



2025-2026 Course Catalog

English Department

Writing & Literature I

Writing & Literature I introduces students to the English Department and Darrow. Expectations for discussion, writing process and critical reading are introduced and practiced. Students explore a sense of place and its effect on identity both personally and through the experiences of the characters in the books read. Essential questions to be explored include: What are my approaches, practices, methods to/for reading and writing? What does it mean to have a “sense of place?” How do I begin to know a place? What is community? What communities do I belong to? What are the expectations of those communities? How do I resist or conform to those expectations? How do our social and natural environments shape our identities, and how do we influence our natural surroundings and communities? Diverse whole-class novels build community through shared experiences and inspire a variety of personalized creative and analytical writing prompts. Students also engage in independent reading projects designed to allow for the pursuit of personal interest, choice, and challenge, and to create a lifelong reading habit.

Writing & Literature II: Persuasion and Perspective

Writing & Literature II is a deep dive into perspective. What shapes our perspective on the world, and how can we help others understand it? How and why can we learn from those with different worldviews? How can we connect with and persuade an audience who disagrees with us? In addition to analyzing perspective in literary works including graphic novels, poems, and plays, we will build our skills in personal and persuasive writing and debate and discuss real-world issues. Throughout the year, students will also read books of their choice in an independent reading project designed to build engagement and stamina.

Prerequisite: Writing & Literature I or equivalent from another school.

Writing & Literature III: Inquiry and Analysis

Writing & Literature III uses literature and writing as windows into diverse human experiences. The first semester focuses primarily on reading: students will build their engagement, stamina, and ability through a combination of independent reading and whole-class texts. Writing assignments will develop the skills of close reading, analyzing and using the elements of story, and applying critical lenses. The second semester focuses primarily on writing, prioritizing assignments with real audiences such as personal statements, op-eds, profiles, and longform features. Throughout the year, students take increasing ownership of their learning through presentations, student-led discussions, and greater demands and choices in their reading and writing processes.

Prerequisite: Writing & Literature II or equivalent from another school. Students entering this class should have the English language skills needed to read and analyze challenging literary texts.

Writing & Literature IV: Happiness in Psychology and Literature (Fall)

In this class, we will investigate questions that have been explored extensively in the disciplines of psychology and literature: what are the keys to a happy life? What can individuals and societies do to increase their chances of happiness? For that matter, what does happiness actually mean, and is it something that we can or should strive for? We will look for answers (and further questions) in texts ranging from Viktor Frankl’s philosophical *Man’s Search for Meaning* to Sara Ahmed’s skeptical *The Promise of Happiness* to a range of recent memoirs and poems. Major assignments will include personal essays, experiments and observations, research-based presentations, opinion pieces, seminars, and debates.

Open to all seniors and to juniors with permission of the Department Chair.

Writing & Literature IV: Race: Reality and Fiction (Fall)

If race has no genetic or biological basis, why does it matter so much? How has the notion of race been created and maintained over the last 300 years of American history? What are the impacts of racial categories in society? This course will explore the development of the idea of race through anthropological and historical research, and will apply these insights to works of fiction. Students will gain valuable tools for interpreting and discussing a very thorny and problematic topic and for analyzing current events and everyday interactions. Students will choose whether to earn History or English credit through varied assignments, but all students will read the major assigned texts.

*This course is cross-listed with History. Students will need to choose which department to receive credit in.

Open to all seniors and to juniors with permission of the Department Chair.

Writing & Literature IV: Playwriting* (Fall)

In Playwriting, students will receive a strong foundation in the playwriting craft, dramaturgical thinking, theatrical tools and sensibilities, different types of play and scene structures, textual analysis, and constructive peer feedback models. This course is dedicated to process. Students will learn to write plays by writing plays. To that end, this course is structured as a professional writer's workshop with pieces being generated every week. The writer's workshops include free writes, scene and monologue writing; collaborative group writing and devising; reading and analyzing plays; class discussions; peer feedback; and personal aesthetic explorations. Workshops will culminate in 10-minute plays offering students the chance to fully develop a piece they will submit in professional play format and have read by their writing peers. Students will be encouraged to invite members outside of the class to be a part of the audience. Students may also submit their 10-minute plays for consideration to be in Darrow on the Fringe, Darrow Theater Workshop's winter production.

*This course is cross-listed with Performing Arts. Students will need to choose which department to receive credit in.

Open to all seniors and to juniors with permission of the Department Chair.

SUPA WRT 105: Practices of Academic Writing (Fall)**

The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community. Students explore the histories and knowledges that shape the positions from which they write and that inform the perspectives of various audiences, and they learn to recognize that writing as a true communicative act may potentially change the perspectives of both the writer and audiences. Developing this understanding helps students perceive ways in which their work as writers extends beyond the immediate requirements of the classroom and prepares them for effective engagement with issues in the workplace, local community, and global society. The writing course is a site of active learning where students have responsibility for their own progress and for that of their peers.

**SUPA courses earn three Syracuse University credits upon completion. *The course carries an additional fee payable to Syracuse University upon registration.*

Open to seniors and Post-Graduates

Writing & Literature IV: Utopia/Dystopia (Spring)

What drives humans to create ideal communities and speculate about disastrous ones? How do these imagined (and sometimes real) societies serve as responses to urgent social, political, and environmental issues? What kind of community does each of us want to live in, and what power do we have as individuals and as a society to get closer to that ideal? As we learn together on the site of the Shakers' utopian community, we will discuss and analyze films, novels, podcasts, essays, and short stories that explore the blurred lines between utopia and dystopia. Major assignments will include an analytical essay, an original short story, a manifesto and prospectus for a utopian community, research presentations, and student-led discussions. Texts studied may include films like *Get Out* (2017) and *The Stepford Wives* (1975); novels like *Parable of the Sower* by Octavia Butler, *The Dispossessed* by Ursula K. Le Guin, or *Station Eleven* by Emily St. John Mandel; and episodes from *Nice Try!*, a podcast about real-life attempted utopias from Levittown to Disneyland.

Open to all seniors and to juniors with permission of the Department Chair.

Writing & Literature IV: Women's Literature (Spring)

This course might mix more historical and current media other than literature than students are used to. It is designed to introduce students to one way of interpreting literature, or one school of literary criticism. Students will be asked to view literary interactions between sexes and representations of gender from a feminist perspective, and to that end the course will supplement the literature they read (written by women, mostly about women's experiences and concerns) with history, current events, essays, statistics, films and other sources. These will help students understand the experiences of women throughout history and the ways in which they express these experiences, and help students to identify similarities and differences in modern women's experiences and some possible causes of these situations. This understanding will be used in discussions and analyses of the novels being studied.

Open to all seniors and to juniors with permission of the Department Chair.

Writing & Literature IV: Dramaturgy I: From Page to Stage* (Spring)

This introductory course explores the art and practice of dramaturgy—the development and analysis of theatrical productions. Students will learn fundamental techniques of script analysis, research historical and cultural contexts, and develop artistic interpretation skills. The course examines the dramaturgy's crucial role in bridging the gap between a playwright's vision and its realization on stage, while fostering collaboration and effective communication within theatrical productions. By the end of this course, students will be able to: define dramaturgy and articulate its importance in theatrical production; analyze scripts through various critical lenses; research and apply historical and cultural contexts to play interpretation; develop artistic interpretations supported by textual evidence; collaborate effectively with directors, designers, and actors; communicate dramatic analysis through clear, persuasive writing; and create professional dramaturgical materials for a production.

*This course is cross-listed with Performing Arts. Students will need to choose which department to receive credit in.

Open to all students with permission of the Department Chair.

History Department

Historical Methods

This yearlong, required course is an introduction to the study of history - not just what happened in the world of the recent past, but how to think like an historian. The aim of this class is to give students the skills they need to conduct their own authentic historical investigations. Students will practice these skills through a variety of thinking, reflecting and critiquing activities, through problem-solving and project design, and yes, through reading and writing. There is no core text - rather, the class will be using online resources and a variety of written materials to practice research and close reading skills as we examine major events from the recent past. This course is required for incoming 9th grade students.

World Studies

This global history course provides students with the opportunity to examine contemporary issues in the modern global community and how the ideas of citizenship can be used to address major present day scenarios while preparing for the future. World Studies will also challenge students to understand the interconnected nature of our planet and how history, culture, economics and political forces shape our world. Through this understanding, students will develop a greater sense of their responsibility as citizens of the earth.

United States History

United States History is a yearlong, in-depth study of the nation's history built around a close examination of three central episodes of American history through the interpretive lens of the broadly-defined concept of "revolution." These three episodes are the American Revolution (eighteenth century), the Civil War and Reconstruction (nineteenth century), and the Civil Rights Movement (twentieth century). Students will approach their investigation of these transformative periods as historians, exploring relevant primary source material, comparing perspectives, analyzing factors such as bias, causation and correlation, undertaking collaborative projects, and conducting original historical research, all with the goal of building up a nuanced, balanced and authentic understanding of why and how these pivotal changes occurred, and what they meant, at those times and now, for the evolution of the American nation and society.

20th Century China (Fall)

China entered the twentieth century with a three-year-old emperor on an imperial throne occupied by a succession of “Sons of Heaven” stretching back thousands of years, and ended the century by putting a man in space (well, almost - it was 2007). In between, China experienced revolution, civil war, foreign invasion, political and social upheaval, unprecedented economic disaster and growth, and a precipitous rise, or return really, to global prominence. In this one-semester elective course, we will closely examine China's tumultuous twentieth century history in order to develop an understanding of the ideas, events and forces that have intertwined to shape modern China. Our study, which will involve extensive reading, writing, discussion and research, will be based on a variety of sources and perspectives, including primary and secondary sources, film, biography, autobiography and memoirs, visual imagery, and fiction.

Open to all seniors, and to juniors with permission of the Department Chair.

Introduction to Philosophy (Fall)

This course will delve into attempts to answer the Big Questions of existence, knowledge, and morality from the perspective of human reason rather than faith (or, as the Greeks had it, *logos* instead of *mythos*). Students will learn about major philosophical thinkers and ideas to encourage critical thinking, self-reflection, and the examination of ideas often taken for granted. They will begin by exploring the way major topics of inquiry were identified in classical Greece, and how those topics came to dominate the western philosophical tradition. The course will then delve into the philosophy of religion, including the various attempts to prove the existence of God, and the explanations for the existence of evil in the world. Students will then move to the study of moral philosophy, in particular the ideas of Mill and Kant, as well as the various critiques of their ideas, in order to better understand the development of moral and political frameworks that inform our lives, both on an individual and societal level. After analyzing the response to Kant by German idealists, primarily Hegel, students will dive into the Marxian tradition, and conclude the course with the major trends of late 19th century and 20th century philosophy, primarily existentialism.

Open to all seniors, and to juniors with permission of the Department Chair.

SUPA EEE 370: Introduction to Entrepreneurship (Fall)**

EEE 370 is an introductory course intended to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During this course, we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship. Entrepreneurship is approached as a way of thinking and acting, as well as an attitude and a behavior. Our emphasis is on entrepreneurship as a manageable process that can be applied in virtually any organizational setting. Moreover, our interest is in sustainable entrepreneurship or entrepreneurship over the life cycle of a person's entire career; organizations as they evolve from start-up enterprises to sizeable corporations; and societies as they move from undeveloped to post-industrial. However, our principal focus will be on the creation of new ventures, the ways that they come into being, and factors associated with their success.

**SUPA courses earn three Syracuse University credits upon completion. The course carries an additional fee payable to Syracuse University upon registration.

Open to seniors and Post-Graduates

SUPA SPM 205: Principles and Contemporary Issues in Sport Management (Fall)**

SPM 205 introduces the student to sport management concepts and sectors through an examination of problems and issues faced by contemporary sport managements. Unique characteristics of sport and resulting social and ethical responsibilities of sport managers will be discussed. In addition to the use of traditional pedagogical teaching methods to deliver basic sport management concepts, students are required to complete a comprehensive, hands-on project that demonstrates their comprehension of the different sectors of the industry covered throughout the semester.

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Open to seniors and Post-Graduates

Race: Reality and Fiction* (Fall)

If race has no genetic or biological basis, why does it matter so much? How has the notion of race been created and maintained over the last 300 years of American history? What are the impacts of racial categories in society? This course will explore the development of the idea of race through anthropological and historical research, and will apply these insights to works of fiction. Students will gain valuable tools for interpreting and discussing a very thorny and problematic topic and for analyzing current events and everyday interactions. Students will choose whether to earn History or English credit through varied assignments, but all students will read the major assigned texts.

*This course is cross-listed with English. Students will need to choose which department to receive credit in.

Open to all seniors, and to juniors with permission of the Department Chair.

Alternate History (Spring)

“What if...?” Alternate history is a relatively new field of historical inquiry that attempts to deepen our understanding and appreciation of actual history by imagining alternate outcomes to pivotal historical events. What if... Lincoln had not been assassinated? Hitler had invaded and conquered Britain in 1940? John Adams had refused to relinquish the presidency to Thomas Jefferson in 1801? The Nationalists had won China’s civil war? Rather than Native Americans being decimated by European diseases, it had happened the other way around? Respected historians and accomplished fiction writers have contributed vivid and compelling historical scenarios to the growing body of alternate history work. Following a study of the real history of selected events, we will read and analyze corresponding alternate history accounts of these events. Students will also research, write, and present their own alternate history scenarios. Through answering the overarching question of “What if...?” students will develop their historical knowledge, critical thinking, and historical imagination.

Open to all seniors, and to juniors with permission of the Department Chair.

SUPA ECN 203: Economic Ideas and Issues (Spring)**

ECN 203, Economic Ideas and Issues, is an introduction to mainstream economic thought designed for students with a liberal arts interest. The goals of this course are to introduce students to the ideas that form the foundation of modern Western (neoclassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method, which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomic to the macroeconomic level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the ongoing economic policy debate between interventionists and non-interventionists. The course is rigorous, but not heavily mathematical. Students should understand basic algebra and geometry. More importantly, they should be able to follow carefully reasoned logical development of a theoretical model and to apply that model to their own experiences. Economics 203 provides an excellent opportunity to nurture this skill.

**SUPA courses earn three Syracuse University credits upon completion. The course carries an additional fee payable to Syracuse University upon registration.

Open to seniors and Post-Graduates

SUPA PSY 205: Psychology: Foundations of Human Behavior (Spring)**

Psychology 205 is an introductory psychology course offered by Syracuse University's psychology department. It is an innovative course which provides instruction in the fundamental topics in psychology in addition to providing a degree of freedom for students to pursue individual topics of interest. The primary goals of the course include providing students with information regarding major areas of psychology such as learning, memory, cognition, development, personality, and social psychology. Students will learn the basic principles, concepts, and research findings in psychology and will become acquainted with psychological research methods and procedures while attempting to conduct and document research. Students will be presented with opportunities to discuss current topics, events, real-life experiences, and applications of psychological theories and research. Furthermore, students will learn the organizational and study skills important to succeed in college courses while also developing their oral and written communication of psychological knowledge.

Students read college-level textbooks and complete study guide assignments. Other components of the course include teacher lectures, class discussions, Syracuse University course lectures on the World Wide Web, online textbook links, research reviews and/or research projects, objective exams, essay exams, SU faculty visits, and teacher-generated learning projects. The text for the course is Wayne Weiten's Psychology Themes and Variation, 11th ed. (Wadsworth) and its supplements: a study guide, webpage, other media, and practice tests.

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Open to seniors and Post-Graduates

STEM Department – Math

Algebra I

Algebra I is a freshman-level math course designed to train important algebraic skills and to introduce elements of problem-based learning. This course, as with all Darrow core curriculum courses, will have a mixture of traditional content delivery mixed with elements of “discovery based learning” that comes with problem-based content delivery.

Geometry

Geometry is a classic sophomore-level math course that serves as an introduction for students to the world of proofs and logical thinking. This course will eschew the traditional “two column proof”, however, and focus more prominently on spatial reasoning and problem solving. This course will be more heavily focused on problem-based and discovery-based learning.

Algebra II

Algebra II is split into two different paths: Algebra II and Accelerated Algebra II. Algebra II will serve as either a “capstone” for a Darrow student's graduation requirement, or a pathway to additional electives in the mathematics department. Students should expect content to be delivered with a mixture of traditional and problem-based learning, as with Algebra I.

Algebra II Accelerated

This course will serve as either a “capstone” for a Darrow student's math career or proceed to Precalculus. Students who complete Geometry may join Accelerated Algebra II based upon recommendations from the Math Department Chair and/or the Director of Studies. Accelerated Algebra II will focus less on Algebra I review and seek to go further in advanced algebra topics. Content will be delivered with a mix of traditional style teaching and problem-based learning.

***Algebra III**

Upon completion of Algebra 2, many students do not feel ready to tackle the pace and depth of Precalculus. Algebra 3 aims to offer them a way to continue solidifying their Algebra skills, rather than embarking on a Statistics course that they may not have the requisite skills for. Additionally, the pace of this course will allow time to strengthen gaps from previous math courses, helping students to feel more confident as mathematicians. Finally, this course will provide students a path to continue on in their study of mathematics by keeping them in the traditional sequence but allowing them to move at a more appropriate or comfortable pace. This course aims to cover roughly half of the traditional Precalculus curriculum. It will focus on polynomial functions, rational functions, and exponential and logarithmic functions. If students are interested in pursuing Calculus, they can take a Trigonometry course to complete the Precalculus curriculum. Textbooks and assignments would match those used for the same topics in Precalculus, with more time and practice spent on each.

Pre-Calculus

Precalculus will serve as a bridge from Accelerated Algebra II to Calculus. The topics for Precalculus are varied and problem-based learning will serve well as a content delivery medium. Precalculus will go further and deeper on the above topics and will serve as not only a preparation for Calculus, but as an effective summative math course for the Darrow curriculum.

Calculus

Calculus is an advanced mathematics topic that requires abstract thought. Topics include limits, derivatives, integrals, and the applications of these topics. Prerequisites: Pre-Calculus or permission of the Math Department Chair.

Calculus II

Advanced Calculus students will continue where we left off in Calculus, beginning with conics, parametric equations, and polar coordinates. We will then continue on to an in-depth study of vectors and vector-valued functions, partial derivatives, multiple integration, and differential equations if time permits. Prerequisites: Calculus.

Statistics (note: all year)

Statistics is the mathematical science of collecting, describing, and analyzing data from the real world. In statistics, students will study different methods of collecting real world data and the math of probability that underlies random sampling. They will study how to interpret and present that data, including using measures of center, variance, probability distributions (such as the normal and binomial distributions) and outliers to contextualize data. Finally, students will use statistical tests and confidence intervals to test hypotheses and make statistical inferences. Upon completion of this course, students will be able to collect, analyze, interpret, and represent statistical information. Students will be able to make arguments and informed decisions using statistics, and will be able to interpret such arguments encountered in daily life.

Prerequisite: Algebra II

Programming 1 (Fall)

Programming 1 is an introduction to computer science and programming. Students will learn the basics of variables, boolean operators, if-else statements, loops, arrays, and other key topics in programming. This course will be taught primarily in Python. Students will build their own programs and applications to solve various problems. The goal of this course is to have students take their first step into the world of computer science and programming. The skills students will learn from this course will be applicable to any number of future computer science courses or even in their own day-to-day lives. The basic ideas of computer programming are, in a sense, the basic rules of logic. The problem-solving skills learned in Programming 1 will have myriad applications in more than just STEM study.

*This course is cross-listed with Science. Students will need to choose which department to receive credit in.

Programming 2 (Spring)

This course will pick up where Programming 1 leaves off, with room for students to set their own curricula. We will study advanced programming techniques such as recursive functions and object-oriented programming. At a given point in the semester, each student will be given the opportunity to study an advanced programming technique or topic of their choosing. Some examples are: learning a new programming language, web programming, app development for iOS or Android, algorithms, database management, and others. The goal of this course is to further motivate students' knowledge of programming and computer science. Students will be given the opportunity to learn new programming techniques and later study an area of computer science particularly interesting to them. This course will challenge students to learn problem solving and debugging skills. These skills will be useful for more students than only those interested in a future in computer science. Problem solving and critical thinking skills are imperative to all students, not just programming students. This course offers a unique way to learn those skills.

*This course is cross-listed with Science. Students will need to choose which department to receive credit in.

STEM Department – Science

Environmental Science

The Darrow campus and its surrounding community serve as a classroom and laboratory for students in Environmental Science. Students conduct field and laboratory investigations, apply scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the interrelationships in the natural world including earth's ecosystems, atmosphere, climate, soils, energy, water, populations, and natural resources. In this project based learning class students analyze environmental problems, examine solutions for resolving them, and present their results to authentic audiences. The unifying themes are the exploration of the intricate miracle that is this living planet and the potential for science to leverage positive change in the community.

Biology

In Biology, students will examine the living world around them and its structures and processes. They will delve into scientific research and ask 'How can I read and interpret scientific findings for myself?' They will learn laboratory skills and create their own investigations. Students study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; and homeostasis. Students will identify how the processes of biology are interrelated and the significance to our daily lives.

Chemistry

In Chemistry, students conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gasses; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

Physics

Have you ever thought about what it would be like to play a sport on the moon? Or have you wanted to design a roller coaster ride? Physics allows you to understand how matter and energy interact so that you can meaningfully engage in exploring these questions and more. This class will be organized around a series of design challenges that will be based upon your growing knowledge of mechanics, acoustics, optics, and other aspects of this science called physics. We will investigate these concepts of physics together and apply engineering practices to meet the goals of each challenge.

Animal Studies (Fall)

This class explores the relationship between humans and other animals, the field of anthrozoology, through interdisciplinary lenses such as science, history and culture. Together we will examine the intersection of people and other species in our daily lives, communities, farms, laboratories, zoos, conservation areas, etc. to ask big questions like: How do we define "animal"? Why do humans keep pets? Why do we fear one species but love another? Why are some animals sacred while others are food? We will explore our complex connection to animals through time and human experience, and how these relationships impact our rapidly changing planet. By looking at how we coexist with other beings we can better understand not only their worlds but our own, and the immense power of our choices and actions.

***This class will involve outdoor experiences, and direct interaction with live animals including species of: birds, mammals, reptiles, amphibians, invertebrates & fish.*

Prerequisites: Environmental Science, Biology, Writing & Literature II or equivalent

Programming 1 (Fall)

Programming 1 is an introduction to computer science and programming. Students will learn the basics of variables, boolean operators, if-else statements, loops, arrays, and other key topics in programming. This course will be taught primarily in Python. Students will build their own programs and applications to solve various problems. The goal of this course is to have students take their first step into the world of computer science and programming. The skills students will learn from this course will be applicable to any number of future computer science courses or even in their own day-to-day lives. The basic ideas of computer programming are, in a sense, the basic rules of logic. The problem-solving skills learned in Programming 1 will have myriad applications in more than just STEM study.

*This course is cross-listed with Math. Students will need to choose which department to receive credit in.

SUPA CHE 113: Forensic Science (Spring)**

Chemistry 113: Forensic Science focuses on the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented, with emphasis placed upon the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include learning techniques commonly employed in forensic investigations.

**SUPA courses earn three Syracuse University credits upon completion. The course carries an additional fee payable to Syracuse University upon registration.

Open to seniors and Post-Graduates

Programming 2 (Spring)

This course will pick up where Programming 1 leaves off, with room for students to set their own curricula. We will study advanced programming techniques such as recursive functions and object-oriented programming. At a given point in the semester, each student will be given the opportunity to study an advanced programming technique or topic of their choosing. Some examples are: learning a new programming language, web programming, app development for iOS or Android, algorithms, database management, and others. The goal of this course is to further motivate students' knowledge of programming and computer science. Students will be given the opportunity to learn new programming techniques and later study an area of computer science particularly interesting to them. This course will challenge students to learn problem solving and debugging skills. These skills will be useful for more students than only those interested in a future in computer science. Problem solving and critical thinking skills are imperative to all students, not just programming students. This course offers a unique way to learn those skills.

*This course is cross-listed with Math. Students will need to choose which department to receive credit in.

World Languages, Cultures and Linguistics Department

Spanish I/Spanish II

These year-long courses provide students with an opportunity to develop their Spanish language skills in classes that group students of similar proficiency levels. Instruction in these courses will be conducted mostly in Spanish. Students will be expected to contribute, to the best of their ability, to the maintenance of the classroom immersion environment. Proficiency in all major areas (speaking, listening, writing, and reading) will be developed through a variety of activities. Both individual and group work will be included. The teacher will provide classroom instruction, assign homework and administer assessments.

Spanish III

This course is a continuation of Spanish II. It continues to build upon intermediate Spanish language skills with regard to oral communication, reading and writing. Students will continue to collaborate often, begin more challenging projects and work on their fluency and ease with which they speak in the language. Emphasis is placed on conversation, storytelling, dialogues, and introductory stories in Latin American literature, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals.

Beginner Mandarin Chinese

This course introduces students to Mandarin Chinese through an interactive, project-based approach using the HSK 1 standard course as a foundation. Students will develop fundamental skills in Pinyin, pronunciation, speaking, listening, and basic character writing while gaining insight into Chinese history, culture, and customs. Through hands-on projects, students will apply language skills in real-world scenarios and engage in cross-cultural discussions to deepen their understanding of Chinese society.

Introduction to Japanese

This course is intended for students with little or no background in Japanese, and aims to build the necessary foundation for future study. Focusing on developing communication skills in Japanese, we will use a mix of speaking, listening, reading, and writing. The emphasis is put on mastering the basic functional grammar through oral and written practice. This course will likely cover chapters 1-6 in the Genki 1 textbook.

The course aims to build the basic foundation for Japanese language learning, and foster an environment that makes students want to learn more. By the end of this course, students are expected to have the skills required for various basic daily conversational situations, and the ability to read and write both Hiragana and Katakana. Additionally, students will be able to read and write upwards of 100 Kanji.

ESoL

ESOL Language Arts

ESOL Language Arts develops students' vocabulary and language skills in English through intensive reading and speaking practice, and explicit instruction in reading strategies, pronunciation, and writing in order to effectively prepare students for English and Humanities courses at Darrow and beyond.

ESOL American Literature

ESOL American Literature is a skill building course for English Language Learners that explores different genres of literature written in the U.S. In this course, students practice reading, writing, listening, and speaking in order to get better acclimated to the American classroom and to begin producing essays in English. Students read two novels, and many short stories and poems. Discussion on topics touched upon in fiction and nonfiction texts and films is a focal point of the class, as is writing. This class helps prepare these students for the work of Writing and Literature.

Bridge Writing & Literature

This course parallels the mainstream Writing and Literature I class, but provides extra support to ELLs.

Performing Arts

Jazz Ensemble (Fall & Spring)

Students involved in this ensemble will work to improve their ensemble playing as well as their individual musicianship. This group will work on a variety of music including standards, blues, funk as well as contemporary and original compositions. On and off campus performances will be included.

Prerequisite: Some musical experience encouraged

Singing Workshop (Fall & Spring)

This inclusive vocal class welcomes students of all experience levels who share a passion for singing. Through a supportive, collaborative environment, students will develop their unique voices while building fundamental vocal techniques, ear training skills, and performance confidence. The class emphasizes learning by ear, ensemble singing, and solo opportunities tailored to each student's comfort level.

***Music Technology and Composition (Fall & Spring)**

This course will allow for a more diverse and inclusive composition environment that encourages all students to participate regardless of their ability, level or experience. Students will engage in a multitude of compositional techniques that balance traditional concepts in melodic and harmonic development, arranging, orchestration basics with engaging in contemporary music technology production such as beats, sampling, EPs and film scoring.

Performance Studies: Art in Action (Fall)

In this course students will gain exposure to a broad spectrum of performance modes. Students will be examining performance behaviors in ritual, play, spectacle, identity, everyday life, the arts, and performance history. Additionally, students will study, individually and as a full group, these different areas. Projects combine written and performance elements to help students develop as scholar-practitioners.

Writing & Literature IV: Playwriting* (Fall) * Cross-listed with English

In Playwriting, students will receive a strong foundation in the playwriting craft, dramaturgical thinking, theatrical tools and sensibilities, different types of play and scene structures, textual analysis, and constructive peer feedback models. This course is dedicated to process. Students will learn to write plays by writing plays. To that end, this course is structured as a professional writer's workshop with pieces being generated every week. The writer's workshops include free writes, scene and monologue writing; collaborative group writing and devising; reading and analyzing plays; class discussions; peer feedback; and personal aesthetic explorations. Workshops will culminate in 10-minute plays offering students the chance to fully develop a piece they will submit in professional play format and have read by their writing peers. Students will be encouraged to invite members outside of the class to be a part of the audience. Students may also submit their 10-minute plays for consideration to be in Darrow on the Fringe, Darrow Theater Workshop's winter production.

*This course is cross-listed with English. Students will need to choose which department to receive credit in.

Open to all seniors and to juniors with permission of the Department Chair.

Writing & Literature IV: Dramaturgy I: From Page to Stage* (Spring) – Cross-listed with English

This introductory course explores the art and practice of dramaturgy—the development and analysis of theatrical productions. Students will learn fundamental techniques of script analysis, research historical and cultural contexts, and develop artistic interpretation skills. The course examines the dramaturg's crucial role in bridging the gap between a playwright's vision and its realization on stage, while fostering collaboration and effective communication within theatrical productions. By the end of this course, students will be able to: define dramaturgy and articulate its importance in theatrical production; analyze scripts through various critical lenses; research and apply historical and cultural contexts to play interpretation; develop artistic interpretations supported by textual evidence; collaborate effectively with directors, designers, and actors; communicate dramatic analysis through clear, persuasive writing; and create professional dramaturgical materials for a production.

*This course is cross-listed with English. Students will need to choose which department to receive credit in.

Open to all students with permission of the Department Chair.

Acting Fundamentals: Performance Lab (Spring)

This course lays the foundation for studying the discipline and art of acting through exercises, reading, discussion, and scene work. Students will be introduced to the basic concepts of acting, including voice & speech, movement training, and dissecting text. We will explore and apply these concepts through classroom exercises and performances, developing skills that nurture creativity, self-expression, and collaboration.

By the end of the course, students will be able to: demonstrate basic acting techniques and terminology; apply voice and movement techniques to character development; analyze dramatic text and identify acting objectives; perform scripted and improvised scenes with focus and intention; work collaboratively in an ensemble setting; provide and receive constructive feedback, and reflect on their growth as performers.

Visual Arts

Studio Art (Fall & Spring)

Studio Art is an introductory art course offered in both the fall and spring semesters and is a prerequisite to all other art electives. Students have the opportunity to explore Drawing, Painting, Photography, Ceramics, and Graphic Design. With each new medium, students will explore and incorporate the elements and principles of art and design into their artworks. This course emphasizes process as a means to liberate students from preconceived notions of inability or lack of skills necessary to create. Students will learn how to craft an artist's statement, develop research and presentation skills, and study both historical and contemporary art practices. Studio Art is a prerequisite for all other Visual Arts courses. The requirement can be waived only with a demonstration of prior experience (portfolio of artwork) and a conversation with the Art Department Chair.

Ceramics (Fall & Spring)

Ceramics is designed for both students new to clay as well as students with experience in ceramics. Students new to clay will learn various hand-building techniques and basic wheel-throwing skills used to make both functional ware and ceramic sculpture. Students with ceramic experience will take a more independent approach to projects as they work to design projects that include handbuilding, wheel working and mold making to create their work. All students will research and analyze both historical and contemporary methods of surface design and apply these techniques to build up layers of design information on their own work. Students are encouraged to explore personal interests and aesthetics through the assignments. Projects assigned will require productive use of in-class time and additional time in the studio outside of class hours.

NOTE: Prerequisite: Studio Art. This class can be repeated and the course renamed to note students' level of progression for transcripts.

Darkroom Photography (Fall)

This course is designed to introduce the foundations of black and white photography and darkroom techniques. Historical development and technical aspects of the photographic process will be studied. Assignments are designed to help budding photographers begin to look more carefully at the world around them and explore a vision of their place in it. Assignments will require productive use of in-class time and additional time in the studio outside of class. Historical exploration will require some research, analysis, and presentation.

Prerequisite: Studio Art

Drawing (Fall & Spring)

This course is designed to help students develop their perceptual and rendering skills through sketching and drawing. Assignments will build upon each other as students grow in their perception of edges, spaces, relationships, and lights and shadows. A final project will explore contemporary drawing and develop a new definition of drawing. Students are required to keep a sketchbook for weekly, take-home assignments. Students are expected to participate fully, challenge themselves, apply their best effort, and have fun. **NOTE: This class is a prerequisite to all Painting classes.**

Prerequisite: Studio Art

Introduction to Digital Art (Fall)

This hands-on studio course introduces students to digital art creation. Through a series of in-class projects, students will explore digital tools and their applications to various artistic disciplines such as illustration, fashion design, product design, and interior design. The course emphasizes creative exploration, technical proficiency, and interdisciplinary applications.

Prerequisite: Studio Art

Sculpture: Installation Art (Fall)

Installation Art is a sculpture based class where students will create works that reflect an investigation of materials and consideration towards installation methods. Projects (to name a few) will include creating large scale sculptures with everyday materials, repurposing found objects into altered books and using natural materials to construct site specific, temporary art works. Students will also research historical and contemporary artist's approaches in this genre.

Prerequisite: Studio Art

Woodworking (Fall and Spring)

Woodworking is open to students with different levels of woodworking experience, from novices to experienced woodworkers, and provides the opportunity to work with wood as an artistic medium. Students will develop skills and undertake projects that correspond to the woodworking background they bring to the course. Novice woodworkers will develop basic woodworking skills by replicating an existing design through all the stages from rough lumber to a finished furniture piece. More experienced woodworkers will design and execute an original work in wood using more challenging design parameters and joinery techniques. Depending on their skill level and specific project, students will be introduced to the safe and correct use of a variety of hand, power and shop tools. Regardless of level of experience and skill, all students will be expected to exhibit a high level of awareness of safety, and a mindful focus on craftsmanship and skill development. Students can take the course more than once as they progress in their woodworking skills and knowledge, and transcripts will reflect the specific level(s) at which a student took the course (i.e., Introductory, Advanced, or both).

Prerequisite: Studio Art (or similar prior experience and permission of the Department Chair)

Advanced Mixed Media (Portfolio) (Fall & Spring)

This class is designed to guide students through the process of preparing an art portfolio for entrance to BFA programs and liberal arts colleges that accept portfolios. Students will choose colleges, create some impressive original drawings, have their work photographed, and consult with various art admissions personnel to create the most effective presentation of their work. They will view various presentations by different art programs and apply to their choice of schools by the end of the semester.

Prerequisite: Open to Juniors & Seniors with prior art experience or by permission of instructor

Advanced Visual Arts Certification (Fall and Spring)

The Advanced Visual Arts Certification is open to students who are invested in pursuing the Visual Arts. Students who are interested in completing the requirements for an Advanced Visual Arts Certification should complete the following courses during their high school career:

Prerequisites:

- Studio Art
- Drawing
- At least one 2D Visual Arts Course (Digital Photography, Darkroom Photography, Painting, Printmaking,)
- At least one 3D Visual Arts Course (Ceramics, Woodworking, Wearable Art, Model Fabrication, Sculpture Installation)
- Advanced Mixed Media (Fall or Spring)

Completion of the certificate also requires commitment through community engagement in the arts by serving as an Art Prefect, Curating an Art Exhibition and developing and maintaining a weekly personal studio practice.

Painting (Spring)

In Painting, students will be introduced to both watercolors and acrylics. The first half of the semester will be devoted to understanding and exploring watercolor as each assignment builds off the next, investigating the potential of this medium. The second half of the semester will be spent painting with acrylics on canvas. There will be a balance of in-class assignments along with students selecting their own images to depict and render. Research of both historical applications as well as contemporary approaches will be part of this course as students discover their personal aesthetic with the material. Concepts presented in class will be further explored through weekly sketchbook assignments.

Prerequisite: Studio Art and Drawing

Art Appreciation (Spring)

This course introduces students to major artistic traditions across cultures and time periods. Using Smarthistory resources, students will explore art through discussions, videos, and hands-on projects. The course emphasizes visual literacy, historical context, and artistic techniques through debates, case studies, and creative assignments. By the end of this course, students will: develop an understanding of key artistic movements and their historical contexts; analyze and interpret artworks using visual literacy skills; compare and contrast art from different cultures and time periods; engage in critical discussions and debates about art and its significance; create projects that demonstrate comprehension of artistic styles and concepts; and explore contemporary art and its connection to historical traditions..

Prerequisite: Studio Art

Wearable Art (Spring)

This class will introduce students to wearable art by exploring body adornment projects in jewelry making, textile design and a fabrication process of their choosing for a final project. Students will learn about both historical and contemporary approaches to wearable art, its significance and place within the field of art. This class will include artist studio visits to learn about different fabrication methods. At the end of the semester students will showcase their wearable art creations by having an exhibit/fashion show for the Darrow community.

Prerequisite: Studio Art

Digital Photography (Spring)

In Digital Photography students are introduced to a range of genres including landscapes, portraiture and still life. Students will learn how to use DSLR cameras and how to edit their pictures using Adobe Bridge and Adobe Photoshop. Weekly visual presentations will provide students with picture prompts for photo exercises around campus. Students will create a portfolio of 10 - 12 digital photographs for each genre in 3 - 4 week units before deciding on and completing a final, long term photography project in the genre/s of their choice. Students are expected to complete all assignments, notebook checks and assessments.

Prerequisite: Studio Art

Additional Required Course

Financial Literacy for Seniors

The Financial Literacy seminar uses a flipped classroom model to teach all seniors about being financially successful. Financial success means being in control of one's money instead of the other way around. Income doesn't necessarily determine financial success – one's choices and priorities do. The essential questions for the seminar: How do you know you are using your resources well? How do you know you are being responsible with your finances? How do you prepare for your own retirement? Units include financial planning and process, budgeting, managing personal debt, education planning, economic concepts, investment strategies, and other useful skills and information related to personal finances.