatre

Students gain an understanding of the key elements of theatre: focus, imagination, collaboration, and communication. Culminating projects, including workshopping plays and scene work develop an appreciation for the creative process.

Grade 7

Workshops

Seventh graders take one trimester each of Music, Acting, and Visual Arts. These courses meet two days per week.

Costume Design and Playwriting

In this theatre workshop, students experience both elements of a character-driven, collaborative project. In the playwriting unit, students explore how new works are created and learn elements of speech for performance. In the costume design unit, students begin with principles of movement for actors and learn how costumes are used to tell a story.

Music Composition

Students will be introduced to the art of composition through the use of Garageband as well as various web-based tools. Through listening, studying, and analyzing a varied selection of music, students will begin to understand the basic fundamentals of musical structure and form. Students will cover concepts of musical contour, question/answer phrases, and basic chord progressions. Overall, students will be given the tools to be able to express themselves through their own original music. Students will explore how music can be a powerful tool for expressing and communicating emotions and ideas on both a personal and societal level.

PERFORMING ARTS

Grades 7 and 8

Ensembles

Students may choose to participate in one of the following music groups: Chorus, Ukulele Ensemble, or Electronic Keyboard Ensemble. Each of these groups performs at least three times, including during Family Weekend, for the Valentine's Day Tea, and at the Spring Concert. *(This course meets twice per week for the full year.)* In addition, students who take lessons on an instrument in at least an advanced beginner level may audition for an Instrumental Chamber Ensemble.

Chorus

Chorus sings a variety of music ranging from folk songs to musical theatre pieces to neo-classical arrangements. Intonation and music theory are key elements of this ensemble.

Instrumental Chamber Ensemble (Audition required)

Chamber Ensemble Groups learn and perform works in a variety of styles, flexibly arranged to accommodate different playing levels and instrumentation. Groups are led by music faculty members and meet once per week, typically after school. Chamber Groups have the opportunity to perform at varying Dana Hall occasions throughout the year. Membership is by audition or permission of the instructor. Ensemble members must also be supported with weekly individual lessons for their instrument, whether through The Dana Hall School of Music or outside lessons. *(Additional music tuition charges apply.)*

Keyboard Ensemble

This ensemble is geared toward students who are familiar with basic notation or have been exposed to instrumental music in the past. Students use both acoustic pianos and USB keyboards to learn piano technique. Students practice scales and chord progressions in major and minor keys, as well as play and read repertoire pieces. Along with ensemble pieces, students learn solo repertoire for short informal performances at the end of each trimester.

Ukulele Ensemble

This ensemble does not require any previous ukulele experience or ability to read notation; it is geared towards beginners. Students will learn how to read standard music notation as well as tablature. They will learn to tune their ukuleles, play scales, read and play a melodic line, and read and strum several different chords. Students will work both as a large ensemble and in smaller chamber ensembles, culminating in projects on songs of their own choosing. For these small group projects, students will create their own arrangements- deciding how the melodic line is played or sung and inventing their own strum patterns.

Grade 8

Workshops

In eighth grade, students take one trimester-long Performing Arts workshop and one trimester-long Visual Arts workshop. In the remaining trimester, students choose another workshop in either the Performing or Visual Arts. These courses meet two days per week. Students voice their preference for placement in the following workshops:

In the Director's Chair: Directing and Acting Workshop

Students focus on stage direction, acting, and scene design. Each student directs a scene from contemporary dramatic literature. Activities include individual and group acting and directing exercises, individual and group in-class performances, peer response sessions, viewing and discussion of performance clips from notable directors, short in-class writing exercises, and short readings.

Introduction to Technical Theatre Design

Artistic creativity and hands on work combine in this introductory course, which explores the backstage world of theatre. Students will investigate areas of production and design from both a practical and a theoretical base. Students will be given the opportunity to learn about theatre and shop safety, scenic design fundamentals and set construction, technical aspects and basic operation of lighting technology, basic operation of sound technology, scenic painting, and props. Demonstrations and discussion will be an essential part of the class.

Soundtracks and Scores: The Music of Film

Students study the styles, techniques, and influences of film composers. After exploring the work of the masters, students choose a 4-5 minute animated short video and create their own original soundtrack in GarageBand. Concepts covered include creating timelines, basic orchestration, and working with markers, loops, sound effects, and mixing.

PERFORMING ARTS

Step It Up: Technique and Performance

This course is designed for students with a strong background in dance and a curiosity for dance composition concepts. Classes include a warmup based on a combination of modern dance techniques as well as the introduction and exploration of various dance composition exercises. Students' work throughout the trimester culminates in a performance project. *(Open to students with permission of the Director of Dance.)*

Grade 5

Theatre Productions

The fifth-grade students undertake a short theatre production as an interdisciplinary project with World Languages. A play about the ancient world is performed as a class project, and all of the students experience being part of a theatre production.

Grades 5, 6, 7, and 8

Theatre Productions

Students in grades 5-8 may participate in the Fall Play and the Winter Musical. The Middle School also offers a Spring Eighth-Grade Play. Rehearsals take place at the end of the school day.

Grades 5-8

Private Music Lessons

Dana Hall students, regardless of previous music experience, may enroll in private music lessons through the Dana Hall School of Music. Instruction is offered in voice, including classical, jazz/pop and musical theatre, and on a wide variety of instruments, including piano, violin, viola, cello, double bass, guitar, drums, flute, clarinet, trumpet, French horn, oboe, saxophone, trombone, harp, electric guitar, and electric bass, and erhu. Private music lessons take place once per week at the Dana Hall School of Music and are typically scheduled after school for Middle School students. Lessons may also be taught remotely. Dana Hall music faculty members are professional musicians and educators drawn from the Boston area, and they tailor private lessons to address the learning style and goals of each student, from the beginner to the advanced student aspiring to a career in music. Numerous recital opportunities are available to students throughout the year. Students and their families may also enjoy music faculty and guest artist performances at Beveridge Hall throughout the year. Students may enroll in private music instruction over multiple years. *(Open to students in grades 5-8. Full year. Ongoing registration. Additional music tuition charges apply. Please visit the Music School portion of the Dana Hall website at www.danahall.org for more information.)*

VISUAL ARTS

The Middle School Visual Arts curriculum builds the students' fundamental visual arts skills while fostering an appreciation for art and culture. Visual Arts classes encourage students to observe, think creatively, make decisions, problem solve, collaborate, create, analyze, and reflect throughout their art-making experience. Students are offered additional opportunities in the Visual Arts through Art Club, as well as "plug-in" interdisciplinary classes in which the Visual Arts teacher leads students through projects that connect learning in the arts with the other subject areas. Student artwork is exhibited throughout the Middle School and there is a Middle School Art Show in the spring.

Grade 5

Exploration and Expression

Fifth-grade Visual Arts focuses on examining the world and self through a creative lens. Students engage in projects that foster creativity and develop the skills of envisioning, observation, expression, perseverance, risk-taking, and connecting. Students experiment with different media and art forms to discover the various techniques and multitude of ways they can represent the world around them and reflect on their experiences. Units covered include drawing, painting, two- and three-dimensional design, color relationships, and printmaking. Students explore art both in and outside of the classroom through on-campus outings and visits to the Dana Hall Art Gallery. This course also explores art related to the ancient civilizations studied in Social Studies.

Grade 6

Studio Art Immersion

Students participate in art-making experiences that emphasize careful observation, critical thinking, and creative exploration. They are introduced to a variety of media and approaches to making art. Units covered include drawing, two- and three-dimensional design, color relationships, and printmaking. Students also look at historical and contemporary artists to broaden their appreciation and understanding of the visual arts. Sixth-grade visual arts class meets twice a week for the full year.

Grade 7

Fundamentals of Art

Students build upon and solidify their knowledge of art terms and techniques. They focus on refining their imaginative and observational drawing skills through a variety of two-dimensional projects. Students continue to practice applying the elements and principles of design in their artwork while engaging in new concepts and materials. Seventh-grade visual arts class meets twice a week for forty minutes for one trimester.

Grade 8

Electives

In eighth grade, students choose one performing arts elective and one visual arts elective. In the remaining trimester, they choose either a performing arts elective or a visual arts elective. Each class meets twice a week for one trimester.

Ceramics

Students are introduced to fundamental hand-building techniques for working in clay. They learn the processes of wedging, pinching, coiling, modeling, and hollowing clay to create three-dimensional forms. Students are also introduced to the basics of throwing clay on the pottery wheel and the use of low-fire glazes.

Drawing

Students work on honing their skills of observation and the rendering of form. They concentrate on shape, value, and composition. Students are introduced to projects of greater complexity that challenge them to problem solve and reflect.

Painting

Students explore different styles and techniques of painting, and they experiment in watercolor, tempera, and acrylic paints. They continue to investigate and strengthen their understanding of composition, color relationships, and expression through both individual and collaborative painting projects.

SPECIAL PROGRAMS

Community Service

As part of Dana Hall's commitment to preparing students to be citizens of the world, the community service program challenges students to move beyond their own experiences within their communities by engaging in sustained, meaningful, hands-on work that improves the lives of others. As part of this challenge, we empower students to develop and use leadership skills. Throughout the year, Middle School students have many opportunities to be involved in volunteer service projects both within and outside of the Dana Hall community. Annual events include participating in a school-wide food drive, and donating the food to a local food pantry and sponsoring a Valentines' Day Tea for senior citizens that includes both refreshments and entertainment. Through their own initiative, students raise funds for causes important to them through bake sales. Recent fundraisers have been done to support hurricane victims and Alzheimer's disease research. Students have the opportunity to volunteer with Cradles to Crayons and Household Goods in collaboration with other local independent schools. All members of the Dana Hall community are invited to participate in the annual Amor Caritas Day, which is a day of service with a local community in need.

Forum

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

Information Literacy

The Middle School librarian collaborates with classroom teachers on projects that teach students how to find, evaluate, and cite sources. Students participate in at least one major social studies research project a year, including an Ancient Mesopotamia project in fifth grade, the study of Native American tribes in sixth grade, Protest Art in seventh grade, and Upstanders in eighth grade. Emphasis is placed on critical thinking about a variety of sources, from books and encyclopedias to databases, websites, digital media, and more. Students use NoodleTools to create bibliographies for projects large and small. By the end of her Middle School career, each student is able to independently research a topic using a variety of high-quality sources and create a well-formatted bibliography of those sources.

Learning Strategies 5

Learning Strategies 5 is designed to facilitate the transition to academic life at Dana Hall and help students develop the skills to become effective learners. Through guided workshops, creative projects, and games, instruction is provided in such areas as planner use, organization of study materials, and time management. Students learn test preparation skills, practice reading comprehension strategies, and explore a variety of note-taking techniques. In addition, information on brain development and the concepts of grit and a growth mindset are introduced.

Learning Strategies 6

Learning Strategies 6 helps students adjust to the academic expectations of Dana Hall's sixth grade. The course focuses on developing the "skills of being a student" that can be applied to the students' core academic classes. Direct instruction in such areas as organization, planner use, note-taking, test preparation, prioritization, and managing technological distractions is provided. Students learn about the concept of grit and the significance of a growth mindset. Through guided workshops, group projects, games, and quiet study time, sixth graders have the opportunity to practice their skills under the supervision of a teacher.

Learning Strategies 7

Learning Strategies 7 is offered during the first trimester to all seventh-grade students who are new to Dana Hall. This course facilitates the transition to the academic expectations of the Middle School by providing instruction in planner use, time management, note-taking techniques, test preparation strategies, appropriate use of the iPad, and other essential skills. In addition, information on brain development and the concepts of grit and a growth mindset are introduced. Seventh graders have the opportunity to ask questions and develop their skills through workshops, projects, discussions, games, and quiet study time.

SPECIAL PROGRAMS

Library

This course introduces fifth-grade students to the space and resources available in the Helen Temple Cooke Library. During weekly classes with the Middle School librarian, students gain comfort and confidence in the library space, and are introduced to the library's collection, digital assets, and librarians. Starting with the Ancient Mesopotamia project, students are introduced to the phases of the research process, and learn to think critically and evaluate sources of information. Students also discuss, recommend, and share their favorite books as part of the library's mission to foster a lifelong appreciation of literature and literacy.

Middle School Learning Enrichment

The Middle School Learning Enrichment course, taught by a Learning Specialist, is offered to students in the seventh and eighth grades with an educational evaluation and a World Languages Waiver accommodation. This course develops the foundational reading comprehension, written expression, and study skills that will help students become independent learners during their Middle School years and beyond. Students will develop their understanding of strategies for active reading, note-taking, and writing across genres. Executive function, test preparation, and self-advocacy skills will also be directly taught. This course is a two-year sequence, taken in lieu of studying a language. Enrollment is by permission of the Academic Support Department, World Languages Department Head, and the Director of the Middle School, in consultation with the student's family.

UPPER SCHOOL

ACADEMIC POLICIES AND PROCEDURES

Academic Honesty

At Dana Hall School, academic honesty is of the utmost importance. Academic honesty is the basis of sound scholarship and is integral to learning. Students must understand that truthfulness and honesty govern their work at all times. Each student is expected to:

- present and submit work that is her own,
- properly cite references and sources, and
- be honest about all aspects of her school work.

Simply put, academic honesty means that students do their own work at all times, including work submitted for college applications.

Academic honesty is fundamental to a school, and Dana Hall expects that all students will act honestly in every part of their academic lives. Therefore, cheating is a serious breach of the School's academic standards. Teachers make every effort to make the bounds of academic honesty clear, both in general terms and for specific assignments. There are times when students may be uncertain about specific assignments and/or actions. However, if a student has any questions or is uncertain, it is her responsibility to consult a teacher for clarification before she takes the questionable action.

Examples of academic dishonesty include, but are not limited to, the following:

- taking and presenting as one's own the ideas, words, or productions of another,
- submitting a paper, all or part of which was copied from sources without crediting each source,
- submitting as her own any product (e.g., paper, art work, lab or oral report) done by another, including a tutor,
- producing all or part of a product (e.g., paper, art work, lab or oral report) for another,
- handing in a product for credit in one course that has already received credit in another course without acknowledging that fact,
- copying from notes or consulting information from homework, reference material, a personal calculator, cell phone or other handheld technology device, or from another student during classroom exercises, quizzes, and examinations without the teacher's explicit permission,
- sharing information about the content of a test, quiz, lab report, or other assignment with any student who has not yet taken or completed it, or asking for any such information, without the explicit permission of the teacher, or
- being dishonest in any way about one's school work.

Cases of academic dishonesty are reported to the Department Head, the Dean of Students, and the Director of the Upper School. Students involved in academic dishonesty may appear before the Disciplinary Committee.

Homework Guidelines

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

The School assists students in planning their use of time in a number of ways: teachers announce assignments, projects, and tests well in advance; all tests and projects are posted on an online calendar; students may be assigned no more than two tests in a day; a customized Dana Hall planner is made available to students at Registration; and clear homework guidelines are provided.

- 30 minutes of preparation per class meeting are expected for each major course (one that meets 3 times weekly). Additional work may be assigned in Advanced Placement and Honors courses.
- Up to one hour of preparation per week may be assigned for a minor course (one that meets 1-2 times weekly).

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

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

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

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Homework Guidelines (continued from previous page)

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

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

Please note:

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

Guidelines for Homework Consideration

There are times during the school year when attendance at evening or weekend activities is required of students. On other days, too, religious holidays or other events make it difficult for students to complete their work that is due the next day. While students are encouraged to complete homework assignments during their unscheduled periods and available after-school time, planned evening activities reduce the amount of time available. On these occasions, identified as "Homework Consideration Days," Upper School teachers are asked to assign no more than 15-20 minutes of homework per subject. Tests may only be assigned on the day following a "Homework Consideration Day" or "No Homework Day" when so indicated by the Director of the Upper School.

At times, exceptions to the above guidelines need to occur. If this presents a conflict for an individual student on a particular day, she is asked to talk with her teacher(s) to make other arrangements for completing the assigned work.

As is the case with the School's general Homework Guidelines, Advanced Placement courses do not fall under the above guidelines for "Homework Consideration Days."

Student Requests for Extensions to Due Dates

Faculty members expect assigned work to be completed and handed in by students on the date the assignment is due; students are expected to meet their academic commitments in a timely manner. Dana Hall believes that good time-management skills and study strategies are an important part of a student's education. The faculty designs and implements strategies to help students create and maintain a balance in their lives while delivering an academically challenging curriculum and supporting the development of independence and responsibility on the part of students.

On occasion, extensions to due dates for assigned work are necessary and appropriate*; however, extensions will be made sparingly and in conjunction with consequences.

To best inform and prepare teachers and students of potential conflicts for students completing their work, and in collaboration with the Director of the Upper School, several measures are taken:

- The Fitness/Athletics Department posts, on the School's website, the dates of away games that result in teams returning late to school.
- The Performing Arts Department communicates with faculty the dates its programs may affect a student's ability to complete her work, even while she is exercising good time-management skills.
- The advisor and/or the Director of the Upper School lets teachers know if a student is experiencing extraordinary personal and/or health-related issues.

Students are required to put their requests for an extension in writing via email. The email is sent to the teacher and copied to the student's advisor. The teacher's response to the student's request is written via email and copied to the advisor.

**In the case of a student who has been absent from school due to illness, she has as many days to make up the work as she was absent. Exceptions to this policy will be determined by the individual teacher, and when necessary, by the Director of the Upper School.*

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Student Requests for Extensions to Due Dates (continued from previous page)

The preceding procedures help advisors oversee the number and pattern of extensions made by his or her advisee. The advisor and, as necessary, the Director of the Upper School, works with the student to address, as appropriate, the student's pattern of requesting extensions to due dates.

If given an extension to the due date of an assignment, the student is expected to abide by the School's Academic Honesty policy. The student may not consult with another student about the assignment in any way that gives her an unfair advantage over other students. Consequences of such behavior will result in a zero or reduced grade on the assignment and/or an appearance before the Disciplinary Committee.

Guidelines for Determining Grades* (in all except Fitness/Athletics courses)

A level student work demonstrates:

- exceptional understanding of the material
- complete understanding of concepts
- ability to apply concepts to new situations
- intellectual curiosity

B level student work demonstrates:

- very good understanding of the material
- very good understanding of concepts
- ability to apply concepts within a framed context
- significant interest in the subject area

C level student work demonstrates:

- basic understanding of the material
- basic understanding of concepts
- basic ability to apply concepts with guidance
- some interest in the subject area

D level student work demonstrates:

- minimal understanding of the material
- minimal understanding of concepts
- minimal ability to apply concepts with guidance
- limited interest in the subject area

E level student work demonstrates:

- insufficient understanding of the material (understands less than 60% of the material)
- insufficient understanding of concepts
- insufficient ability to apply concepts with guidance
- little or no interest in the subject area

**A student's level of engagement in all areas of course work, including homework preparation and class participation, carries weight in the assessment of her grade.*

In Performing and Visual Arts courses, a student's attendance and progress are major components in the assessment of her grade.

Numerical Equivalents of Letter Grades

When translating numerical to letter grades, the following guidelines are used:

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	<60	E

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Guidelines for Evaluating Students in Fitness Classes and on Team Sports

(including all courses for which students receive Fitness/Athletic credit, e.g., fitness classes, dance and riding classes, team sports, Independent Study in Athletics, and team managing)

Fitness/Athletic Department grades are based on the following:

- Effort/Participation
- Attitude
- Skill Improvement
- Knowledge of Course Content
- Cooperation/Sportsmanship
- Performance
- Attendance
- Preparation

Honors = “exceptional” overall in the above areas

High Pass = “very good” overall in the above areas

Pass = “good” overall in the above areas

Low Pass = “minimal” overall in the above areas

Fail = “unsatisfactory” overall in the above areas

Assessment of Student Learning: Cumulative Assessments

The overall assessment of a student’s work at Dana Hall is made using a variety of tools. Cumulative assessments are only one of many such tools. The School recognizes that different students have different learning strengths. At Dana Hall, many opportunities are provided for various types of academic challenges and this, in turn, allows students many opportunities to express what they comprehend and have learned.

Cumulative assessments are administered at least once during the academic year for most 1-credit courses. These assessments provide the valuable opportunity for each student to review, synthesize, and express material she has learned and the skills she has acquired in her courses. Preparing for cumulative assessments allows a student to reflect upon her learning and the goals of the course, draw connections among her courses, and internalize the skills and content she will use in future courses.

In addition to the benefits related to skills and content, cumulative assessments at Dana Hall provide students with an introduction to timed, formal assessments, similar in format to the PSAT, SAT, ACT, and AP exams, as well as other exams they may take in a post-secondary school setting.

Seniors who earn a final grade of B+ or higher in a major, 1-credit course may be exempt from the final cumulative assessment. This exemption is offered at the discretion of the teacher.

Students may not reschedule cumulative assessments because of travel plans. Please note that attendance or academic penalties may result for students who make travel plans that conflict with assessments.

In the event that Dana Hall cannot open or its opening is delayed when cumulative assessments are scheduled, the School reserves the right to reschedule assessments at another time during or surrounding the assessment period, including weekends. All decisions regarding the cancellation and rescheduling of assessments are communicated via email and the School's website. Students are required to check the School's website and their email for instructions between 8:00-9:30 a.m. on any assessment day when school is closed or there is a delayed opening.

Please note that students who wish to use accommodations on cumulative assessments, as recommended by educational testing, must notify the Academic Office at least one month prior to the scheduled start of the cumulative assessment period. Please note that accommodations are intended for use throughout the year, not exclusively on cumulative assessments. Proper documentation is required and must be approved by the Division Director and Learning Specialist. See page 37 for additional information about documentation required for academic accommodations.

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Excessive Absences

In order to meet its teaching and learning objectives, the School expects students to be present when classes are in session. Students will not receive credit for a course if they miss an excessive number of classes, and in some cases, students may need to withdraw from the School. Decisions regarding whether or not course credit is awarded are made by the Director of the Upper School in consultation with the appropriate Department Head, teacher, advisor, and the Dean of Students.

Incomplete Work Due to Excused Absences

Students may receive an *Incomplete* for work not completed during an excused absence. Students have as many school days to complete that work as they were absent. Exceptions to this policy must be approved by the Director of the Upper School.

Unexcused Absences

For additional information on the School's attendance policy, please refer to the *Upper School Student/Parent Handbook*.

Cum Laude

Dana Hall sponsors a chapter of the Cum Laude Society to recognize academic excellence in a student's academic program in grades 10-12. In accordance with the Constitution of the National Cum Laude Society, the School elects not more than 20% of the senior class and not more than 10% of the junior class. The Cum Laude Committee looks at the cumulative average of the sophomore, junior, and senior years with Advanced Placement and Honors courses appropriately weighted; students with a grade of *Incomplete* in any course at the time of these calculations are not considered. Juniors who are new to Dana Hall are not eligible during the junior year. In addition, juniors and seniors enrolled in year-long external programs are not eligible during their year away, and juniors enrolled in partial-year external programs need to earn at least one trimester's worth of grades at Dana Hall to be considered in the junior year. Dana Hall's Cum Laude induction ceremony takes place in April.

Academic Probation

Students having difficulty meeting the academic expectations of the School are placed on probation. The purpose of probation is to motivate students to higher achievement and to make the School's expectations clear to parents and students. A student is placed on Academic Probation for the following reasons:

- failure to achieve satisfactory grades (two or more grades below C-, or one failing grade),
- failure to meet academic expectations (attendance requirements, due dates, etc.), or
- some combination of the above which leads the School to question whether Dana Hall is the appropriate academic setting for the student.

Students are placed on probation at the end of the trimester and their probation status remains in effect during the following trimester. The student's parents are notified by email, and a conference with the student, her advisor, the Learning Specialist, and the Director of the Upper School follows. The conference results in a contractual agreement between the student and the School describing expectations. For a student on academic probation, the re-enrollment agreement may be withheld. Failure to meet expectations may result in dismissal for the subsequent year, or in some cases, at the end of the trimester.

Advanced Placement and Honors Courses

In consultation with each respective department member, the Math, Science, and World Languages Department Heads determine student placement into Honors courses in those departments. Decisions are based on an understanding of the student's past academic performance, as well as knowledge of requisite student capabilities for these courses. If not recommended, students may petition in the spring for reconsideration of the placement.

Placement into Advanced Placement and Honors courses in the English, World Languages, Social Studies, Engineering and Computer Science, and Visual Arts courses is made based on department review of the student's application. Information about the application process is distributed to students before Spring Break.

In all departments, the final decision regarding placement into AP and Honors courses resides with the Department Head.

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Advanced Placement and Honors Courses (continued from previous page)

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

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

Students should refer to specific AP and Honors course descriptions regarding any additional qualifications. Teachers of AP courses may hold optional review sessions outside of the regular school day in order to prepare students for the exam. All students who enroll in an Advanced Placement course must take the AP exam administered in May.

Adding/Dropping Courses

Students are encouraged to plan their academic programs carefully and thoughtfully so that changing or dropping courses is not necessary; however, when such action is unavoidable, students may request permission to drop or add a course. Add/Drop forms are available in the Academic Office and must be completed by the student, signed by the teacher, advisor, and College Counselor (for students in grades 11-12), and then submitted to the Registrar for approval. Department Heads must approve changes in course placement in consultation with the advisor and the Director of the Upper School. In most cases, placement changes must take place by November 1, or students must wait to change classes until Trimester II.

For all year-long courses, the Add/Drop period runs for the first two weeks of the academic year. For all trimester-long courses, including all Fitness/Athletics courses, the Add/Drop period runs for one week at the beginning of the relevant trimester. Each student is permitted no more than one change to her Fitness/Athletics course per trimester. Once a sports team roster is posted, a student has a 48-hour period in which to drop that sport if she so desires. After that period, a student is expected to make a commitment to the team for the duration of the season.

A course dropped after this Add/Drop period is recorded as a *Withdrawal* on the student's report card.

Change in Course Preferences

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

Course Credit

Course credit is granted only when a student has completed a course in its entirety and a final course grade is assessed by the instructor. If a student elects to withdraw from a year-long course before its completion, a grade of W (withdrawal) is recorded in the current marking period and no credit is awarded. No course credit is awarded when a final grade of NG (no grade) is assessed in a course.

Sixth-Major Petition

A full program is generally five major courses and one minor course, plus a Fitness/Athletics elective. Occasionally, a highly capable student who wishes to accelerate or enrich her program may enroll in six major courses. In such cases, the student must petition the Director of the Upper School. A petition will not be approved without the full support of the student's advisor. (*Note: Some Photography courses are offered as one-credit courses, but they are not considered "major" courses.*)

UPPER SCHOOL ACADEMIC POLICIES AND PROCEDURES

Teaching Resources and Materials

Dana Hall faculty members have access to a wealth of resources and materials to use in their teaching. Departments select materials that support the *Mission Statement* and *Teaching and Learning - Beliefs and Practices Statement* of the School, are appropriate given the maturation levels of the students, and support the curricular goals of the course.

Field Trips Held Outside the School Day

To help meet the curricular objectives of a course, students are occasionally required to attend a field trip held on the weekend or in the evening. Trips scheduled at these times help minimize interruptions to the school day and reduce missed class time. Whenever possible, required field trips that are held outside the school day are announced in the fall. The School reserves the right to determine whether a student may or may not go on a field trip for any reason.

DIPLOMA REQUIREMENTS

General Requirements

4 years of high school

18 credits in grades 9-12

20 hours of community service in grade 10

Course Requirements

English — 4 credits, including a 1-credit course per year

Mathematics — 3 credits

Science and Social Studies — 5 credits combined

Science — 2 credits minimum, including at least 1 credit in a physical science and 1 credit in a life science

Social Studies — 2 credits minimum, including 1 credit in an area studies and 1 credit in U.S. History

(1 credit in Social Studies must be completed before eleventh grade; area studies serves as a prerequisite for U.S. History)

World Languages — through the third level of the same language*

Fitness/Athletics — ½ credit per year

1 course or the equivalent in each trimester in grades 9-11

1 course or the equivalent for two trimesters in grade 12

Performing Arts — ½ credit

Visual Arts — ½ credit

Forum — (non-credit) 1 course per year

Skills Workshop 9 — (non-credit) for students in grade 9

Senior Year

In order to graduate, all seniors must earn a minimum of four credits in major courses.

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

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

Students intending to enroll in a summer program that may affect their course placement must contact the appropriate Department Head in writing by June 1.

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

Independent Study

Students interested in pursuing independent study in course work outside of the standard Dana Hall offerings may apply to the Academic Dean and Director of the Upper School for approval by no later than by the first Monday following the end of the two-week Add/Drop period in the fall. Students may obtain an application in the Academic Office.

ACADEMIC TECHNOLOGY

The Academic Technology Department prepares students to work and compete in a global world. As part of Dana Hall's 21st-century initiatives, students have the opportunity to enhance their learning using a variety of technologies in and out of their classes. In addition to the School's ongoing use of a variety of technology tools, the Academic Technology Department is excited to continue its 1:1 iPad program in the 2022-2023 academic year. While Dana Hall supports the widespread use of desktops and laptops, the mobile and social uses of technology on devices, such as smart phones and tablets, have the potential to facilitate exciting, innovative, and effective learning opportunities.

While iPads might not be used in all classes every day, it is a tool for all students to become more organized, conduct research, prepare presentation materials, collaborate both in and out of the classroom, and engage in hands-on projects. The School's iPad program also offers constant support for students as they learn new technologies and engage in the digital world.

WAIVER OF REQUIREMENTS

General Waivers

Under special circumstances, a student may request a waiver of a requirement. Most often a waiver will only be granted because of medical reasons or documented learning differences. A waiver of a graduation requirement may be noted on the student's transcript (see below).

Language Waivers

For non-native English speakers:

International students who do not reside in the United States and whose native language is not English are not required to study an additional language. This waiver is not reflected on the student's transcript. Additional requests for a waiver of the language requirement should be submitted to the Director of the Upper School.

For native English speakers:

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

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

The waiver appears on the student's transcript.

A student who qualifies for a language waiver may decide to make a change to her program at the beginning of the trimester.

Once a waiver is granted, a student who continues to study a language on a Pass/Fail basis will continue with this assessment designation in all future language courses at Dana Hall.

Students considering a language waiver are strongly encouraged to speak with the College Counseling Office in order to fully understand the potential implications for college admission.

Students who do not earn a grade that allows them to advance to the third level of a language must complete summer work as prescribed by the individual teacher. At the end of the summer, she must pass a skills assessment test before enrolling in the third level. Those who do not pass this test may, with permission of the World Languages Department Head and Director of the Upper School, either repeat the second level or begin a new language.

If a new student is placed into a language course that disallows her from meeting the graduation requirement of completing the study of a language through the third level before the end of 12th grade:

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

A new student who elects to begin the study of a new language upon her arrival at Dana Hall will not be granted this waiver and will be expected to fulfill the graduation requirement.

UPPER SCHOOL ACADEMIC RESOURCES

Dana Hall is committed to providing a variety of academic resources to assist all students in accessing the curriculum and finding success. In ninth grade, students take Skills Workshop 9 that offers instruction in learning strategies, information literacy, and academic technology, as well as an introduction to the Global Scholars' Certificate Program. (The course description for Skills Workshop 9 appears at the end of this handbook, under Special Programs.) The Upper School also offers the following resources:

Study Halls

It is expected that students will use study halls to complete homework assignments, work ahead in their classes, or read. Study halls are for individual work only. No talking is allowed.

Daytime Study Halls

In addition to lunch periods and the break times built into the weekly schedule, ninth graders may have up to two unscheduled periods per week. For all remaining unscheduled periods, ninth graders are assigned to a study hall. Tenth graders may have up to three unscheduled periods per week, and they are assigned to study halls for their remaining unscheduled periods. Throughout the day, faculty-proctored study halls are available in Waldo Assembly Hall to all Upper School students during their unscheduled periods.

Evening Study Halls

Weekdays from 7:00 – 9:00 p.m., Monday - Thursday, all ninth-grade boarders are required to attend a faculty-proctored study hall. Boarding students on academic probation may also be required to attend evening study hall. At these times, too, all tenth-, eleventh- and twelfth-grade boarders, not on academic or disciplinary probation, have in-dorm study hall.

Conference/Study Period

This is a school-wide study period during which no classes, meetings, or student activities are scheduled. The period is designed to:

- support students as they engage in Dana Hall's academic program,
- allow all students regular access to the various academic resources available on campus,
- provide protected time for student/teacher conferences,
- provide a time for students to study, work on assignments, prepare for class, and complete make-up work, and
- provide a time for students to organize materials and plan their time effectively.

Learning Lab

Learning Lab is an academic support center designed to help ninth through twelfth grade students develop the skills necessary for success in the Upper School. The Learning Specialists provide small-group support with academic content, writing, planning and organization, time management, and study skills. As determined by the Upper School Division Director and the Learning Specialists, students requiring additional skill-building may be required to attend Learning Lab during their study halls or unscheduled periods. Students may also choose to attend Learning Lab by appointment, or on a drop-in basis.

Math Lab

Students may attend Math Lab during their unscheduled periods. Math Lab is also available one evening per week to both day and boarding students. In Math Lab, students may review concepts covered in their math classes, do homework and ask for feedback, or receive assistance in preparing for upcoming tests or quizzes. Math Lab sessions are typically run in a small-group format.

Music Lab

Students may come to the Music School during their unscheduled periods for practice or help. Music Lab is also available two evenings per week to both day and boarding students. In Music Lab, students may ask for help with music theory, performance, or use the time to practice their instruments.

Science Lab

Members of the Science Department offer extra help to students in the Science Lab before and during the academic day. Students are encouraged to use the Lab as a resource to help them with assignments, test preparation, and generally, as a venue to ask questions and discuss concepts.

Writing Lab

Students may sign up for individual appointments in the Writing Lab during their unscheduled periods. Writing Lab is also available two evenings per week to both day and boarding students. Assistance is provided on writing assignments at any stage of the writing process, from brainstorming to drafting to final editing. The Writing Lab is staffed by members of the English and Social Studies Departments, as well as by other faculty members with a particular interest and skill in writing.

UPPER SCHOOL ACADEMIC RESOURCES

Library

The Helen Temple Cooke Library is open Sunday-Friday and staffed by librarians, archivists and student pages. Librarians teach information and media literacy skills to students and faculty in classes and individually. The professional staff are available to answer questions on research, writing, citation, digital technology, and resources and can offer suggestions for independent and academic interests. Librarians and archivists are available for one-to-one research appointments. Copies of most course textbooks are available for student use on the course reserve shelves.

Peer Tutoring

Ninth and tenth grade students may request to work with an eleventh or twelfth grade student who has volunteered as a peer tutor. These tutors can answer questions, review concepts, peer-edit written work, and assist with preparing for assessments in subjects in which they have been successful. Peer-tutoring partnerships typically provide a positive mentor-mentee relationship that encourages the younger students to develop self-confidence and self-advocacy skills.

Academic Support and Accommodations

At Dana Hall, academic support begins with the expert instruction of the classroom faculty who use a variety of pedagogical techniques to teach students in their classes. In addition, both direct and indirect support is available for students who are experiencing difficulty navigating the School's academic curriculum.

Dana Hall's Learning Specialists are available for consultation if a student is having particular academic difficulty in several of her classes. The Learning Specialists and Division Director work in concert with the student's teachers, advisor, and family to develop an appropriate academic support plan, drawing upon the available resources. Learning Specialists may also recommend educational testing for the student when appropriate to better understand the student's learning needs. If a student undergoes educational testing and the evaluator requests feedback from teachers, that feedback will be coordinated and collected by the Learning Specialists, and then sent to the evaluator.

At times, an academic support plan may include certain academic accommodations, such as 50% extended time on assessments, use of a computer for taking tests, or a reduction in the standard course load. Dana Hall School gives consideration to providing such accommodations when specifically recommended in a third-party psycho-educational evaluation and when the recommendations are supported by evidence in the testing. In some cases, an evaluation may recommend accommodations that Dana Hall School cannot make, including but not limited to testing without time restrictions, extensive modification of the curriculum, and extended one-to-one support. All accommodations are determined on an individual, case-by-case basis pending the approval of the Division Director and Learning Specialist.

UPPER SCHOOL ACADEMIC RESOURCES

Private Tutoring

The Dana Hall faculty encourages its students to make use of the many academic support resources available to them at the School. Ultimately, we would like students to develop their skills so that they become resourceful learners in the classroom and in the world, capable of working independently and collaboratively, drawing upon the expertise and ideas of their teachers and fellow students.

At times, families may choose to pursue professional tutoring if the extent of a student's academic needs is beyond what can be addressed by the academic support resources at Dana Hall. The Academic Office Administrative Assistant can provide access to listings of outside tutors. Tutors who are cleared to work on campus have completed CORI and fingerprinting checks, which only screen for criminal convictions. It is each family's responsibility to select a tutor who best fits their child's needs. Further, it is the parents' responsibility to interview and check references. Dana Hall does not endorse or recommend any specific tutors. The School strongly encourages families to interview potential tutors, check resumes, and contact references before making a decision. Dana Hall does not supervise individual tutoring sessions nor oversee professionals who wish to privately tutor its students. The School cannot take responsibility for the quality of the tutoring provided. Further, any scheduling and financial arrangements regarding fees and payments are solely between families and tutors. For the convenience of the students, and when possible, Dana Hall will provide a venue on campus for tutoring to take place. However, in case of a scheduling conflict, Dana Hall programs and activities always take priority. Tutors are not permitted to use Dana Hall facilities to tutor students enrolled at other schools.

Before beginning any on-campus tutoring, all individuals must be fingerprinted by the Commonwealth of Massachusetts and complete a CORI background check at Dana Hall. If a family wants to hire a tutor not currently on the resource list, the School requires that families provide the Academic Office Administrative Assistant with his or her name and contact information so that the aforementioned approval process can be initiated. The tutor may not work with the student on campus until the fingerprinting and CORI check processes are completed. Tutors who provide proof of fingerprinting and a current CORI will be issued a Dana Hall School ID, and they must carry the ID when on campus. Each time they visit campus, tutors must present their ID and sign in at the circulation desk in the Library. All tutoring sessions conducted on campus must take place in the Library unless otherwise approved by the Learning Specialists or the Division Directors. In addition, tutors are required to agree to all of the Dana Hall School Tutoring Guidelines. These guidelines are available from the Learning Specialists and the Academic Office Administrative Assistant.

STANDARDIZED TEST INFORMATION

Standardized testing can be a factor for admission to many four-year colleges and universities, and Dana Hall School is a test center for PSAT, SAT, and SAT Subject Tests. Please contact the College Counseling Office for more information about any of these tests.

PSAT*

The PSAT is a preliminary (or “practice”) test for the SAT, and it focuses on evidence-based reading and writing skills and on math skills. Dana Hall administers the PSAT every October; it is recommended for sophomores and required for juniors. For juniors, the PSAT is also the qualifying test for the National Merit Scholarship Program.

SAT*

The SAT assesses a student’s aptitude in various areas based on the knowledge and skills developed through her course work. The test contains two sections: Evidence-based reading and writing, (reading passages sentence completions, grammar/usage questions, and an essay) and Math (including operations, functions, algebra, geometry, and probability). Scoring is on a 200–800 scale for each section. Most Dana Hall students take the SAT three times, twice in the junior year and once in the senior year. Test dates are scheduled in August, October, November, December, March, May, and June. Dana Hall is a test center for the SAT and will administer the test in all months with the exception of March (unless Spring Break follows the March test date).

ACT*

The ACT assesses the general educational development of high school students and their ability to successfully complete college-level work. This multiple-choice test covers four skill areas: English, mathematics, reading (usually social studies-based), and science. The optional Writing Test measures skill in organizing and writing a short essay. All colleges and universities accept the ACT in lieu of the SAT. Scoring ranges from 11–36 in each section and for the composite score. Test dates are scheduled in July, September, October, December, February, April, and June. Dana Hall is a test center for the ACT. A practice ACT test will be administered to sophomores on a designated Saturday in the spring.

AP Exams*

Dana Hall participates in the College Board’s Advanced Placement (AP) program that offers students the opportunity to take college-level courses in a high school setting. The AP exams are based on specific learning goals as outlined in the AP course descriptions. Dana Hall students who enroll in an AP course are required to take the AP exam in May. Some colleges offer course credit or accelerated course placement to students who earn high scores on their AP exams. Scores range from 1-5.

TOEFL

The Test of English as a Foreign Language (TOEFL) measures a student’s English language proficiency, especially as it applies to college-level study. Students whose native language is not English are required to take the TOEFL for college admission. There are three versions of the test, “paper-based,” “computer-based,” and “internet-based,” with different scoring scales. Students arrange to take the test online or in a local testing center.

Please note that students who wish to request accommodations on College Board (PSAT, SAT, AP) or ACT exams must have educational testing on file with the School that indicates that these accommodations are warranted. For PSAT, SAT, and AP exams, accommodations are only considered if educational testing was conducted within the past five years. Accommodations are only considered for ACT exams if testing was conducted within the past three years. Requests for all accommodations must be submitted to the Learning Specialist no fewer than **twelve weeks before the testing date. Decisions about accommodations on standardized tests are made by the testing organizations and are based on the application filed jointly by the Learning Specialist and the family. In the event that accommodations are not granted, appeals are considered at the discretion of the Learning Specialist and only if new documentation is provided. Questions concerning accommodations on standardized tests should be directed to the Learning Specialist.*

THINGS TO CONSIDER WITH YOUR ADVISOR WHEN CREATING YOUR ACADEMIC PROGRAM

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

NOTE:

major course = 1-credit course; meets 3 times per week

minor course = ½-credit course; meets 2 times per week

These examples do not include any required Fitness/Athletics, Forum, or Skills Workshop 9 courses.

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

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

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

6 major courses (*petition required*)

Recommendations:

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

GRADE 9:

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

GRADE 10:

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

GRADE 11:

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

GRADE 12:

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

TYPICAL COURSE SEQUENCES BY DEPARTMENT

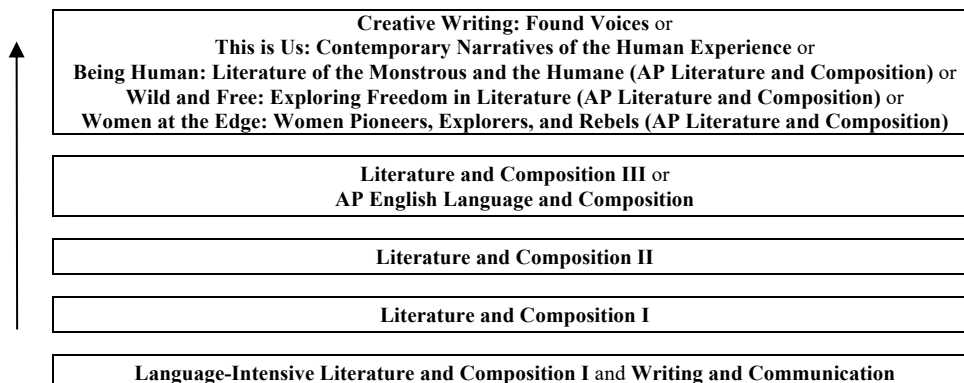
Each student's academic program is created to meet her own unique learning goals, capabilities, and needs.

Below is a schematic representation of common course sequences within departments in the Upper School.

Bold = 1-credit course; meets 4-5 times per week.

Non-bold = ½-credit course; meets 2-3 times per week.

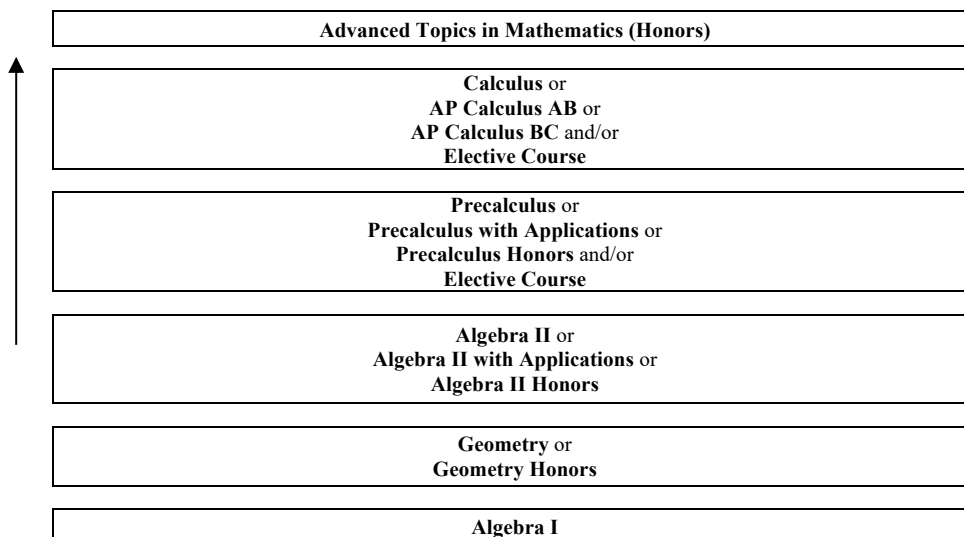
ENGLISH



ELECTIVE COURSES:

Journalism I
Journalism II/III

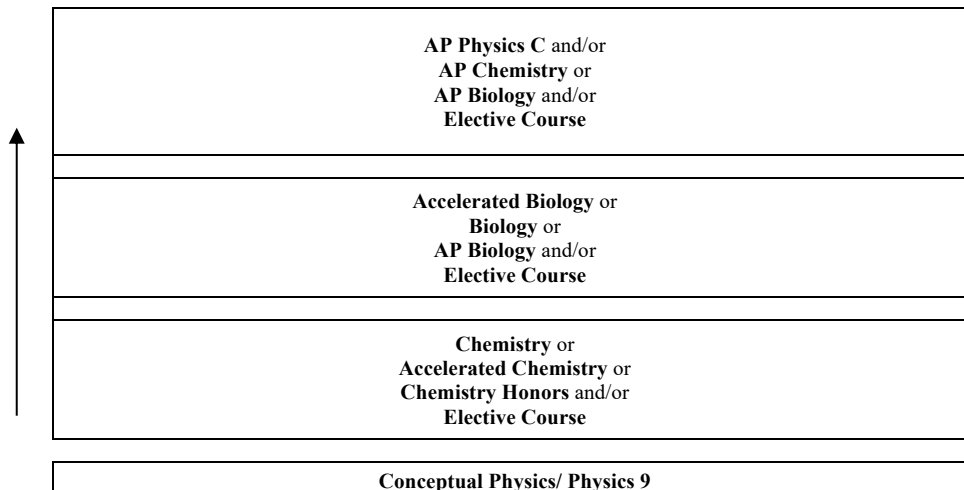
MATHEMATICS



ELECTIVE COURSES:

AP Statistics
Introduction to Calculus and Statistics

SCIENCE



ELECTIVE COURSES:

Astronomy and Natural Science
Current Topics in Science: Science and Society
Physics and Engineering

TYPICAL COURSE SEQUENCES BY DEPARTMENT

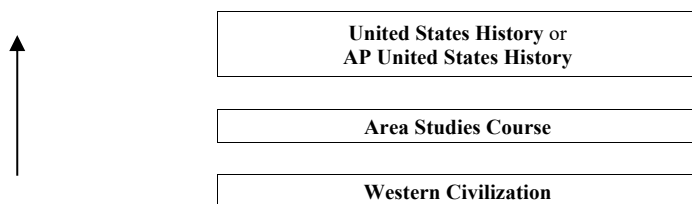
Each student's academic program is created to meet her own unique learning goals, capabilities, and needs.

Below is a schematic representation of common course sequences within departments, in the Upper School.

Bold = 1-credit course; meets 4-5 times per week.

Non-bold = ½-credit course; meets 2-3 times per week.

SOCIAL STUDIES



ELECTIVE COURSES:

African Area Studies

East Asian Area Studies

Latin American Area Studies

Middle Eastern Area Studies

Russian Area Studies

American Identities

AP European History

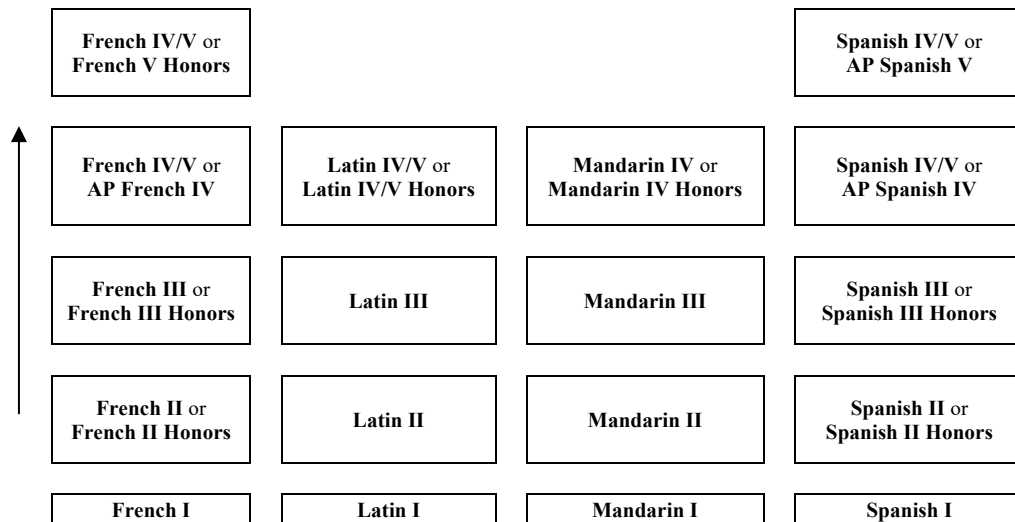
Europe in the 20th Century

Comparative Politics

Economics

Making History: Research, Writing, and Dana Hall Memory

WORLD LANGUAGES



ENGINEERING AND COMPUTER SCIENCE

ELECTIVE COURSES:

AP Computer Science A

Foundations in Computer Science

Introduction to Computer Science in Python

Principles in Engineering

TYPICAL COURSE SEQUENCES BY DEPARTMENT

Each student's academic program is created to meet her own unique learning goals, capabilities, and needs.

Below is a schematic representation of common course sequences within departments in the Upper School.

Bold = 1-credit course; meets 4-5 times per week

Non-bold = ½ credit course; meets 2-3 times per week

FITNESS/ATHLETICS

FALL

Fitness:

General Fitness (level 1-3)
Intramural Fencing
Intramural Tennis
Rock Climbing
Walk/Jog
Yoga

Team Sports:

Cross Country
Field Hockey
Soccer
Volleyball
Equestrian Team

WINTER

Fitness:

General Fitness (level 1-3)
Rock Climbing
Walk/Jog
Yoga

Team Sports:

Basketball
Fencing
Ice Hockey
Squash
Swimming
Equestrian Team

SPRING

Fitness:

General Fitness (level 1-3)
Intramural Track
Lap Swim
Rock Climbing
Walk/Jog
Yoga

Team Sports:

Lacrosse
Softball
Tennis
Equestrian Team

CO-CURRICULAR OPTIONS

PER TRIMESTER:

During Academic Day

Riding Lessons

Also offered outside the Academic Day:

Community Service
Dance I⁺
Dance II⁺
Dance III⁺
Fall Play⁺
Independent Study in Athletics
Riding Lessons
Senior Exemption
Spring Musical⁺

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

Team Manager: sign up for the sport and group (teams 5-8 or 9-12) you are interested in managing.

⁺Cross-listed in the Performing Arts Department.

PERFORMING ARTS

Elective Course

ELECTIVE COURSES:

Theatre: Creating Character
To Hold the Mirror Up to Nature
Technical Theatre
Fall Play⁺
Spring Musical⁺
Student-Directed Play
Dance: A History of Dance in the United States
Dance I⁺
Dance II⁺
Dance III⁺
Dance Repertory Group
Music: Chamber, Flute, or Rock Ensemble
Chamber Singers
Chorus
Music Lesson: Half-credit (Music School)
Music Lesson: Non-credit (Music School)
Music Theory and Composition
Songwriters' Experience
Women in Music

⁺Cross-listed in the Fitness/Athletics Department.

VISUAL ARTS

Studio Art

ELECTIVE COURSES:

Architecture I
Architecture II/III
ArtLAB
Ceramics I
Ceramics II/III
Drawing and Painting I
Drawing and Painting II/III
Exploring Design I
Exploring Design II/III
Photography I: ½ credit
Photography II/III
AP Art and Design
AP Art History

TIME-MANAGEMENT WORKSHEET

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

	COURSE OR ACTIVITY	ESTIMATED STUDY TIME OR TIME COMMITMENT PER SCHOOL DAY
ENGLISH		
MATHEMATICS		
SCIENCE		
SOCIAL STUDIES		
WORLD LANGUAGES		
ENGINEERING/COMPUTER SCIENCE		
FITNESS/ATHLETICS		
FORUM AND SKILLS 9		
PERFORMING ARTS		
VISUAL ARTS		
EXTRA-CURRICULAR (e.g., plays, lessons, clubs, etc.)		
COMMUNITY SERVICE		
WEEKEND ACTIVITIES		

ESTIMATED TOTAL HOURS
PER WEEK: _____

ACADEMIC PROGRAM WORKSHEET

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

DEPARTMENT AND GRADUATION REQUIREMENTS

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH 4 credits				
MATHEMATICS 3 credits				
SCIENCE 5 credits in combination with Social Studies (1 course in both physical science and life science)				
SOCIAL STUDIES 5 credits in combination with Science (1 credit must be completed before eleventh grade; area studies is prerequisite for U.S. History)				
WORLD LANGUAGES Through third level of same language				
ENGINEERING/COMPUTER SCIENCE				
COMMUNITY SERVICE				
FITNESS/ATHLETICS Required each trimester, grades 9-11 Required two trimesters, grade 12				
PERFORMING ARTS ½ credit				
VISUAL ARTS ½ credit				
REQUIRED PROGRAMS Forum in grades 9-12 Skills Workshop 9 in grade 9				

ENGLISH

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

Language-Intensive Literature and Composition I: Literary Coming of Age

Language-Intensive Literature and Composition I is designed for international students who need to build their skills in reading and writing American English. Students learn the strategies that help them enjoy greater confidence and success as readers and writers. Readings, which include such works as *I Am Malala*; *The Hate U Give*; *The Graveyard Book*; and a Shakespearean tragedy as well as assorted short stories and poetry, emphasize coming-of-age themes. Critical, mindful reading is emphasized. Extra attention is devoted to vocabulary development, as well as grammar, usage, and mechanics. This course is taken concurrently with Writing and Communication. (*Full year. 1 credit.*)

Writing and Communication

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

Literature and Composition I: Literary Coming of Age

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

Literature and Composition II: Readings in World Literature

Students study literature of varied genres with a focus on women in an international context. Readings include poetry; novels such as Jane Austen's *Pride and Prejudice*, Frances Cha's *If I Had Your Face*, and Margaret Atwood's *The Handmaid's Tale*; plays such as Shakespeare's *Othello*; and podcasts. Students become increasingly more adept, sophisticated writers and public speakers by writing and speaking in a variety of modes. Students emerge from Literature and Composition II with strengthened critical writing skills and a broadened global perspective on literature. (*Full year. 1 credit.*)

Literature and Composition III: Conversations in American Literature

In Literature and Composition III, students examine how writers depict, create, and criticize American values, identities, and conflicts in literature. Students practice close reading of novels, poetry, and plays by such diverse authors as Jacobs, Emerson, Thoreau, Douglass, Whitman, Dickinson, Fitzgerald, Kesey, and Kushner. Students continue to become more sophisticated writers through the composition and revision of analytical and personal essays as well as creative assignments. Students compile, revise, and edit writing portfolios to be assessed at the end of Trimester III in lieu of a final assessment in June. (*Full year. 1 credit.*)

Advanced Placement (AP) English Language and Composition

Why do some advertisements succeed while others fail? Why does one political candidate's speech convince us when her opponent's does not? Why are some college essays and job applications more effective than others? In this challenging course, we answer such questions through rhetorical analysis, studying how authors communicate within particular contexts. We investigate authors' purposes, audiences' expectations, genre conventions, historical and political situations, and all of the other elements that affect the writing and reading of texts. Students learn not only to understand others' rhetorical strategies, but also to effectively use such strategies themselves. Reading assignments emphasize non-fiction from a variety of historical periods and include both visual and written texts. This course is the equivalent of an introductory composition course offered at most colleges. (*Open to students who have not yet taken Literature and Composition III, after consultation with the student's advisor and current English teacher, and with permission of the Department Head. Full year. 1 credit.*)

ENGLISH

Creative Writing: Found Voices

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

This is Us: Contemporary Narratives of the Human Experience

Sometimes we lose sight of the big picture amid the business of our day to day lives; we infrequently stop, breath and ask ourselves: Who am I as an individual? Who are we as a collective? What discoveries have I made about myself and humanity thus far and what other discoveries are on the horizon? In this course, we will explore both ourselves and our communities by asking and attempting to answer questions that are essential to the human experience. To do so, we will engage a series of topics such as feminism, the interplay between humans and the environment, the individual amid the community, race relations, and the modern Indigenous experience via pairings of contemporary texts and films that relate thematically. Combinations may include *There There* and *Smoke Signals*, *One Thousand Splendid Suns* and *Mrs. America*, *The New Jim Crow* and *13th, 1984* and *V for Vendetta* among others. The course will feature much discussion, frequent analytical and comparative writing, film screenings, and nightly reading from the texts; it will culminate in a creative project: a short film based upon the themes of an essay or short story. (*Open to students in grade 12. Full year. 1 credit.*)

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

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

Wild and Free: Exploring Freedom in Literature (AP English Literature and Composition)

"All good things are wild and free," wrote Henry David Thoreau in his 1861 essay *Walking*. For Thoreau and others, personal freedom comes when we slow down, embrace nature, and perhaps even "walk like a camel." In this course, we will explore some of our ideas of freedom—personal, socially-constructed, natural. Reading literature from multiple time periods and parts of the world, we will reflect on the following questions: What does it mean to be free? What is the relationship between wilderness and freedom? How is freedom shaped and influenced by our surroundings? What role does power play in our search for freedom? Authors read may include Nana Kwame Adjei-Brenyah, James Baldwin, Ta Nahisi Coates, Annie Dillard, Viktor Frankl, Nikolai Gogol, David Guterson, Gerard Manley Hopkins, Kazuo Ishiguro, Audre Lorde, Shakespeare, and Henry David Thoreau. (*Open to students in grade 12 after consultation with the student's advisor and current English teacher, and with permission of the Department Head. Full year. 1 credit.*)

Women at the Edge: Women Pioneers, Explorers, and Rebels (AP English Literature and Composition)

This course provides a historical survey of women in fiction. In Trimester I, readings may include selections from the Old and New Testaments, *The Thousand and One Nights*, *The Lais of Marie de France*, Christine de Pisan's *City of Women*, as well as *Their Eyes Were Watching God* by Zora Neale Hurston and *Tess of the D'Urbervilles* by Thomas Hardy. In Trimester II, readings may include Shakespeare's *Twelfth Night*, Walker's *The Color Purple*, Crane's *Maggie*, *A Girl of the Streets*, Bly's *Ten Days in a Madhouse*, Wharton's *The Old Maid*, and Gilman's "The Yellow Wallpaper." In Trimester III, readings may include Ruhl's *Clean House* and a broad selection of short stories by international 20th and 21st century women writers from countries such as China, Japan, Mexico, South Korea, and the United States. (*Open to students in grade 12 after consultation with the student's advisor and current English teacher, and with permission of the Department Head. Full year. 1 credit.*)

ENGLISH

Journalism I/II/III: Hallmanac, the Dana Hall Student Newspaper

This course teaches students to write quickly, accurately, and effectively and helps the student editorial staff produce a polished, responsible newspaper that reflects and enlivens the Dana Hall community and presents the School to the world as the vital, intellectual, and exciting place that it is. The editorial staff publishes an electronic newspaper several times a year. Students identify and write newsworthy items, feature articles, and editorials; work as a team to set and meet deadlines; revise, polish, proof, and edit articles for posting; and create or select illustrations and photography. The course also examines the history and contemporary world of journalism. Students may enroll in this course for multiple years. (*Open to students in grades 10, 11, and 12. Required for student Editor-in-Chief. Full year. ½ credit.*)

MATHEMATICS

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

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

Algebra I

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

Geometry

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

Geometry Honors

This rigorous course focuses on the discovery and comprehension of traditional Euclidean geometry. The detailed structure of logic and mathematical argument is emphasized. This course covers traditional topics in geometry emphasizing discovery along with the development and application of data analysis, probability, and algebraic skills. Topics include the Pythagorean Theorem, parallel lines, similar triangles, congruent triangles, special right triangles, an introduction to trigonometry, circles, parallelograms, polygons, area, and volume. This course includes an in-depth look at introductory topics covered in an Algebra II course. *(Open to students who have completed Algebra I, and with permission of the Department Head. Full year. 1 credit.)*

Algebra II

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

Algebra II with Applications

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

Algebra II Honors

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

MATHEMATICS

Precalculus

The majority of the curriculum in this course covers a detailed study of trigonometry. Students also explore circles on a coordinate plane, logarithmic and exponential functions. There is continued study of polynomial and rational functions. Other topics may include data analysis, counting principles, probability, and logical reasoning. *(Open to students who have completed Algebra II or Algebra II with Applications. Full year. 1 credit.)*

Precalculus with Applications

This course includes a detailed study of trigonometry. Other topics include sequences and series, combinations, permutations, probability, and exponential, logarithmic, polynomial, and rational functions with and without the use of technology. The application of these topics to real-world problems is emphasized and developed throughout the course. *(Open to students who have completed Algebra II with Applications with a minimum grade of B-, and with permission of the Department Head. Full year. 1 credit.)*

Precalculus Honors

During the first half of the year, this course completes the study of precalculus topics by building on our knowledge of functions, with an emphasis on trigonometry. Topics include the unit circle, trigonometric functions, their inverses, and polar coordinates. During the second half of the year, it covers the differential calculus topics taught in AP Calculus AB. The goal is to prepare students to take AP Calculus the following year. Students use a graphing calculator. *(Open to students who have completed Algebra II Honors with a minimum grade of B, and with permission of the Department Head. Full year. 1 credit.)*

Introduction to Calculus and Statistics

This course will introduce students to the study of calculus, where it focuses on the fundamental concepts of differential calculus, including limits, derivatives, derivative applications, and an introduction to indefinite and definite integrals. Additionally, this course will introduce students to statistics, covering the mathematics of gathering and analyzing data and drawing inferences from data. Statistics topics include sampling techniques, the normal distribution, probability, linear correlation, confidence intervals, and hypothesis testing. *(Open to seniors who have completed Precalculus or are taking Precalculus concurrently, and have finished Algebra II with a minimum grade of B, and with permission of the Department Head. Full year. 1 credit.)*

Calculus

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

Advanced Placement (AP) Calculus AB

This course covers the differential and integral calculus of real functions, including algebraic, trigonometric, and transcendental functions. Application problems include maxima/minima, rectilinear motion with body velocity and acceleration, related rates, area between curves, volumes of solids of revolution, volumes by cross-sectional slicing, slope fields, and separable differentiable equations. Students are required to take the AP exam in May. *(Open to students who have completed Precalculus Honors, Precalculus with Applications with a minimum grade of A-, and with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Calculus BC

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

Advanced Placement (AP) Statistics

This course covers the mathematics of gathering and analyzing data and drawing inferences from data. Topics include sampling techniques, the normal distribution, probability, linear correlation, confidence intervals, and hypothesis testing. Throughout the year, students work on investigative tasks that utilize real world data and allow them to apply the theoretical concepts learned in class. Students use a graphing calculator. Students are required to take the AP exam in May. *(Open to students who have completed Precalculus with Applications with a minimum grade of B, or are taking Precalculus with Applications concurrently and have completed Algebra II with Applications with at least a B+, and with permission of the Department Head. Full year. 1 credit.)*

MATHEMATICS

Advanced Topics in Mathematics (Honors)

This honors-level course is intended for the student who wants to further her study of mathematics outside of Calculus. The list of topics taught in this course changes on a year-to-year basis and may include compass and straightedge constructions, proof techniques and strategies, complex variables, number theory, group theory, abstract algebra, probability and combinatorics, topology, and linear algebra. *(Open to students who have completed or are concurrently enrolled in AP Calculus AB or AP Calculus BC, and with permission of the Department Head. Full year. 1 credit.)*

SCIENCE

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

Conceptual Physics / Physics 9

Conceptual Physics and Physics 9 cover similar topics, but Physics 9 covers topics at a faster pace and in greater depth. These laboratory courses provide a strong foundation for upper-level science courses. They familiarize students with the tools, skills, and language of the physical sciences as well as the thorough integration of mathematics and science. Through experimentation, class discussion, and projects, topics covered may include concepts of Newtonian mechanics, work, energy, electricity, and optics. Students also gain an understanding of the processes of scientific inquiry, experimental design, and data analysis. Together, the skills and knowledge taught in these courses prepare students for the study of all aspects of natural science. The Science Department assigns students to Conceptual Physics or Physics 9 based on a placement test as well as on the basis of previous mathematics and science background and teacher input. *(Open to students in grade 9. Full year. 1 credit.)*

Chemistry

Chemistry is a fundamental introductory course that focuses on the conceptual aspects of general chemistry and supports them with basic analytical methods and mathematical calculations. Major topics may include atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibrium, and acid-base theory. This course aims to work through a student's conceptual understanding of the material while using problem-solving and critical-thinking skills to support her understanding. Laboratory work is used to reinforce the concepts covered in class and provide exposure to specific laboratory techniques. *(Open to students who have completed Conceptual Physics/Physics 9 and Algebra I. Placement of students into Chemistry is made by the Science Department in consultation with the Mathematics Department. Full year. 1 credit.)*

Accelerated Chemistry

Accelerated Chemistry is a rigorous introductory course that covers both conceptual and analytical aspects of general chemistry. Major topics may include atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibrium, acid-base equilibrium, electrochemistry, and nuclear chemistry. Emphasis is placed on developing problem-solving and critical-thinking skills, particularly in quantitative analysis. Laboratory work is an integral part of the course and is designed to both reinforce the concepts covered in class and provide experience with specific laboratory techniques. *(Open to students who have completed Conceptual Physics/Physics 9 and Algebra I. Placement of students into Accelerated Chemistry is made by the Science Department in consultation with the Mathematics Department. Full year. 1 credit.)*

Chemistry Honors

Designed for the strong math/science student, this course covers the content of Accelerated Chemistry more rigorously and extensively. It provides a strong foundation for further advanced study in the sciences. In Chemistry Honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students should be able to apply skills gained previously to new situations. *(Consideration is given to students with an A- or better in Algebra I or Geometry, or a B+ or better in Geometry Honors, and with permission of the Department Head. Full year. 1 credit.)*

Biology

This course presents a thorough survey of our living world through scientific inquiry. Major topics may include biochemistry, cellular biology, genetics, evolution, ecology, and human body systems. These topics are presented in a comprehensive program that incorporates projects, technology-based research, and laboratory activities that enhance individualized learning. Building on the students' prior knowledge of chemistry, this course provides students with a broad understanding of modern Biology. Students gain an appreciation of how the world around them functions both as individual organisms as well as part of a larger global system through the lens of the major themes of biology. *(Consideration for Biology is given to students who have completed Chemistry. Full year. 1 credit.)*

SCIENCE

Accelerated Biology

Accelerated Biology covers the same topics and concepts as the Biology class, but students take a deeper dive into understanding the finer details. Accelerated Biology students will be expected to apply prior knowledge to new situations, with a greater focus on inquiry-based learning and critical application of concepts. Major topics may include biochemistry, cellular biology, genetics, evolution, ecology, and human body systems. *(Consideration for Accelerated Biology is given to students who have completed a full year of Chemistry and achieved a minimum grade of B+ or higher in Chemistry Honors or Accelerated Chemistry, a grade of A- or higher in Chemistry, and the permission of the Department Head. Full year. 1 credit.)*

Astronomy and Natural Science

This course helps students understand and appreciate the physical phenomena of the everyday world that surrounds them, including constellations in the night sky, moon phases, eclipses, comets, composition of the Earth, glaciers, and tornadoes and hurricanes. The curriculum contains aspects of meteorology, paleontology, oceanography, and physical geography, with the main focus on geology and astronomy. Astronomy and Natural Science is taught in a lab/lecture format. *(Open to students in grades 10-12. Full year. 1 credit.)*

Current Topics in Science: Science and Society

This course allows students to explore the topics making science headlines through reading, laboratory investigation, case studies, research projects, and student presentations. Scientific argumentation is focused on in the course. Students will propose, support, and evaluate claims; validate or refute them on the basis of scientific reasoning, and craft complex written arguments. Students will practice analyzing and evaluating models and data sets in order to make claims they can back up with evidence. Specific units vary from year to year but may include climate change, infectious disease, forensic science, genetic engineering, marine biology, psychology, and neuroscience. *(Open to students who have completed any level of both Biology and Chemistry, or with permission of the Department Head. Full year. 1 credit.)*

Physics and Engineering

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

Advanced Placement (AP) Biology

This course is the equivalent of a general college biology course and is designed to be taken only after successful completion of a year-long introductory high school chemistry course and biology course. It follows the AP Laboratory Curriculum and covers a broad range of subjects taught through the lenses of four concepts: evolution, energetics, information storage, and transmission and systems interactions. These ideas are the unifying threads that run throughout the course, allowing students a variety of contexts to develop deeper conceptual understandings. All students are required to take the AP exam in May. *(Students may only take AP Biology as their first Upper School Biology course with permission of the Department Head. Consideration is given to students in grades 11 and 12 who have completed a full year of high school Biology with minimum grades of A- in Biology, or B+ in Accelerated Biology, and with approval of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Chemistry

This course is the equivalent of a general college chemistry course and is designed to be taken only after successful completion of a year-long introductory high school chemistry course. A demanding laboratory program is an important part of this course and students must make an additional time commitment to it. All students are required to take the AP exam in May. *(Consideration given to students in grades 11 and 12 with a minimum grade of B in Chemistry Honors or Accelerated Chemistry, or an A- in Chemistry, a B in Algebra II with Applications, or with permission of the Department Head and demonstration of adequate writing ability. Completion of or concurrent enrollment in Physics 11/12 is strongly recommended. Full year. 1 credit.)*

Advanced Placement (AP) Physics C (Mechanics)

This course is the equivalent of a semester-long, general college physics course and is designed to be taken only after successful completion of a year-long introductory high school physics course. AP Physics C uses calculus to examine Newtonian Mechanics. Topics include linear kinematics and dynamics, rotational kinematics and dynamics, energy, gravitation, and periodic motion. All students are required to take the AP Physics C (Mechanics) exam in May. *(Consideration given to students in grades 11 and 12 who have either completed or are concurrently enrolled in Advanced Placement Calculus AB or BC, or with permission of the Department Head. Full year. 1 credit.)*

SOCIAL STUDIES

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

Western Civilization

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

United States History

In this study of the history of the United States, students analyze primary and secondary sources in a chronological and thematic exploration of the major issues concerning freedom, property, race, rights, gender, and class. Students are challenged to read and think critically, write clearly and persuasively, and debate historical arguments from colonial times to the present. Each trimester, students may explore current events, focusing on political trends, social history, and economic developments. *(Open to students in grades 11 and 12 who have completed the area studies requirement. Required, unless AP U.S. History is elected. Full year. 1 credit.)*

Advanced Placement (AP) United States History

In this course, students focus on reading, writing, and document analysis as they explore the roots and impact of major social, political, and economic trends throughout United States history. This course requires a depth and breadth of study designed to challenge students to seek causal relationships between historical events, as well as gain a deeper understanding of the United States within a global context. It requires extensive summer preparation, student participation, outside reading, and writing assignments. Students are required to take the AP exam in May. *(Open to students in grades 11 and 12 who have completed the area studies requirement, by application, and with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) European History

In this course, students examine seven themes as they are exemplified in modern European history: Interaction of Europe and the World, Economic and Commercial Developments, Cultural and Intellectual Developments, States and Other Institutions of Power, the Individual and Society, National and European Identity, and Technological and Scientific Innovation. While the chronological framework of European history has been retained in this revised College Board curriculum, reasoning skills such as comparison, contextualization, and causation are used to support analysis of historical evidence and argument development. Students make a commitment to significant independent preparation through extensive reading during the summer and throughout the year. Students are required to take the AP exam in May. *(Open to students in grade 12 by application, and with permission of the Department Head. Full year. 1 credit.)*

American Identities

This course explores the multiple ways that “Americans” have defined themselves since World War II. Developed at the University of Massachusetts-Boston to introduce undergraduates to the *American Studies* major, this college-level seminar examines the struggle over American national, ethnic, racial, class, gender, and sexual identities through a wide range of historical “texts” produced by historians, novelists, documentary filmmakers, singer/songwriters, political activists, and artists. Students pay special attention to where they fit within these “American Identities” by writing a three-to-four generation family history and timeline, linking their family’s history to the political, social, and cultural events studied in the course. All students are welcome to enroll in this course, regardless of national identity. Students are responsible for all course topics and materials, regardless of personal, political, or religious “taste” for the subject. *(Open to students in grades 11 and 12 who have completed or are concurrently enrolled in U.S. History. Full year. 1 credit.)*

SOCIAL STUDIES

Comparative Politics

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

Economics

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

Europe in the 20th Century

This course examines the history and culture of Europe between 1900 and the present. Students learn about a Europe divided by World War II into two worlds – one that produced World War II and one that emerged from the War. Specific topics include the two devastating world wars, the twin challenges of fascism and communism, a cold war waged under the specter of a nuclear cloud, the development of the European Union, and the fundamental challenges to civilization's ideals posed by the Holocaust. The emphasis is on the ability to analyze, evaluate, and express an understanding of documentary evidence, literature, film, and conflicting historical interpretations of the major topics. Writing is a central component of the course. *(Open to students in grades 11 and 12. Full year. 1 credit.)*

Making History: Research, Writing, and Dana Hall Memory

From its campus and buildings to its culture and traditions, Dana Hall's past is all around us. In Making History, students explore the School's history from women's rights to student rebellion, through both primary and secondary sources, paying special attention to how the story is told, upon what sources that history is based, and how that past affects us today. Students perform original historical research in Dana Hall's Nina Heald Webber '49 Archives, with possible trips to the Wellesley College Archives and the Wellesley Historical Society. They get a chance to "pull on the white gloves" and handle artifacts, from love letters to lace, from dinner menus to dance cards. Finally, students spend a significant amount of time writing about their research and contributing to the collective memory of the School. Writing will be published in a variety of venues, including the *Hallmanac*, the *Bulletin*, and the "Danapedia," an online encyclopedia of all things Dana. *(Open to students in grades 11 and 12 who have completed or are concurrently enrolled in U.S. History. Full year. ½ credit.)*

SOCIAL STUDIES

AREA STUDIES COURSES

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

African Area Studies

This course surveys selected topics in the historical development of Africa from the ancient Nile civilizations to the recent struggles of African peoples, first to win independence from colonial powers and then to build new and stable political, economic, and social institutions. After an introduction to the geography and demography of Africa, students examine African cultural organization and values in the context of a broader discussion about culture. Films and readings inform a study of family and gender relationships, tradition and modernity, and the individual and the community. Selected topics in history form the major part of the course, including ancient Nubia, the early kingdoms of West Africa, Great Zimbabwe and Aksum, the Atlantic slave trade, European colonialism, and African independence. Over the course of the year, students examine historical and contemporary politics, economics, art, and literature in several regions of Africa with an in-depth look at one particular country of their choosing. They look at and interpret primary and secondary source documents using analytical papers, engage in debates, daily discussions, as well as complete interpretive projects. Students will also have the opportunity to engage in shared learning and teaching experiences as part of an ongoing collaboration with South Africa’s Oprah Winfrey Leadership Academy for Girls. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

East Asian Area Studies

East Asian Area Studies focuses on understanding the histories and cultures of China and Japan as a means to understanding their current successes and challenges as modern nations. Students begin the year with a thorough study of fundamental philosophical, religious, social, and political structures that originated in, or impacted, the civilization centers of China proper. Students study Confucianism, Buddhism, and Legalism in order to build a strong foundational knowledge of the traditional Han Chinese worldview and its impact on neighboring civilizations. The year continues with an in-depth look at the evolution of Japanese traditional culture and its debt to intellectual and social developments from ancient Korean kingdoms and China. The independent development of Japanese society during the Edo Period is also explored and complemented with a study of contemporary developments in Qing Dynasty China with a focus on how these two countries developed in the early modern era. This is followed with an examination of the transformative effects that Western Europe and the United States had on China and Japan during the 19th and early-20th centuries. The course concludes with a survey of the tumultuous 20th century and the forces that created the People’s Republic of China, as well as a globally-influential Japan. These studies will include regular exploration of the literary and artistic traditions of China and Japan as valuable windows into the richness of these cultures. Students also study current issues of importance to East Asia as a whole and use online mapping technology to complement that learning experience. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

Latin American Area Studies

This course studies the history, society, politics, and culture of Central and South America from prehistory to the modern age. The first trimester examines the pre-Columbian civilizations of Mesoamerica and the Andes, and Spanish and Portuguese colonization. The second trimester traces colonialism in Latin America between the 16th and 18th centuries, paying special attention to the ways that indigenous and colonial forces created a backdrop for the revolutions of the early-19th century. The third trimester takes students from the mid-19th century up to present day exploring efforts to create effective political systems, economies, and national identities. While the backbone of the course is chronological, students also pause during key periods to compare and contrast four regions/countries: Mexico, Brazil, Peru, and Cuba. *(Fulfills the graduation requirement in area studies. Open to students in grades 11 and 12. Full year. 1 credit.)*

Middle Eastern Area Studies

The Middle East is a region that has always had significance to the Western world, and the intensity of United States involvement is very high. Students in this course explore the ancient Middle East and the rise and influence of the three monotheistic religions. During the second trimester, students focus on the great Islamic civilizations through achievements in politics and the arts. In the last trimester, students examine the ideology of nationalism, the struggles for independence, and the interaction between Western and Middle Eastern powers. In each trimester, students respond to current events, particularly using political cartoons and literature; visual arts and music are used as a window into cultures of the peoples studied. *(Fulfills the graduation requirement in area studies. Open to students in grades 10 and 11. Full year. 1 credit.)*

SOCIAL STUDIES

Russian Area Studies

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

WORLD LANGUAGES

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

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

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

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

The World Languages Department periodically sponsors trips abroad that support the language learning of the School's students. Please refer to the "Special Programs" section at the end of this handbook for additional information about Dana Hall's Spanish exchange program with the Sansueña School in Zaragoza, Spain, and other offerings.

SUMMER WORK POLICY

Students who do not earn a grade that allows them to advance to the next level of a language (see course descriptions) must complete summer work as prescribed by the individual teacher. Students will be notified when Progress Reports are mailed home in the spring if it seems likely that they will need to do summer work. Confirmation of the summer work requirement is mailed home in June. Information about resources is available through the Department Head. Following their summer work, students must pass a skills assessment test before enrolling in the next level course. Any student who does not pass this test must repeat that level or begin a new language if there is sufficient time before graduation to complete study through the third level.

WORLD LANGUAGES

CLASSICS

Latin I

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

Latin II

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

Latin III

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

Latin IV/V and Latin IV/V Honors

Advanced courses in Latin poetry are offered in alternate years, the poets Catullus and Ovid in even years (e.g., 2022-2023) and Vergil in odd years (e.g., 2023-2024). Fourth- and fifth-year students study together. *(Open to students who have completed Latin III with at least a B- if not recommended for Honors, and open to students who have completed Latin III with at least a B if recommended for Honors, or with permission of the Department Head. Full year. 1 credit)*

Catullus and Ovid (Honors)

This course emphasizes the critical reading and analysis of lyric and elegiac poetry, primarily from Catullus and Ovid, but from a variety of other Roman poets as well. Students read this poetry aloud as it was intended to be read. Students hear certain poems set to music and have the opportunity to work on modern, creative translations of the poems.

Vergil (Honors)

Students study selections from Vergil's *Aeneid*, an epic poem about a hero's struggle to establish a new kingdom after the fall of Troy. Students also read significant selections in English. The course examines the role of a leader, and the texts' literary, stylistic, and cultural dimensions. The magnitude of information available through digital tools significantly enriches the course, offering a wide variety of related art, music, film, analytical essays, and critiques.

Classical Greek

Latin students who have achieved distinction and have an interest in Greek influences on Latin literature may pursue independent study of classical Greek. *(Full year. ½ credit.)*

WORLD LANGUAGES

FRENCH

French I

This introductory course in French places primary emphasis on basic communication in the language. Students focus first on oral communication (listening and speaking) and basic conversational skills. Thematic vocabulary is presented throughout the course. French I is taught through a four-skills approach (listening, speaking, reading, and writing) and focuses on basic French sentence patterns and high-frequency vocabulary. Grammar is presented formally and is practiced in functional situations. *(Full year. 1 credit.)*

French II (or French II Honors)

This Level II course reinforces and builds upon basic linguistic structures and communicative skills in the French language. Beginning with a thorough review of French I material, students learn more complex verb tenses, advanced sentence structure, and expanded vocabulary. Students read short stories and examine and discuss audio/visual media from the Francophone world, such as films, magazines, songs, podcasts, and poems. The course is designed to prepare students to study the intermediate level of French in subsequent years. *(French II is open to students who have completed French I with at least a C, and French II Honors is open to students who have completed French I with at least an A-, or with permission of the Department Head. Full year. 1 credit.)*

French III (or French III Honors)

This intermediate course is designed to help students expand their reading skills through the study of more advanced texts, develop their written and oral communication skills for more complex situations, and hone their writing and editing skills through various writing assignments. Emphasis is placed on helping students express themselves in French with greater confidence and ease. Vocabulary development and thorough review and expansion of the grammatical base are key components of the course. In addition to the literary texts covered, supplemental materials from the Francophone world, such as films, songs, magazines, newspapers, works of art, and the Internet, are added to the curriculum. *(French III is open to students who have completed French II or French II Honors with at least a C, and French III Honors is open to students who have completed French II with at least an A- or French II Honors with at least a B, or with permission of the Department Head. Full year. 1 credit.)*

French IV/V

This course is designed to help students continue to refine their language skills as they explore the richness and diversity of France and the French-speaking world. In French IV/V, students learn to communicate clearly and confidently by practicing both their spoken and written French. Video and audio exposure to native speakers allows students to further their listening skills. The study of the visual arts and the written and spoken word provides students with the opportunity to improve their skills of analysis as they discover Francophone art, music, cinema, and literature. Grammar reinforcement and vocabulary study continue throughout the year. Students write frequently, drawing upon a variety of topics. Course content includes the arts and the cultural and historical background of France and the French-speaking world, including possible units on the Francophone communities of North America, Africa, the Caribbean, and Asia. Materials used in this course are representative of the diversity of the Francophone world and include poems, fables, short stories, cartoons, novels, visual art, songs, and movies. *(Open to students who have completed French III or French III Honors with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) French IV Language and Culture

The French IV AP course is designed to prepare students for the rigorous Advanced Placement French Language and Culture exam. The course emphasizes language skills through discussion, focusing on listening and reading comprehension, speaking, and writing. It prepares and further develops skills required on the AP exam. These consist of the three modes of communication as defined in *Standards for Language Learning in the 21st Century*: interpretative, interpersonal, and presentational. Through thematic and authentic materials from the contemporary Francophone world, students learn language structures in context and use them to convey meaning. Materials for the course are designed specifically in preparation of the thematic elements presented on the exam. Through interactive media, students read a number of short stories from Francophone authors and view authentic media and broadcasts from French-speaking countries. Students also produce their own written and oral presentations in order to strengthen interpersonal communication and presentational skills. Students are required to take the AP exam in May. *(Open to students who have completed French III Honors with at least a B, French III with at least an A-, French IV/V with at least an A-, or with permission of the Department Head. Full year. 1 credit.)*

WORLD LANGUAGES

French V Honors

This academically rigorous course is intended for those students who wish to explore French literature at an advanced level. It gives an overview of French history and civilization through readings, textual analysis, and writing on a broad selection of texts from different genres and periods. Emphasis is placed on the appreciation and analysis of literary concepts in their historical and cultural contexts. All work, both oral and written, is conducted in French. All literary works follow a chronological sequence of study. Grammar reinforcement and vocabulary study continue as necessary throughout the year. A variety of assessments is used to evaluate student progress. *(Open to students who have completed French IV AP Language with at least a B, or with permission of the Department Head. Full year. 1 credit.)*

MANDARIN CHINESE

Mandarin Chinese I

In this introductory course, students learn the phonetic system (tones and pinyin) and the structures of Chinese character strokes. They can use acquired language skills in a variety of classroom activities. The focus is primarily on oral proficiency and aural comprehension, including the mastery of tones as well as cultural exploration. At the conclusion of the course, students acquire the following language skills that allow them to ask and answer questions; narrate events; describe likes and dislikes; make short oral presentations in Mandarin Chinese; and engage in short reading and writing activities. *(Open to students in grades 9-12. Full year. 1 credit.)*

Mandarin Chinese II

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

Mandarin Chinese III

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

Mandarin Chinese IV (or Mandarin Chinese IV Honors)

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

WORLD LANGUAGES

SPANISH

Spanish I

Students study introductory grammar and build vocabulary, practicing their skills in dialogues, games, reading, writing, and listening. They develop a strong foundation in the basic grammatical structure that they will need to attain linguistic competence as they move to the more complex aspects of the language in Spanish II. Lessons give students an authentic feel for the cultures of Spain and Latin America through geography, television programs, folk music, and food. A variety of interactive media is used to expose students to authentic materials. Through the use of various technological tools, such as iPads, Dropbox, and Schoology, students are able to reinforce the material studied in class and become more confident in its use. *(Full year. 1 credit.)*

Spanish II (or Spanish II Honors)

Students reinforce the basic linguistic elements learned in Spanish I in order to continue a more comprehensive and in-depth study of the most important grammatical concepts. As students master the complex tense structures of Spanish and broaden their vocabulary, they improve their interpersonal and interpretive communication skills. Through the use of various technological tools, such as iPads, Dropbox, and Schoology, students are able to reinforce material studied in class to build confidence. These tools help students continue to develop linguistic competence through strengthening their listening, comprehension, pronunciation, and speaking skills. In addition, students read a variety of short literary works by contemporary Spanish and Latin American authors. Through a variety of interactive media, they are able to both listen to authentic materials, as well as produce their own. Students enrolled in Spanish II are eligible for participation in the Spanish exchange program. *(Spanish II is open to students who have completed Spanish I with at least a C, and Spanish II Honors is open to students who have completed Spanish I with at least an A-, or with permission of the Department Head. Full year. 1 credit.)*

Spanish III (or Spanish III Honors)

This course is devoted to a systematic study of grammar and intensive vocabulary development to assist students in the analysis of style, content, and syntax. Through an interactive approach, emphasis is placed on oral and written fluency in the language and on developing reading skills. This course also strives to help each student gain competence in literary writing. Readings from literature are combined with materials from magazines, newspapers, and films from Spain and Latin America. Through a variety of interactive media, students are able to both listen to authentic materials, as well as produce their own. Students enrolled in Spanish III are eligible for participation in the Spanish exchange program. *(Spanish III is open to students who have completed Spanish II or Spanish II Honors with at least a C, and Spanish III Honors is open to students who have completed Spanish II with at least an A- or Spanish II Honors with at least a B, or with permission of the Department Head. Full year. 1 credit.)*

Spanish IV/V

This course focuses equally on language and culture through the study of principal components of Spanish culture. Students explore geography, art, economics, politics, and the society of contemporary Spain, along with their study of Spanish linguistics and literature. They demonstrate their knowledge of Spanish in all four skill areas (listening, reading, writing, and speaking), and communicate primarily in the target language. Students are exposed to the richness of the Spanish culture and its regional variety - the cosmopolitan, museum-filled Madrid, picturesque Galicia, the unique modernist architecture of Barcelona, fascinating Andalucía, and the University of Salamanca - all of which enhances their overall knowledge of Spanish culture. Students also explore the history of Spain through Spanish cinema. In the second trimester, students read a novel by a Spanish author. The course concludes with an in-depth study of the cultural explosion that took place after the Franco dictatorship and elements of the predominately feminine world of the films of Academy Award-winning Spanish filmmaker, Pedro Almodóvar. All of these experiences are reinforced through activities using a variety of technological tools. Students enrolled in Spanish IV/V are eligible for participation in the Spanish exchange program. *(Open to students who have completed Spanish III or Spanish III Honors with at least a B-, or with permission of the Department Head. Full year. 1 credit.)*

Advanced Placement (AP) Spanish IV Language

This course emphasizes language skills largely through discussion, focusing on speaking, listening comprehension, reading, and writing. Spanish IV AP closely follows the content, format, and expectations of the Advanced Placement exam that all students are required to take in May. Materials designed specifically for this exam form the core of the course work. Among the activities, students read a variety of short stories and novels by contemporary Spanish and Latin American authors in order to improve their reading comprehension, reinforce grammatical structure, and improve their vocabulary. Through a variety of interactive media, students are able to both listen to authentic materials, as well as produce their own in order to strengthen their interpersonal and interpretive communication skills. Students are required to take the AP exam in May. Students enrolled in Spanish IV are eligible for participation in the Spanish exchange program. *(Open to students who have completed Spanish III Honors with at least a B, Spanish III with at least an A-, or Spanish IV/V with at least an A-, or with permission of the Department Head. Full year. 1 credit.)*

WORLD LANGUAGES

Advanced Placement (AP) Spanish V Literature

Representative Spanish and Latin American literary works are the focus of this course. The readings reflect the various genres and periods of literary history, ranging from medieval to postwar and magic realism. Students develop skills in literary analysis and increase their power to speak and write literary Spanish. Students are given many opportunities to write analytical essays and give oral presentations. The course culminates with the required AP Spanish Literature exam. Students enrolled in Spanish V are eligible for participation in the Spanish exchange program. *(Open to students who have completed Spanish IV AP Language with at least a B, or with permission of the Department Head. Full year. 1 credit.)*

ENGINEERING AND COMPUTER SCIENCE

The engineering and computer science curriculum offers a dynamic program of study that fosters interest and enthusiasm in technology. Through Dana Hall's engineering and computer science courses, students are challenged to question how the technology around them works, explore computational programming in a variety of methods, and build problem-solving and critical-thinking skills as they explore the many facets of these disciplines.

Foundations in Computer Science

This course is designed to build and nurture interest in technology and computer science in an effort to excite students about programming. Foundations in Computer Science surveys the foundational concepts of programming and logic that are the building blocks of computer science. During the year, students complete a variety of coding challenges that emphasize basic programming concepts such as variables, conditional statements, loops, functions, and data structures. Then they apply those concepts in independent projects to design and build animations, games, and websites. Units include a variety of markup and programming languages such as HTML, CSS, JavaScript, Java, Python, and Swift. The course may also explore iOS app development or programming hardware. *(Open to students in grades 9-12 who are concurrently enrolled in or have completed Geometry. Full year. ½ credit.)*

Introduction to Computer Science in Python

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

Principles of Engineering

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

Advanced Placement (AP) Computer Science A

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

CO-CURRICULAR PROGRAMS

Dana Hall offers a rich array of co-curricular programs outside of the daily academic schedule. The goal of these programs is to foster community, develop collaborative, team-based skills, and enhance students' health and wellbeing. Students are required to participate in one of these programs each trimester in grades 9 through 11. In grade 12, students may use an exemption for one trimester.

Offerings in the Fitness/Athletics Department typically fulfill requirements for co-curricular programming. The Performing Arts Department offerings in Dance and stage productions (Fall Play, Student-Directed Play, Spring Musical) also fulfill the co-curricular requirement. The School may also offer an option to participate in a regular community service opportunity for one trimester.

FITNESS/ATHLETICS

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

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

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

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

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

Interscholastic Sports

Teams are selected by ability. The number of teams for each sport and the availability of a particular sport may vary in a given year.

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

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

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

Team Manager

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

FITNESS/ATHLETICS

Fitness

In this course, students may choose to participate in a variety of cardiovascular, general fitness, or sports-related activities. Through physical activity using quality facilities and age-appropriate programming, each student will be supported on their individual health and wellness journey. Fitness classes utilizing the fitness center will be guided through safe lifting technique and provided a fitness program where they can work as a group, track progress, and build confidence. Fitness options may include: Fitness Conditioning, Introduction to Fitness, Rock Climbing, Run/Walk, Spinning, Sports Performance, Tai Chi, or Yoga.

Fitness Conditioning

Students in Fitness Conditioning experience a program that includes high-intensity interval training (HIIT), Tabata (form of HIIT), body weight exercises, and cardiovascular exercise.

Introduction to Fitness

Students in Introduction to Fitness will work on improving their overall strength and physical conditioning primarily using selectorized equipment. Students will learn the proper technique, form, and modifications necessary to complete a total body workout. The skills acquired in this class can be used as a regular part of the student's lifestyle.

Lap Swim

Students in Lap Swim will improve both cardiovascular and strength through resistance which naturally occurs while swimming. During this class, students will swim laps and use swimming aids such as kickboards and pulleys for a variety of workouts.

Rock Climbing

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

Spinning

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

Sports Performance

Students in Sports Performance will improve functional movement to support the physical demands of life and sport. The student will focus on reaction, balance, vertical leap, agility, and high-intensity interval training. Workouts will include both weights and footwork drills to decrease injury risk and build strength and power.

Tai Chi

Students in Tai Chi will be introduced to a form of Chinese martial art. The exercises are low-impact, slow, and focused, and are accompanied by deep-breathing.

Walk/Jog

Walk/Jog is a combination of walking and jogging or walking and running. It is an introduction to jogging and how it relates to cardiorespiratory endurance. Students will learn the proper mechanics of jogging and different training strategies to improve physical fitness. There are great benefits to including even a few minutes of running into your walking routine. It helps to boost your fitness level.

Yoga

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

FITNESS/ATHLETICS

Independent Study in Athletics

Students may satisfy their Fitness/Athletics requirement if they are continuing their participation in a competitive, athletic activity outside Dana Hall. Students may not submit a proposal to start an activity that is new to them. Participation on a town, club, regional, or state team is approved as an exemption only in the case of a sport not offered at Dana Hall. Students wishing to apply for Independent Study status for a sport offered at Dana Hall may be approved for one trimester per year, provided that the student commits to participating in the competitive season for the respective sport. Students must be active participants in their activity for at least ten hours per week and receive approval from a committee chaired by the Director of Athletics, Health, and Wellness in order to qualify for Independent Athlete status.

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

Riding Lessons

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

Courses in the Performing Arts Department for Co-Curricular Credit

Dana Hall is committed to providing opportunities for students to engage in both athletics and dramatic productions during their years at the School. Students are best served if their commitment to both athletics and dramatic productions are appropriate and reasonable within the larger context of their academic program and other extra-curricular activities. Students playing a team sport may not participate in the Fall Play or Spring Musical.

Fall Play* (See Performing Arts course offerings.)

Spring Musical* (See Performing Arts course offerings.)

Student-Directed Play* (See Performing Arts course offerings.)

Dance

A variety of dance courses may be taken for Co-curricular credit through the Performing Arts Department. (See Performing Arts course offerings.)

Afternoon Community Service Program for Co-Curricular Credit

Students may participate in the Afternoon Community Service Program in lieu of one trimester of Fitness/Athletics. The Afternoon Community Service Program takes place on Wednesday and Friday afternoons from 2:15 p.m. to 5:45 p.m. As a group, students work together with a faculty member at a predetermined local service agency. Students may only participate in the Afternoon Community Service Program once per academic year, and sophomores participating in the Afternoon Community Service Program may not count these hours towards completion of the community service graduation requirement.

Excerpt from the School Policy on Concussions

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

PERFORMING ARTS

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

THEATRE

Creating Character: An Acting and Directing Workshop

Well-regarded acting techniques, such as Viewpoints movement and Linklater voice technique, are studied to help students become more confident, flexible, and creative thinkers and performers. While learning the principles of movement, voice, character, and scene study for an actor, students work on audition and polished performance pieces. Students will work in ensembles on polished performance pieces; interested students will learn directing skills while in this workshop mode, including crafting a vision for a play, interpreting text with actors, communicating with designers, and communicating ideas clearly to an audience. Themes and plays for the course alternate and cover a wide range of style and genre, prompting students to engage with diverse voices and movements in theatre, which in turn open windows to our world in both the past and the present. Students may enroll in this course over multiple years in order to collaborate with a new cohort of artists, develop a portfolio of costume designs, and perform for a variety of audiences. *(Open to students in grades 9-12. Levels 1, 2, and 3. Full year. ½ credit.)*

To Hold the Mirror Up to Nature: An Acting, Directing, and Playwriting Workshop

All students will develop and refine skills in acting, including scene study, voice, and movement. Training in Viewpoints composition will help students develop clear storytelling and divergent thinking skills, while Linklater voice helps students develop healthy and strong speaking technique. Students interested in playwriting will have the opportunity to create new work within the structure of the course. Themes and plays for the course alternate and cover a wide range of style and genre, so students may enroll in this course over multiple years in order to develop a deeper knowledge of theatre histories and literature and gain experience as a leader and actor. There will be opportunities to engage with the Boston theatre community. *(Open to students in grades 10-12, grade 9 with permission of the Department Head. Levels 1, 2, and 3. Full year. ½ credit.)*

Technical Theatre

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

Fall Play

The Fall Play is a theatrical production that varies in style from year to year. Students audition to be an actor in the production or sign up for a technical theatre or creative staff position. Each production offers challenging roles for experienced performers and ensemble parts. Students learn about the process of making theatre as they create a performance for the school community and the public. Performances are open to the public. *(Open to students in grades 9-12 during Trimester I. This course may be taken for co-curricular credit. This course does not meet the Performing Arts graduation requirement. Students playing a team sport may not participate in the Fall Play.)*

Spring Musical

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

PERFORMING ARTS

Student-Directed Play

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

DANCE

The following is a sequential, interdisciplinary program designed to build dancers' skills and create awareness of dance as an art form. At each level, these courses examine dance technique, styles, history, anatomy, and creative expression. They may be taken for Performing Arts credit or Fitness/Athletics credit. Students enrolled in Dance for Performing Arts credit must take the course for the full year, while students enrolled in Dance for Fitness/Athletics credit are not required, but are strongly encouraged, to take the course for the full year.

A History of Dance in the United States

In this course, students will explore various aspects of and experiences in dance in the United States through discussion, analysis, writing, and other academic projects. We will trace dances of early indigenous groups and enslaved Africans, as well as minstrelsy and the vaudeville era, and examine the ways in which these early traditions have influenced and are reflected in today's culture, especially current practices in dance. The curriculum will also include an investigation of notable and diverse ballet, modern, post-modern, and diasporic dance throughout history, employing a critical lens of equity and inclusivity. Continuing to use this lens, we will deconstruct prevalent contemporary issues in dance around race, gender, and body image. Students will draw from text, film, and live performance throughout the year. This course meets during the academic day. *(Open to students in grades 9-12. Full year. ½ credit.)*

Dance I

This level is for students with minimal or no background in dance. This course emphasizes dance appreciation and fundamental skills building. Classes include barre exercises, warmup in the center, stretches, and cardiovascular exercises, as well as combinations across the floor. Each week, students in Dance I take one class in Ballet, Jazz, or Modern (see below), as well as at least one additional class in Ballet, Jazz, Modern, Tap, or Hip-Hop. Students enrolled in Dance I have the opportunity to perform in dance showings held in the fall and spring trimesters. Students may enroll in this course over multiple years. *(Open to students in grades 9-12. May be taken for Fitness/Athletics or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

Dance II

This level is for the intermediate dancer who has some dance background. Classes include barre exercises, warmup in the center, stretches, and cardiovascular exercises, as well as combinations across the floor. Each week, students in Dance II take one class in Ballet, Jazz, or Modern (see below), as well as at least one additional class in Ballet, Jazz, Modern, Tap, or Hip-Hop. Students may enroll in this course over multiple years. *(Open to students in grades 9-12. May be taken for Fitness/Athletics or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

Dance III

This level provides fast-moving, advanced classes for students with a strong dance background. Classes include barre exercises, warmup in the center, stretches, and cardiovascular exercises, as well as combinations across the floor. Each week, students in Dance III take a class in Ballet, as well as at least one additional class in Ballet, Jazz, Modern, Tap, or Hip-Hop (see below). Dance III students are also invited, but not required, to participate in Dance Repertory Group, and all have the opportunity to perform in informal and formal dance showings throughout the school year. To enrich the dance experience, guest artists are occasionally invited to teach master classes in various dance styles. Students may enroll in this course over multiple years. *(Open to students in grades 9-12. May be taken for Fitness/Athletics or Performing Arts credit. If taken for Performing Arts credit, students must enroll for the full year to receive ½ credit.)*

PERFORMING ARTS

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

Each class meets one day per week.

Ballet I

This is a technique class for students with little to no ballet background. Classes focus on beginner ballet technique as the foundation for all dance styles. Students in Ballet I are required to wear a leotard, pink tights, and ballet slippers. Long hair must be pulled securely into a bun.

Ballet II

This is a technique class for students with some ballet background. Classes focus on beginner/intermediate ballet technique as the foundation for all dance styles. Students in Ballet II are required to wear a leotard, pink tights, and ballet slippers. Long hair must be pulled securely into a bun.

Ballet III

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

Jazz I

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

Jazz II

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

Jazz III

An advanced course, Jazz III is for the dancer with extensive jazz training. Emphasis is placed on strength, technique building, and jazz combinations in the center and across the floor. Students enrolled in Jazz III are required to wear a leotard and black footless or transition tights. Black jazz shoes may be worn. Hair must be pulled securely away from the face.

Modern I

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

Modern II

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

Modern III

Modern III offers a creative dance experience to the advanced dancer. Classes include elements of Graham and Horton techniques and some forms of post-modern movement. Students enrolled in Modern III are required to wear a leotard and black footless or transition tights. Hair must be pulled securely away from the face.

Beginning Hip-Hop

This class, for the dancer with little or no Hip-Hop experience, offers a second or third class option per week. Emphasis is placed on strength, conditioning, and beginner Hip-Hop choreography. Students enrolled in Beginning Hip-Hop should wear supportive sneakers and comfortable dance attire that allows them to stretch.

PERFORMING ARTS

Intermediate/Advanced Hip-Hop

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

Beginning Tap

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

Intermediate/Advanced Tap

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

Dance Concert Production Assistant

Students in grades 9-12 with some technical theatre and/or dance experience may fulfill their Trimester II Fitness/Athletics requirement through this dance offering. Production Assistants will meet with the Director of Dance 1-2 times per week. Student responsibilities include costume coordination; communication between cast, crew, choreographers, and the Director of Dance; creating and communicating announcements; and various technical theatre duties, all as they pertain to the formal dance concert. *(Offered in Trimester II only.)*

Dance Repertory Group

An audition-based choreography, rehearsal, and performance course, this ensemble for advanced dancers focuses on performance skills, compositional tools with which to develop choreography, and the production of informal and formal concerts. Students in this course occasionally have the opportunity to perform in pieces created by guest choreographers. Dance Repertory Group students must be enrolled simultaneously in all Dance III technique classes. Students may enroll in this course over multiple years. *(Open to students in grades 9-12, and with permission of the Director of Dance. Full year. ½ credit. With permission of the Department Head, a student may participate in this repertory group for one trimester for no credit.)*

MUSIC

Chorus

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

Chamber Singers

Chamber Singers is open by audition to students who possess fine vocal and musicianship abilities and are committed to high performance standards. The group performs a challenging repertoire from a variety of styles ranging from classical to modern. Students strengthen musicianship skills through a variety of exercises intended to develop healthy vocal technique and abilities in improvisation, singing alone and in ensemble, sight-reading tonal and rhythm patterns, and singing melodies at sight. Emphasis is on strong vocal technique and creating expression through music. This group performs frequently at convocations, choral concerts, and other special school functions, including performances with the Chorus and with choirs from other schools. Attendance at many of these events, and the rehearsals leading up to them, is required. Group size is limited to 15-18 singers. Students may enroll in this course over multiple years. *(Open to students in grades 9-12, and by audition only. Auditions are held in May for current students and in the fall for students new to the School. Full year. ½ credit.)*

Songwriters' Experience

In this course, students explore the world of creative songwriting and composition. There is no need for prior experience with music. Students learn about lyric writing, music history, and music theory as it pertains to composition. Students create their own works through the use of computers, electric keyboards, and music software. *(Open to students in grades 9-12. Full year. ½ credit.)*

PERFORMING ARTS

Women in Music

Women in Music is an investigation into and a celebration of women's musical activities in a variety of capacities and musical traditions. This course will cover not only women composers, but also women performers, women patrons, and the depiction of women in the marketing and consumption of music. We will survey a variety of music styles, from medieval chants to current popular music. The course will conclude with a student-chosen project involving either songwriting, performing, or an oral presentation highlighting an aspect of women in music. *(Open to students in grades 9-12. Full year. ½ credit.)*

Offerings Available through the Dana Hall School of Music

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

Private Music Lessons

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

Chamber Ensembles

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

Flute Choir

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

Rock Band

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

Music Theory and Composition

Classes in music theory and composition are open to all students with a minimum of one year of instrumental or vocal studies. Students may study privately or are grouped in classes according to level (beginner, intermediate, or advanced). Students may enroll in this course over multiple years. *(Open to students in grades 9-12. Full year. ½ credit. Additional music tuition charges apply.)*

VISUAL ARTS

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

Studio Art

This foundation course is the prerequisite for all visual arts elective courses. The primary goal of the course is to encourage and increase visual awareness. Seeing is perhaps the most powerful and complicated of the senses and the primary source of information we gain about the world beyond us. Since drawing develops the skills of seeing, the course begins with basic observation and the drawing of three-dimensional forms and spaces. Students study composition and the visual language of advertising through design projects that are often based on design traditions from other cultures. Color theory and painting complete the course, and additional projects may include printmaking and clay or wire sculpture. *(Open to students in grades 9-12. Full year. ½ credit.)*

Architecture I

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

Architecture II/III

This course allows students who have taken Architecture I to continue their work in architectural planning. Projects are determined by student interest, but involve both drawings and a model. Previous projects have included landscape design, a plan for a future building on campus, a design for a community, an interior design converting a garage into an apartment, and a design for a business. In the second half of the year, projects are developed using ArchiCAD, a computer-aided design program. The development of ideas, close work with the instructor, and group discussion are all part of the process. *(Open to students in grades 11-12 who have completed Architecture I, or with permission of the Department Head. Full year. ½ credit.)*

ArtLAB

The goal of this hands-on studio course is to create work inspired by the art of the 21st century. Students with various interests, from sculpture and painting to filmmaking and public art, work on individually chosen themes in a class where the emphasis is on the development of ideas and experimentation with materials. Large-scale murals, found-object sculptures, and installation art are just a few examples of possible collaborative and individual projects that may be undertaken, in addition to new approaches in painting, sculpture, and photography. Students develop their own projects based on their personal interests from a wide range of starting points, including, for instance, related to global issues and social justice, science and nature, and music and dance. Students also work with Artists-in-Residence in the Dana Art Gallery, as well as with other visiting artists. Filmmaking is a key part of the course as students interested in film create documentary films based on the process and development of projects over the course of the year. *(Open to students in grades 10-12 who have completed Studio Art, or with permission of the Department Head. Full year. ½ credit.)*

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

Ceramics I

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

VISUAL ARTS

Ceramics II/III

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

Drawing and Painting I

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

Drawing and Painting II/III

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

Exploring Design I

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

Exploring Design II/III

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

Photography I

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

VISUAL ARTS

Photography II/III

This course explores more extensively both the aesthetic and technical dimensions of the medium with an emphasis on the visual language of photography. Photography II/III is designed to focus on the development of each student's personal vision and unique photographic voice through a series of exercises, self-assigned projects, independent work, and class discussions. This advanced course is aimed towards further exploration of the relationship between image-making and context through a deeper understanding of contemporary practices and the history of photography. Critical issues are examined through individualized assignments, indepth projects, class presentations, lectures, and more advanced technical skills. The course is designed for students who have achieved competence in manual camera operations and working with digital capture cameras. Color photography is taught through the use of digital-capture cameras and Adobe Photoshop software. Additional approaches to photography, such as text/image, collage/montage, appropriation, and series and sequence, are introduced. Individual approaches to assignments are stressed. *(Open to students in grades 10-12 who have completed Photography I or the equivalent. Full year. 1 credit.)*

Advanced Placement (AP) Art and Design

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

Advanced Placement (AP) Art History

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

ADDITIONAL INFORMATION ABOUT VISUAL ARTS

Art School Applicants

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

Dana Hall Art Gallery

The Dana Hall Art Gallery is adjacent to the art studio on the second floor of the Classroom Building. A program of local and visiting artists is scheduled during the academic year for the Dana Hall and neighboring community, benefiting both teachers and students. Seniors use the gallery to exhibit their artwork in May.

SPECIAL PROGRAMS

Skills Workshop 9

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

Forum

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

Forum 9

The theme for the ninth grade is "Transitions: Multiculturalism, Leadership, and Decision Making." Topics include making a successful transition to high school, exploring leadership and leadership styles, identity, empathy, relational aggression, and healthy decision making. As part of the School's enhanced global education initiative, ninth graders also focus on issues of diversity from multiple perspectives. In Trimester II, Peer Educators lead a multi-week unit that addresses the challenges of peer pressure and emphasizes the importance of reflective decision making. Topics covered by the Peer Educators include substance use and abuse, navigating friendship challenges, conflict resolution, and understanding depression and media literacy as it relates to body image and self-esteem. The program hones skills in order to help each student explore her values and find her own voice while developing leadership qualities that benefit the entire community. In Trimester III, students participate in a five-week human sexuality unit. *(Required for students in grade 9. Full year. Non-credit.)*

Forum 10

Students in tenth grade are introduced to the theme of community service beginning with their class retreat in the fall. During Trimester I, classes begin with a reflection on the retreat and an introduction to the Community Service program and the School's graduation requirement. Lessons are focused on defining community service, exploring various areas and types of service, discussing the value of community service work, and helping students explore areas of interest to them. Students also explore the emotional and practical impact of poverty and homelessness on families, and their work culminates in a project involving research on the challenges facing those families as they try to meet their basic needs. As part of their global education, students are introduced to the idea that these solutions need to be sensitive to the cultural values of all participants. There are also units on leadership, diversity, and stress-management skills. Students also discuss service learning within the context of the Global Scholars Program and explore the connections between local and global issues. During the second trimester, students also participate in a reproductive health unit taught by the Dana Hall Health Center staff. This is followed by a three-week long drug and alcohol education unit with Dana Hall's Director of Athletics, Health, and Wellness. In the third trimester, classes focus on nutrition, understanding mental health issues, how to help a friend, defining healthy relationships, and learning skills for personal safety and self defense. *(Required for students in grade 10. Full year. Non-credit.)*

Forum 11

Students in eleventh grade address four main areas in Forum 11: independence/relationships/social issues, financial literacy, careers and lifestyles, and planning for the college admissions process. In Trimester I, students begin with a unit on insight, initiative, independence, and relationships. This unit is followed by lessons and discussions on alcohol, other drugs, and related social issues. Students then learn basic self-defense skills. Students begin the next main area by discussing budgeting, and they gain an understanding of the information found on paycheck stubs, such as benefits, taxes, and other deductions. In late October and November, students explore their academic, social, and extra-curricular abilities and interests with regard to a broad range of careers and lifestyles as they consider their post-high school plans. In Trimesters II and III, juniors meet with a college counselor to discuss the college investigation and application process. Initially, students engage in self-evaluation exercises, exploring important questions related to their hopes and dreams, strengths and weaknesses, and ideas for their future educational interests. Additionally, the college counselors teach specific lessons and facilitate conversations about utilizing resources, identifying appropriate college choices, scheduling and taking standardized tests, moving through the application and selection process, writing essays, interviewing, and visiting colleges. *(Required for students in grade 11. Full year. Non-credit.)*

SPECIAL PROGRAMS

Forum 12: Senior Seminar

Students in twelfth grade continue to address the topic of life skills as they face the challenges of leaving Dana Hall and starting the next phase of their lives, which for most will be college. Topics covered include issues that students encounter during their senior year and the skills that will benefit them in future years. Much of the fall is aimed at guiding students through the college application process. Topics range from interviewing and public speaking skills to stress management, resilience, and leadership. Starting in December, the focus shifts to preparing students for the social and emotional challenges of college life. Students explore topics on finance, such as credit cards and budgeting, career and lifestyle awareness, and how to create a positive digital image. Other issues covered in Trimesters II and III include dealing with college news, nutrition and fitness, drug and alcohol use, sexuality, making healthy decisions, personal identity, defining healthy and safe relationships, relationship violence, the evolving sexual assault policies on college campuses, and self-defense skills. *(Required for students in grade 12. Full year. Non-credit.)*

Global Scholars' Certificate Program

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

Global Scholars' Senior Capstone Seminar

The Senior Capstone Seminar is only open to students who have completed the sophomore-level food insecurity experiences as well as the junior-level environmental class. Starting in a seminar format, the course moves to and concludes in independent work. Global issues approached through case studies will be addressed, and critical thinking skills will be further developed. The course culminates in a capstone project on an issue identified through individual research over the course of the year with the goal that the student test her recommendations for solutions to her issue. Depending on the student selected project, off-site visits may occur. The course concludes with panel evaluations during the Senior Project period in May. *(Open to grade 12 only and required for Global Scholars' Certificate candidates. Full year. ½ credit. Pass/Fail.)*

Please contact the Coordinator of Global Education for additional information.

Senior Projects Program

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

Community Service

As part of Dana Hall's commitment to preparing students to be citizens of the world, the community service program challenges students to move beyond their own experiences within their communities by engaging in sustained, meaningful, hands-on work that improves the lives of others. As part of this work, students are empowered to develop and use leadership skills. All tenth-graders are required to complete 20 hours of service working with populations facing significant adversity. Half of the required hours must include interpersonal work. Sophomores are also required to participate in service events on their class retreat in the fall and in other class activities. Beyond the tenth-grade requirement, all students may participate in service work at community-based organizations, such as hospitals, soup kitchens, nursing homes, and homeless shelters. Students may make a long-term individual commitment to an organization or choose to participate by attending school-sponsored trips. Students may elect to participate in the Afternoon Community Service Program in lieu of a one-trimester Fitness/Athletic course. Some examples of weekly school-sponsored trips include mentoring third graders in an after-school program in a nearby city, assisting with therapeutic riding and climbing lessons for children with special needs through BINA Farm, sorting donations at Household Goods, and distributing groceries at the Red Cross Food Pantry in Boston. All members of the Dana Hall community are invited to participate in the annual Amor Caritas Day, which is a day of service with a local community in need. Please see the Director of Community Service Programs for additional information regarding any of these opportunities.

SPECIAL PROGRAMS

College Courses

Qualified seniors may take college-level courses for credit from Wellesley College or another approved college. These courses, however, do not fulfill specific course and distribution requirements at Dana Hall. Students should understand that scheduling such courses may be difficult, and that they must pay the college tuition fee. Interested students should contact the College Counseling Office.

SPECIAL PROGRAMS

In support of its rich and diverse curriculum, Dana Hall offers opportunities for students to further enhance their leadership skills and gain a broader understanding of cultures outside their own. Travel and exchange programs, including school-sponsored trips, foster the development of these important skills and education.

Travel and Exchange Programs

Students who are interested in participating in external educational programs approved by the School must determine their courses in that program based on Dana Hall's graduation requirements. The course selection process must be completed in consultation with the Director of the Upper School. Students who wish to participate in an external program during their twelfth-grade year must receive permission from the Head of School. Students who decide to attend an external program other than those recognized by the School may need to re-apply to Dana Hall for the following academic year. Students interested in applying for these programs must be in good academic, disciplinary, and financial standing at Dana Hall. A description follows of each of the external educational programs approved by Dana Hall.

Spanish Exchange Program

Five students from the Sansueña School in Zaragoza, Spain join the Dana Hall community for three weeks in the fall and stay in the homes of Dana Hall students. In exchange, up to five Dana Hall sophomores, juniors, and seniors, currently enrolled in at least Spanish II, visit Sansueña for two weeks in March beginning at the start of Dana Hall's Spring Break. Students attend classes and stay in the homes of the Spanish students who visited Dana Hall in the fall. Ninth, tenth, and eleventh graders may apply in the spring preceding the fall visit by Sansueña.

Australia Exchange Program

Dana Hall participates in an exchange program with Ruyton Girls' School in Melbourne, Australia. Dana Hall hosts two Ruyton girls in the fall, and in the summer up to two Dana Hall students attend Ruyton and stay with Australian host families. Each visit is approximately six weeks in length. Students apply in their ninth-grade year.

Japan Exchange Program

Dana Hall participates in an exchange program with the Tokyo Jogakkan Middle and High School (TJK), a Japanese girls' school established in 1888. Each June following graduation, a Dana Hall student travels to Japan for a two-week period to learn about the Japanese educational system and culture. A student from TJK enrolls in Dana Hall's tenth-grade program during that following academic year. Dana Hall students apply for the program in their ninth- or tenth-grade year. It is the expectation that the student selected for the TJK program will serve as a host to the visiting TJK student on occasional weekends, but excluding the extended Winter and Spring Breaks.

High Mountain Institute

Dana Hall is a member school of the High Mountain Institute (HMI) in Leadville, Colorado. This semester-long program is committed to the idea of "simple in means, rich in ends." Students live and study on the simple, rustic campus and participate in its upkeep. Half of the program takes place in remote settings. The other half takes place on the HMI campus that sits at the foot of 14,000-foot mountain peaks. Students apply to HMI in their tenth-grade year for either their junior fall or spring term. Up to two students are selected each year.

School Year Abroad

SYA (School Year Abroad) is a year-long program recognized by Dana Hall for the valuable educational experience it provides. Juniors may study abroad in one of several countries, including China, France, Italy, and Spain. Students live with a host family and attend classes for the academic year. Students interested in applying to the School Year Abroad Program should contact the Director of the Upper School.

School for Ethics and Global Leadership

Dana Hall is a member school of the School for Ethics and Global Leadership (SEGL) in Washington, D.C. Starting in the spring of 2020, SEGL will also offer a semester program in South Africa. This semester-long residential program is designed for juniors from across the United States. It emphasizes ethical thinking, leadership development, and international affairs. One Dana Hall student is selected to attend SEGL for the spring term. Students apply in their sophomore year.

SPECIAL PROGRAMS

School-Sponsored Trips

In addition to the above travel and exchange opportunities in which individual students or small groups of students participate, Dana Hall regularly sponsors trips abroad for larger groups of students who share an interest in a language, culture, or discipline. These trips provide a rich cultural experience and further help educate students as global citizens. All trips are chaperoned by Dana Hall faculty members and most occur over a portion of Dana Hall's Spring Break. Recent trips taken include extended study tours to Canada, China, France, Guatemala, Italy, Russia, and South Africa. All trips are dependent upon adequate student enrollment and State Department guidelines on travel. The School recommends that families purchase travel insurance in the event a student is unable to participate or the trip is canceled. Individual families are responsible for the payment associated with these trips, although some financial aid is available. Any questions about aid should be directed to the Director of Admission and Financial Aid. In order to register for a trip sponsored by Dana Hall, families must be in good financial standing with the School. The School reserves the right to determine whether a student may or may not go on a student trip for any reason.

There are also many opportunities outside of Dana Hall's program that offer linguistic and cultural enrichment in other cultures and countries. These are available through valuable study tours, home-stays, exchanges, biking, hiking, or sailing adventures, and volunteer work programs, as well as through traditional intensive language courses offered throughout the United States and the world. Further, outside groups often visit Dana Hall during the year to publicize their offerings to our students. Please note, Dana Hall does not endorse or recommend specific travel opportunities outside of our program.