

Upper School Course of Studies

Academic Year
2025-2026



Our Mission

The Doane Stuart School mission is to provide an unparalleled college preparatory education for students from every quarter, where the joy of discovery is instilled, social responsibility is fostered, the development of strong personal faith is encouraged, and students are challenged and nurtured to become their best selves.

Community Service

The Doane Stuart School's tradition of community service is one of the foundations of the school, reflecting our commitment to the values of work and care for others, both in and beyond the classroom.

Students and faculty engage throughout the year in reading and conversation about community service experiences. Community service helps our students to understand more about the world around them, and more about themselves and their place in the world. Our hope is that our students will develop a habit of service that can be a challenge for all of us, particularly for students who are trying to balance extracurricular activities with a rigorous academic schedule. As part of each student's experience in the Upper School, we make available many service opportunities on campus, and provide information about off-campus options.

Students who pursue exemplary service opportunities will receive a service award at our annual Moving Up ceremony.

Credit Requirements

Students in all grade levels are required to carry a full course load of at least 5.5 credits of academic classes every year. Below are the minimum credit requirements for graduation; students are welcome and encouraged to take additional courses. Students are encouraged to consult with the College Counselor and Registrar before requesting to take any course for its alternate credit type.

NCAA: Students considering college athletics at the Division I or II level are advised to consult the listing of approved courses on the NCAA website to ensure they are taking the appropriate credits and classes to maintain eligibility.

Credit Recommendations

Core Subjects: While the minimum credit requirement for History and World Languages is three credits per subject, it is highly recommended for all students to complete four credits in each of these core subjects.

Sciences: For Sciences, it is highly recommended for all students to take at least one course in each of the primary disciplines: biology, chemistry, and physics.

Electives: Electives can be in any credit type except Physical Education. Once a student has met the minimum requirement in a certain credit type, any additional classes of that credit type are considered an elective. Students are encouraged to consult the College Counselor about selecting electives that would best fit with their college aspirations.

| Minimum Requirements | |
|---------------------------------|-------------|
| Class of 2027 & Beyond | |
| English ¹ | 4 |
| History ² | 3 |
| Mathematics | 4 |
| Sciences ³ | 4 |
| World Languages | 3 |
| Health | 0.5 |
| Religion/Philosophy | 1 |
| Fine Arts | 1 |
| Performing Arts | 1 |
| Physical Education ⁴ | 2 |
| Electives | 3 |
| Total | 26.5 |

¹ 1 full credit of English is required every year
² 1 credit in American History is required
³ 1 credit in Biology is required
⁴ PE is required every semester of every year

Additional Curricular Requirements

Ignite, Innovate, Inspire: Exploratory Expeditions Program (Grades 9–12)

The Ignite, Innovate, Inspire: Exploratory Expeditions Program offers a dynamic week-long Project-Based Learning unit for grades 9–12 designed to cultivate essential 21st-century skills. This immersive experience allows students to engage with real-world problems, promoting critical thinking, creativity, and collaboration. By integrating various subjects, the unit fosters interdisciplinary learning, reflecting the interconnected nature of modern challenges. Students work together to solve complex problems, developing strong teamwork and communication skills, while also enhancing their ability to innovate and adapt. The open-ended nature of PBL encourages exploration and experimentation, building resilience and curiosity. With a focus on ownership and intrinsic motivation, this empowers students to take charge of

their learning, preparing them for future challenges in an ever-evolving world.

NYC Gentrification Trip Field Study (Grade 11)

In this immersive field study, 11th-grade students will have the opportunity to travel to New York City for a week to complete an in-depth exploration of gentrification and its profound effects on urban communities. The city's diverse neighborhoods, shaped by centuries of immigration, provide an ideal setting for students to trace the experiences of those who have arrived in the U.S. from the past to the present. Through direct community engagement, student-led inquiry, collaborative projects, and classroom sessions, students will examine the impacts of gentrification on both long-established residents and newcomers. This hands-on expedition will foster a deeper understanding of how evolving U.S. immigration policies and urban development have influenced these dynamic neighborhoods, offering students a unique opportunity to explore the complex intersection of history, policy, and social change in one of the world's most iconic cities.

The Senior Internship/Job Shadowing Experience (Grade 12)

Senior Internship Experience is a comprehensive week-long program designed to provide high school students in grade 12 with real-world / job shadowing exposure to their potential career paths. This week provides a unique opportunity for students to explore their passions, develop professional skills, and connect with their community. It prepares them for a successful transition into their chosen career paths, instills a sense of responsibility and work ethic, and fosters an enduring appreciation for community engagement. This week is designed to provide our seniors with the opportunity to explore their career interests and gain hands-on experience in their chosen fields.

Add/Drop

Courses may be added or dropped within the first five days of a semester with permission from the instructor, parents/guardians, and the Registrar. Students are encouraged to consult with the College Counselor if they have any questions regarding how their course selections might impact their college ambitions. The approval of the Upper School Dean and the College Counselor may also be required to add or drop a class.

While we do offer an Add/Drop period at the beginning of both the fall and spring semesters, we highly encourage all students, especially seniors, to consider their schedules for the whole year and to address any questions or concerns about their schedule prior to the start of the fall semester. Students are encouraged to contact the Registrar with scheduling questions.

Withdrawing from a class after the week-long Add/Drop period will result in a Withdrawn/Failing grade (W/F) on the student's transcript. A student may withdraw without penalty after Add/Drop week only if it is deemed acceptable by the Upper School Dean, College Counselor, and Registrar.

Alternate Credit Type

Throughout the Course of Studies, you will see references to courses that can be taken for an alternate credit type. Students are encouraged to take courses for their primary credit type and will automatically be enrolled in courses by their primary credit type. In order to take a course for its alternate credit type, students must gain special approval from the instructor, the Upper School Dean, and in some cases, their College Counselor as well. Special approval must be obtained and submitted to the Registrar at the time of enrollment and no later than the end of Add/Drop week during the semester that the class begins.

AP & College Courses

Course length & credit vary

Grades 10-12

Students in good academic standing have the opportunity to take college classes in all subject areas. Permission is required. Students taking college courses are still required to carry a full course load of 5.5 credits per year at Doane Stuart and do not have the option to graduate early. For students taking classes at a college, the tuition for those courses is separate from Doane Stuart tuition and is paid for by the family or guardians. Students enroll themselves in college courses, and they provide their own transportation to and from the college. Depending on the college courses taken and the student's future college aspirations, credit from college courses may either be applied to Doane Stuart graduation requirements, or reserved for college. The decision about how to apply credits from college classes is part of the approval process. Enrollment materials must be submitted to the Registrar by the end of Add/Drop week.

Students will also have the opportunity to enroll in College in the High School Courses, offered through Hudson Valley Community College and the University at Albany. Classes are taught at Doane Stuart by Doane Stuart faculty. These classes are considered Dual Enrollment and the student will receive credit for high school and will also be awarded credit by the college. These courses are offered at a significantly reduced rate. Paperwork and payment are processed through Doane Stuart. If you are interested in this program, please contact the College Counselor and the Registrar.

Doane Stuart is not responsible for managing any details of your student's college course enrollments outside of the CIHS program.

While Doane Stuart intentionally does not offer AP courses, it is possible to sit for an AP exam for certain classes. A student must have taken an upper level class in this subject and demonstrated excellence in the subject matter to qualify. A student wishing to take an AP exam must meet with the College Counselor for approval before October 15th of the current school year.

English

The Doane Stuart English Department's mission is to help our learners become critical thinkers and writers, confident students of literature, and culturally aware, lifelong learners.

Students are required to complete 4 credits of English courses throughout their high school career. Each year, 1 full English course is required. English electives are open to Juniors and Seniors, as well as accelerated Sophomores with special permission from the department.

ENGLISH 9: LITERARY ANALYSIS

Year, 1 credit

Students hone their skills as critical readers and writers in English 9. Exercises in grammar and vocabulary supplement the essay assignments and project based work. Students think and discuss critically and constructively while becoming familiar with literary elements and techniques. We explore the theme of identity, both personally and through the experiences of the characters in the books read. Students explore questions such as: What is identity? How is identity shaped? How is identity formed and changed? How does our environment shape our identities? Major readings include John Steinbeck's *Of Mice and Men*, Shakespeare's *Macbeth*, and two coming-of-age novels: Salinger's *The Catcher in the Rye* and Marjane Satrapi's *Persepolis*. We also read a variety of poetry and several short stories from international authors.

ENGLISH 10

Year, 1 credit

Like English 9, English 10 will help students become more confident and proficient close readers of literature. Most papers will focus on patient textual analysis. Exercises in vocabulary, grammar, and style will help students write with more clarity and confidence. Students will also appraise scholarly articles of one or two of the major texts we read. These texts include Rajiv Joseph's *Animals Out of Paper*, Julie Otsuka's *When the Emperor was Divine*, Ovid's *Metamorphoses* (selections), and Shakespeare's *Much Ado About Nothing*.

ENGLISH AS A NEW LANGUAGE (ENL)

Year, 1 credit

This course is offered to first year international students whose primary language is not English. Students in ENL develop their reading, writing, and speaking skills through the study of vocabulary, grammar, and pronunciation. Fiction and non-fiction readings reflective of US culture, history, and customs are discussed in class, encouraging students to think critically, articulate opinions, and formulate their own summary. This course guides students to follow proper research methods, and to become comfortable with public speaking.

BANNED BOOKS

Semester, 0.5 credit

Grades 11-12

Books have been scrutinized, banned, and burned for generations. But who are the censors, and what voices are being silenced? In the age of the internet, Tik Tok, and Snapchat are books really what we as a society should be concerned about? If the overall intent of censorship is to act as “a kind of safeguard for society, typically to protect norms and values,” what norms, systems, and perspectives are the censors trying to protect? In this course, students read a selection of banned books in an effort to understand what lies beneath the impulse to censor. Are some ideas simply so unpleasant that they need to be kept from the citizenry? The overarching concern is to contemplate what place censorship has in a free society. Students will explore debates and questions surrounding banned books. What makes a book dangerous? Who do books threaten and how? Why and how do banned books often become bestsellers? How do our attitudes toward art and censorship shape us? How do they shape our society and worldview?

CREATIVE WRITING

Semester, 0.5 credit

Grades 11-12, eligible for CIHS

Students in this workshop class draft and revise short stories and short scenes for the stage. Students shape their work in response to their classmates' suggestions and to work by published authors that we discuss in class.

DEFENSIVE CRITICAL THINKING

Semester, 0.5 credit

Grades 11-12, (WI)

This course is aimed at helping students become better at detecting faulty arguments, misinformation, and compliance ploys. There are three sections: Argumentation & Fallacies; Critical Thinking & Debunking; and the Psychology of Influence. Each concept and tactic will be examined in detail so as to allow students to recognize and defend against them. Practical, real-world, and ethical applications of the strategies and defenses are a staple of every lesson. In-class and online discussions, daily summary and response homework, two presentations, and a college-ready paper will be regular expectations and will comprise the majority of a student's grade.

DYSTOPIAN NARRATIVES

Semester, 0.5 credit

Grades 11-12, (WI)

Who are we as a society? What do we aspire to be, and what are we afraid of becoming? Why are we increasingly drawn to books and films based on fear, loss, and the will to survive against the odds? In this course, the dystopian narrative creates an alternative reality that we explore through critical analysis of text and film. We then take the ideas we've gathered and consider them within the context of our own reality. Students write analytically and creatively throughout the semester culminating in a final group project. The course emphasizes student-driven inquiry and traditional skill-building through the lens of essential questioning. In addition to reading several dystopian novels, we also watch films in the genre such as *The Matrix*, *Ready Player One*, and *Blade Runner*.

THE FAMILY: ONSTAGE & ON THE PAGE

Semester, 0.5 credit

Grades 11-12, (WI)

Ever since literature began, the ups and downs of family life have stimulated the imaginations of story-tellers. In this seminar, we will immerse ourselves in literature that focuses on the family. Key texts will include Edward Albee's *Who's Afraid of Virginia Woolf?*, John Guare's *Six Degrees of Separation*, or Sam Shepard's *True West*; Toni Morrison's harrowing and brilliant *Blue Eye*; and poems and short stories by Jericho Brown, Tessa Hadley, Flannery O'Connor, Maile Meloy, Natasha Trethewey, and Tobias Wolf.

LOVE STORIES

Semester, 0.5 credit

Grades 11 – 12, (WI)

In this seminar, students will explore a wide range of literature about love, an emotion that can uplift or degrade, exhilarate or bewilder, bring people together, or drive them apart. Classic texts might include Chaucer's bawdy, touching "Wife of Bath's Tale," Ovid's "Baucis and Philemon," and a Shakespeare comedy, either *A Midsummer Night's Dream* or *Twelfth Night*. We will also read more recent work by authors like Garth Greenwell, Donald Margulies, Sharon Olds, and Kay Ryan.

NARRATIVE JOURNEYS

Semester, 0.5 credit

Grades 11 – 12, (WI)

The act of going on a journey is one of the fundamental experiences of human life, and the subject of nearly every literary genre. The journey is a common metaphor for an individual's life, and for freedom. Readings include Jack Kerouac's *On the Road*, and Rebecca Solnit's *A Field Guide to Getting Lost*. Socratic discussions organized around the themes of self, culture, history, writing, and travel are a weekly event. We take a philosophical approach as we consider what is gained from the experience of a journey, and explore how the experience of the journey is, in many ways, more important than the final destination. The course emphasizes critical thinking, literary analysis, student-driven inquiry, and traditional skill-building through the lens of essential questioning.

POETRY

Semester, 0.5 credit

Grades 11 – 12, (WI)

This course is an inquiry into the oldest form of literature and an exploration of what is arguably the most complex, profound, and ubiquitous expression of human experience: poetry. By the end of the course, students find that poetry, though often difficult and demanding, offers intense and complex emotional, imaginative, and intellectual pleasure. Students come to understand what poetry is, what kind of responses it invites from its readers, and realize that poetry is not just a prose idea cast into “secret code.” We read a wide range of poems from different historical periods, written in various forms and styles. We first study the elements of poetry, and then consider what we can learn from studying a poem within the context of other poems by the same author or poems on a similar subject. The course aims to help further develop and refine skills in literary analysis, critical thinking, and interpretation. We will also write poems of our own!

PORTRAYING POWER

Semester, 0.5 credit

Grades 11 – 12, (WI)

How can the art and literature we enjoy help us understand the shifting lines separating the powerful from the powerless? What questions do artists and writers raise about gender, race, and social class? In this interdisciplinary seminar, we will discuss paintings and sculpture by Kathleen Gilje, Titus Kaphar, and Kehinde Wiley portraits; we will analyze Alfred Hitchcock's comic thriller *Rear Window*. Key literary texts include poems by Christina Rossetti, Robert Browning, and Jericho Brown; we will also read a play, either Margaret Edson's *Wit*, or if there is sufficient time, Shakespeare's *Hamlet*.

THE MODERN STAGE: RACE, CLASS, & GENDER

Semester, 0.5 credit

Grades 11 – 12, (WI)

In this seminar, students respond creatively and analytically to 20th and 21st-century plays that raise thorny questions about race, social class, gender, and sexuality. Potential texts include Frank Wedekind's *Spring Awakening*, Edward Albee's *The Sandbox*, John Guare's *Six Degrees of Separation*, Adrienne Kennedy's *The Ohio State Murders*, Suzan-Lori Parks's *Topdog/Underdog*, August Wilson's *Ma Rainey's Black Bottom*, and Sam Shepard's *True West*.

THE SHORT STORY

Semester, 0.5 credit

Grades 11 – 12, (WI), eligible for CIHS

Students in this class will read a wide range of short stories, including classics from James Baldwin, John Cheever, and Kate Chopin, as well as works by more recent authors, like Alethea Black, Kevin Brockmeier, Jamaica Kincaid, and Wells Tower. The syllabus will be arranged thematically. Though students will focus on writing analyses, they will also have the opportunity to respond creatively to the texts we study.

VISIONS & REVISIONS

Semester, 0.5 credit

Grades 11 – 12, (WI)

A work of literature is the product of solitary labor but also of a conversation with other works. Students in this class explore some intriguing recent works that sustain those intertextual conversations. One cannot truly appreciate two modern plays, Margaret Edson's *Wit* and Bruce Norris's *Clybourne Park*, without turning to their inspiration, Donne's Holy Sonnets and Lorraine Hansberry's *A Raisin in the Sun*. We also examine Flannery O'Connor's "Everything That Rises Must Converge" before turning to a bleakly comic response to it: Tim Gautreaux's "Idols." We also examine Toni Morrison's *The Bluest Eye* and a myth it reimagines: the story of Proserpina and Ceres. Students write critical responses, formal and informal; time permitting, there are opportunities for creative responses as well.

WOMEN'S LITERATURE

Semester, 0.5 credit

Grades 11 – 12, (WI)

Do women writers have a distinctive literary voice or tradition? Students in this course read the works of women writers from Edith Wharton to Arundhati Roy. We look at the women's movement through the literature of the time period, and compare the language of women as they 'find their voices' in literature. As we read works that reflect the position of women through time and across the globe, we question how race, class, and gender intersect in contributing to social inequality, as well as women's relationship to history with respect to their roles in and contributions to it. This course concentrates on themes relevant to women's experiences, and takes into consideration the diversity of women's experiences. In addition to several novels, we also read essays that interpret these works through post-Freudian psychoanalytic theory, intersectionality, and Marxist theory.

WRITING & RHETORIC

Semester, 0.5 credit

Grades 11 – 12, (WI)

This course is aimed at preparing students for the rigors of college writing, research, and presentation. Daily reading consisting primarily of research articles and journals, and class discussions focus on the following core topics: composition theory (including peer feedback, revision, and editing), rhetorical structure (including argument diagramming, fallacies, and persuasion strategies), effective research and study skills, presentation models, and non-verbal communication (i.e. body language). Students are evaluated on homework, discussion participation, college-ready papers, and a portfolio.

Courses offered in other subjects that may be used to fulfill English credit:

It is highly recommended, and sometimes required, for students to consult the Director of College Counseling before requesting to use a course for its alternate credit type. Alternate credit requests are considered on a case-by-case basis and are subject to approval. Courses with a primary credit type other than English are not considered Writing Intensive (WI).

Mythology (pg. 30), **Issues in Philosophy** (pg. 29), **Plays & Performance** (pg. 36)

History

Students will develop a deeper understanding of complex concepts and key ideas through critical thinking, discovery, analysis of historical documents, and a variety of communications. It is the goal of the department that Doane Stuart students will gain a better understanding of global issues, social responsibility, and social awareness.

Students are required to take 3 credits of History courses. US History is a NYS requirement for graduation and is typically taken during the Junior year. Electives are generally taken during Senior year.

HISTORY 9: FOUNDATIONS OF WORLD CIVILIZATIONS

Year, 1 credit

This survey course examines the journey from early civilizations to the fifteenth century. Students explore the geographic, social, religious, political, economic, and cultural elements of early civilizations, vast empires, and emerging countries. The course emphasizes the acquisition and development of verbal and written expression, as well as study skills and reading comprehension. Students practice research, outlining, drafting, and editing techniques culminating in a polished research paper.

HISTORY 10: WORLD CIVILIZATIONS – THE RENAISSANCE AND BEYOND

Year, 1 credit

Taught in conjunction with World Literature 10, World History 10 is a survey course designed to give students a general understanding of the major social, political, military, economic, and cultural events of the last 500 years. We begin with the Italian Renaissance and end with recent Asian, African and European history (circa 1990). Students continue their learning and use of critical analysis to link together the factual, literary, and philosophic components of historical understanding. Students are assigned research projects (both written and oral) to present to the class.

HISTORY 11: AMERICAN STUDIES

Year, 1 credit

eligible for CIHS

***Required by New York State for graduation**

In this seminar class, an interdisciplinary approach to American history is presented through an evaluation of the past, using many primary sources, from diverse points of view. Special emphasis is given to bridging the gap between political mythology and American history through the study of interpretive readings and documentary evidence. Students write an extensive research paper on a topic of American history of their choosing.

AMERICAN GOVERNMENT

Semester, 0.5 credit

This course is designed to examine the roots of American democracy, the inner workings of the national and state governments. A strong emphasis is placed on political processes. Students will examine current political events, trends, and figures to place them into context of American democratic processes.

BUSINESS, FINANCE & INVESTING

Semester, 0.5 credit

Grade 12

Students explore issues related to business, finance, and investing through a seminar/case study method. Through investigation and research, students learn the fundamentals of business, personal finance, and investing. Topics that are examined include basic finance, personal banking, taxation, investing, and financial decision making processes, among others.

ECONOMICS

Semester, 0.5 credit

Grades 11 – 12

Students explore national income and price determination, economic growth, and international economics, with the focus on problems inherent in the growth of aggregate supply and demand. Students do this through interactive projects and notetaking. Students also are required to connect Economics to real world issues through current event writings submitted weekly.

INTERNATIONAL STUDIES

Semester, 0.5 credit

Grades 11 – 12

Alternate credit type: Religion

We examine some of the most pressing issues in the world today with an interdisciplinary approach. Students are introduced to fundamental approaches in five core disciplines: History, Political Science, Economics, Anthropology, and Geography. Students then apply those concepts to an understanding of historical, political, cultural, and economic issues in different regions of the world. Students examine global issues in regions such as Europe, Latin America, Asia, Africa, and the Middle East through an interdisciplinary lens. We then focus on contemporary global problems such as international terrorism, nuclear proliferation, human rights, and ethnic conflict. Throughout the course, students learn to form connections between world events and the multiple contexts that inform them.

ISSUES IN CONTEMPORARY SOCIETY

Semester, 0.5 credit

Grades 11-12

This course explores how historical events shape the present by examining current global and national issues through a historical lens. Students will analyze topics such as political movements, economic shifts, social justice issues, technological advancements, and international relations. By connecting past events to today's challenges, students will develop critical thinking skills, media literacy, and an understanding of how history continues to influence modern society.

THE AMERICAN CIVIL WAR

Semester, 0.5 credit

Grades 11 – 12

This course examines the nature of the American Civil War utilizing readings, discussion, papers, and other methods to view the conflict. We consider the causes of the Civil War, why people on both sides of the conflict fought, various military campaigns, the social and political nature of the conflict, the economic issues, as well as the results of the Civil War, including Reconstruction.

MYSTERIES OF HISTORY

Semester, 0.5 credit

Grades 11-12

The course takes students on a journey through some of history's greatest mysteries, exploring unanswered questions, lost civilizations, and controversial events. Students will analyze historical evidence, evaluate theories, and develop critical thinking skills while investigating enigmas that continue to puzzle historians today.

WOMEN'S HISTORY

Semester, 0.5 credit

Grades 11 – 12

This course examines the history of women in the United States. Topics covered include the social construction of gender, labor, politics, reform, activism, religion, and more.

Mathematics

We believe that mathematics is a language which helps us to explore the complexity of our world. Mathematics is a tool that students can gain mastery in, take with them and use throughout life. The goal of the department is to challenge students to greater understanding and foster confidence in mathematics.

Students are required to take 4 credits of Mathematics in order to graduate. The Upper School Math department requires a meeting with all new students to determine which math course is the best fit for them. This is not a formal test; it is a conversation to ensure students are placed in the appropriate math section. This conversation continues throughout each student's time in the Upper School, and may be revisited if necessary.

ALGEBRA I

Year, 1 credit

Prerequisite: *Pre-Algebra (offered in the Middle School)*

Algebra I provides students with the tools needed for advanced mathematical study. Students develop the vocabulary and mathematical skills needed to manipulate algebraic expressions and solve equations. The primary focus is on developing and mastering these fundamental skills through a variety of applications, so that students can easily apply them to more abstract and advanced topics in Geometry and Algebra II.

GEOMETRY

Year, 1 credit

Prerequisite: **Algebra I**

Geometry is the study of the properties of lines, points, surfaces, and solids. Students build on their understanding of geometry figures in both two and three dimensions. With their algebra skills, they can now model geometric relationships using algebra, and solve more complex geometric problems. Students also develop their mathematical reasoning skills through writing formal proofs.

ALGEBRA II

Year, 1 credit

Prerequisite: Geometry

The Algebra II course continues students' development of a more sophisticated facility with variable quantities in expressions, equations and inequalities. Along with improvement of these algebraic skills, there is a greater emphasis on conceptual understanding, on algebra as a means of representation, and on algebraic methods as a problem-solving tool. Trigonometry plays a significant role in this course.

PRE-CALCULUS

Year, 1 credit

Prerequisite: Algebra II

Precalculus requires students to combine their understanding of geometric figures with advanced algebraic skills, in preparation for the problem solving they will be completing in Calculus I. Students study logarithmic, exponential, trigonometric, and rational functions in greater depth, with emphasis on comparing and differentiating between function types.

CALCULUS I

Year, 1 credit

eligible for CIHS

Prerequisite: Pre-Calculus

This class introduces students to the world of limits, derivatives, and integrals. Students will learn how to determine the limits of various functions, how those limits can be used to find the derivative of a function, and the implications of both limits and derivatives. Finally, students will learn the basics of integrals to prepare them for Calculus II.

CALCULUS II

Year, 1 credit

eligible for CIHS

Prerequisite: Calculus I

Calculus II is the equivalent of the second semester of a college-level Calculus sequence. This course explores more applications of the topics covered in the calculus course, after which students learn additional techniques of integration and study differential equations, series, conics, parametric equations, and polar coordinates.

DISCRETE MATHEMATICS

Semester, 0.5 credit

Grades 11-12

Prerequisites: Algebra II/Pre-Calculus

Discrete Mathematics is a semester-long course that covers a wide range of topics particularly important in the areas of computer science and mathematics. Students will study various concepts such as, but not limited to: Set theory, symbolic logic, relations in general and equivalence relations, proof techniques including induction and counterexample, arithmetic and geometric explicit and recursively defined sequences, and a variety of counting techniques such as permutations, combinations, and pre/post/infix operations. This course is a thoroughly intensive overview of various mathematical topics not typically covered in standard mathematics classes, and students should anticipate a challenging course of study.

INTRO TO ELECTRICAL ENGINEERING

Semester, 0.5 credit

Prerequisite: Pre-Calculus

Students will be introduced to the world of circuit design & analysis. We will cover the basics of creating circuits and how to plan for different types of components and requirements of the system. Students will also learn the mathematical techniques to analyze & predict the behavior of different circuits. This class answers “how” circuits and electrical components work.

PROBABILITY & STATISTICS

Year, 1 credit

Grades 11 – 12

Prerequisite: Algebra II

This is an introduction to the study of data analysis. Through real data on topics of interest to the students, this course examines methods to view data, relationships between two variables, experiments and simulations, and distributions. Students are also introduced to the idea of conclusion confidence. In order to study statistics, we also complete a thorough study of probability.

PROGRAMMING WITH C++

2 Semesters, 0.5 credit per semester (*may not be taken out of sequence*)

Grades 10 – 12

Prerequisite: Algebra II (*may not be taken concurrently*)

This course introduces the concepts of program development using the C++ programming language. Java provides an excellent environment for the beginning programmer—a student can quickly build useful programs while learning the basics of structured and object-oriented programming techniques. Topics include variables, control structures, arrays, string manipulation, file manipulation, method and class definitions, graphic applications, applets, multimedia, events, and interfaces.

PROOF & LOGIC

Semester, 0.5 credit

Grades 11-12

Prerequisites: Algebra II and/or Pre-Calculus

Proof and Logic is a semester-long course that provides a foundational understanding of how to analyze and evaluate arguments. Students will examine the fundamental principles of reasoning, including identifying key elements of an argument, distinguishing valid from invalid inferences, and applying symbolic logic to represent and assess statements. Additionally, students will also examine propositional logic, categorical syllogisms, and predicate logic to help develop critical thinking skills and the ability to recognize logical fallacies.

ROBOTICS

Semester, 0.5 credit

Prerequisite: Algebra 1

This class will introduce students to computer science and its applications in the field of robotics. Students will learn not only how to create computer algorithms, but also create and control robots using the Vex Robotics system.

Sciences

The goal of the department is to present science as an exciting and dynamic process, which goes far beyond information, and helps to encourage curiosity and wonder. We seek to instill an appreciation that our complex world can be explored and understood, using a focused and data-based approach, which offers a sense of control, and an ability to challenge and reject bias and illusion.

Students are required to take 4 credits of Science courses. It is strongly recommended that students take a course in each discipline: Biology, Chemistry, & Physics.

BIOLOGY

Year, 1 credit

***Required for graduation**

This course focuses on scientific measurement, experimental method, introductory chemistry and biochemistry, cells and cell division, genetics and DNA, evolution, and animal anatomy and physiology. Main topics for labs include microscope skills, biochemical molecule model building, dissection as discovery, experimental design, and introduction to DNA and molecular genetics. This course enables students to develop a better understanding of the natural world, and helps them to build skills and habits that will be the foundation for more thoughtful work in following courses.

ADVANCED BIOLOGY

Year, 1 credit

Grades 11 – 12

Prerequisites: Biology + Chemistry

This course surveys a number of topics in biology, including development, cell biology, anatomy and physiology, biochemistry, molecular biology, neuroscience, and metabolism, with a considerable focus on neuroscience, specifically the cellular and molecular workings of the nervous system. We cover fewer topics than a general survey course to allow time for examination of these concepts in greater detail, particularly within the context of issues relevant to today's society. We foster enthusiasm for science by demonstrating how knowledge of biology can influence everyday life. The goal of the course is to produce a scientifically literate student who can recognize good scientific methods from bad and talk intelligently about topics such as stem cells, genome sequencing, and neurodegenerative disease. This course is

designed to prepare students for the introductory science courses they will see in college.

ADVANCED TOPICS IN CELL BIOLOGY

Year, 1 credit

Grade 12

Prerequisite: Advanced Biology

This is a seminar-style course in which we read and discuss primary scientific literature in the fields of cell and molecular biology. Students are required to participate in classroom discussions as we work our way through three research papers in the first semester. For each research paper, we have an extensive discussion of background and significance prior to examining the research techniques, data, and interpretation of the research presented. During the second semester, each student selects a recent article of interest and develops a class presentation similar in structure to the presentations modeled during the first semester. To round out the year, students select another research article and prepare a much shorter “News and Views” style report in which they interpret and consolidate all information and data with a focus on the most significant piece of data upon which the interpretation rests.

CHEMISTRY

Year, 1 credit

Grades 10 – 12

Prerequisites: Algebra I + Geometry (*may be taken concurrently with permission from Chemistry and Geometry instructors*)

This course is an introduction to science as a quantitative, laboratory-oriented process. Emphasis in the laboratory includes the use of the metric system, safe handling of chemicals and equipment, continued instruction on the proper method of writing a laboratory report, logic in performing and designing an experiment, and the scientific process. In-class labs are used to amplify the concepts of the course. Students are immersed in the world of data collection and analysis in light of the topics covered in this course. Topics covered include scientific mathematics, matter, atomic structure, atomic theory, nuclear chemistry, chemical formulae and equations, molecules and chemical bonding, chemical reactions and stoichiometry, kinetics, thermodynamics, states of matter, acids and bases, and states of matter.

ADVANCED CHEMISTRY

Year, 1 credit

Grades 11 – 12

Prerequisites: Chemistry + Algebra II

This course places a strong emphasis on the scientific process of performing experiments, analyzing data in graphs and models, and then communicating results through writing and verbal presentations. Higher-level concepts of chemistry – kinetics, thermodynamics, quantum mechanics, organic chemistry, biochemistry, and environmental chemistry – will be presented through challenging laboratory investigations. Students are required to design and perform their own independent laboratory research project and then present their findings to an audience. This course seeks to prepare students with the lab skills, writing skills, and conceptual knowledge that are required to excel in General Chemistry courses in college.

ENVIRONMENTAL SCIENCE

Year, 1 credit

Grades 11 – 12, eligible for CIHS

Prerequisites: Biology (*required*) + Chemistry (*recommended*)

This course encompasses an overview of many different aspects of Earth and its environment including geologic history, the atmosphere and climate, oceans, and ecology for both marine and terrestrial ecosystems. This course is designed to undertake an in-depth study of critical environmental issues such as population, resources, pollution, disease, biodiversity, and human impact on the environment. Outdoor lab work includes mapping and study of the campus forest and the Green Roof. Students partake in many independent and group research projects and share what they have learned in oral presentations. Since environmental problems are so broad in scope, this course integrates several disciplines, such as ecology, geology, atmospheric science, biology, chemistry, law, economics, and ethics. Discussion and study of current events are also major components of this course.

METEOROLOGY

Year, 1 Credit

Grades 11-12, eligible for CIHS

Prerequisites: Algebra 1 (required)

This course introduces students to the complex world of atmospheric phenomena and weather and expands upon previously-learned topics. It is structured to provide a comprehensive look at the Earth's atmosphere and its changing behavior as it relates to human activities and influences on our daily lives. Students will study the underlying causes of wind, precipitation, air masses, fronts, severe, tropical, and winter weather, and utilize real-time data to make inferences about the weather around them. Lab activities will give students experience with reading surface and upper-air maps, analyzing radar and wind velocity data, and making forecasts from real-time data. By the end of this course, students will become more knowledgeable meteorologists in their own right.

CONCEPTUAL PHYSICS

Year, 1 credit

Grades 10 – 12

Conceptual physics offers an introduction to the fundamental concepts of physics, emphasizing practical applications and understanding of the role of physics in our daily lives. With a focus on enhancing and developing basic algebraic concepts and skills, conceptual physics examines the elementary foundations of physics – scientific principles, kinematics, forces, momentum, and energy – through reading, discussion, labs, and an inquiry-based approach to solving problems.

PHYSICS

Year, 1 credit

Grades 11 – 12

Prerequisites: **Algebra II** (*proficiency in trigonometry is essential*) + **Precalculus** (*may be taken concurrently*)

This course exposes students to the mathematical, logical, and creative aspects of science and seeks to increase students' appreciation of the world through an understanding of its physical properties. Students achieve this understanding of physical principles by first creating simple mathematical models. Students then test these models algebraically, graphically, and with data acquisition in the lab. Skills stressed are writing expert laboratory reports, understanding experimental design, collecting data, and interpreting data. A variety of data collection and analysis techniques are practiced. Students are trained to become problem-solvers with a series of largely open-ended lab questions.

ADVANCED PHYSICS

Year, 1 credit

Grades 11 – 12

Prerequisites: **Physics** + **Calculus** (*may be taken concurrently*)

In Advanced Physics, students focus on building sophisticated models to explain why and how objects in two and three dimensions behave as they do. Students apply physics concepts using calculus principles to objects of all sizes from the subatomic level to cosmic bodies. They continue to build their understanding of mechanics by analyzing translational, rotational, circular, harmonic, and wave motion. Using the principal concepts of mechanics, students investigate the properties of electric and magnetic fields. Students use Gauss's Law to analyze electric fields and build a fundamental understanding of voltage, current, resistance, and capacitance. Ampere's and Faraday's Law are used to analyze magnetic fields and electromagnetic induction. Students explore how Maxwell's equations explain the wave nature of light and can be used to understand the properties of the electromagnetic spectrum.

MOLECULAR PSYCHOLOGY

Semester, 0.5 credit

Grades 11 – 12

This course is an introduction to psychology. Using a contemporary definition of psychology, which is the science of behavior and mind, this course provides a foundation for the ways psychology approaches basic questions about how and why we behave the way we do. We consider how our understanding of the biology of the brain (neuroscience) has an impact on psychology. This comes under the field of cognitive psychology, sometimes called psychobiology, but we focus on a subfield within cognitive psychology that attempts to identify the biological correlates (molecular mechanisms) of cognition and how these relate to abnormal behavior being labeled as “brain disease.” The implications are discussed from a treatment perspective as well as a legal and societal perspective.

World Languages

The Doane Stuart World Languages department mission is to help learners become culturally experienced citizens of the world, open-minded to unique perspectives, globally engaged, and competent in a second language.

Students are required to complete 3 credits of World Language courses and are highly encouraged to take 4 throughout their high school career. International students may be exempt from this requirement.

FRENCH II

Year, 1 credit

The focus of this course is to provide students with the skills they need to use the French language for communication. Students continue their study of French from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed to improve student proficiency across the three modes of communication: interpretive, interpersonal, and presentational. Through an inductive approach, students gain an understanding of how the French language is structured, and how they can express their own needs and talk about the world around them. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of cultures in the French speaking world.

FRENCH III

Year, 1 credit

Students continue their study of French from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed to improve student proficiency across the three modes of communication: interpretive, interpersonal and presentational. The French III course delves more deeply into the nuances of the language, instills in the students an awareness of a powerful culture, discusses economic and political topics, makes an historical connection with the world, and encourages students to use their critical thinking skills to make inferences and organize their learning into a coherent “big picture” of today’s world.

FRENCH IV /V: LITERATURE, CIVILIZATION AND GRAMMAR

2 Years, 1 credit per year

This advanced-level course is designed to offer students an opportunity to apply the language skills of reading, speaking, listening, and writing, as they explore the literature and culture of the French-speaking world. This course includes study of short stories, plays, poems, and novels by classic and contemporary French writers, such as Molière, Maupassant, Saint-Exupéry, Rostand, Dumas, La Fontaine, and Sartre. Students learn to read literature, not only in terms of the text, but also in cultural and historical contexts. In French Literature, students learn to discuss theme, characterization, and literary form, and to compose essays, which express their opinions and interpretations of the literature.

JAPANESE – IS (ALL LEVELS)

Year (meetings per week varies), credit varies

Japanese is available to motivated students at all levels of study with permission from the instructor, Mrs. Segerstrom. May be taken for multiple years.

SPANISH II

Year, 1 credit

This course builds upon the foundation established in Spanish I. Classes are conducted primarily in Spanish, and continue the development of the four major language skills: listening, speaking, reading and writing. Students are expected to take an active role in discussion and to use Spanish as their primary means of communication while in class. Tests and quizzes assess reading, listening, writing and speaking skills.

SPANISH III

Year, 1 credit

Conducted in Spanish, this course continues to build upon the students' background in the language and also introduces new, more advanced concepts. Students are encouraged to further develop their creativity with the language through original oral and written work. Spanish III includes review of all grammatical principles previously learned in order to continue the development of listening, speaking, reading, and writing skills. Students are expected to take an active role in discussion, and to use Spanish as their primary means of communication while in class.

SPANISH IV: LITERATURE, CIVILIZATION AND GRAMMAR

Year, 1 credit per year

This advanced-level course is designed to offer students the opportunity to apply the language skills of reading, speaking, listening, and writing as they explore the literature and culture of the Spanish-speaking world. In this course, students read short stories, plays, poems, and novels by classic and contemporary Spanish writers, including Cervantes, Gabriel García Márquez, Carlos Fuentes, Junot Díaz, Pablo Neruda, and Nicolás Guillén. Literature selections are connected to regions of the world that produced them, and students learn to read literature, not only in terms of the text, but also in cultural and historical contexts. In Spanish IV/V, they learn to discuss theme, characterization and literary form, and to compose essays, which express their opinions and interpretations of the literature.

SPANISH V: EXPLORING THE SPANISH LANGUAGE AND CULTURE THROUGH LITERATURE & FILM

Year, 1 credit

Grade 12

This advanced-level course is designed to offer students the opportunity to apply the language skills of reading, speaking, listening, and writing as they explore the literature and culture of the Spanish-speaking world. In this course, students read short stories, plays, poems, and novels by classic and contemporary Spanish writers, while also watching short films, documentaries, and television series that align with the cultural and historical perspectives of the literature in which they will be engaging. Students learn to read and authentically interpret the texts and storylines, in both cultural and historical contexts. In Spanish V, they learn to discuss themes, characterization, and culture, through reflective and opinionated writing styles, which allow them to think critically and comparatively about their own cultures, as well as those of the Spanish-speaking world.

Religion & Philosophy

The dictionary defines religion as an acknowledgement of some power beyond the human self. As an inter-faith school, Doane Stuart encourages its students to explore the idea of something bigger than everyday existence and challenges them, and our whole community, to seek answers to fundamental questions like, who am I? Why am I here? The religion program, and the chapels which it inspires, provide students with opportunity and space to reflect on how different peoples and cultures over time responded to these big questions about life and its meaning. The Doane Stuart program trusts totally that such personal introspection leads to people more able to impact the world for the greater good.

Each student is required to complete 1 credit of Religion. This equates to two, semester-long courses. Students will also conduct a school chapel in their Senior year.

BIOETHICS

Semester, 0.5 credit

Grades 10 – 12

This course examines the use of ethics in the biomedical/life sciences domain. We examine important ethical concepts that help us to consider each issue and develop a method for approaching any bioethical topic. We discuss topics using this framework to study specific real-world cases. Students develop the ability to have reasoned dialogue through a focus on open and respectful discussion. Studying bioethics is a way to deepen understanding of medical research and its impact on society. Biomedical research has led to dramatic breakthroughs in the understanding of disease, disease prevention and new treatments. New knowledge requires a citizenry capable of making informed decisions to guide personal choices and public policy. This course provides the tools to make those important decisions.

ISSUES IN PHILOSOPHY

Semester, 0.5 credit

Grades 11 – 12

Socrates preached that “the unexamined life is not worth living.” In that spirit, philosophers relentlessly pursue the fundamental questions of life. They establish standards of evidence, provide rational methods of resolving conflicts, and create techniques for evaluating ideas and arguments. Philosophy can be an invaluable discipline for life-long learners; the skills it imparts are transferable to any endeavor

that emphasizes clear thinking, reading, writing, and argumentation. In this introductory course, students explore questions about ethics and free will, they deepen their appreciation for great literature, analyze the mind-body problem to help develop critical perspective, and consider how power and authority can inform how we think about topics within history. The fundamental questions or central themes of this course include ethics, political philosophy, free will and determinism, philosophy of mind, and philosophy of religion. Most importantly, we consider how ‘an examined life is a life lived more fully.’

INTRODUCTION TO ETHICS

Semester, 0.5 credit

Grades 10-12

This course explores traditional and contemporary ethical theory and current moral issues, with an eye toward practical application. Various lenses (e.g. Virtue Ethics, Natural Law, Deontology, Utilitarianism, Existentialism, and Feminism) will be used to examine one’s and other’s behaviors in real-life and hypothetical situations. Working collaboratively is a staple of the course. Learners will author at least one extended paper, several applied ethics presentations, and one self-reflective final project. In-class and digital discussions, regular summary and response homework, and deportment will comprise the remainder of a student’s grade.

MYTHOLOGY

Semester, 0.5 credit

Grades 10 – 12

Alternate credit type: English (*with permission from the instructor and US Director*) Our mythology class examines the classic themes common to most systems (e.g., the hero's quest, the creation and destruction of the world) while we read stories from cultures throughout the world, seeking to understand both commonalities and differences amongst and between disparate cultures. Our goal is to come to a better understanding of the reasons why cultures that seem, on the surface, to be quite different tend to ask and try to answer the same questions about life.

WORLD RELIGION

Semester, 0.5 credit

All 9th grade students are expected to complete this course.

This foundational course is designed to give students the tools to examine religions

and faiths across history and the world in a comparative fashion. Students will learn about early religious beliefs, and then examine several major historical and current religions including (but not limited to) Animistic faiths, Hinduism, Buddhism, Sikhism, Zoroastrianism, Judaism, Christianity, and Islam.

Fine Arts

At Doane Stuart we recognize that the fine arts provide a holistic outlet for introspection and a personal connection to our world and community. We encourage freedom of individual expression in the nurturing environment. Our roots in traditional study inspire a strong collaboration between our creative students and engaged faculty.

Students are required to take 1 credit of Fine Arts along with 3 General Elective credits. These elective credits may be replaced by a year-long research project or internship.

ADVANCED STUDIO ART

Course length & credit vary

Grades 10 – 12

Prerequisites: Basic Studio Art + Drawing (or 1 full art credit of equivalent classes) This course is offered to serious art students who are committed to developing high standards of technical expertise in one or more mediums. Many conceptual problems are posed, which students may solve in any medium they choose. Students may pose problems of their own and, as the course progresses, they may explore a particular problem or subject in depth. Group collaborations and critiques are a major part of the course. Students who are applying to colleges or universities to study fine arts are required to develop and complete a college-level portfolio.

AMERICAN CINEMA

Semester, 0.5 credit

Grades 10 – 12

In this course, we explore twelve full films from American cinema and numerous clips from others. The films are introduced, researched, critiqued, and responded to from the following five perspectives: historical impact, industry influences, audience responses, artistic and technical merit, and storyline. Each student becomes an expert on a given film and guides their cohort through the film through a week-long presentation. Each student also authors daily summaries and responses, two lengthy papers, and creates a portfolio of their work.

BASIC STUDIO ART

Semester, 0.5 credit

Basic Studio Art gives students the opportunity of exploring in depth major areas of the visual arts: drawing, painting, and printmaking. Emphasis is placed on technical skills, the fundamentals of composition, theories of color, and the manipulation of space. Each student presents a sketchbook for evaluation on a weekly basis and is expected to prepare a portfolio of work for evaluation and exhibition at the conclusion of the course.

DRAWING

Semester, 0.5 credit

Drawing is the foundation for many artistic pursuits. It also plays an essential role in visualizing concepts across a spectrum of STEM fields. In this course, students develop skills of observational drawing and rendering, invention and articulation of imagined imagery as well as controlling formal elements and abstraction. Students explore the expressive elements of the medium both in terms of incremental marks and gestures as well as the dynamics of composition and design. Students are required to present a portfolio of finished assignments for evaluation at the completion of the course.

PAINTING

Semester, 0.5 credit

Grades 10 – 12

Prerequisites: Basic Studio Art + Drawing (*or 1 full art credit of equivalent classes*)

Students are introduced to painting with a variety of water media including acrylic, watercolor and ink. Students learn to confidently control paint materials in order to create personalized and expressive artworks. Projects are divided into two basic categories: paintings done from observation and paintings done from imagination. Students explore elements of design and image layout to compose their paintings as well as techniques to produce illusion and visual depth. We investigate examples of painting from around the world to use as inspiration. Each student will independently collect examples of painting that spark excitement according to their own interests. This personalized visual library will be a resource for techniques and visual themes within each students' work.

SCULPTURE AND CERAMICS

Semester, 0.5 credit

Grades 10 – 12

Prerequisites: Basic Studio Art + Drawing *(or 1 full art credit of equivalent classes)*

Working in three dimensions – whether in clay, metal, wood, or stone – can be the most satisfying of all creative endeavors. This course enables students to explore many of these media in depth. Students study human and abstract forms using traditional techniques, such as additive clay sculpture, armature construction, and subtractive plaster sculpture. Clay sculptures are fired and glazed, and plaster sculptures may be painted, stained, or left white. Students are required to present a portfolio of works for evaluation and exhibition at the end of the course.

VIDEO EDITING

Semester, 0.5 credit

Grades 10 – 12

The Video Editing course focuses on three main topics: one, an understanding and critique of the conventions of story and commercial in video; two, basic digital video editing via Apple's iMovie, version 10; and three, video file production and manipulation. There are ten projects for the term and a final project, which is a full 3.5 minute music video. Grades are comprised of daily participation (30%), ten in-class assignments (35%), and the final project (35%).

Performing Arts

The Doane Stuart School recognizes and educates students in various disciplines of the Performing Arts. With passionate study, a supportive atmosphere, and specialized staff, students can explore and develop their talents while engaging with their school and wider community. Fostering creativity and ease of communication both solo and within a group is a foundational skill in a diverse and evolving world.

Students are required to take 1 credit of Performing Arts along with 3 General Elective credits. These elective credits may be replaced by a year-long research project or internship.

THE ART OF SONG: THE INTERPLAY OF MUSIC AND LANGUAGE

Semester, 0.5 credit

Music, a dynamic force in our lives, weaves intricate connections with various disciplines. This interdisciplinary course delves into the symbiotic relationship between music and language, exploring how they mutually influence and shape each other. Music and language serve as unique gateways to understanding the complexities of the human mind. Throughout the course, students will embark on a journey to uncover the parallels and distinctions between music and language, examining their functions and structures. By engaging in interdisciplinary readings, analyzing lyric structures, actively listening to diverse musical genres, and participating in hands-on activities, students will gain a comprehensive understanding of the rich tapestry that connects music and language. At its core, this course is a celebration of songwriting. Students will not only learn the intricacies of crafting lyrics but will also explore interpretive spaces that foster inquiry-based projects, opening avenues for expressive and creative experiences. The curriculum spans multiple perspectives and historical periods, providing students with the background and tools necessary to study the evolving relationship between music and lyrics. The course culminates in a thrilling showcase where students will perform their original gateway to deeper understanding and creative expression.

MUSIC THEORY & COMPOSITION

Year (meetings per week varies), credit varies

Prerequisite: Instructor Permission

This course emphasizes fundamentals of music essential for study in written theory. Students are introduced to the elements of music and how they are used to create music. Students gain knowledge and proficiency through exercises and the study, analysis, and creation of music examples.

PLAYS & PERFORMANCE

Year (bi-weekly), 0.5 credit

This course is designed around individual student needs and abilities. The course consists of group scene study projects and a full scale theatrical production. Assessments include written analyses of published plays and scenes and written reflections of their own work. Students taking this course for the first time will work on the basic acting skills of objectives, tactics, inner monologue, character development, staging concepts, stage presence, and public speaking skills. Students taking this course for a second or third time will focus on advanced acting craft techniques of world-building, movement, monologues, and more abstract concepts. Students interested in directing or playwriting should see the instructor in order to develop individual requirements for that focus. Seniors taking this course for English credit are required to complete additional analytical reading and writing assignments. May be taken for multiple years; maximum of 2 credits.

CHORUS

Year, 1 credit

A performance-based class for singers in an ensemble. Through various musical genres including classical, jazz, and pop, students will learn to sing as a group. Blending, harmony, and following a conductor will be practiced alongside proper singing techniques, breath control, basic music theory, ear training, healthy vocal habits, and performance skills. No prior singing experience is necessary and no audition is required. Each semester has at least one performance for the community.

JAZZ ENSEMBLE

Year, 1 credit

This is a performance-based class that explores jazz through instrumental music. Students learn about the different jazz rhythms and styles found, for example, in the classic work of Duke Ellington and the modern sound of Miles Davis. Some classes are focused on the art of improvisation, which is an integral part of performances throughout the year. Students listen to and analyze recordings of jazz artists. Students are required to practice their instrumental parts, learning how to work together as a team, as they realize how their parts fit together to make a song complete. May be taken for multiple years; maximum of 4 credits.

Additional Offerings

HEALTH

Semester, 0.5 credit

***Required by New York State for graduation**

This required course includes study of nutrition, disease control and prevention, mental health, alcohol, narcotics, tobacco, drug education, human sexuality, personality development, world health, first aid, and safety.

PHYSICAL EDUCATION

4 Years, 0.5 credit per year

***Required by New York State for graduation**

All students are required to fulfill PE credit every semester. The aim of the department is to develop students' appreciation for physical fitness, and to encourage active involvement in the continuing maintenance of one's body and spirit. The fundamentals of movement, games, and rules are stressed to ensure that students will be participants as well as informed and interested spectators. Students who participate in extracurricular athletics may be excused from physical education classes with permission from the Athletic Director and US Dean.

Additional Opportunities

INDEPENDENT STUDY

Course length & credit vary

For motivated students in good standing who wish to pursue a special topic, independent study classes may be requested with a written application and permission of the instructor and Upper School Dean. Independent studies are intended to supplement the curriculum, not to replace traditional classes. It is highly recommended for students not to exceed 1 credit in independent studies per year; certain exceptions apply. Independent Study Worksheets must be submitted to the Registrar before the end of Add/Drop week. Requests are subject to additional approval after submission of a completed worksheet.

S.H.I.P. – SENIOR HONORS INTERDISCIPLINARY PROJECT

Year, 1 – 1.5 credit (0.5 credit in two – three different subject areas)

Doane Stuart's Senior Honors Interdisciplinary Project offers qualified seniors the opportunity to design year-long independent studies that span more than one academic discipline. Each project takes the place of a regular course and can be worth up to 1.5 credits. Students must submit written proposals to the S.H.I.P. Committee in the spring of their junior year. Entry to this project is competitive; interested students should speak with the US Dean before applying. S.H.I.P. students who do outstanding work on their projects throughout the year are awarded their Doane Stuart diploma with honors.