

## Upper School

Doane Academy's mission sets it apart from most traditional college prep schools in that it emphasizes character and leadership development in every facet of the school's climate and program. Even the course work, which certainly has college prep value in its own right is designed, promoted and perceived as an opportunity and a challenge where personal initiative, self discipline, self esteem, integrity and balance are every bit as important as the AP, SAT and GPA results.



Extra-curricular offerings are "extra" in that they are separate from the academic program, but they are an integral part of the strategy to develop character and leadership skills. The graduation requirements and the student/faculty culture encourage and inspire students to stretch and explore their full and unique potential. It is difficult to predict, after all, what, when, where and with whom a student will discover his or her fire.

The Academy has a well established track record of igniting individual fires and fanning the flames so that they engulf the full range of academic and extracurricular activity. The inspiration to run for president of the senior class can come as readily from success in AP biology, a Special Olympics bowling tournament, an award at the Teen Arts Festival, an unexpected first place finish in a novice crew boat or a mentoring relationship with an individual coach or teacher. Developing the full range of positive character and personality traits is crucial to everything Doane Academy offers and requires.

### Notes on using these course descriptions:

- A credit on the former scale is worth three trimester units.
- Students must successfully complete 72 units in grades 9-12 to graduate from Doane Academy.
- Courses listed are three units, full-year unless described otherwise.
- Courses listed in *italics* have been offered in the past but will not be offered in 2011-2012.
- Honors option courses are marked with a \*. Earning honors entails more rigorous challenging work.

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## College Accelerated Program (CAP)

Students have the opportunity to earn both high school and college credit in select courses through a partnership between Doane Academy and Burlington County College (BCC). These courses listed below are taught by Doane Academy faculty certified by BCC as adjunct professors. CAP is not intended to replace the AP program, but offers another option for students. It is especially beneficial for students who do excel in the classroom, but struggle with standardized tests or test anxiety.

Participation in the program requires the signatures of the Headmaster, Upper School Head and a parent signature as well as payment of BCC's tuition (\$125-\$250 per course). Students must have enrolled in the fall, paid the BCC tuition and obtained a final grade of a B- or better (C prior to 2011-2012 )in the course to be eligible for BCC credits.

**Please note:** students are advised to research the credit transfer policies of all colleges and universities they intend to apply to, as each has its own standard regarding transfer of credits.

<b>Doane Academy Course</b>	<b>BCC Equivalent</b>	<b>Number of Credits</b>
<i>AP Chemistry</i>	<i>CHE 115, 116</i> <i>CHE 117, 118</i>	<i>4 credits</i> <i>4 credits</i>
AP Language	ENG 101	3 credits
AP Literature	ENG 102	3 credits
Civil War	HIS 212	3 credits
AP US History	HIS 101 HIS 102	3 credits 3 credits
<i>AP US Government and Politics</i>	<i>POL 101</i>	<i>3 credits</i>
AP Psychology	PSY 101	3 credits
Sociology	SOC 101	3 credits
AP Biology	BIO 103, 104 BIO 107, 108	4 credits 4 credits
<i>AP Macroeconomics</i>	<i>ECO 101</i>	<i>3 credits</i>
<i>AP Modern European History</i>	<i>HIS 104</i>	<i>3 credits</i>
<i>AP Computer Science A</i>	<i>CSE 151</i>	<i>4 credits</i>

*Courses listed in italics are not being offered during the 2011-2012 school year.*

## College Preparatory Cycles

Each year Upper School students undertake a cycle of three different courses (one per trimester) designed to develop both character and leadership qualities and prepare students for college.

### **7<sup>th</sup> & 8<sup>th</sup> Grade**

- **Computer Skills**
- **Robotics**
- **Visual Arts**

### **9<sup>th</sup> Grade**

- **Composition**
- **Leadership**
- **Research Skills**

### **10<sup>th</sup> Grade**

- **Ethics**
- **Presentation Skills**
- **World Religions**

### **11<sup>th</sup> Grade**

- **College and Career Preparation I (CCP-1)**
- **Essay Writing**
- **SAT Prep**

### **12<sup>th</sup> Grade**

- **College and Career Preparation II (CCP-2)**
- **Senior Project I**
- **Senior Project II**

#### *Note on Senior Year*

In the first trimester (up until December 1) seniors are aided in the completion of their college applications and submission of financial aid and scholarship forms. The second and third trimesters are spent on school and personal projects that develop career skills.

## **English**

*The English Department of Doane Academy develops young men and women of strong intellectual character by cultivating habits of mind such as curiosity, open-mindedness, skepticism and reflection. Through reading great literature and literary non-fiction, students respond analytically, creatively, and reflectively. Through essays, research papers and presentations, students develop into confident and powerful writers and speakers. Doane Academy graduates are thus equipped to read, write, and present in the college classroom and the wider world.*

### *The English Core*

## **English 7**

7<sup>th</sup> Grade students build foundations for success in high school classes through an emphasis on grammar, vocabulary, and writing skills. Approximately one-third of the course will be devoted to the development of these skills. The course's literary reading revolves around themes including human social structure, dreams and goals, individuality, and personal growth. Texts include Lewis Carroll's *Alice's Adventures in Wonderland* and *Alice Through the Looking –Glass*, *The Pearl* by John Steinbeck, *The Giver* by Lois Lowry, and *Adventures in Literature* (Prentice Hall).

## **English 8**

8<sup>th</sup> grade students solidify foundations required for success in high school classes through an emphasis on grammar, vocabulary, and writing skills. Approximately one-third of the course will focus on writing skill development. Texts revolve around themes including human social structures, systems of justice, religious beliefs, and external versus internal pressures. Texts include *Mythology* by Edith Hamilton, *The Odyssey* by Homer, *The Adventures of Huckleberry Finn* by Mark Twain, and *To Kill a Mockingbird* by Harper Lee.

### **\*English 9: Intro to Writing, Speaking, & Arguing**

Freshmen learn the skills necessary to produce strong academic writing. As they explore literature and films focused on issues of war and coming of age, students will learn how to identify and analyze narrative elements such as perspective, tone, and symbolism and test their ability to recognize and understand themes. They will also learn how to build well structured essays around strong thesis statements. Finally, they will begin to develop professional presentation skills. Literature offerings include Kurt Vonnegut's *Slaughterhouse-Five*, Ernest Hemingway's *In Our Time*, Shakespeare's *Julius Caesar*, George Orwell's *Animal Farm*, and J.D. Salinger's *The Catcher in the Rye*.

### **\*English 10: British Literature**

With a strong emphasis on literary analysis and writing skills *British Literature* aims to broaden Sophomores' cultural base through the study of classic works of British literature. Students will trace the development of English literature from its earliest known examples to its modern manifestations while gaining a historical perspective in which to compare and contrast various works. In addition, students will continue to refine their presentation and creative writing skills. The textbooks include *Adventures in Literature* (Prentice Hall), *Beowulf* and Milton's *Paradise Lost*.

### **\*American Literature**

In *American Literature*, Juniors reflect on the development of the American identity. The course acquaints students with their literary heritage while strengthening necessary skills needed to become successful college students and adults. Key texts include Arthur Applebee's *Responding to Literature*, Arthur Miller's *The Crucible*, Nathaniel Hawthorne's *The Scarlet Letter*, Herman Melville's *Billy Budd and Other Stories*, F. Scott Fitzgerald's *The Great Gatsby*, Ernest Hemingway's *The Nick Adams Stories*, Zora Neale Hurston's *Their Eyes were Watching God*, and *Declaration of Independence and Other Great Documents of American History*.

## **\*World Literature**

*World Literature* is a survey course organized into thematic and geographical units. The texts include all literary genres, and span millennia as well as the entire globe. The approach to literature will be primarily mythopoetic, and will touch on sociopolitical literary criticism. Students will master writing analytical essays while gaining an understanding of and appreciation for the foundations of the modern world as preserved and represented in literature. The central text is McDougal, Littell's *Responding to Literature*, supplemented by Virgil's *Aeneid*, Dante's *Inferno*, Kafka's *The Metamorphosis*, Confucius' *The Analects*, and Voltaire's *Candide*.

*English Electives*

## **AP English Language and Composition**

Students are trained to read, analyze, synthesize, and compose in a variety of expository modes for varying purposes. They will analyze issues from a variety of viewpoints and synthesize those views into their own essays. Additional texts include Sharon Crowley's *Ancient Rhetoric for the Contemporary Student*, Don Killgallon's *Composing for College Students*, Randall Decker's *Patterns of Exposition*, and Samuel Cohen's *50 Essays: A Portable Anthology*.

*AP Language and Composition* is a rigorous course designed to prepare students for the Advanced Placement test offered in May. This course may be taken for college credit through arrangement with Burlington County College. This full-year course is an alternative to **American Literature** and students will complete a similar literary syllabus.

## **AP English Literature and Composition**

*AP English Language and Composition* trains students to read, analyze and compose in a variety of expository modes. Students will synthesize issues and question a variety of viewpoints to form their own essays. This rigorous course is designed for seniors, and the occasional junior, who have excelled in English and intend to take the Advanced Placement test offered in May. This course may be taken for college credit through arrangement with Burlington County College. Students will also complete a syllabus of readings similar to those in the **American Literature** course. Additional texts include Sharon Crowley's *Ancient Rhetoric for the Contemporary Student*, Don Killgallon's *Composing for College Students*, Randall Decker's *Patterns of Exposition*, and Samuel Cohen's *50 Essays: A Portable Anthology*.

## **Journalism**

Students in this course will become skillful writers and critical consumers of print media. We will evaluate different forms of journalistic writing including reviewing, investigative reporting, profiling/interviewing, and feature writing. Additionally, we'll explore aspects of the journalist's life such as press conferences, beating writer's block, and becoming an efficient copy editor. In addition, we'll consider some of the ethical questions associated with responsible journalism. Outside speakers who make or have made their living through writing in fields such as publishing, broadcasting, newspapers, public relations, magazines, documentary film-making, curatorial work, or related areas will add context to the course material.

## **Debate/Mock Trial**

*One unit, one trimester, grades 9-12*

The focus of this elective is to hone competitive speaking skills, primarily through Mock Trial, Lincoln-Douglass debate, Poetry Out Loud, and The Stevens Institute Ethics Bowl. The course will meet five times a week, but dress rehearsals, scrimmages, and competitions will be held on certain weeknights and on a few weekends. This course will satisfy one extra-curricular activity requirement.

### **\*Composition**

*One unit, one trimester elective, grades 9-12*

Students will learn about the importance of developing and executing a rigorous, multi-step writing process that begins with the development of a thesis, focuses on the importance of essay structure, emphasizes the essential need to complete revisions, and closes with proofreading. They will practice the application of this process on a range of writing assignments and learn how to express their opinions about literature as well current events and social issues. In addition, the course focuses on grammar and writing style rules. Primary text: Lucile Vaughan Payne's *The Lively Art of Writing*.

### **Graphic Novel**

*One unit, one trimester, grades 9-12*

*Graphic novels – long form comic books – offer unique storytelling opportunities as a medium which combines both images and writing to convey theme and emotion. Through a study of “word as image,” historical context, and the transition of comics into other media, students will develop analytical reading skills and formulate constructive dialogues in their writing.*

### **Novel**

*One unit, one trimester, grades 9-12*

*Students will learn to appreciate and to analyze narrative literature. We will do this by studying the elements that constitute fiction: plot, setting, character, theme, tone, diction, style. In class we will read closely, discuss, and write analytically. Students will write essays both in and out of class.*

## **Poetry**

*One unit, one trimester, grades 9-12*

*The Poetry class is designed to enhance the student's pleasure in reading poetry while developing critical analytical skills essential to a variety of coursework. The text utilized is Helen Vendler's, *Poems, Poets, Poetry: An Introduction and Anthology*. This course serves as an excellent precursor to AP Literature.*

## **Mathematics**

*The Mathematics Department of Doane Academy is proud of its hybrid curriculum. There is a strong emphasis placed on the skill development that is consistent with many traditional mathematics programs. This skill development places our students in strong positions for whatever post-secondary education they eventually pursue. In addition to this more traditional approach, teachers challenge students to apply the skills they have developed and to analyze where and when they need to be applied. Overall, the Doane Academy Mathematics curriculum is designed to challenge our students to think!*

*Math Core*

## **Pre-Algebra**

This course provides the foundation for the traditional sequence of secondary mathematics courses of Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus. Its content includes using variables, finding solutions, positive and negative numbers, rational numbers, solving equations, geometric figures, ratio, proportion and percent, inequalities, the coordinate plane, areas and volumes, right triangles, statistics and probability. The course is offered as a two- year course, or an accelerated one-year course. Text: Holt, *Pre-Algebra*, 2005.

## **\*Algebra I**

*Algebra I* introduces students to basic concepts in higher-level mathematics such as algebraic operations, equations, functions and exponents. This math course is the first in a standard sequence of upper school mathematics that includes Algebra I, Geometry, Algebra II and Pre-Calculus. Text: Holt, Rinehart and Winston, *Algebra I*.

## **\*Geometry**

*Geometry* is the second in a standard sequence of upper school mathematics that includes Algebra I, Geometry, Algebra II and Pre-Calculus. This course will introduce students to three dimensional reasoning and basic geometric concepts including the properties and relationships of angles, lines, triangles, polygons, and polyhedrons; basic trigonometry; congruence and similarity; and mathematical logic. Text: Holt, Rinehart & Winston, *Geometry*, 2007.

## **\*Algebra II**

*Algebra II* is a full-year, required mathematics course, the third in a standard sequence of upper school mathematics that includes Algebra I, Geometry, Algebra II and Pre-Calculus. This course continues exploration of concepts introduced in Algebra I, but with much greater depth and sophistication. Textbook: Holt, Rinehart and Winston, *Algebra 2*.

## **Advanced Algebra**

This course serves as either the culminating course in a traditional secondary mathematics sequence of Algebra I, Geometry, Algebra II, and Advanced Algebra, or a course taken after Algebra II to better prepare students for their culminating secondary mathematics course of Pre-Calculus. In both cases, the emphasis is on honing the students' algebraic skills that will lead to success in future mathematics courses and in passing the "basic skills" tests required by many colleges. Its content includes functions and their graphs, intercepts, zeros and solutions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, laws of sines and cosines, systems of equations and inequalities, and sequences, series, and probability. Text: *Algebra And Trigonometry: A Graphing Approach*, Houghton-Mifflin, 2001

### **\*Pre-Calculus**

For students who have completed *Algebra II* or *Advanced Algebra*, this course will introduce analytical geometry and trigonometry. Through a mastery of the material presented in this course, students will prepare themselves for success in a college level Calculus course. Text: *Pre-Calculus with Limits 3<sup>rd</sup> Edition*, Larson, Hostetler, and Edwards.

### **\*Honors Calculus**

This elective mathematics course is also taught as an Advanced Placement Calculus course. Calculus is the foundation of modern mathematics and physics and its concepts enable us to make sense of motion, forces and a host of other phenomena. This course will prepare students for college-level work in mathematics. Text: James Stewart, *Calculus*.

*Math Department Electives*

### **AP Calculus**

This course is the final part of the upper school math progression of Pre-Algebra, Algebra, Geometry, Algebra 2, Pre-Calculus and Calculus. Topics will include limits, differentiation, integration and transcendental functions. We will also cover some basic uses of Calculus, including tangent slopes, velocity/acceleration functions and areas. In addition to the Mathematics, this course should serve as a transition between high school level coursework and college level coursework. Text: *Calculus 6<sup>th</sup> Edition*, James Stewart

### **Statistics**

*In this class, students learn to gather accurate and reliable data, to understand statistical error and bias, and to find mathematical logic in the apparent madness of “random” variables. Stats: Modeling the World, Bock, Velleman, DeVeaux.*

## **Science**

*The Doane Academy Science Department develops students' curiosity about how the world around them works. Using Earth, Life and Physical Science in the middle years, and Biology, Chemistry, and Physics in the high school years as the foundation, we school our students in the scientific approach, which prepares them for post-secondary pursuits in both the sciences and non-sciences. Students with strong interest in pursuing the sciences are also given opportunities to study AP courses in chemistry and biology.*

### *Science Core*

## **Life Science**

7<sup>th</sup> grade students will learn about ecology and environmental science, cells, viruses, the various kingdoms of life, and receive an introduction to genetics and heredity. Frequent field and lab activities are crucial. Students will also learn to use a compound microscope, keep an observation journal and explore the process of science. The texts used are *Science Explorer A – E*, Prentice Hall, 2008.

## **Physical Science**

8<sup>th</sup> grade students take this course as an introduction to both physics and chemistry. Students will perform many lab activities and learn how to write a scientific lab report. Topics covered include an introduction to basic chemistry, electricity and magnetism, and force and motion. Text: *Science Explorer K – O*, Prentice Hall, 2008.

### **\*Biology**

*Biology* is a full-year, required laboratory science course, usually taken in the ninth grade. This introduction to biology covers the biochemistry of cells, ecology, genetics, evolution, the major kingdoms and domains of life, and the human body. Lab work is an integral component of the course, and will expose the students to basic laboratory techniques as well as experimental procedure. A survey of current science news will relate the topics studied to daily life. The text (*Biology*, Nowicki, Holt McDougal, 2010) is supported by web resources at [www.classzone.com](http://www.classzone.com).

### **\*General Chemistry**

This course will introduce students to the basic concepts of general chemistry and enable them to appreciate the many ways this science impacts their lives. The course emphasizes atomic theory, stoichiometry, chemical reactions, and the nature of matter. The laboratories are intended to provide a hands-on learning experience, reinforcing the lecture material. Students will develop an understanding of chemistry that will prepare them to take the SAT II subject test, the ACT subject test, AP chemistry and college-level chemistry courses. Special attention will be given to the numerous careers that require chemistry and help students determine whether such a career is of interest to them. Successful completion of Algebra I is a prerequisite for this course.

*Science department electives*

**AP Biology**

*Four units, one year*

This laboratory science course is intended to be a second year Biology course, equivalent to an introductory college course. The requirements of the course will necessitate an additional 6-8 hours of after-school and/or weekend class time each month. Students should have the goal of success on the Advanced Placement Biology Exam, offered nationwide in May of each year. Topics to be covered include Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Major themes emphasized throughout the course include science as a process, evolution, continuity and change, energy transfer, regulation, interdependence in nature, relationship of structure to function, and the relationships of science, technology, and society. Texts used will be: Campbell, Neil A., and J. Reece. *Biology*, 7th edition (2005) Campbell, Neil A., J. Reece, and L. Mitchell. *Biology: Concepts and Connections*, 4th edition (2004).

**Chemistry Topics**

*Two units, two trimesters*

Students will investigate the scientific properties of numerous consumer products found in and around the home, including foods and other items used in the kitchen, the bathroom, the garage, swimming pool, lawn and garden. They will investigate the relationship between the properties of such products and how the products function. They will also consider safety issues involving use and disposal of these products. Students may also make brand comparisons, verify manufacturer claims and contact manufacturers with advice, questions and suggestions.

## **Engineering Design**

*One unit, one trimester*

In this course, students will work in groups on various projects to design, test, troubleshoot, and present several products meeting certain criteria and safety requirements. Students will learn the steps of the design process, the importance of producing proper schematics, and gain experience utilizing various tools used in design, including three dimensional modeling.

## **Engineering Mechanics**

Mechanics is the study of the broad principles which govern the behavior of objects. In this course students will explore engineering statics, the study of objects in equilibrium, and dynamics, the study of objects in motion. Students will learn to demonstrate an understanding of physical concepts through the application of mathematical models to predict behavior. Problem solving skills and engineering applications will be emphasized.

## **\*Physics**

Physics models the natural world in terms of matter-energy interactions and uses quantitative measurements as data. Topics covered include measurement, kinematics (the study of motion), forces, electricity, magnetism and others. Textbook: Paul G. Hewitt, *Conceptual Physics*, supplemented by material from Robert Goodman's *Algebra-Based Physics* program.

## **Robotics**

*One unit, one trimester, grades 7-12*

Through the use of the LEGO Mindstorms NXT robot and associated software, students will learn basic programming skills and methods of modifying programs to achieve desired results. An emphasis will be placed on collaborative group work and developing problem solving skills through technical knowledge of programming language and creative ingenuity.

*This course will be offered as part of the 7<sup>th</sup> and 8<sup>th</sup> grade cycle, and as a one unit, one trimester elective for students in grades 9-12.*

## **AP Chemistry**

*AP Chemistry is designed to equip students to successfully pass the AP chemistry exam. The laboratories are an essential course component and consist of those recommended by the College Board. Successful completion of Algebra I and Chemistry are prerequisites for this course. This full-year, four-unit laboratory science course has been authorized by the College Board to use the 'AP' designation. This course may be taken for college credit through arrangement with Burlington County College.*

## **Bioorganic Chemistry**

*Three units, laboratory science course*

*The first trimester will introduce students to the basic concepts of organic chemistry, emphasizing nomenclature, stereochemistry, and basic functional group reactions. The second semester will cover lipids, carbohydrates, amino acids and peptides. Throughout the year the course will emphasize the practical applications of organic chemistry to medicine. Successful completion of General Chemistry is a prerequisite for this course.*

## **Environmental Science**

One unit, one trimester

*This laboratory science course provides students with an investigation of the impact of human activity on the environment, with a focus on the consequences of environmental degradation and pollution. The course seeks to prepare students with the knowledge and skills to identify, analyze, and resolve current environmental issues. The course covers air pollution and acid rain, the deforestation of the rain forest, the shrinking coral reef, alternative energy sources and global warming. The laboratories are intended to provide a hands-on learning experience, reinforcing the lecture material.*

## **Genetics**

Two units, two trimester elective

*This laboratory science course introduces the student to many of the fundamental concepts of genetics. The first half of the course will focus on the basic principles of classical (Mendelian) genetics, while the second half of the course will deal with the modern discoveries of molecular biology and their applications in today's world. Genetics, more than any other branch of biology, provides an opportunity to develop problem solving and analytical thinking skills. Laboratory exercises will expose students to techniques of classical as well as modern genetics and DNA technology. Text: Concepts of Genetics, (8th ed., 2006) by William S. Klug, Michael R. Cummings, and Charlotte A. Spencer. Prentice-Hall Publishing.*

## **Social Studies**

*The Social Studies curriculum is designed to increase student knowledge of the world and their place in it through the development of analytical thinking skills, research skills, and inquiry-based learning.*

*Social Studies Core*

### **Cultural Geography**

7<sup>th</sup> grade students study the relationships between people, places and the environment. *Cultural Geography* is designed to give students a broader view of the world that will shape their attitudes in a constructive way. Students will explore issues that affect different countries today. They will learn to process geographic information and understand the physical and cultural processes that create patterns on the surface of the earth, such as climate, erosion, urbanization and transportation. Text: *World Geography: Building A Global Perspective* by Baerward and Fraser, Prentice Hall

### **Ancient World History**

8<sup>th</sup> grade students gain an understanding of the ancient world and learn skills that are imperative for success in high school social studies courses. Using the textbook, *World History: Connections to Today*, students learn through tests, quizzes, and short writing assignments that begin with the Paleolithic Era and end in the Renaissance.

### **\*Modern World History**

Freshmen focus on major events in world history from the Renaissance to the present day. Students will gain increased knowledge of the world they live in, and an understanding of how societies emerge over time. The course teaches students about people, ideas, places, lifestyles, and cultures that influenced the course of world events. Text: *World History: Connections to Today*, by Ellis and Esler, 2001 edition.

## **\*U.S. History I**

Sophomores study the history of the United States, primarily within a chronological framework, from early settlement of North America through the American Civil War. Students are required to take excellent notes and write one major research paper, with multiple stages of writing evaluated. The text used is Paul Boyer's *The American Nation*, Holt, Rinehart and Winston.

## **Pre - AP U.S. History**

This alternative to *US History I* prepares students for the rigors of the *Advanced Placement U.S. History II* course. The course covers American History from colonial times to Reconstruction. The curriculum stresses analytical thought, research, study skills, social science and political science concepts, geography, economics, and major interpretive trends and factual knowledge. The text used in the *American Pageant*.

## **\*U.S. History II**

Juniors study the history of the United States from Reconstruction to the present. The course goals include helping students appreciate the diversity of people who contribute to the development of the country. Students will refine critical thinking and analysis skills. The text utilized is Paul Boyer's *The American Nation*, Holt, Rinehart and Winston.

## **AP U.S. History II**

This alternative to *U.S. History II* prepares students for the Advanced Placement exam given in May. This course may be taken for college credit through arrangement with Burlington County College. The course covers American history from colonial times to the 1990's. The curriculum stresses analytical thought, research and study skills, social science and political science concepts, geography, economics, and major interpretive trends and factual knowledge. The text used is *The American Pageant*.

### *Ethics and Religion Courses*

*Ethics in education and awareness of faith is a key component of the Doane Academy curriculum. All students are required to take Ethics and either World Religions or Philosophy of Religion prior to graduation. Most students will satisfy these requirements during their Sophomore Cycle.*

#### **Ethics**

*One unit, one trimester, required for graduation*

Students are introduced to the basics of morality and ethical theory. They will closely analyze current events as well as fundamental sources such as the Holy Bible. Classroom discussion is the daily emphasis in this course where the instructor generally serves only as a moderator. Students are also required to sharpen their skills in persuasive writing by developing thesis statements and defending them.

#### **Philosophy of Religion**

*One unit, one trimester, required for graduation*

Are there any good reasons to think that God exists? Why is there so much evil and suffering in the world? More importantly, is critical discussion of religious truth claims even possible, or is religion just about subjective experiences and leaps of faith? In this course students will discuss these questions and more. They will learn how to recognize and construct good arguments, and to arrange those arguments in writing. Course materials will include readings from both classic and contemporary sources, as well as films and documentaries.

## **World Religions**

*One unit, one trimester, required for graduation*

Though largely focused on Judaism, Christianity and Islam, *World Religions* students also examine Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. The course's emphasis will be on contrasting beliefs about God, what is revealed in scripture, and how believers are to accomplish God's will. There will be some discussion of the rise of fundamentalist beliefs in the modern world. Text: *Religions of the World*, Ronald J. Wilkins; Brown-Roa, 1995.

*Social Studies Electives*

## **AP European History**

*Grades 10-12*

*In this full-year elective course students are expected to demonstrate knowledge of major events and trends, as well as knowledge of basic chronology in European history from the High Renaissance (1450) to the present. This course will focus on intellectual, cultural, political, social, economic, and diplomatic developments throughout European history through the use of the text as well as primary sources such as documents, maps, statistics, artwork, and other pictorial/graphic evidence. Students will develop the ability to analyze historical evidence and the ability to express their analysis and understanding effectively in writing. Texts: Kagan, Donald, Steven Ozment, and Frank M. Turner, *The Western Heritage*. 9<sup>th</sup> ed. New Jersey: Prentice Hall, 2007. Perry, Marvin, et al., *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*, 6<sup>th</sup> ed. Boston: Houghton-Mifflin, 2006.*

## **AP Psychology**

*Grades 10-12*

This full-year elective course begins with an overview of the history, goals, methods and careers of the profession of psychology. Later modules examine the biological foundations of behavior, sensation and perception, sleep, dreams, hypnosis, learning, memory, motivation, emotion, developmental psychology, personality theory, psychopathology, psychotherapy, social psychology, and intelligence. The text for the course is Rod Plotnik's *Introduction to Psychology*, published by Thompson / Wadsworth. This course may be taken for college credit either through successfully taking the AP Test or through arrangement with Burlington County College.

## **African American History**

*Grades 9-12*

This course includes a brief consideration of African roots and examines the African American experience throughout American history from colonial days to the present. Special emphasis is given to the periods of the Revolution, Civil War, Reconstruction, Harlem Renaissance, and Civil Rights Movements of the 1950s and 1960s. Films, including the PBS series, *Eyes on the Prize*, supplement the course. Text: John Hope Franklin and Alfred A. Moss, Jr., *From Slavery to Freedom: A History of African Americans*, Eighth Edition, New York: McGraw Hill, 2000.

## **Civil War and Reconstruction**

*Grades 10-12*

*This full-year elective is an in-depth study of the period of the American Civil War and its immediate aftermath. Through lectures, reading the text and watching slides and films students will gain deep insight into this crucial era. The text is James McPherson, Ordeal by Fire: The Civil War and Reconstruction, 3rd Edition, McGraw Hill. This course may be taken for college credit through arrangement with Burlington County College.*

## **Sociology**

*Grades 10-12*

*Sociology* is the study of people, ideas, places, lifestyles and cultures. Students will examine how people interact with one another and why. The course is also designed to develop a broader view of the world and help shape students' lives in a positive way. Through a variety of resources, a number of issues that currently affect our country will be explored. This course may be taken for college credit through arrangement with Burlington County College. Text: *Sociology 7th edition*; John J. Macionis, Prentice Hall.

## **World Affairs**

*One trimester, one unit, grades 9-12*

*The focus of World Affairs will be those current events that are changing our social, political, and economic life. The course will also cover recent religious and military events that shape our world today. The student will, along with the teacher, provide worthwhile topics for class discussion. Daily news sources, such as newspapers, television news shows, radio, magazines, and the Internet will be used in this class. The class will progress from basic, to intermediate, and finally advanced skills in current events studies. There is no textbook for this course. Readings will be provided by both the instructor and the students. Students need to regularly read or view the national news, including newspapers (The New York Times, The Philadelphia Inquirer, The Wall Street Journal, The Washington Post) and magazines (Time, Newsweek, The Economist).*

## **AP United States Government and Politics**

Grades 10-12

*This college-level course is an introduction to the US national government. Topics studied include governmental institutions and political processes and policy choices. The institutions and policies of the US government will be considered in light of historical change, constitutional procedures, and comparative perspectives. The course prepares students for the Advanced Placement exam offered in May. This course may be taken for college credit through arrangement with Burlington County College. The text used is Magleby, O'Brien, et al. Government by the People, 21<sup>st</sup> ed., New Jersey: Pearson Prentice Hall, 2006.*

## **Macroeconomics**

Two trimesters, two units, grades 10-12

*This college-level course is an introduction to the study of macroeconomics. It is designed as a foundation for possible future study in economics and business. Students will learn about economic indicators, inflation and unemployment, money and banking, stabilization policies, the US and world trade, and an analysis of national income and its components. Students will also participate in the New Jersey Stock Market Challenge. Text: Bade, Robin and Michael Parkin. Foundations of Economics, AP Edition. Boston: Pearson Addison-Wesley, 2007. This course is AP optional and may receive CAP college credit through Burlington County College*

## **Street Law**

One credit, one trimester, grades 9-12

*Street Law is designed to provide students with an understanding of their legal rights and responsibilities, and knowledge of everyday legal problems. Students will be called upon to analyze, evaluate, and derive resolutions to real-world examples of legal disputes. This course addresses general problems in the areas of criminal and juvenile justice; torts; and consumer, family, and individual rights law. Students become more aware of what to do about discrimination or other violations of their constitutional rights. By the end of this course, students should be better and more active citizens. Text: Street Law, 8<sup>th</sup> edition, Arbetman and O'Brien; Glencoe McGraw-Hill, 2009.*

## World Languages

### **Latin I**

This introductory course covers the initial principles of Latin grammar and sentence construction, according to the Standards for Classical Language Learning. Students develop techniques for memorizing vocabulary and word forms in order to acquire effective translation skills, as the primary objective of the class is reading and comprehension. Students learn about Roman history, culture, and mythology, using *Ecce Romani Book I* and increase their vocabulary by exploring English derivatives for the Latin presented in each chapter.

### **Spanish I**

First-year Spanish students are challenged to communicate right from the start. Class instruction emphasizes understanding the language by matching what is heard with what is seen or experienced. Each chapter of the text, *Expresate I*, includes grammar, visualized vocabulary, speaking activities, cultural perspective, reading, writing and review.

### **\*Latin II**

*Latin II* provides the major portion of required grammar and syntax. Using *Ecce Romani, Book II*, students read more complicated and challenging material and continue to expand their Latin and English vocabularies. The class resumes the study of Roman history and culture of the first century, along with stories from mythology. Original Latin writings are introduced, in addition to the “made up Latin” read in the textbook.

## **Spanish II**

Building on the foundation of grammar and vocabulary laid in Spanish I, this full-year course uses *Expresate II* to teach students to communicate with people who speak Spanish and to understand other cultures in relation to their own. Critical thinking is emphasized throughout the text, which contains ten thematically organized chapters that develop students' ability to discuss their own lives in Spanish and interact with Hispanic cultures.

## **\*Latin III**

Latin III is a full-year course in which students complete the study of grammar and gradually progress from “made up Latin” to reading only original texts. The class is introduced to a variety of Roman prose authors, including Eutropius, Caesar, Cicero, and Pliny the Younger, as presented in *Ecce Romani, Book III*. If time permits, a beginning unit on Latin poetry, with selections from such writers as Catullus, Vergil, Horace, and Ovid, is included.

## **\*Spanish III**

*Expresate III*, the text for this full-year class, integrates and reviews themes with key questions of interest to the students. Each review allows students to expand to new levels of achievement, so their use of Spanish becomes more refined, elaborate, and complex. Course topics include grammar skills, vocabulary for communication in other cultures, stories, poetry, history, research projects, and essay writing.

### **\*Latin IV**

At this level, students study a variety of Latin authors from the Republic through the Middle Ages, including writers of both prose and poetry. Depending on the interests of the class, they can choose from such works as Cicero's letters and speeches, Livy's history of Rome, the poems of Catullus and Horace, or Vergil's *Aeneid*. Students read about pertinent events in history, and also learn a number of literary and rhetorical devices, in order to gain deeper appreciation of Latin literature.

### **Spanish IV/AP**

This full-year course prepares students specifically for the Spanish AP Language Exam and focuses on teaching them to become efficient readers and writers. Using a variety of materials and learning strategies, students achieve confidence in Spanish-language speaking and reading comprehension. They become effective writers in Spanish through a *process approach*.

## **Technology Department**

### **Introduction to Microsoft Office Suite I**

*One trimester, one unit*

This course gives students hands on training with the Microsoft Office 2007 Suite. It is offered as part of the 7<sup>th</sup> grade cycle or as a trimester elective for upper grades. Students will learn about features of WORD, PowerPoint and Excel through instructional guidance and by working on projects in each of these applications. Typing and writing will be practiced and these skills will be honed in this course. Students will develop college research skills by learning how to search the World Wide Web and other electronic resources (Windows).

### **Introduction to Microsoft Office Suite II**

*One trimester, one unit*

Offered as part of the 8<sup>th</sup> grade cycle or as a trimester elective for upper grades, this course gives students hands on training with the Microsoft Office 2007 Suite. Students will learn about features of WORD, PowerPoint and Excel through instructional guidance and by working on projects in each of these applications. Typing and writing will be practiced and these skills will be honed in this course. Students will develop college research skills by learning how to search the World Wide Web and other electronic resources (Windows).

### **Visual Basic**

*Visual Basic* focuses on human-computer interaction, providing training in the basic skills of task analysis and interface evaluation and design. Students learn to develop designs that are usable and useful for people. Students learn how to empirically evaluate user interfaces, leading to better ones. Visual Basic is used in programming assignments. Topics covered include: task analysis, user interface idioms, user interface toolkits, rapid prototyping and evaluation, simple user studies, and Visual Basic programming. Prerequisite: MSO or approval of instructor. Text: Programming with Visual Basic 6.0 Enhanced, Diane Zak, Course Technology. Supplemental resource material available for reference and review.

## **Publications: Yearbook (Photoshop, Graphic Design, In-Design)**

*Publications: Yearbook* is a working studio class, and through demonstrations and hands on work students learn to solve visual problems using Adobe Photoshop CS and Adobe InDesign CS. This "hands-on" experience is the key to success. Students will work on traditional design layouts and problems creating publications using Adobe Photoshop CS, In-Design, and Image-In. All students will participate in the following: working with basic magazine-style/layout, type selection, color and theme selection as related to yearbook production. Additional instruction is given in copywriting and fitting, photo selection and fitting, and page assembly to produce the yearbook. Daily design, layout, writing and interview assignments are a crucial component.

Text and Software Used: Adobe Photoshop CS, In-Design and Image-In. *Yearbook Curriculum Workbook*, Herff Jones, 2010.

## **STUDIO ART**

### **\*Advanced Fine Art/AP Studio Art**

*Grades 9-12*

Student artists who have demonstrated ability in drawing and sculpture may enroll in this course with approval from the instructor. The student's transcript will show that they are enrolled in *Advanced Art or Honors Fine Art*. Students may choose one of three AP portfolios: Drawing/Painting, 2D Design or 3D Design. If the student chooses to create an AP portfolio they must complete at least 24 strong works of art, which will be submitted in May to the AP reviewers. Individual instruction will be given. If the student successfully completes the AP portfolio and receives a score of a 3, 4, or 5, their transcript will be changed to read *AP Studio Art*. If a student receives a score of a 1 or 2, the transcript will remain as *Advanced or Honors Fine Art*. Students may also use this time to prepare a portfolio with the purpose of submitting their work to colleges and universities. Students may also choose to work independently on a body of work, improved by the instructor. Students are expected to show their work in the *Teen Arts* competition. Students are encouraged to visit as many art venues as possible throughout the year. One field trip will be taken per year, visiting area museums and art institutions. *Advanced Fine Art* may be taken a second year.

## **ART I: INTRODUCTION TO STUDIO ART**

This course is designed for students interested in visual arts as hobby, as well as those seeking to advance toward a career. Elements and principles of design will be taught as the framework with a focus on drawing techniques and composition. Color theory and color mixing will be introduced. Students will be exposed to a variety of 2-D media and techniques. Sculpture, ceramics and mixed media art is also explored in this course. Students will be required to keep an artist's sketchbook. Students will explore and respond to information about artists and concepts in art history, aesthetics, and art criticism. There is a significant amount of art history covered in this course throughout its duration. Students receive instruction from Studio Incamminati weekly throughout the course.

## **ART II: INTERMEDIATE STUDIO ART**

Grades: 10 -12 Prerequisite: Art I

*Art II* is a continuation course for those students interested in art as a major course of study. Students will further investigate and experience various 2-D and 3-D media in greater detail. Students will be required to keep an artist's sketchbook. Art history, aesthetics, and art criticism will continue to be emphasized and explored. There is a significant amount of art history covered in this course throughout its duration. Students receive instruction from Studio Incamminati weekly throughout the course.

## **ART III: GENERAL PORTFOLIO DEVELOPMENT**

Grades: 11, 12 Prerequisite: Art II

This course is designed for those students preparing artist portfolios for college entry or career planning. Students will create larger and more extensive projects incorporating new skills in addition to theory and techniques learned in Art I and Art II. There will be a continuation of study of Art Criticism and Aesthetics. However, students will be expected to familiarize themselves with Contemporary Artists. Sketchbooks will also be assigned with self-directed entries. There is a significant amount of art history covered in this course throughout its duration. Students receive instruction from Studio Incamminati weekly throughout the course.

## **Music**

### **Upper School Band with Music Theory**

*Grades 7-12*

This elective, full-year course is available to all students in grades 7 – 12 who successfully demonstrate the ability to play the music found in Book I of a nationally recognized band method. Students in band must own or be currently renting their own instruments. In band classes (rehearsals) the ensemble will study music theory, and read and prepare a variety of concert band music which has been selected to be appropriate for the playing level of the band. In addition to attending all rehearsals, band students are required to take one music lesson per week given by the band director.

### **Upper School Choir with Music Theory**

*Grades 7-12*

Students learn proper vocal technique, basic music theory and sight-singing, choral repertoire and some music history. In Choir, the students prepare music for performance at two annual concerts, Chapel services, the Burlington County Teen Arts Festival, and other venues. The Honors Choir is available by audition only to students in grades 9-12.

## **Physical Education**

### **Grades 7-8**

The focus of this physical education program is to provide an opportunity for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary school level. Middle School physical education will build a framework for lifetime activities and healthy living. To successfully bridge the transition to middle school, students will participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

### **Tentative Schedule**

<b>September</b>	Physical Fitness Testing	<b>February</b>	Basketball/Soccer
<b>October</b>	Flag Football/Floor Hockey	<b>March</b>	Ultimate Frisbee
<b>November</b>	Floor Hockey/Badminton	<b>April</b>	Baseball/Softball
<b>December</b>	Badminton/Volleyball	<b>May</b>	Physical Fitness Testing
<b>January</b>	Volleyball/Fitness		

\*Other activities include dancing, running, track and field events

## Grades 9-12

Athletics plays an integral role in the development of Doane Academy students, as sports are as much about character development as physical development. Doane athletics embody the ideals of physical fitness, sportsmanship, teamwork, skill improvement and character development. The student athletes' commitment to excellence and leadership provides a backdrop to maximize their academic and athletic potential. In order to fulfill the physical education graduation requirement, **all** students in 9<sup>th</sup>-12<sup>th</sup> grades must participate in at least one season of a school sport per school year. Students are expected to practice and attend games after school five days a week throughout the season of their sport. Doane Academy competes exclusively at the Varsity level in the Penn- Jersey Athletic Association and NJSIAA Non-Public Pool B in the following sports:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cross Country	Junior Varsity Boys Basketball	Baseball
Varsity Boys Soccer	Varsity Boys Basketball	Crew
Varsity Girls Soccer	Varsity Girls Basketball	Softball

## **Health**

### **Health 7**

Credited within the PE Course, this course meets once a week and follows a lecture and discussion format. The course objective is to provide students with more than health information, to help them to start thinking on their own and to learn to make “wise” choices concerning health issues. Students are taught the impact that these choices will have on their lifetime health. Classroom discussions and interaction between students and teacher play a large role in this course. The following topics are covered: Planning for a healthy lifestyle, learning ways to manage stress and deal with conflict, the body systems and how they work. Students are graded on weekly quizzes, chapter tests, classroom work and participation.

Text: *Teen Health* by Mary Merki.

### **Health 8**

Credited within the PE course, this course meets once a week and follows a lecture and discussion format. The course objective is for students to learn more about their world and themselves. Topics of discussions focus on information students will need to deal with in their teen years. Such topics include: how to handle emotions and stress in their daily lives, understanding peer pressure and the art of building good communication skills are our top priorities. Also covered are mental health problems, conflict management, violence prevention and how to say no to drugs. Classroom discussions and interaction between students and teacher play a large role in this course. Students are encouraged to share their own personal experiences with the class. The course utilizes role playing to understand better how to deal with some problems. Students are graded on weekly quizzes, chapter tests, classroom work and participation.

Text: *Teen Health* by Mary Merki.