

2020-2021 UPPER SCHOOL COURSE OFFERINGS

COMMUNITY SERVICE/SERVICE LEARNING – 6 credits required

Building Techniques

Students in this class will work on a construction project on campus. Past projects have included a shed for storage, a tree house, a climbing wall, and a hut for the pigs belonging to the Lower School.

CREDIT: CS (term)

FILMS for World Peace: Mentorship

11th and 12th grade only, instructor approval required

This is a component of the Apprenticeship course and is open to students who have already completed either an independent film study or a film apprenticeship. Mentors help with the design of new projects and support apprentices on location. Mentors will be called upon to lead community outreach and skills workshops that promote the consensus filmmaking model.

CREDIT: CA-VA or CS (term or year)

Film Projects

This course will allow students to work on both service film projects and personal experimental film projects. To that aim, they may select to earn either a service credit or a visual arts credit. Service Film Projects will explore ways that express the mission of CFS in action. The instructor will facilitate the process to help students complete their freestyle projects. Students may opt to work in teams and create fiction or work independently and create a reality/documentary piece. The whole class will serve as a support group to help each student reach his, her or their individual goals. Students may choose to create their projects on cell phones, class iPads or shared class DSLR cameras. No prior film experience necessary.

CREDIT: CA-VA or CS (term)

Mentors for CFS Life Class and 9th Grade End of Year Trip

11th grade and occasionally 12th grade

This three term service class fulfills three purposes. First, this group of older students will mentor 9th grade students by seeking to befriend, guide, and support the 9th grade students as they acclimate to high school life. The mentors will play a key role in helping to build cohesion and leadership in the class. Second, the mentors will join the 9th graders on retreat days, field trips and ideally accompany them on their End of Year Experience. And finally, this group will commit to attend Clerks regularly as a way to share insight and support input from the 9th grade class. *Students must apply to be considered for this course.*

CREDIT: CS (year) End of Year Experience (Internship)

Newspaper

This is a project based class, open to 9th through 12th graders, in which we create and produce a student-run newspaper. Starting this year, the CFS Upper School Newspaper will focus on the latest news on campus, as well as issues in the local and wider community impacting life at CFS. In addition, we will have features that showcase students having an impact on the local and wider community. For students new to news reporting, there will be a space to learn basic writing techniques, while those with experience will take on some new investigative challenges. All students will gain and improve interviewing skills, review media ethics and understand the critical role of news reporting in a democratic society. Students will learn how to gather background material and check facts, conduct an interview, write news and feature stories, craft effective headlines, and design and lay out a news publication in Pages. We will produce several issues of the paper in both print and online formats. **For those who enjoyed the sassy satire of the *Fox alt News*, have no fear!** There will be a place all can turn to for puffery and shenanigans!

CREDIT: CS, ER, SS, (single or multiple terms)

Quaker Advocacy

In this action-oriented course, students learn the basics of public policy, lobbying, and Quaker process. Students begin by researching a pending piece of national legislation chosen by the Friends Committee on National Legislation (FCNL). They then use Quaker decision-making processes to write a consensus-based declaration on the issue, which they present to the entire student body. After attempting to educate others on the issue and come to consensus, with their 160 peers, on the declaration. The class then travels to Washington DC for four days to participate in FCNL's Spring Lobby Weekend. Over the first two days, students are trained to lobby and are educated by national experts. On the final two days, students meet with their senators, representatives, and/or elected officials' staffers to lobby on their topic. Upon returning from DC, the class decides on a second campaign to implement. In the past, students have organized a multi-school climate change conference, lobbied state legislators on LGBTQ workplace protections, and conducted a massive Get Out The Vote campaign.

CREDIT: CS (term)

Stagecraft

This class will function as support for the Upper School Dance Concert and Spring Play. Class work might include set building and design.

CREDIT: CS or CA-PA (term)

Student Ambassadors

Prerequisite: Students must sign up for a minimum of 2 terms. Terms do not have to be consecutive.

Student Ambassadors work closely with the Upper School Dean for Students. They provide a communication link between staff and students. They support and welcome students new to the Upper School. Specific class activities are decided as a result of confidential discussions. Student Ambassadors are called on to play a leadership role in the community and should demonstrate the following qualities:

- Able to abide by confidentiality agreement
- Approachable
- Genuinely invested in the well-being of the school
- Comfortable talking with teachers
- Willing to give up outside class time
- Able to set a good example for CFS students
- Friendly
- Honest and respectful
- Responsible
- Good listener
- Mature enough to stay neutral

CREDIT: CS (2 terms)

Teaching Methods

Open to juniors and seniors

This course will be offered in the first trimester and it is open to seniors and to juniors who are interested in teaching a class to their peers in their senior year. Participants in the class will learn the basics of lesson planning, charting out the scope and sequence of their class, writing their class descriptions, and running a classroom on a day to day basis. In addition to learning different teaching strategies, students will also be doing classroom observations of other teachers and preparing and teaching their own lessons in classrooms around the school.

CREDIT: CS (term)

Teacher's Assistant

Teacher's Assistants work in the Campus Early School, Lower School, Middle School, Upper School, and the Center. In the younger units students might help younger students with their work or assist the classroom teachers with an assortment of tasks. Students may work in the Lower School library or in the Middle School/Upper School library. Students may also serve as a teacher's assistant in the Upper School, either for a specific teacher or in the Main Office. Students who TA in the Center will assist with general work for the entire school. Students who TA in the Athletics Department will do game preparation, general cleaning and organizing and may assist with LS/MS PE classes. Students should check with individual teachers for such service opportunities before signing up.

CREDIT: CS (term)

Teacher's Assistant: Art Studio

Students interested in doing service work in the studio are welcome during any period of the day. If you have a specific interest like ceramics or photography, please sign up to assist in those areas.

CREDIT: CS (term)

Teacher's Assistant: Athletics/After School Game Day

Students interested in doing service work on game day must be available after school on home game days and sports day. Depending on the season, students will complete game setup, assist coaches, monitor water, ice and first aid supplies. Students may also work the table during volleyball and basketball games. Off season athletes only. No experience required but must be punctual and self directed.

CREDIT: CS (term)

Teacher's Assistant: Audio

Students should have an interest in providing sound tech set up or support for various platforms: school and or musical events and classes, organization of electronics and amplification, tech setup and organization in the Music Hut.

CREDIT: CS (term)

Teacher's Assistant: Technology

TAs in the Computer Lab will provide assistance to computer users by answering questions about the hardware and software. They will also help to clean and maintain the equipment, install software, photocopy, and do data entry.

CREDIT: CS (term)

Upper School Service

In Upper School Service classes, students will be caring for the grounds, doing some work on buildings, and generally helping to keep the school running. This class also helps to manage the school's recycling program.

CREDIT: CS (term)

Upper School Yearbook

Students in this two-term class will comprise the staff of the Upper School yearbook. Together they will plan, design and produce the yearbook from start to finish. This is an excellent opportunity for anyone interested in writing, photography, drawing, graphic design, marketing, editing, bookkeeping, desktop publishing, and/or project management. There are roles for anyone interested in finding out how a yearbook is made. Close attention to detail is a critical component of this class. Students will have individual responsibilities but will work cooperatively as a team with one common goal: a yearbook to be proud of. Please note that students will have work to do outside of the classroom including attending sporting events and other school sponsored activities (the play, musical, MLK service day, etc.).

CREDIT: CS or CA-VA (2 terms)

CULTURAL ARTS

8 credits required: 2 in visual arts (CA-VA), 2 in performing arts (CA-PA), remaining 4 in either discipline.

CULTURAL ARTS - VISUAL ARTS - STUDIO

All the Arts

Do you want to explore a variety of materials in the studio over a term? This class will have projects in Drawing, Painting, Clay (non-wheel), Printmaking, Sculpture and Photography. The core of the class is to have you come away from the term with an understanding of Color Theory, the Elements and Principles of Design, Composition techniques, and develop Craftsmanship and care for your unique visual voice. This class will engage in projects that may alternate from term to term, so repeating the class will often provide different activities, with a variety of materials. A successful term is one where students show up ready to experiment and play, and learn about themselves as artists through guided projects in a wide variety of materials.

CREDIT: CA-VA (term)

Ceramics

This class is an introduction to clay building techniques including hand-building methods and wheel-throwing. These techniques are primarily used to create functional pieces, but students can also explore more abstract forms. Once foundation techniques are introduced, projects may explore altering form, surface decoration, structure/construction, and work in a series. Students will be asked to participate in group critiques in class and complete written reflections about their learning process.

CREDIT: CA-VA (term)

Clay & Sculpture

In this class we will explore principles of 3D design while creating realistic and abstract sculptures. We will use a variety of media to make 3D forms including paper, found objects, and clay. We'll cover techniques and concepts including additive and subtractive modeling and assemblage.

CREDIT: CA-VA (term)

Drawing & Painting

This class exposes students to a variety of two-dimensional media, through practicing techniques necessary for developing drawing and painting skills. The class focuses on using design, color theory and composition principles in 2-D artwork, and applies them to projects that encourage students to draw what they see and feel, and to visually share their ideas and visions of the world. The first part of the term will focus primarily on drawing through still life, portraiture and life drawing, landscapes, and storytelling, and the second part of the term will be spent learning color theory applying these experiences to extended conceptual projects in wet media. Critiques throughout the term will allow students to gain feedback from their peers and instructor and gain confidence with their arts vocabulary and understanding of idea, form, idiom, structure, craft and surface/impact. Students will work with graphite, pen and ink, charcoal, china marker, chalk and oil pastels, colored pencils, watercolor, gouache and acrylic paint.

CREDIT: CA-VA (term)

Fiber Arts

Students will begin the term learning about the huge upsurge in the DIY Craft movement, and we'll explore a number of crafting websites that provide endless ideas for crafts involving fibers and found and recycled objects. We will also research the crafting communities that create works for charity and donations. Possible projects include working with the basics of knitting, purling, and crocheting, including how to read a pattern and decipher abbreviations, needle and wet felting, sewing, designing and printing shirts and clothing, weaving, and sculpture and installations using natural and found objects. After the general techniques are covered, students choose their own projects to work on, and we meet each class to work on these projects. This is a class where students work over long stretches on fewer projects, and students should be self-motivated and able to stay on task as they craft their individual pieces using repetition and patience.

CREDIT: CA-VA (term)

Photography

This class begins with a history of photography, including 35mm black and white photography, learning about cameras, film, and darkroom techniques. The students will be in the darkroom for much of the term, as well as using phones and digital cameras to develop skills in composition, art making and storytelling. All will participate in critiques and share feedback throughout the term. Chemistry and darkroom safety will be covered along with responsible darkroom set up and clean up. Students must

provide their own cameras or make arrangements ahead of time to be sure one is available for their use during the term (we do have a number of school film cameras available). A materials fee may be charged for this class.

CREDIT: CA-VA (term)

Printmaking Techniques

The variety of printmaking processes available are broad, and can produce unexpected and powerful, unique imagery. In this class, students will combine drawing exercises with carving and printing processes such as: Reduction Prints, Stamps, Foam and Linoleum Printing, Found Object Printing, Spray Painted Stencils, and Screen Printing. We'll also learn about some of the pioneers and contemporary artists that use these processes as we make work of our own.

CREDIT: CA-VA (term)

Portfolio (8th period Fall/Winter)

This is an advanced studio class for students focusing on building and presenting a more independent portfolio of work. It is mainly for 11th and 12th grade students (and 10th with permission) who have taken at least two materials-based classes in Ceramics, Clay & Sculpture, Photography, Printmaking, Digital Art or Drawing & Painting. Students will sign up for both terms of this fall and winter class and work during the fall term to develop skills in a wide variety of materials through advanced art experiments of their own design, then have the winter term to work independently to solidify their visual voice and compile their portfolios. Near the transition between fall and winter terms, students will attend (as part of the course curriculum), a National Portfolio Day event in Charlotte, Richmond, or Washington, DC. National Portfolio Days are meant as opportunities for high school students to present a body of their work to a variety of Art Schools from all over the US and abroad. Being self-motivated and focused is of the utmost importance, as this class offers a lot of studio time to work on individual projects, but aiming to attend an art school or study art after CFS is not a prerequisite. In the Winter Term students will develop their artist statements and create an Art Process Video to accompany their body of 8-12 pieces. Students may not sign up for winter term without being enrolled in the fall term.

CREDIT: CA-VA (two terms)

Stringed Instrument Building

The goal of the Stringed Instrument Building experience is to guide the student through the construction of either a mini-electric guitar (from kit) or a mini acoustic guitar (from a billet) that *the student will keep* at the end of the class. Basic woodworking skills such as using hand tools and shop machinery are an advantage, but can also be learned along the way. We will work during 7th period and perhaps into lunch (as necessary). A materials fee of around \$170 will be required; shop supplies will be covered by the school.

CREDIT: CA-VA (term)

Woodworking

The instructor will assume that you know how to use a tape measure and ruler and have some knowledge about what kinds of woods are suitable for various applications, about different types of joinery and about how to plan a project. Students should know to use the tools in the shop in a PROPER AND SAFE MANNER but just in case, there will be some review. We will spend the first few class periods, doing that and working on designing what your project will be. Please keep in mind that it will need to be small in nature unless you want to pay for your own materials. Some possibilities are: a box or CD case, what-not shelves, or a clock. Safety will be a focus, as will proper use of the tools.

CREDIT: CA-VA (term)

CULTURAL ARTS - VISUAL ARTS - FILM

Arts Collective

Performing Arts students of all kinds (actors, dancers, filmmakers, musicians) will work closely and collaboratively to create an original devised piece for performance at the end of the term. Supported by teachers of all subjects, participants will both find and create text, music, movement, and images to create a single unified 'evening,' the nature of which will emerge through the process. Non-performing writers and visual artists are also welcome.

CREDIT: CA-PA (term)

FILMS for World Peace: Apprenticeship

By way of a collaboration between Carolina Friends School and FiLMS for World Peace, Apprentices will gain activist filmmaking experience through the development and execution of projects that will be shared in the community as a catalyst for raising awareness and action for social causes. Apprentices will become part of the FiLMS for World Peace platform that empowers people to "transform conflict into discovery" through the development of storyworlds. Students can enroll with no previous film experience. As apprentices they will learn to write, project-manage, direct, shoot, edit and market collaborative projects as they build community. Apprentices will go beyond making one-off films to examining how filmmakers create agency through multiple platforms, campaigns and social entrepreneurship. Apprentices will also have opportunities to collaborate with FiLMS for World Peace Fellows from the Continuing Education Program at the Center for Documentary Studies at Duke University as they earn credit towards a collaborative certificate from CDS and FiLMS for World Peace while laying the foundations for the FiLMS for World Peace Festival to be housed at Carolina Friends School. Students will also have site visits to the local public access TV station and produce pieces that will be considered for broadcast.

CREDIT: CA-VA (term or year)

FILMS for World Peace: Mentorship

11th grade and 12th grade only, instructor approval required

This is a component of the Apprenticeship course and is open for students who have already completed either an independent film study or a film apprenticeship. Mentors help with the design of new projects and support apprentices on location. Mentors will be called upon to lead community outreach and skills workshops that promote the consensus filmmaking model.

CREDIT: CA-VA or CS (term or year)

Film Poetry

This class will provide an opportunity for collaboration between writers and filmmakers to explore the visual and performative power of poetry. A film poem is a cinematic work that uses a written poem as its inspiration. Film poems usually exceed the intentions of the original poem to become something new; one creative work is used as a springboard for another. In this course, students learn how to conduct a stylistic analysis of a poem, using this as the basis for creating a screenplay to be filmed. To facilitate the creation of their film poem, students are shown simple filming and editing techniques using mobile phones or DSLR cameras. CREDIT: CA-VA (term)

Film Projects

This course will allow students to work on both service film projects and personal experimental film projects. To that aim, they may select to earn either a service credit or a visual arts credit. Service Film Projects will explore ways that express the mission of CFS in action. The instructor will facilitate the process to help students complete their freestyle projects. Students may opt to work in teams and create fiction or work independently and create a reality/documentary piece. The whole class will serve as a support group to help each student reach his,her or their individual goals. Students can choose to create their projects on phones, class iPads or shared class DSLR cameras. No prior film experience necessary.

CREDIT: CA-VA (term)

Writing for Short Film

This class functions as a workshop in which students gain an understanding of the basic essentials of short screenplay writing including: act structure, dialogue, dramatic conflict, character development, screenplay format and visual storytelling. Students will also be introduced to principles of directing, casting, location scouting, and preparing storyboards and shot lists. Students will produce "video drafts" of opening scenes to experience how the written word is made visible. Final screenplays will not exceed 15 pages and will be eligible for production through the Film Collective at CFS following the course.

CREDIT: CA-VA or LA (term)

CULTURAL ARTS - VISUAL ARTS - DIGITAL & FABRICATION

Arts Collective

Arts students of all kinds (actors, dancers, filmmakers, musicians) will work closely and collaboratively to create an original devised piece for performance at the end of the term. Supported by teachers of all subjects, participants will both find and create text, music, movement, and images to create a single unified 'evening,' the nature of which will emerge through the process. Non-performing writers and visual artists are also welcome.

CREDIT: CA-PA (term)

3D Printing Lab

In this class we will be learning the basics of 3D printing, from the computer to reality. We will use 3D modeling software to design our models, which we will use to test the limits of this amazing technology. The class will be focused on learning the basics of the Makerspace tools while bringing your ideas to life. No math required.

CREDIT: CA-VA (term)

Programming, Math, & Art

Do you like art? Do you like computers? If you answered "yes" to either of those questions, come build a portfolio full of cool art pieces made with math and computers. Students will learn programming fundamentals and a little bit of math to build art projects with aspects that are procedural, self-similar, random, animated, and change color! No specific math course or any prior programming experience is needed.

CREDIT: CA-VA (term)

CULTURAL ARTS - PERFORMING – DANCE

Dance - Introductory/Intermediate Level

Dance classes in which students are physically active are cross-listed as Physical Education and Cultural/Performing Arts classes. Students may meet either of those requirements with a dance class, but may not count one class toward both requirements.

Arts Collective

Performing Arts students of all kinds (actors, dancers, filmmakers, musicians) will work closely and collaboratively to create an original devised piece for performance at the end of the term. Supported by teachers of all subjects, participants will both find and

create text, music, movement, and images to create a single unified 'evening,' the nature of which will emerge through the process. Non-performing writers and visual artists are also welcome.
CREDIT: CA-PA (term)

Dance 1: Bodies in Motion

This class will combine elements of improvisation and technique to explore new ways of moving the body. We will explore multiple approaches to falling in and out of the floor, swinging, pushing, pulling, spiraling, and monkeying around. Great way for athletes, and dancers of any experience to increase coordination, balance, and body control. We will seek to find new movement pathways in the body, as well as time for in-class creative assignments.

CREDIT AREA: CA-PA or PE (term)

Dance 1: Dance Explorations

Have you ever wondered about the vast range of techniques and styles that are considered dance? We will examine the question of what is dance? Our explorations will include an opportunity to work with guest artists in specific styles. These guest artists will each teach a unit on their particular area of expertise. The styles will range from traditional modern to hip-hop and more. You will develop your technical skills as you experiment with new ways of moving your body. Along the way we will analyze the characteristics of each style of dance and study the choreographers who have brought the style forward. Students will be required to dress out and participate on a daily basis. There will be a creative project inspired by a contemporary choreographer and in-class journal reflections. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (term)

Dance - Intermediate/Advanced Level

Dance 2: Modern Dance: Collaboration & Performance

Prerequisite: Consistent dance experience in the US or permission of instructor

This class will emphasize the body in motion and the technique of modern dance. Students will work collaboratively with each other & a guest choreographer to create dances inspired by the theme of the concert. Dancers will be asked to contribute and learn dance phrases in the process. There will be a specific emphasis on the relationship between technical and creative development. **STUDENTS NEED TO TAKE THIS CLASS FOR BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** There will be **required outside rehearsals on Monday afternoons** until the concert sharing. These rehearsals are coordinated with the sports program. After winter break, dancers will have the opportunity to work with a guest artist during the last third of the term, as well as create a short choreography. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (2 terms)

Dance 2: Unwind and Let Go: Self-care for Body & Mind

Feeling stressed out? This class will offer self-care techniques to help you unwind and let go. It's so important to make sure you take good care of your physical, mental and emotional health every day. We will explore aspects of guided meditation, breathing techniques, nutrition, somatics (mind-body connection), and creative expression to help fill your toolbox with ways to unwind when you're feeling overwhelmed.

CREDIT AREA: CA-PA or PE (term)

Improvisation and Site Specific Dance

We will explore the idea of technique and improvisation both in the studio and in various outside locations. Think of it as ART ON THE MOVE. We will explore principles of spontaneous creation in movement, working to consciously and collaboratively create a vibrant ensemble of dancers artistically intertwined. We will work closely as a class to experiment with creating our own live sound scores and movement in improvisational and set structures. We will practice paying attention to our own body, other bodies, & the energy of the environment around us. We will create & set dances in a variety of locations depending on the desire of the group. We will sensitize ourselves to sound and spaces and create from these sources. CREDIT: CA-PA or PE (term)

Dance - Advanced Level

Advanced Dance: Collaboration & Performance

Prerequisite: Modern Dance or Advanced Dance & Permission of Instructor

Students will work collaboratively to develop work thematically related to a theme chosen by last year's participants. The theme will be explored in dance, poetry and video. Dancers participating in this project will need to do in depth research during the summer months and generate dance phrases. All dancers will meet in August with the instructor, videographer and other artists where their findings will shape the direction of the concert. Students will explore motivations for selecting movement around the stated theme. The concert will be one continuous thought that invites audience engagement in a particular way. There will be opportunities for dancers to design small portions of this collaborative work based on their research. This process requires a high level of commitment and self-direction. After school rehearsals on **Monday** afternoons will be required until winter break. There will be a sharing of work towards the end of October. Outside rehearsals are coordinated with the sports program. **STUDENTS NEED TO TAKE ADVANCED DANCE IN BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** After winter break students will have the opportunity to work with guest artists during the last third of the term. Students are limited to 3 excused absences for credit.

CREDIT: CA-PA or PE (two terms)

CULTURAL ARTS - PERFORMING - MUSIC

Arts Collective

Performing Arts students of all kinds (actors, dancers, filmmakers, musicians) will work closely and collaboratively to create an original devised piece for performance at the end of the term. Supported by teachers of all subjects, participants will both find and create text, music, movement, and images to create a single unified 'evening,' the nature of which will emerge through the process. Non-performing writers and visual artists are also welcome.

CREDIT: CA-PA (term)

Guitar

Learn the basics to play any folk or pop song. Open to the absolute beginner or intermediate guitarist, this class is dedicated to providing a musically enriching experience for students who wish to keep music in their lives. Students will learn to play guitar by ear and from music notation while studying various musical styles and introductory music theory.

CREDIT: CA-PA (term)

Music Appreciation

How did music evolve into the many genres we listen to today? In this class we'll study the evolution of music from its beginnings in various parts of the world. We'll explore European classical music, American blues and jazz, and the origins of rock, hip-hop, rap, reggae, and Latin American music, as well as music from the Eastern part of the globe. We'll learn about some fascinating characters along the way – from Beethoven, Igor Stravinsky and John Cage to Tupac, Sister Nancy, Ali Akbar Khan and the Baka pygmies of Cameroon. This class is open to all. Come ready to listen and explore our musical worlds. We may even play a little!

CREDIT: CA (term)

Music as Language: Theory and Ear Training

In this class we will explore the language of music from the perspective of harmonic analysis and ear training within Western music. Beginning with listening to works that explore a variety of harmonic practices, we will study the basics of music theory while simultaneously training the ear to understand and predict chord progressions. We will learn some notation skills and develop written analysis at a rate that is comfortable to the various skill levels of the students within the course. Open to all levels!

CREDIT: CA-PA (term)

Music Ensemble

Prerequisite: Permission of the instructor

This ensemble is for students with intermediate or advanced skills on an instrument. We will focus on building skills as collaborative musicians and do a bit of composing original material for the ensemble to play. We will give special attention to theory that will help guide each student's approach to playing the music. We will build a diverse repertoire of material and perform several times over the course of the year. The stylistic choices of the instrumentalists will determine our repertoire, so feel free to come with certain songs or pieces you would like to learn with friends and we can arrange them for the group.

CREDIT: CA-PA (year)

Music Production

Music Production is a class designed to expose students to digital music production. Students will learn how to properly set up, operate, and manage a recording session and live sound utilizing both analog and digital elements. The course will allow students to understand and manage sound systems for live and recording sessions by gaining foundational understanding of both acoustical sound and electrical audio signals. In addition, students will receive training on professional music software such as Pro Tools. This will increase students' understanding of the functionality of the software and how to record, edit and create music using technology.

CREDIT: CA-PA (term)

Percussion Ensemble

This music class is open to all! Come learn about the world of rhythm as we explore the foundations of percussion music by putting together polyrhythmic music. We will learn about tempo and pulse, meter, swing, and improvisation, but will mostly spend our time playing music. This class works best when it's large, so sign up and encourage your friends! It'll be a fun and learning-filled good time!

CREDIT: CA-PA (term)

Quaker n'Oats

The Upper School *a capella* group, the Quaker n'Oats, is open to all interested students who would like to sing in a group and/or solo. This class will develop a show with a theme of learning, embracing and representing multiple cultures and music styles around the world. The group performs at many school functions including Risers' Night, Visitors' Day, and Graduation. We will conclude the school year with a show at the PAC.

CREDIT: CA-PA (year)

CULTURAL ARTS - PERFORMING - THEATER

Arts Collective

Performing Arts students of all kinds (actors, dancers, filmmakers, musicians) will work closely and collaboratively to create an original devised piece for performance at the end of the term. Supported by teachers of all subjects, participants will both find and create text, music, movement, and images to create a single unified 'evening,' the nature of which will emerge through the process. Non-performing writers and visual artists are also welcome.

CREDIT: CA-PA (term)

Beginning Acting

This class introduces students to the basics of Western theater performance. It is a prerequisite to participation in any advanced classes or performances. We will work on rudimentary aspects of drama such as physical theater, improvisation, movement, Viewpoints, voice, and ensemble awareness. Students should wear non-restrictive clothing and shoes to class and come prepared to move. The class is required for all students wishing to participate in school theater productions.

CREDIT: CA-PA (term)

Fall Production

Prerequisite: Beginning Acting or equivalent course with permission of instructor

This class will focus on the production of an evening length performance offered to the CFS community and general public.

CREDIT: CA-PA (term)

Improv

This class teaches students the basics of improv, both comedic and dramatic. We'll play plenty of games and pursue longer-form structures. We will engage with character, setting, object work, and the core 'game' or concept of every scene. Students should expect to build towards at least one public performance.

CREDIT: CA-PA (term)

Mock Trial

Learn the skills of a trial lawyer, engage with the legal system, and perform as a witness or attorney in a competition which matches schools across the state. Mock Trial will teach you how to make an effective opening statement, how to prove your case by questioning your own witnesses, how to ruin the credibility of lying witnesses through cross-examination, how to present exhibits and documents in court, and how to make a winning final argument. A team of members from the class will participate in a local mock trial competition on a weekend in January, with winners of the competition advancing to regional and/or state finals. Do you like to act? Do you enjoy debate? Are you interested in the law? This class is for you.

CREDIT: CA-PA (term)

Play Reading and Analysis

Weekly readings of scripts from across many genres will result in in-depth discussions and brief written reflections. This course is, in part, meant to expose plays and musicals to feedback from our school community - this feedback will, in turn, form part of the process of consideration for future productions by US theater. It's not 'picking next year's shows,' but it's a big help.

CREDIT: LA or CA-PA (term)

Spring Play

Prerequisite: Beginning Acting

Students will rehearse, produce, and perform our Upper School dramatic offering.

CREDIT: CA-PA (term)

Stagecraft

This class will function as support for the Upper School Dance Concert and Spring Play. Class work might include set building and design.

CREDIT: CS or CA-PA (term)

ENRICHMENT

College Life

12th grade only

So, you've almost graduated from CFS. You have just one more trimester to complete. This class is about preparing you for college life. The class will open with the questions: what is on your mind, what are your worries, what are you excited about, what would be helpful to know? We will bring alumni in to share experiences, offer suggestions and drop some hints. You will conduct research on the college of your choice. Do you know where the learning resource center is? Do you know where the office for international travel is? Do you want to join an organization? Do you know where the counseling center is and what services they provide? Next we will cover some issues many college 1st Years face: budget and financial stability, time management, study skills, roommate conflict resolution, peer pressure, alcohol and drug use and abuse, and sexual safety, conduct, choice, consent and refusal. Students will have a great deal of input on what we discuss and study.

CREDIT: HS or ER (term)

From Archimedes to Fractals: Understanding the Physical World

This class will provide an opportunity to delve into some of the current and historical scientific advances in the way we understand

the physical world. Classes will involve watching documentaries, predominantly from the PBS Nova Series, followed by class discussions. We will select from a number of topics and individuals including: Archimedes, Galileo, Newton and classical mechanics, Einstein, fractals, matter, electricity & magnetism, quantum mechanics and string theory, astronomy and black holes, earth's magnetic field, etc. Students will be responsible for participating in the discussions as well as doing a short research project and class presentation on a related topic of interest.

CREDIT: ER (term)

General Psychology

In this class students will be exploring a number of topics that fall within the realm of psychology and will be hearing from a wide variety of people who make their living fully immersed in the world of psychology. For each week, and with every one of the many speakers, there will be a set of texts that are required. Some of these will be academic articles, some historical texts, and others will be from the realm of "popular" psychology. Also, there will be a number of TED Talks and/or YouTube videos that will help students understand the topics. For a foundational text, all students will read *Civilization and its Discontents* by Sigmund Freud. Some of the topics covered include: the history of psychology, famous experiments, memory, developmental psychology, Attachment Theory, MBTI and personality, sleep and dreams, feminism and psychology, forensic psychology, and abnormal psychology.

CREDIT: ER (term)

The History of Sneakers: A Deep Look into Sneaker Culture (STUDENT TAUGHT CLASS)

"It's gotta be the shoes" (Spike Lee)

In this course, students will learn about the upsurge in sneaker popularity, analyzing the series of events that have catapulted the sneaker industry into a 71.5 billion dollar business. We will create a brief timeline of the sneaker's economic and cultural evolution and explore the influence sports and hip hop have on the growth of sneaker culture. Students will learn how sneakers give people opportunities to express themselves. Exploring the rich history of sneaker culture, we will discuss whether the language of sneakers can represent the changing values of our society. Through in-class conversations and collaborative presentations, students will have the opportunity to display what they have learned.

CREDIT: ER (term)

Money Matters

The objective of this course is to help students develop a healthy relationship with money prior to graduating and leaving home. The curriculum includes budgeting, savings/investment vehicles, taxes, types of credit, managing credit, loans, and identity theft. It also encourages students to reflect on their individual attitudes toward money and how those attitudes influence their behaviors. Am I a conscious consumer? Am I a conscientious consumer? How can I align my finances with my goals and values? Students will also analyze the ways in which traditional financial institutions have contributed to the increasing gap between the "haves" and "have-nots," and consider how our system must change in the wake of the coronavirus pandemic. Open to students in grades 10-12.

CREDIT: ER (term)

Sports & Society: Influence and Reflection

This class will examine and theorize about the role that sports play in our culture, our society and our personal lives. Do sports reflect the times in which we live? Do they influence the times in which we live? Are they a political tool? Can sports be viewed independently from the society in which they are played? Through readings and films, this class will examine the rise and role of sports both historically and in our current world. We will look at amateurism, fan identification, exclusion and integration, Title IX, media coverage; coaching, money, and scandals. Students will be responsible for short research papers culminating in a presentation of an area of interest.

CREDIT: ER (term)

Ultimately Fun: Physics, Math, & Frisbee On The Field (STUDENT TAUGHT CLASS)

Calling all ultimate frisbee and aspiring ultimate players: interested in learning new skills or refining the skills you have in your toolkit?!? Have you ever wondered why the disc flies a certain way, or what underlying physics and mathematics lie within the sport? In this class we will be going over a number of skills and techniques in the sport, and will have scrimmages with some classic CFS Ultimate fun and games. We will explore the mathematical principles and constructs that underlie the game. We'll begin with the basics of throwing and cutting, and slowly build to focus on the details of higher level skills, plays, and tactics - learning from film and hands-on application on the field along the way. I hope that through this course, you can grow as a player, thinker, and mathematician and find a love for ultimate. This class is open to everyone, to all skill levels, and specifically targets those who play basketball in winter but are looking to play frisbee in the spring.

CREDIT: ER (term)

HEALTH & HUMAN SEXUALITY - 1 credit required

Adolescent Health Independent Study

Required for all students who have not completed CFS Life or a high school health class at a previous school

Adolescent Health is a topical exploration of health issues especially important to teenagers. The information is vital in preparing students to make safe and healthy decisions about their present and future lives. Students will focus on four main areas: wellness and self care, mental health, sexual health and drug education. Students will have a great deal of input in reference to the topics

we cover in depth.
CREDIT: HS (term)

CFS Life

Required for all 9th grade students

The transition into Upper School is one of excitement as well as trepidation. It is a unique point in a young person's life. It is a time of varying emotional, social, physical and intellectual growth. Carolina Friends School not only wants to name this transition but address it by providing a class for all 9th graders which focuses on these timely issues. The goal of CFS Life class is to ease the transition into upper school as well as address the health issues teens face as they move toward adulthood. Major areas addressed are Upper School orientation, Quaker philosophy, diversity and equity and inclusivity, study skills, mental health, spiritual health, wellness and self care, sexual health, and drug education. (11th or 12th grade students will act as mentors, receiving credit for this service.)

CREDIT: 1 HS, 2 ER (year)

College Life

12th grade only

So, you've almost graduated from CFS. You have just one more trimester to complete. This class is about preparing you for college life. The class will open with the questions: what is on your mind, what are your worries, what are you excited about, what would be helpful to know? We will bring alumni in to share experiences, offer suggestions and drop some hints. You will conduct research on the college of your choice. Do you know where the learning resource center is? Do you know where the office for international travel is? Do you want to join an organization? Do you know where the counseling center is and what services they provide? Next we will cover some issues many college 1st Years face: budget and financial stability, time management, study skills, roommate conflict resolution, peer pressure, alcohol and drug use and abuse, and sexual safety, conduct, choice, consent and refusal. Students will have a great deal of input on what we discuss and study.

CREDIT: HS or ER (term)

LANGUAGE ARTS - 12 credits required

Foundations of Literature

Required for all 9th grade

This year long course is designed to provide an introduction to literary analysis, a space to explore your own relationship with literature, an opportunity to develop your reading and writing skills, and a place for deeper reflection about your relationship with the natural world. In the first term, our theme will be "Seeing", as we explore differing perspectives and learn how to examine literature with a critical lens. Our second term's theme will be "Choosing", and we will close the year looking at "Belonging". Throughout this class, you will be asked to understand how others have explored their relationships with themselves and with their changing worlds, and to clarify and intensify your own ability to explain those relationships.

CREDIT: LA (year)

Communities and Their Stories in Literature

Required for all 10th grade

The classroom is a space for students to engage in a dialogue exploring issues around the world and the development of cultures through literature, film, non-fiction, and other texts. Through this dialogue, students will develop a critical consciousness that will guide them in navigating the world around them. It is important to dissolve the boundaries of "us" and "them," "American" and "Global," and to dig into texts as a study of the self in context. This year long course is designed to allow Sophomores the opportunity to examine their own cultural identity, and how they are connected to people and places around our planet through this identity. Additionally, students will experience the privilege of exploring ideas and cultures foreign to them. Closely aligned with their history course, this class provides a space to examine the triumphs and tragedies that occur when two or more cultures collide. We will read texts discussing Colonialism, Genocide, Ex-Patriotism, Race, and Gender in order to continue developing that sense of self and where we fit into the world of the past, and present.

CREDIT: LA (year)

Visions and Revision in American Literature

11th grade only

This year-long study of American Literature will examine the visions and fissures in the idea of America as seen through major works of literature. In particular, we will look at how the myth of pluralism and inclusion relate to the persistence of race, class, and gender disparity. We will read across genres from works by several authors including Morrison, Faulkner, Whitman, Silko, Carver, and Lorde. The class will be writing intensive, and it will stress argumentative essays grounded in careful critical thinking and textual support. There will also be a moral and political dimension to this class as students work to define the notion of America for their generation

.CREDIT: LA (year)

Comedy

12th grade only

One of the Senior Lit courses, this class focuses on the writing of persuasive essays in response to works of comedy - both deep analysis of individual texts and cross-textual analysis of the genre(s). Through exploration of comedy - how it works and why it

sometimes doesn't - we will gain greater understanding of the cultures and traditions from which it comes, as well as the universal aspects which define it. In response, students will produce quality essays arguing persuasively in favor of their thesis.

CREDIT: LA (term)

Incarceration and Literature

12th grade only

The harsh reality of mass incarceration in the United States impacts all aspects of society. This class will examine literature that speaks to the damaging effects of the U.S. prison system and will analyze the power of literature to transform social and political consciousness around race, gender, class, sexuality, and citizenship as they relate to systems of incarceration. The course will cover readings from George Jackson, Assata Shakur, James Baldwin, Angela Davis, R. Dwayne Betts, Malcolm X, Martin Luther King, Leonard Peltier and others. We will analyze the texts through a literary and political lens with the help of prison studies and literary theory.

CREDIT: LA (term)

Mideast Mysticism in Western Literature

12th grade only

Through examinations of spiritual and political upheaval, this Senior Lit course explores culture, community and conflict to draw upon the value of understanding within self, otherness and a possible Divine. Readings consider modern tensions between the East and West through voices that have stepped away from the tribe into "third cultures" and mystical realms. The texts include: *The Prophet* by Khalil Gibran, *The Alchemist* by Paola Coelho, and *Forty Rules of Love* by Elif Shafak. This course is structured like a college seminar with three writing assignments including a spiritual philosophy statement, a midterm argumentative essay and final critical analysis essay. Students are required to present and workshop their writings. These projects will capture the essence of the themes, conflicts and transcendence the students discover in the course and within themselves.

CREDIT: LA (term)

Monsters and the Monstrous in Literature

12th grade only

This class will use literary monsters, and conceptions of the monstrous, to explore questions about our humanity and our deepest fears. Students will begin by reading selections from *The Bloody Chamber* by Angela Carter or *The Metamorphosis* by Franz Kafka, as we explore monstrous archetypes. Then, all students will read Mary Shelley's classic *Frankenstein*, and choose a critical lens with which to examine the text. After an in depth look at different conceptions of monsters from cultures around the world, students will choose either *Freshwater* by Akwaeke Emezi, *Frankenstein in Baghdad* by Ahmed Saadawi, or *Blood Meridian* by Cormac McCarthy as their final reading selection. All students will write a short paper analyzing a monster, a 4-5 page midterm on *Frankenstein*, and a 6-7 page term paper on either Emezi, Saadawi, or McCarthy.

CREDIT: LA (term)

True Crime: Origins and Evolutions of a Cultural Phenomenon

12th grade only

Students in this course will begin their dive into the world of True Crime with one of the most formative texts in this genre of literature: *In Cold Blood*. This will launch us into discussions and readings beyond that 1966 book and a look at how new media, television, and literature have worked to expand the interest of the public in True Crime, as well as feed the morbid curiosity and spectatorship that has stemmed from it. By discussing power, privilege, Truth, and fiction, we will look at the complex undercurrents of all that makes up True Crime.

CREDIT: LA (term)

Language Arts Electives

Activism Through Art: The Power of the Pen

Words contain power. Throughout space and time, folks have been employing written, performed, and spoken words to fight battles of injustice and inequity. This course will be a survey of these texts; examining how different people use their craft to comment on, and provoke change in, various arenas of society. Join us as we examine poetry, music, speeches, and more in this course. Remember: it is possible for us to change the world, so let's learn some ways we can make that happen through language!

CREDIT: LA (term)

Creative Writing

Our species loves lies. Ever since our earliest ancestors gathered around the fire to listen to tales spun by the imagination, humans have had an insatiable thirst for this kind of entertainment. Once writing developed, we could even be lied to by people we didn't even know, some of whom were already dead! This course offers students the opportunity to practice various forms of creative writing and the option to share their work with the class. We use structured exercises as a springboard to free writing, while taking a look at some excerpts from classic works to answer the question "How did they do that?" In the process, we'll find that this brand of lying is actually a supercharged form of truth.

CREDIT: LA (term)

Play Reading and Analysis

Weekly readings of scripts from across many genres will result in in-depth discussions and brief written reflections. This course is, in part, meant to expose plays and musicals to feedback from our school community - this feedback will, in turn, form part of the process of consideration for future productions by US theater. It's not 'picking next year's shows,' but it's a big help.

CREDIT: LA or CA-PA (term)

Spring Gardening with Literature

This class offers basic instruction on planning and starting a spring garden coupled with short readings that inspire the gardener including short pieces and excerpts of longer works by Wendell Berry, Mary Oliver, Annie Dillard, Alice Walker, Janice Ray, Robin Wall Kimmerer, John McPhee and more. The readings will make for fruitful conversation while working in the soil! Be prepared to be outside! We will build garden beds, till soil, plant seeds, tend to plants, and harvest.

CREDIT: LA (term)

Writing for Short Film

This class functions as a workshop in which students gain an understanding of the basic essentials of short screenplay writing including: act structure, dialogue, dramatic conflict character development, screenplay format and visual storytelling. Students will also be introduced to principles of directing, casting, location scouting and preparing storyboards and shot lists. Students will produce "video drafts" of opening scenes to experience how the written word is made visible. Final screenplays will not exceed 15 pages and will be eligible for production through the Film Collective at CFS following the course.

CREDIT: CA-VA or LA (term)

MATHEMATICS - 9 credits required

Math 100 (Algebra 1)

This course is open to incoming US students depending on their mathematics background. It will cover the same topics as Math 110, but will develop the topics at a slower pace and in less depth than Math 100.

Instructor's Handouts

CREDIT: MA (year)

Math 110 (Algebra 1)

This course is open to 9th graders on the recommendation of their MS teachers. Topics include:

- Review of arithmetic operations
- Ratios
- Linear equations and inequalities
- Systems of linear equations and inequalities
- Exponents
- Square roots
- Polynomial expressions
- Introduction to quadratic equations

Instructor's Handouts

CREDIT: MA (year)

Math 200 (Geometry)

This course is open to students who have been successful in Math 100 or Math 110. It is not open to 9th graders. This course will cover the same basic topics as Math 210, but with a more inductive/empirical approach. Geometer's Sketchpad and IXL are used to supplement instructor's handouts (textbook available upon request).

CREDIT: MA (year)

Math 210 (Geometry)

This course is designed for students who were successful in Math 110. Students who were highly successful in Math 100 may enroll with instructor permission. 9th graders may enroll in this class on the recommendation of their Middle School teachers. The objects studied include lines and angles, triangles, quadrilaterals, general and regular polygons, circles and solid figures. Topics of study include measurement (angular, linear, area and volume), congruence, similarity and proofs. There is also an introduction to right triangle trigonometry. Geometer's Sketchpad or similar software is used when appropriate, on the school's computers.

TEXT: Instructor's handouts (textbook available upon request)

CREDIT: MA (year)

Math 300 (Algebra 2)

This course is open to students who have completed Math 200 or Math 210. It is not open to ninth graders. This course will cover the same basic topics as Math 310, but it will develop the topics at a slower pace and to less depth.

CREDIT: MA (year)

Math 310 (Algebra 2)

This course is designed for students who were successful in Math 210. Students who were highly successful in Math 200 could consider this course, but only with instructor permission. 9th graders who have worked at an advanced level during their MS careers are also eligible, but only on the recommendation of their MS teachers. Students who are successful in this course should consider enrolling in Precalculus, after consulting with the instructor.

Topics include:

- Absolute Value Equations and Inequalities
- Linear Functions and Systems
- Parent Functions and Transformations
- Solving Quadratic Equations and Complex Solutions
- Polynomial Functions
- Radical Functions
- Exponential and Logarithmic Functions
- Rational Functions

CREDIT: MA (year)

Math 400 (Precalculus)

This course is open to students who have completed Math 300 or Math 310. In Precalculus, students will build on the algebraic methods learned in Algebra 2 by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry. This course will cover the same basic topics as Math 410, but it will develop the topics at a slower pace and to less depth.

TEXT: *Precalculus*, 4th ed. by Blitzer (0-321-55984-7) and Instructor's Handouts

CREDIT: MA (year)

Math 410 (Precalculus)

This course is intended for students who have been successful in Math 310. Students who were highly successful in Math 300 could consider this course as well. In Precalculus, students will build on the algebraic methods learned in Algebra 2 by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry.

TEXT: *Precalculus*, 4th ed. by Blitzer (0-321-55984-7) and Instructor's Handouts

CREDIT: MA (year)

Math 500 (Statistics)

Math 500 is designed for 12th graders who have successfully completed Math at the 300-level. This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. This course will cover the same basic topics as Math 510, but it will develop the topics at a slower pace and to less depth.

TEXT: *The Practice of Statistics*, 3rd ed. by Yates, Moore and Starnes (0716773090) and Instructor's Handouts

CREDIT: MA (year)

Math 510 (Statistics)

Math 510 is designed for 12th graders who have successfully completed Math at the 400-level. This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. Students should consult with the instructor before registering for this class.

TEXT: *The Practice of Statistics*, 3rd ed. by Yates, Moore and Starnes (0716773090) and Instructor's Handouts

CREDIT: MA (year)

Calculus

This course is open to students who have been successful in Precalculus. All students should consult with the instructor before registering for this class.

- Limits
- Derivatives
- Euler's Method
- Integrals
- Differential Equations
- Applications

TEXT: *Calculus of a Single Variable*, 8th ed. by Larson, Hostetler and Edwards (0-618-50304-8) and Instructor's Handouts

CREDIT: MA (year)

Calculus Lab

This term-long course, offered in the Spring, provides students concurrently enrolled in Calculus with in-depth preparation for the Advanced Placement Exam in Calculus (AB). Students should consult with the instructor before registering for this class.

CREDIT: MA (term)

Calculus 2

This course is open to students who have successfully completed Calculus. The study of Calculus will be continued (Infinite Series, Polar Coordinates, Further Applications) and introductions to various other fields of advanced mathematics will be offered.

TEXT: *Calculus of a Single Variable*, 8th ed. by Larson, Hostetler and Edwards (0-618-50304-8); Calculus, 5th ed. By Hughes-Hallet, et al (978-0470-13159-6) and Instructor's Handouts

CREDIT: MA (year)

PHYSICAL EDUCATION - 6 credits required

Participation on a team earns 1 credit. Dance classes in which students are physically active are cross-listed as Physical Education and Cultural/Performing Arts classes. Students may meet either requirement with a dance class, but may not count one class toward both requirements.

Aikido-合気道

Aikido is a modern Japanese martial art based on the Samurai arts and developed by Morihei Ueshiba (O'Sensei) in the 1920s. Aikido (often translated as "the way of harmonious spirit" or "conflict resolution in a martial art") is a defensive martial art that involves redirecting an opponent's energy rather than meeting force with force. In this class we will learn the basic techniques, including falls, rolls(Ukemi), throws, and joint locks, that make this art as beautiful as it is effective. Aikido's techniques include: Irimi (entering), and Tenkan (turning) movements (that redirect the attacker's momentum), including various types of throws, joint locks and Kokyu nage (breath throws and breathing techniques). There will be some weapons work and Kata(forms), using wooden swords (Bokken) and wooden staff (Jo). As this is a Japanese Martial Art there will be some basic emphasis on cultural etiquette and usage of Japanese language/terms in the class in a Dojo (training hall) setting. A uniform may be worn, but will not be required. Students should wear loose clothing (long pants/sweatpants and long sleeve shirts).

CREDIT: PE (term)

Bowling

We go by CFS bus to bowl at Mardi Gras Lanes in Durham and bowl one game per session (Tues and Thurs); no prior experience required. Fee required (\$120 for the term).

CREDIT: PE (term)

Dance 1: Bodies in Motion

This class will combine elements of improvisation and technique to explore new ways of moving the body. We will explore multiple approaches to falling in and out of the floor, swinging, pushing, pulling, spiraling, and monkeying around. Great way for athletes, and dancers of any experience to increase coordination, balance, and body control. We will seek to find new movement pathways in the body, as well as time for in-class creative assignments.

CREDIT AREA: CA-PA or PE (term)

Dance 1: Dance Explorations

Have you ever wondered about the vast range of techniques and styles that are considered dance? We will examine the question of what is dance? Our explorations will include an opportunity to work with guest artists in specific styles. These guest artists will each teach a unit on their particular area of expertise. The styles will range from traditional modern to hip-hop and more. You will develop your technical skills as you experiment with new ways of moving your body. Along the way we will analyze the characteristics of each style of dance and study the choreographers who have brought the style forward. Students will be required to dress out and participate on a daily basis. There will be a creative project inspired by a contemporary choreographer and in-class journal reflections. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (term)

Dance 2: Modern Dance: Collaboration & Performance

Prerequisite: Consistent dance experience in the US or permission of instructor

This class will emphasize the body in motion and the technique of modern dance. Students will work collaboratively with each other & a guest choreographer to create dances inspired by the theme of the concert. Dancers will be asked to contribute and learn dance phrases in the process. There will be a specific emphasis on the relationship between technical and creative development. **STUDENTS NEED TO TAKE THIS CLASS FOR BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** There will be **required outside rehearsals on Monday afternoons** until the concert sharing. These rehearsals are coordinated with the sports program. After winter break, dancers will have the opportunity to work with a guest artist during the last third of the term, as well as create a short choreography. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (two terms)

Dance 2: Unwind and Let Go: Self-care for Body & Mind

Feeling stressed out? This class will offer self-care techniques to help you unwind and let go. It's so important to make sure you take good care of your physical, mental and emotional health every day. We will explore aspects of guided meditation, breathing techniques, nutrition, somatics (mind-body connection), and creative expression to help fill your toolbox with ways to unwind when you're feeling overwhelmed.

CREDIT AREA: CA-PA or PE (term)

Improvisation and Site Specific Dance

We will explore the idea of technique and improvisation both in the studio and in various outside locations. Think of it as ART ON THE MOVE. We will explore principles of spontaneous creation in movement, working to consciously and collaboratively create a vibrant ensemble of dancers artistically intertwined. We will work closely as a class to experiment with creating our own live soundscapes and movement in improvisational and set structures. We will practice paying attention to our own body, other bodies, & the energy of the environment around us. We will create & set dances in a variety of locations depending on the desire of the group. We will sensitize ourselves to sound and spaces and create from these sources. CREDIT: CA-PA or PE (term)

Advanced Dance: Collaboration & Performance

Prerequisite: Modern Dance or Advanced Dance & Permission of Instructor

Students will work collaboratively to develop work thematically related to a theme chosen by last year's participants. The theme will be explored in dance, poetry and video. Dancers participating in this project will need to do in depth research during the summer months and generate dance phrases. All dancers will meet in August with the instructor, videographer and other artists where their findings will shape the direction of the concert. Students will explore motivations for selecting movement around the stated theme. The concert will be one continuous thought that invites audience engagement in a particular way. There will be opportunities for dancers to design small portions of this collaborative work based on their research. This process requires a high level of commitment and self-direction. After school rehearsals on **Monday** afternoons will be required until winter break. There will be a sharing of work towards the end of October. Outside rehearsals are coordinated with the sports program. **STUDENTS NEED TO TAKE ADVANCED DANCE IN BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** After winter break students will have the opportunity to work with guest artists during the last third of the term. Students are limited to 3 excused absences for credit.

CREDIT: CA-PA or PE (two terms)

Indoor Games

This class offers several games and sports in a fun yet instructional context. We will rotate between ping-pong, foosball, darts, European (10X10) checkers, blackjack (21), and other games. The one off-campus activity (if the group wants to include it) would be bowling, which would include a modest facility fee.

CREDIT: ER or PE (term)

Soccer Class

This class is designed to give the students an opportunity to receive a good workout from playing soccer in the gymnasium. A futsal ball is used, which is smaller and heavier than a regulation size soccer ball; this is more conducive to indoor play. The class provides the right balance of fun and intensity.

CREDIT: PE (term)

Strength and Conditioning

This class is more than weight lifting - it includes a variety of exercise formats to improve physical performance. Athletes will participate in classes that include weight lifting to improve muscular strength and endurance along with plyometrics, speed and agility, cardiovascular fitness and core stability. Students will learn the value of dynamic warm ups, stretching, yoga and myofascial release. Students will participate in teacher designed classes and have the opportunity to develop their own routine based on individual goals.

CREDIT: PE (term)

Teams

Girls and Boys Soccer, Girls and Boys Tennis, Girls and Boys' Basketball, Cross Country, Ultimate, Swimming, Track and Field, Girls Volleyball, Boys Baseball.

Walking and Talking

In this PE class, we will walk the paths around campus and through the local communities. We will walk the well-marked paths of Duke Forest, but we will also get out and explore some new places. While we are walking, we will have an opportunity to get to know each other better. All are welcome.

CREDIT: PE (term)

Yoga

In this class we will explore all the basics of a complete yoga practice. We will learn a variety of yoga poses, specific ways of breathing, guided meditation, restorative poses and deep rest techniques. Our practice of yoga will help increase strength and flexibility. We will also be developing an understanding of clear alignment that can help prevent injury and ease discomfort in the body. Most important, we'll be learning and practicing powerful tools to help alleviate the negative effects of stress and support mindfulness. The word yoga means "union" or "connection" in Sanskrit, which is the ancient language of Yoga. Ultimately yoga is a practice that supports our ability to be connected to the deepest truth of who we are and also to be in harmony with the world around us.

CREDIT: PE (term)

SCIENCE (SC) - 9 credits required

Students are required to take one year of Biological Science (SC-BS) and one year of Physical Science (SC-PS) to graduate. They are required to take one additional year of science for a total of three years of science courses. Within each science, courses are divided by level. Introductory level courses are open to all students and intended for first year students. Intermediate courses have a prerequisite either in science or in math. Upper and Advanced level courses are intended for 11th and 12th graders.

Biological Science (SC-BS)

Introduction to Biology

Required for all 9th grade

Water, Land, and Growth are the themes of this year-long lab science course. It includes a study of the nature of water, the chemical and biochemical molecules of life, and the origin of life. We examine the diversification of life as prokaryotic cells and later multicellular eukaryotic life forms that establish complex interrelationships initially in water, and later also on land. We examine molecular aspects of growth including: the structure of DNA and protein synthesis, DNA forming chromosomes during cell division, DNA mutation and its significance in introducing variation within species. We examine the laws of inheritance and the basis of evolution by natural selection. The course is taught through hands-on activities, inquiry, and modeling of concepts. Credit: SC-BS (year)

Advanced Biology

Prerequisite: Students must have successfully completed both Introduction to Biology and Chemistry. Statistics is encouraged.

This intensive year-long course will cover the topics and labs of the Advanced Placement curriculum so students are prepared for the Advanced Placement examination. Students need to consult with the instructor before registering for this class. Class will extend into the lunch period once a week throughout the year. There will be an additional lab period in the third term.

CREDIT: SC-BS (year) + SC-BS (term)

Biology Term classes

To take intermediate level courses in Biology, students must have successfully completed Introduction to Biology. Specific eligibility requirements are listed with each course.

Environmental Science

Prerequisite: Introductory Biology

This course is open to 11th and 12th grade students and as a second science class for 10th graders also studying Chemistry. Environmental Science is the study of the interactions between the natural systems of Earth and the human systems. The course addresses both worlds. It begins with land and water use, then energy, and finally pollution and climate change. Sustainability is at its core, as we examine what happens when we out-step our planetary boundaries and how we can draw down on our use of its resources and reduce our ecological footprint. It's a science course and so we will be practicing science and applying it to environmental science. This class will run for two terms - fall and winter.

CREDIT: SC-BS (2 terms)

Forensic Science

Prerequisite: Introductory Biology, Chemistry

Forensic Science combines concepts from chemistry, biology, and physics and applies those concepts to criminal and civil laws. Students will understand the importance of gathering empirical data as well as toxicology, blood typing, fingerprint analysis, and DNA analysis.

CREDIT: SC-BS (term)

Computer Science (SC-CS)

Introduction to Artificial Intelligence

Prerequisite: Algebra 1

Artificial Intelligence is here! AI impacts society in both positive and negative ways. AI is changing how we work, communicate, and solve problems. In this introductory programming course, students will study some of the big ideas in Artificial Intelligence - Perception, Representation & Reasoning, Machine Learning, Natural Interaction, and Societal Impact. No prior programming experience is expected, and students will use Scratch and later Python to observe, implement, interact with, and create examples of Artificial Intelligence.

CREDIT: SC (term)

Computer Programming 1 - Cryptography

Prerequisite: Introduction to Artificial Intelligence or Programming, Math, & Art, or permission of the instructor

This course is intended for students who have a little exposure, but not much experience with computer programming. Classic cryptographic methods, from antiquity to the mid 20th century, were used to encipher and decipher secret messages. Students in this course will learn to program in the Python language in order to implement these cryptographic techniques. Fundamental programming topics are covered, including objects, variables, functions, conditional logic, and iteration.

CREDIT: SC (term)

Computer Programming 2 - Cryptanalysis

Prerequisite: completed Computer Programming 1, and permission of the instructor

This course is intended for students who have completed Computer Programming 1 - Cryptography. Cryptanalysis is the art of decrypting a secret message without knowing the cryptographic key. Students learn to write longer, more complex, and more sophisticated programs that employ statistical techniques and algorithms to automatically decrypt the encryption techniques studied in the previous course.

CREDIT: SC (term)

Physical Science (SC-PS)

Chemistry

Prerequisite: Completion of Intro to Biology

This class is a year-long investigation of the composition and interactions of matter. Topics covered include: states of matter, physical and chemical properties of matter, atomic structure, chemical reactions, solution calculations, basic stoichiometry, acids and bases, molecular geometry and thermodynamics. Laboratory experiments conducted by students will form an important part of the course. CREDIT: SC-PS (year)

Advanced Chemistry

Prerequisites: successful completion of Chemistry, completion or concurrent enrollment in Precalculus, and permission of the instructor. Strong math skills required.

In this year-long course students will further their understanding of chemical properties, chemical reactions, quantum theory, stoichiometry, oxidation-reduction reactions and gas laws. Students will be introduced to advanced chemistry topics including reaction kinetics, chemical equilibrium, thermodynamics, radioactive decay, calorimetry, acid-base titration, spectroscopy and electrochemistry. Laboratory experiments will supplement classroom instruction. This class will not follow the Advanced Placement curriculum however students may prepare independently to take the exam.

CREDIT: SC-PS (year)

Physics 1 - Mechanics

Corequisite: Precalculus

This year long science course is a calculus-based study of mechanics which includes: kinematics, Newton's laws, rotational motion, work, energy, momentum, gravitation, and simple harmonic motion.

CREDIT: SC-PS (year)

Physics 2 - Electricity & Magnetism (NOT OFFERED IN 2020-21)

Prerequisites: Physics 1 - Mechanics

This year long science course is a calculus-based study of electricity and magnetism which includes: charge, Coulomb's law, Gauss's law, conductors, capacitors, electric circuits, magnetic fields, electromagnetic induction, and Maxwell's equations..

CREDIT: SC - PS (year)

Physical Science Term Classes

Astronomy

Corequisite: Algebra 2

In a one-term survey of major topics in Astronomy, we follow the chronology of discoveries starting with the first attempts to measure the circumference of the Earth and the distance to the sun, humanity's evolving understanding of our solar system, the invention of telescopes, galaxies and cosmology, space exploration, stellar formation and stellar remnants, the discovery of exoplanets, and reasons for postulating the existence of dark matter and dark energy.

CREDIT: SC-PS (term)

Springs, Waves, and Sound

Corequisite: Algebra 2, and permission of the instructor

This term length science course is math intensive, but assumes no prior knowledge of trigonometry. Students will learn about simple harmonic motion and solve problems related to springs, pendulums, and other cyclic phenomena. We will extend our knowledge of these macroscopic mechanical systems to the study of sound exploring concepts such as volume, pitch, and timbre, as well as the phenomenon known as beats.

CREDIT: SC-PS (term)

SOCIAL STUDIES (SS) - 9 credits required

Students are required to take nine credits in Social Studies to graduate. These credits must be distributed as follows: three credits for the required year-long freshman Geography course, three credits for the required year-long sophomore Global History course, and three credits for the required year-long junior US History

course. Senior seminars (two terms), open to 12th grade only, are recommended but not required. Elective (term-long) social studies courses are open to students of all ages except where otherwise specified.

Geography & Global Citizenship

Required for all 9th grade

The purpose of this course is to provide you with a comprehensive introduction to environmental, political, economic and human geography. This course is designed to connect core concepts with case studies in which you will be asked to apply your geographical thinking to real world dilemmas related to the scarcity of natural resources, human population growth, globalization, and the growing polarization between those with access to what is necessary for life and those who routinely go without. Thematic links between this course and your Foundations of Literature and Biology courses will help you grapple with these dilemmas by bridging the perspectives of the humanities, the natural sciences and the social sciences. Keeping one eye on your End-of-Year of Experience when we will take active measures as global citizens, we will look for ways to connect the theories and facts of human and environmental geography with your growing ability to think through and act out your own geographical imagination in the world around you.

CREDIT: SS (required - year)

Communities & Their Histories

Required for all 10th grade

The English historian Chris Harmon once wrote that “history is about the sequence of events that led to the lives we lead today. It is the story of how we came to be ourselves.” In this course we will use ourselves as the starting point to learn about the world around us. The questions we devise will lead us into the past as we humbly attempt to make sense of the pathways of our ancestors. While we will certainly study dates and dead people they will not be the only, or most important, markers of our journey, instead we will focus on major threshold moments of change, themes, and commonalities that emerge. Lastly, we will explore the contested nature of history. Who gets to tell “their” story? What stories are excluded? How does our context inform our understanding (and our questions)? Questions, following Fanon’s aspiration to make him a questioner, will be the prime motors of this course, in the end determining our directions and destinations.

CREDIT: SS (required - year)

U.S. History

Required for all 11th grade, required for all students for graduation

This survey class begins with the migration of human beings to the Americas and examines US History up to the 1970s. Students will gain knowledge in historical content as well as practice and instruction in various historical skills. This includes expository and analytical writing, research, primary and secondary source analysis, oral history, public speaking, and family history. Students will examine how and why perspective shapes competing versions of history, and through reading, writing, and discussion, will learn to critically examine historical assertions and analysis. Course content is, when possible, coordinated with the content of American Literature.

CREDIT: SS (required - year)

Senior Seminar: Environmental History

12th grade only

The goal of this course is to provide motivated 12th graders with a chance to pursue advanced social studies work, in terms of both content and skills. The level of this class is intended to help seniors bridge the distance between high school survey courses into the kind of focused coursework they will encounter in college. This course will also inevitably call on each student to develop his or her own personal view of how to live in the present American society with a minimum of damage to our planet’s already battered biological systems.

The general theme of “environmental history” is divided into two parts. The first (Fall Term) will look at human environmental impacts on the United States, from pre-contact Native Americans to today. It will be divided into topical units: “Forest”, “Soil”, “Wildlife”, and “Invasive Species”. The Fall term will involve readings, not just from the Hughes textbook, but from American writers grappling with our relationship to “the land” or “Nature”, starting in the 1830s and going up to the present day. Examples of such authors will be both well-known (Thoreau, Muir, Leopold, Abbey, Berry) and lesser known (George Perkins Marsh, etc.). As for the second term (Winter), its theme will be the modern industrial world, with a particular focus on global climate change. Expectations: positive & prepared discussion participation will be a major ingredient of Credit. There will also be reading responses and unit quizzes, and a choice between a long class presentation or research paper for each term (topic chosen by student, with instructor's approval).

CREDIT: SS (two terms)

Senior Seminar: Psychospiritual Creativity

12th grade only

A humanistic and scientific exploration of spirituality, creativity and self. What do we learn through experience and expression as it relates to our growth and potential? A lively discussion into consciousness, the paranormal, psychology, the cosmos and the inner world. Students will go beyond labels and social constructs into the esoteric to the point where art, science, consciousness and transcendence converge. Students’ final project will consist of sharing an embodied creative expression project which can range from poetry and story to drawings, photography, digital design, dance, music or film etc. as a statement of spiritual meaning.

This seminar is for motivated and committed students who are prepared to read, think critically, reflect, discuss and present. It is ideal for students who want to examine big questions within. In addition to the final project presentation, students will be responsible for responding to writing prompts and keeping a reflection journal.

CREDIT: SS (two terms)

Social Studies Electives

America Abroad: US Foreign Policy

In the aftermath of the 9-11 attacks the question that seemed to be on everyone's mind was: "Why do they hate us?" The comforting answer, offered by politicians and pundits alike, was that "they" are resentful of "our" freedoms, democratic traditions, essentially our "western" way of life. The realities, if we are willing to listen, are quite different. The grievances, whether in Asia, Africa, Latin America, or beyond, tend not to emanate from jealousy of our exceptionalism, but instead spring from anger at our foreign policy, particularly from the 20th century until the present. This class will be devoted to this often neglected component of US history, namely our role on the global stage, and how it is perceived beyond our own shores.

CREDIT: SS (term)

American Controversies: 3 Branches of Government & Active Citizenship

The path to becoming a Change Agent starts with a solid understanding of how the government is supposed to work and how it *actually* functions. Do you know what immigrants are required to know before they become naturalized citizens? Could *you* pass a citizenship test? We will find out. Have no fear, by the end of this course you will understand American government, current issues and events that push legal boundaries better than many adults do.

We will learn about the actual powers of the presidency, the responsibilities of Congress, and the importance and variability of the Supreme Court. There will be Congressional simulations, debates, speeches, congressional and documentary films. This class is empowering and important for independent young people who want a say in the future state of the world.

CREDIT: SS (term)

American Controversies: Understanding Civil Rights & Active Citizenship

The path to becoming a Change Agent starts with a solid understanding of the *individual rights* of ALL citizens granted by the Bill of Rights, and upheld or diminished by the Supreme Court of the United States (SCOTUS). We will be looking at controversial violations of various civil rights in the last 80+ years and consider the expansion and contraction of the rights of individuals during those times. We will also discuss some of the most current controversies regarding individual rights today. Because class lessons will center around simulations, debates, and seminars there will be some outside reading in preparation for these activities. This class is empowering and important for independent young people who want a say in the future state of the world.

CREDIT: SS (term)

Current Events

What's happening in the news? This discussion-based, current events course is simply that: reading, discussing and analyzing the news. There will be an emphasis on global news: what's happening, what it means, and how the events around the world relate to us. We will hone in on some key issues and stories as they unfold around the globe, as well as keep track of (potentially) smaller, daily news stories. Students will also research issues/stories of their choice and create brief presentations to share with the class.

CREDIT: SS (term)

Election 2020

Are you curious about the 2020 presidential election? We will be researching the most important issues to Americans and the candidates' stances in this (highly unusual) presidential campaign, which conveniently comes to a close at the end of the fall term! Then, students will form their own political parties in an election simulation as we discover how the political machine operates. There will be political party conventions, town hall meetings, stump speeches, polling, "fundraising", campaign ads, debates and more. Expectations: besides some quizzes on the topics mentioned above, students will be divided into research teams to follow non-presidential races (both in NC and outside) and will turn in final write-ups on the outcomes.

CREDIT: SS (fall term)

Everyday Economics (NOT OFFERED IN 2020-21)

Economics is the study of how societies, governments, businesses, households, and individuals allocate their resources. This course is designed to help students develop the language, tools and understanding necessary to 1) use economic thinking in their decision-making, 2) develop independent, critical views of our current economic system, and 3) practice informed consideration of various reforms/alternatives to our economic status quo. Topics include but are not limited to cost/benefit analysis, trade-offs, incentives, markets, competition, and trade. There will be a focus on economic issues such as efficiency, equity, and stability through the lens of the coronavirus pandemic. Open to grades 10-12.

CREDIT: SS

Gender, Identity, Sexuality

Gender, identity, sexuality... what do these words mean and how do we live them as individuals and as a society? In this course we'll explore some texts, films, and songs that come at these questions from a variety of angles. We might consider: Roxanne Gay on what it means to have a body that doesn't fit in; Kate Manne's philosophical analysis of "the logic of misogyny"; the drag performance of "Realness" in *Paris is Burning*; Andrea Long Chu on trashy TV and trans desire; Michel Foucault on the invention of "the homosexual" as a scientific category. This is a class for people who are looking to engage with some challenging texts and ideas.

Credit: SS (term)

History through Film (NOT OFFERED IN 2020-21)

This elective class is theme-based (prior examples= Film Noir, Westerns, Cold War, etc.). We will watch a chronological sequence of films centered on the theme (to be announced), as a way to gain appreciation for the history of filmmaking in general; students are required simply to write a response for each film.

CREDIT: SS (term)

Human Evolution

This intermediate class on physical anthropology is intended to be a course that bridges biological science and humanities. We will cover the full range of primate evolution from the point where we diverged from the great apes. We will cover our nearest extinct relatives (Neanderthals and the mysterious tiny “hobbits” recently found in Indonesia) and what can be learned about our species from the behavior of our nearest living relatives (apes and monkeys). Expectations will include quizzes, some readings, and a choice of either a long presentation or a research paper on a topic chosen by the student (either on fossil primates or living species) and approved by the instructor.

CREDIT: SS (term)

Intro to Political Economy

For whom is “the American Dream” alive and well? Between 1989 and 2018, the top 1 percent increased its total net worth by \$21 trillion, while the bottom 50 percent actually saw its net worth *decrease* by \$900 billion over the same period. What historical processes, structural forces, societal values, and institutions have contributed to the increasing divergence between the “haves” and “have-nots”? Politics, economics, sociology, philosophy and history are all brought to bear in examining the pros and cons of a free enterprise system of capitalism paired with a democratic system of government. Students will learn about the macroeconomic issues tied to growth and standard of living, and engage in informed debate about the moral, ethical, and practical issues at play in our economy. There will be a focus on the intersections of politics and economics with respect to the coronavirus pandemic and the November election. Open to grades 10-12.

CREDIT: SS

Introduction to Sociology

What is sociology? Essentially, it is the study of society and how it works and how it doesn't. In this course, we will explore subjects ranging from religion to crime, race to class, power to revolution, in hopes of attempting to understand how the world works and why our social relationships and institutions look the way they do. Not only will we learn about the world we inhabit but we will also examine ourselves and why we are the way we are. CREDIT: SS (term)

The Middle East Experience (NOT OFFERED IN 2020-21)

This class is a survey of what has brought us to the here and now in the Middle East and East/West relations, from the viewpoint of the people in the region as well as Middle Eastern Americans. Students will learn about traditions, modern culture, media, current events, politics, revolution and the teenage subcultures that support change from music, film, comedy and language.

CREDIT: SS (term)

Newspaper

This is a project based class, open to 9th through 12th graders, in which we create and produce a student-run newspaper. Starting this year, the CFS Upper School Newspaper will focus on the latest news on campus, as well as issues in the local and wider community impacting life at CFS. In addition, we will have features that showcase students having an impact on the local and wider community. For students new to news reporting, there will be a space to learn basic writing techniques, while those with experience will take on some new investigative challenges. All students will gain and improve interviewing skills, review media ethics and understand the critical role of news reporting in a democratic society. Students will learn how to gather background material and check facts, conduct an interview, write news and feature stories, craft effective headlines, and design and lay out a news publication in Pages. We will produce several issues of the paper in both print and online formats. **For those who enjoyed the sassy satire of the *Fox alt News*, have no fear!** There will be a place all can turn to for puffery and shenanigans!

CREDIT: CS, ER, SS, (single or multiple terms)

World Philosophy

Open to juniors and seniors

How do we know what we think we know about the world? How can we be certain? Is there an objective reality that exists outside of our perceptions, or do our perceptions create reality? Is there a theory of Truth, or do we exist in a world comprised of multiple and competing truths? Once we discern what we know about the world and how we know it, how does that inform our ability to act in the world, both morally and politically? If individual people have different ideas about what is true and how to act, is there a way to determine the best one or have a legitimate form of authority to which we all agree to adhere, regardless of individuals' ideas? What are different ways to theorize the relationship between oneself and the world, and which ones are the most ethical to live by?

In this year long class, open to 11th and 12th graders, students will examine how answers to these questions have evolved over time. We will examine both philosophical and political responses to these questions from philosophical traditions from around the world. The course will be reading and writing intensive, and class sessions will revolve around in-depth discussion of political philosophy and history. Substantial preparation during the summer gets the course started, and the class culminates with the writing and oral defense of a major paper.

CREDIT: SS (year)

WORLD LANGUAGE (WL) - 6 credits of the same language required

AMERICAN SIGN LANGUAGE

Novice American Sign Language 1 (NASL 1)

Students will develop basic knowledge of American Deaf Culture and American Sign Language (ASL). ASL communication skills will be nurtured both receptively and expressively, in regards to fingerspelling, numbers, basic vocabulary, and grammar. Based on an understanding of American Hearing culture, students will explore American Deaf culture and history. Emphasis will be on accurate sign production, ability to comprehend signed communication and appropriate responses in simple conversations.
CREDIT: WL (year)

Novice American Sign Language 2 (NASL 2)

Prerequisite: NASL 1

Students will review and build on concepts from ASL I. With development of broad language skills, vocabulary, grammar and syntax, students will participate in additional “live use” of the language. Students will develop a deeper awareness of the intricate aspects of Deaf culture. Additionally they will explore technology and communication tools used within the Deaf and Hard of Hearing Community.
CREDIT: WL (year)

FRENCH

Intermediate French ⅔ (IF2/3)

Prerequisite: IF1 or equivalent

This class offers a blend of more advanced grammar and structure, combined with other print, video and audio material. Willingness to interact in the target language is a must, as the class will be conducted primarily in French. In addition to daily written exercises, students are required to do listening and speaking exercises outside the classroom as part of the course of study. Evaluations will be based on the quality of written assignments, tests, and oral presentations.
CREDIT: WL (year)

SPANISH

Novice Spanish 1 (NS1)

In this course students will develop a firm foundation in Spanish grammar which will enable them to master basic comprehension, reading, writing, and speaking skills. There is a strong emphasis on vocabulary memorization and verb conjugations. The class is conducted increasingly in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.
CREDIT: WL (year)

Novice Spanish 2 (NS2)

Prerequisite: Novice Spanish 1

This course is a continuation of Novice Spanish 1. Second-year Spanish is an intensive study in grammar and verb tenses. Students will expand on reading, writing, comprehension, and speaking skills. The class will be conducted primarily in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.
CREDIT: WL (year)

Intermediate Spanish 1 (IS1)

Prerequisite: Novice Spanish 2

This course will be conducted primarily in Spanish and will continue to focus on Spanish grammar, reading, writing, listening, and speaking skills. Students will be expected to participate in class discussions and give oral interviews, perform paired conversations, and deliver presentations in Spanish. Regular quizzes, written and speaking tests and a final cumulative exam or project will be assigned.
CREDIT: WL (year)

Intermediate Spanish 2 (IS2)

Prerequisite: Intermediate Spanish 1

Spanish Intermediate II is taught completely in Spanish. There will be an emphasis on in-class discussions and class participation. The class will move into advanced grammar topics, and also include Spanish and Latin American literature and culture. Students will read authentic texts such as news articles, short stories, and write longer essays and creative pieces in Spanish. Regular quizzes, written and speaking tests and a final cumulative exam or project will be assigned.
CREDIT: WL (year)

Intermediate Spanish 3 (IS3)

Prerequisite: successful completion of Intermediate Spanish 2 and teacher recommendation

Spanish Intermediate III is designed specially to grow a student's interpersonal and presentational proficiency. The class is focused on achieving a higher level of conversational Spanish. Students will work on their ability to speak spontaneously in the present, past, and future timeframes employing long and detailed sentences. Students will practice how to ask questions, ask for clarification, self-correct or restate when not understood, and circumlocute. The class is specially targeted for students who need another year of Spanish before moving to advance classes.
CREDIT: WL (year)

Topics in Advanced Spanish 1

*Prerequisite: Intermediate Spanish 2 or 3 **and** teacher recommendation*

Advanced Spanish 1 is a higher level class. Students negotiate the target language using authentic materials such as TV shows, newspaper articles, blogs, and social media. Following the American Council on the Teaching of Foreign Language, students at this level will work towards creating personal meaning, understand, ask, and answer a variety of questions in spontaneous conversations. Students will consistently practice how to initiate, maintain, and end a conversation beyond basic needs and/or simple transactions. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives. Students produce narrations and descriptions in all major time frames on familiar and some unfamiliar topics. The class is heavily discussion-based and taught solely in Spanish. Students will give one long oral presentation each term without reading.

CREDIT: WL (year)

Topics in Advanced Spanish 2

Prerequisite: successful completion of Advanced Spanish 1 and teacher recommendation

Advanced Spanish 2 is a seminar class. Students will negotiate with the target language using authentic texts such as short stories, poems, TV shows, and newspaper articles. Following the American Council on the Teaching of Foreign Language, students will work towards expressing themselves fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Students will practice the skills to communicate in paragraph length conversation about events with detail and organization. The course will focus on developing the proficiency to confidently handle situations with an unexpected complication and share point of view in discussions.

CREDIT: WL (year)