

CAROLINA FRIENDS SCHOOL

**2021-2022 UPPER SCHOOL
COURSE OFFERINGS**

CONTENTS

COMMUNITY SERVICE/SERVICE LEARNING – 6 credits required

CULTURAL ARTS

CULTURAL ARTS - VISUAL - STUDIO

CULTURAL ARTS - VISUAL - FILM

CULTURAL ARTS - VISUAL - DIGITAL & FABRICATION

CULTURAL ARTS - PERFORMING – DANCE

CULTURAL ARTS - PERFORMING - MUSIC

CULTURAL ARTS - PERFORMING - THEATER

ENRICHMENT

HEALTH & HUMAN SEXUALITY - 1 credit required

LANGUAGE ARTS - 12 credits required

Language Arts Electives

MATHEMATICS - 9 credits required

PHYSICAL EDUCATION - 6 credits required

SCIENCE - 9 credits required

Biological Science (SC-BS)

Computer Science (SC-CS)

Physical Science (SC-PS)

SOCIAL STUDIES - 9 credits required

Social Studies Electives

WORLD LANGUAGE - 6 credits of the same language required

AMERICAN SIGN LANGUAGE

FRENCH

SPANISH

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)

CFS News

This is a project-based class, open to 9th through 12th graders, in which students create and produce a bi-weekly news publication. The specific nature of this publication will include profiles of students, staff and community members, feature stories, and important issues to students. We will review media ethics and the role of news reporting as a means to accurately and objectively inform and fuel active citizenship. Students will learn how to conduct interviews, gather reliable background material, check facts, write news and feature stories, craft effective headlines, and design and lay out an electronic news publication. This version of the CFS News will be distributed approximately every other week throughout the term in a 4-color, electronic version which will also allow students to produce and link video news clips, interactive surveys and more.

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

Community Cinema Productions

Participants work together in a film crew under the mentorship and direction of the instructor to produce community sourced screenplays for the big screen. We will examine all facets of genre, writing, editing, cinematography, sound, directing and screen acting. We will explore cinema on both a theoretical and practical level. Though the course will be offered in Term 3, students should expect to be involved in pre-production activities in terms prior to the course as we collectively prepare and imagine the process and product. This course is open to any skill level; however, it is an expectation that students be very disciplined, accountable, creative, positive, fun and flexible. The final product will be screened in our community and submitted to the film festival circuit.

CREDIT: CS or CA/VA (term)

Community Engagement Beyond Campus

Recommended for 10th-12th Grades

This course provides students with an opportunity to branch out into the local communities surrounding CFS and investigate important questions like:

What are the important issues people care about in Durham, Hillsborough, or Chapel Hill?

What challenges do people face in tackling those issues?

What community-based organizations are taking on these challenges?

What is the difference between community service versus community engagement?

With teacher support, students will identify ways in which they may participate in the betterment of the local community, by communicating with community organizations and developing an action plan for their engagement. Students will actively participate in that endeavor, submit reflections on their process, and provide a final presentation of their activities and their learning from others. Students may choose to participate in the local community in one of the following ways or another identified need: environmental sustainability or degradation, governance, criminal justice, equity and inclusion, education, economic opportunity, recreation, children and youth, and health and wellness.

CREDIT: SS or 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 upper 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. Mentors are trained in peer mentoring and preventing child sexual abuse. *Students must apply to be considered for this course.*

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

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. 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 11th and 12th grades

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 different units 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. **Some units may not be accepting TA's for the 2021-22 school year.** Students should check with individual teachers 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, troubleshoot basic tech issues, 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

In this course students will gain skills in advanced publishing techniques, copywriting, editing, photography, camera usage, and compositional skills. We will also focus on layout and page design as the class will work cooperatively to produce a timeless, creative, and innovative publication which will record our school's community, memories and events. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Please note that a core component of our work will occur outside of the classroom including attending sporting events and other school sponsored activities (the play, dance concerts, sports, etc.).
CREDIT: CS or CA-VA (year)

CULTURAL ARTS

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

CULTURAL ARTS - VISUAL - STUDIO

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)

Design

Introductory course

This Design class will begin with workshops in Design Thinking, to help students understand how to plan for, experiment with, then articulate their ideas. We will incorporate the Elements and Principles of Design as we move through a number of projects with the Design Thinking framework. Design projects will include use of drawing tools as well as digital technologies and will include crafting a promo paper packet for an imagined business (logos, letterhead, text design, cohesion), product design prototypes built from an individual interview and need, Architectural and Landscape design including scale modeling, and Fashion drawings to show color, texture, and style development. This class will always be engaging in drawing exercises throughout the term that are built around these projects. CREDIT: CA-VA (term)

Digital Photography

Introductory course

Students in this class will learn all about how photography works: how cameras and phones function and what all the icons and settings mean, then make creative projects that reflect that knowledge. Topics will include Composition, ISO, Aperture and Shutter Speed, Lenses, Portraiture, Lighting, Action, Landscapes, Still Life, Storytelling, Photojournalism and Digital Editing. We will use current and well-known photographers' work for inspiration, and view work in slideshow format during class with group critiques. This class is a prerequisite for the Photography Lab. CREDIT: CA-VA (term)

Drawing

Introductory course

This class exposes students to a variety of two-dimensional media, and lets them practice skills and techniques necessary for improving drawing skills. Practice will include contour and gesture drawings, as well as experimental work with graphite, pen and ink, charcoal, china marker, chalk and oil pastels, and colored pencils. Students will also work with more than one medium to explore how to further make expressive artwork. Focus is on design and composition principles used in 2-D artwork, and applying them towards projects that encourage students to draw what they see, how they feel and visually share their worlds. The first part of the term will focus primarily on learning about Elements and Principles of Design through creating still life, portraiture and life drawings, landscapes, and storytelling, and the second part of the term will be spent applying these experiences to further drawing projects in dynamic media, including digital drawing. CREDIT: CA-VA (term)

Fiber Arts

Introductory course

Themes will rotate between Weaving, Yarn Arts, and Sewing. **For Weaving:** we will learn how to create our own cardboard and moving looms, using yarn and other found objects for warp and weft. We will also investigate creating a natural outdoor community loom, and projects reusing t-shirt strips and other fabrics in new ways. **For Yarn Arts:** we will begin with the basics of knitting and crocheting, and build an understanding of the language of pattern abbreviations as well as fibers and tools used for making yarn art. We will also explore wet and needle felting in this focus. **For Sewing:** we will create three main projects over the term, with hand and machine sewing, including the basics of sewing (beginning with a bag), followed by altering clothing/textiles with embroidery, reassembling, or mending, and end with creating a unique wearable item based on a self-made pattern. Students in this class will learn more about the ways that Fiber Arts can be a meditative, soothing, creative practice built around Principles of Design like repetition, balance, and pattern, while also creating

functional and expressive works. Projects will include skill building in whatever material the term's theme is covering, and time to produce works based on function and conceptual prompts. This Fiber Arts class focuses on the materials and on the manual labor involved as part of the work's significance.

CREDIT: CA-VA (term)

Handcrafts

Introductory course

This class is an introduction to a variety of handcrafts, where we will build skills in our hand-building techniques with simple, non-tech tools! Much of our work will produce objects of use (baskets, brooms, wall-hangings, candles, etc) and will require lessons in tools as well as thoughtfulness about our use of disposable materials. We will reflect on arts movements as well as traditional handmade objects of different cultures that reflect how the creative process of handicrafts is held up in contrast to what is perceived to be the alienating effects of industrial labor. Unplug, and learn more about all that you can create with your own hands! This class is co-taught by Jasper Mayer and Amelia Shull in the Fall.

CREDIT: CA-VA (term)

Movers and Makers: A Visual Arts and Dance Collaboration

This class will explore design elements as related to both visual art and dance. We will explore shape and form, shadow and light, color and texture, to inform and enrich our creative expression. We will play with different approaches to experiential creativity culminating in a final project utilizing both visual art and movement. Open to all levels of experience and comfort.

CREDIT: CA-PA (term) or CA-VA (term)

Painting

Prerequisite: Drawing or Design

This class will work with watercolor, gouache and acrylic paint. Drawing or Design are prerequisites to this class (Drawing & Painting also counts). Color Theory and basic Design and Composition principles are covered early in the term. We will focus primarily on painting techniques and students created a small portfolio of diverse works throughout the term. Students will use a variety of prompts to create 6-8 paintings over the course of the term on canvas, board, found objects/surfaces, and paper.

CREDIT: CA-VA (term)

Photography Lab

Prerequisite: Digital Photography

This class dives deeper into the history of photography, experimenting with early inventions that led us to our digital technologies today. We will create pinhole cameras, photograms, use UV/Sunlight based hand coated techniques, and the darkroom (covid permitting) to engage in the hands-on process of silver gelatin printing. There will be some research into the development of these processes, the social implications of access and visual saturation of images and image-making, and reflection on the intersections of chemistry, physics, alchemy, and artistic magic! Digital Photography is a prerequisite course before engaging in this class to establish the core language of photography, and to learn camera and compositional basics. CREDIT: CA-VA (term)

Portfolio

11th and 12th grade only; prerequisite: at least 2 arts classes (VA)

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 virtually or in person (as part of the course curriculum), a National Portfolio Day event. 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)

Printmaking

Prerequisite: Drawing or Design

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)

Ukulele Building

This course guides students through the construction of their own tenor ukuleles (from kits). Basic woodworking skills such as using hand tools and shop machinery are an advantage, but can also be learned along the way.

CREDIT: CA-VA (term)

CULTURAL ARTS - VISUAL - 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)

Community Cinema Productions

Participants work together in a film crew under the mentorship and direction of the instructor to produce community sourced screenplays for the big screen. We will examine all facets of genre, writing, editing, cinematography, sound, directing and screen acting. We will explore cinema on both a theoretical and practical level. Though the course will be offered in Term 3, students should expect to be involved in pre-production activities in terms prior to the course as we collectively prepare and imagine the process and product. This course is open to any skill level; however, it is an expectation that students be very disciplined, accountable, creative, positive, fun and flexible. The final product will be screened in our

community and submitted to the film festival circuit.
CREDIT: CA-VA or CS (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. **In the spirit of developing a collaborative arts community on campus, our class will engage in Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within community.**

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. **In the spirit of developing a collaborative arts community on campus, our class will engage in Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within community.** No prior film experience necessary.

CREDIT: CA-VA (term)

Music Video Production

In this course, students analyze ways in which artists combine visual imagery and storytelling. Students produce three music videos to be screened in the community; ideally these cinematic creations add to the singing artist's song to create new dimensions of artistic freedom and imagination. Students will explore narrative, montage theory, documentary and experimental film techniques while cross-pollinating and co-creating new rules for a very disciplined craft. Students learn by watching, producing and discussing music videos for technique, storytelling and social impact. Some students may bring in their own original songs; however, being a musician is not an expectation for the course--collaboration is. We will harvest songs from many sources including popular culture to reimagine new versions that express the filmmaker's meaning making. We will play with light, motion, time and place. This is an excellent opportunity for writers, dancers, choreographers and cinematographers to learn from each other for the purpose of learning film.

CREDIT: CA-VA/PA (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. **In the spirit of developing a collaborative arts community on campus, our class will engage in Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within community**

CREDIT: CA-VA or LA (term)

CULTURAL ARTS - VISUAL - DIGITAL & FABRICATION

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)

Math & Art

Do you like art? Do you like math? 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 in Python 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 (see Theater)

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 taking 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. CREDIT: CA-PA or PE (term)

Movers and Makers: A Visual Arts and Dance Collaboration

This class will explore design elements as related to both visual art and dance. We will explore shape and form, shadow and light, color and texture, to inform and enrich our creative expression. We will play with different approaches to experiential creativity culminating in a final project utilizing both visual art and movement. Open to all levels of experience and comfort.

CREDIT: CA-PA (term) or CA-VA (term)

Dance - 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, 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)

Intermediate/Advanced Level

Dance 2: Modern Dance: Collaboration & Performance

Prerequisite: Dance 1 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 guest artists in various styles, as well as create a final choreographic project. Students are limited to 3 excused absences for course credit.
CREDIT: CA-PA or PE (2 terms)

Dance - Advanced Level

Advanced Dance: Choreography & Performance

Prerequisite: Dance 2: Modern Dance: Collaboration & Performance or 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 through journal writing and dance. Dancers participating in this project will need to do in depth research during the summer months and generate dance phrases. 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

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)

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? What are office hours and how do you use them? Do you want to join an organization? Do you know where the counseling center is and what services they provide? We will also talk about a range of institutional and structural factors that make American Higher Education what it is today. How might the economic model that pays your college teacher impact the learning you will do? How is financial aid structured, and how can you most effectively navigate that system once you are already in college? What are colleges struggling with now and how might their struggles intersect with your own--for better or worse? We will also take a deep breath and look beyond the college itself to take in the big picture: What kind of life are you building for yourself? What struggles and simple joys don't fit neatly into any "plan" for the future?

CREDIT: HS or ER (term)

DIY Kitchen

This class is for the budding foodie homesteader who is interested in finding ways to make and grow their own foods. We will spend each week down another grocery aisle (figuratively) and think about ways to create sustainable versions of some favorite foods. We will experiment with making our own ferments and pickles, preserves, bread, cheese and butter, herbal tea mixes, and small-scale hydroponic gardening. We will research and develop an understanding of how to use starters, mothers, and living foods to create things we will eat! This class will take place in the studio, following kitchen safety and cleaning guidelines, and we will always investigate Gluten Free and Vegan options. There may be a small grocery fee or opportunities for students to bring in usable supplies.

CREDIT: ER (term)

French Connections

Have you ever wondered why French is used in so many situations, to say so many things? Why is a black tie *de rigueur* at this event, why is a decision already a *fait accompli*, why are *agents provocateurs* present at this protest, and what do those terms mean anyway? And why do you need basic French phrases to participate in ballet, or to learn fencing? In this course we will explore the rich history of connections between French, English, and other World Languages in terms of borrowings, origins, etc; we will learn some of the key phrases in French that are recognized world-wide; and we will explore the language aspects of the Big-C cultural topics where French is the lingua franca (dance, art, cinema, fencing, cooking, diplomacy, etc). Lastly, we will enjoy a unit on French cinema in which we view several French movies (with English subtitles) and discover why French cinema is such an important part of the movie industry. No previous knowledge of French is required, but an interest in - and willingness to work on - the linguistic elements of the content (pronunciation) would be a plus.

CREDIT: ER (term)

Life by Design

When people ask you to tell them about yourself, what do you say? Do you stumble along like most of us by listing your accomplishments or who you're connected to or what you like to do? This course will examine the contributing factors, competing theories and necessary interdependence of what it means to live and learn with purpose. Students will meet local neighbors who govern their personal and professional lives by their own unique credo. By the end of the course, students will create a collection of music, literature, and video that explains what's important to them and how they endeavor to live life on their terms.

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 banking, saving, investing, taxes, types of credit, managing credit, and budgeting. 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 learn about disruptions to the system such as P2P payments, B Corporations, and crowdfunding.. 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)

Sufi Friends Kinship

A deep dive into the mysteries of the heart, soul and self and the ultimate secrets of the unity of all being. This course introduces students to what has been called the path of love and ego purification. We'll explore the origins, writings, music, creativity, philosophy, questions and modern practices of Sufis and their implications for our communities today.

CREDIT: ER (term)

HEALTH & HUMAN SEXUALITY - 1 credit required

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 goals of CFS Life class are 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, creating healthy relationships and identifying unhealthy relationships, mental health, spiritual health, wellness and self care, sexual health, and drug education. (Some 11th or 12th grade students will attend class and mentor the 9th grade students.)

CREDIT: 1 HS, 2 ER (year)

College Life

12th grade only

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? What are office hours and how do you use them? Do you want to join an organization? Do you know where the counseling center is and what services they provide? We will also talk about a range of institutional and structural factors that make American Higher Education what it is today. How might the economic model that pays your college teacher impact the learning you will do? How is financial aid structured, and how can you most effectively navigate that system once you are already in college? What are colleges struggling with now and how might their struggles intersect with your own--for better or worse? We will also take a deep breath and look beyond the college itself to take in the big picture: What kind of life are you building for yourself? What struggles and simple joys don't

fit neatly into any "plan" for the future?
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 topics from around the world and the development of cultures through literature, film, non-fiction, and other texts. Through this dialogue, students will continue to grow their 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 the 10th grade 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, magical realism, 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, Whitman, McCullers, 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)

The Beyoncé Lens: Women in Literature and Beyond

12th grade only

As Beyoncé once said, "I don't have to prove anything to anyone. I only have to follow my

heart and concentrate on what I want to say to the world. I run my world.”

Students in this course will survey a variety of texts written by and/or depicting women who run their world. The purpose of the course is to see how these folk break down norms, are uplifted in their pursuit of independence, and ultimately thrive. We will examine *The Scarlet Letter* in concert with *Their Eyes Were Watching God* in order to draw parallels and deep distinctions between the presentation of Hester and Janie as they live a life that defies societal expectations. How do Hawthorne and Hurston’s identities play into their writing of these female characters? Does the difference in time period affect their presentations? Where do we go from here? All of these questions and more will be explored through critical analysis and theory around these two texts as well as modern examples of what it may mean to be a strong, independent woman.

CREDIT: LA (term)

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, Angela Davis, Malcolm X, 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 Paulo 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)

Language Arts Electives

Creative Writing

Since our earliest ancestors gathered around the fire, humans have had an insatiable thirst for tales spun by imagination. Writing enables us to share stories across space and time. What are your stories? What worlds can you create? 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?” As Stephen King contends: “You can, you should, and, if you’re brave enough to start, you will” become a writer.

CREDIT: LA (term)

Introduction to Investigative Journalism

If a healthy democratic society is a well-informed citizenry, then the backbone of any democracy is an independent, professional and credible media. In an era of conglomerate-owned news silos, unverified 24-hour cable news reporting, infected social media platforms and unfettered tweets, the time has come for the free press to reclaim its role as a legitimate check on government. In the first part of this course we will read, view, analyze, and contrast Pulitzer Prize winning journalism with reporting that has failed the American public. We will learn about the media’s influence on popular opinion regarding important issues such as healthcare, immigration, elections and more. We will also take a brief walk through media history from scoop reporting by competing newspapers and uninterrupted (no commercials) network news to newly-developed robot reporters. The second half of the course is structured for students to create their own investigative news article. After identifying a topic of interest, students will learn about accessing public records and legal responsibilities regarding “off the record”, taping interviews, and libel. Central to this part of class is identifying credible sources, practicing techniques to get interviews and asking solid questions for information and quotes. Finally, students learn about various types of journalistic writing structure, copy editing using the *Chicago Manual of Style*, and attributing sources.

CREDIT: SS, 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)

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 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 110. It is not open to 9th graders without instructor permission. This course will cover the same basic topics as Math 210, but with a more inductive/empirical approach. GeoGebra and IXL are used to supplement instructor's handouts.

TEXT: 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. GeoGebra and IXL are used to supplement instructor's handouts.

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 in 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 in 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 in 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
- 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). Through this class, we will gain an introduction to somatics as it pertains to understanding that the body is truly part of us and not a separate entity. 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)

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)

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)

Sports & Games

This class will provide plenty of opportunities to get some moderate to intense physical activity through sports games (e.g. soccer, futsal, ultimate, volleyball, basketball, etc) and games from your middle and elementary school past (dodgeball, spider ball, kickball, tag, relay races, etc). Come prepared to work hard, play fair and perhaps sweat a little (or a lot).
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

One year of Biological Science (SC-BS) and one year of Physical Science (SC-PS) are required to graduate, along with 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, concurrent Chemistry

Forensic Science is a course designed to introduce students to different methods of forensic investigative methods. Students will learn how these methods have evolved over time and how they are applied in the real world. For each topic covered, we will also discuss the limitations within the technology, and we explore ethical concerns and user error where appropriate. Units: Fingerprinting, Hair Analysis, Fiber analysis, DNA, Handwriting analysis and Biometrics.

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 Google Colab to observe, implement, interact with, and modify examples of Artificial Intelligence.

CREDIT: SC-CS (term)

Computer Programming 1 - Cryptography

Prerequisite: Introduction to Artificial Intelligence or 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-CS (term)

Computer Programming 2 - Cryptanalysis

Prerequisite: completion of 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-CS (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)

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)

Geology: Materials and History

Prerequisite: Completion of Chemistry or with permission of the instructor

This one-term course begins with a look at the discovery and basic mechanisms of plate tectonics and the earth's general structure. We then learn the properties and identification of minerals and igneous, sedimentary, and metamorphic rocks. Finally, we move to stratigraphy, paleontology, and the history of the earth.

CREDIT: SC-PS (term)

Introduction to Engineering

Prerequisite: Introductory Biology, concurrent Chemistry

This course will be designed to introduce students to some of the main concentrations within engineering: electrical engineering, mechanical engineering, civil engineering, biomedical engineering. We will explore major topics within these areas, learning the fundamentals of each through problem sets and group work. Each area of focus will culminate in a lab or project ranging from building a circuit board, designing an air conditioner, building a bridge,

and building a cell membrane model.
CREDIT: SC-PS (term)

SOCIAL STUDIES (SS) - 9 credits required

Nine Social Studies credits are required to graduate. These credits must be distributed as follows: three credits for the required year-long 9th grade Civic Engagement course, three credits for the required year-long 10th grade Global History course, and three credits for the required year-long 11th grade 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.

Civic Engagement: Understanding Democratic Systems Local to Global

Required for all 9th grade

This course is designed to provide CFS students with a foundational understanding of how the US government was constructed and meant to function for a democratic society. Lessons are developed with an eye for opportunities leading to active civic engagement in a representative democracy. Students will learn about the principles in which the US Constitution was grounded, including the rule of law, federalism, separation of powers, checks and balances, limited government, and popular sovereignty. Familiarity with these fundamental philosophies will enable students to compare, analyze, and evaluate the efficacy of current government activities on the state, federal and global scales. In addition to studying the ideology, students will analyze the structural pillars of each branch of government, that will provide them with a solid platform from which to critically consider, discuss, simulate, and debate current events. It is important to note that students will have multiple choices in which to investigate the aspirational and flawed workings of the US government, including but not limited to issues like social justice, economics, environmental degradation, and politics. The capstone of this course centers around students' comparison and contrast of the US Government in action in the global arena and a deep dive into what it means to be an active citizen not only of a state and nation, but also of the global community.

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 of consciousness, the paranormal, psychology, the cosmos and the inner world will carry students beyond labels and social constructs into the esoteric to the place 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 what they have learned. 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

Choose Your Own History

In this class, students will have the opportunity to select a topic, theme, and/or event of their own interest. Once their interest has been determined we will work together to find a resource (book, video series, digital resources, compilation, etc.) or set of resources that they will engage with across the term. Students will be provided structures and weekly assignments to work with their selected resources, bring their work and analysis into class, and teach the class. Across the term students will create presentations, based on the critical interrogation of their texts, which will examine the construction of knowledge, whose knowledge has historically counted, counternarratives of resistance, re-storying, and potential future research. Opportunities to work with classmates and conduct historical investigations and extensions will be cornerstones of the class. The key skills that will be centered in this course will be critical, digital, and historical literacies.

CREDIT: SS (term)

CFS News

This is a project-based class, open to 9th through 12th graders, in which students create and produce a bi-weekly news publication. The specific nature of this publication will include profiles of students, staff and community members, feature stories, and important issues to students. We will review media ethics and the role of news reporting as a means to accurately and objectively inform and fuel active citizenship. Students will learn how to conduct interviews, gather reliable background material, check facts, write news and feature stories, craft effective headlines, and design and lay out an electronic news publication. This version of the CFS News will be distributed approximately every other week throughout the term in a 4-color, electronic version which will also allow students to produce and link video news clips, interactive surveys and more.

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

Community Engagement Beyond Campus

Recommended for 10th-12th Grades

This course provides students with an opportunity to branch out into the local communities surrounding CFS and investigate important questions like:

What are the important issues people care about in Durham, Hillsboro, or Chapel Hill?

What challenges do people face in tackling those issues?

What community-based organizations are taking on these challenges?

What is the difference between community service versus community engagement?

With teacher support, students will identify ways in which they may participate in the betterment of the local community, by communicating with community organizations and developing an action plan for their engagement. Students will actively participate in that endeavor, submit reflections on their process, and provide a final presentation of their activities and their learning from others. Students may choose to participate in the local community in one of the following ways or another identified need: environmental sustainability or degradation, governance, criminal justice, equity and inclusion, education, economic opportunity, recreation, children and youth, and health and wellness.

CREDIT: SS or CS (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)

Durham: Past and Present

This course is devoted to the history of Durham from the 17th century to the present after a brief introduction to the early history, when the region was a major outpost on the Great Indian Trading Path (and home to the Eno and Occaneechi tribes). In the first half of the term, students will learn about the socioeconomic, cultural, and political history of the Durham area with a specific focus on the contributions of African-Americans. They will also learn a broader narrative that runs from the impact of the tobacco industry and the Duke family to the current local emphasis on health care and related fields. In the second half of the term, students will engage in individual or group research into an aspect of the Durham area that is intriguing to them.

CREDIT: SS (term)

Everyday Economics

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, labor, competition, and trade. There will be a focus on economic issues such as productivity, 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"; debates within feminist advocacy as articulated by the Combahee River Collective; 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; and other topics directed by the class's interests and questions. This is a course for people who are looking to engage with some challenging texts and ideas.

CREDIT: SS (term)

Historical Thinking about the Lies My Teacher (and Culture) Tells Me

This class will be devoted to surfacing and practicing the skills of a historian, namely sourcing, contextualizing, corroborating, and close reading, what the Stanford History Education Group calls historical thinking. In addition, we will engage with James Loewen's text *The Lies My Teacher Told Me*. The purpose of the course will be to build our historical and critical literacy repertoires. Students will have the opportunity to select topics that interest them and apply the historical thinking framework, in turn crafting presentations to teach the class.

CREDIT: SS (term)

Introduction to Investigative Journalism

If a healthy democratic society is a well-informed citizenry, then the backbone of any democracy is an independent, professional and credible media. In an era of

conglomerate-owned news silos, unverified 24-hour cable news reporting, infected social media platforms and unfettered tweets, the time has come for the free press to reclaim its role as a legitimate check on government. In the first part of this course we will read, view, analyze, and contrast Pulitzer Prize winning journalism with reporting that has failed the American public. We will learn about the media's influence on popular opinion regarding important issues such as healthcare, immigration, elections and more. We will also take a brief walk through media history from scoop reporting by competing newspapers and uninterrupted (no commercials) network news to newly-developed robot reporters. The second half of the course is structured for students to create their own investigative news article. After identifying a topic of interest, students will learn about accessing public records and legal responsibilities regarding "off the record", taping interviews, and libel. Central to this part of class is identifying credible sources, practicing techniques to get interviews and asking solid questions for information and quotes. Finally, students learn about various types of journalistic writing structure, copy editing using the *Chicago Manual of Style*, and attributing sources.

CREDIT: SS, LA (term)

Intro to Political Economy

For whom is "the American Dream" alive and well? While the coronavirus pandemic has led to the sharpest rise in the U.S. poverty rate in more than 50 years, the collective net worth of the country's billionaires grew by more than \$1.1 trillion between March of 2020 and January of 2021. 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 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, as well as a comparison of the United States with other countries. Open to grades 10-12.

CREDIT: SS (term)

Israeli-Palestinian Conflict: In History and Today

The Israeli-Palestinian conflict is one of the most complex, contentious, and perplexing conflicts in the world— a story of two peoples with competing claims to land, history, and identity. In this class, we will dive into both the historical and current-day dynamics that contribute to this consequential issue. Using *The Israeli-Palestinian Conflict: What Everyone Needs to Know* by Dov Waxman as a guiding text, we will learn about the roots of the conflict as we know it today, study potential solutions, and reflect on what it means to fight for peace and justice in the Middle East and beyond.

CREDIT: SS (term)

The Middle East Experience

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)

Roman World

This elective will serve as an introduction, for any grade level, to the Roman Republic and

Empire. We will start by discussing how both came to be so successful (the military organization and leadership) in conquering big parts of Europe, North Africa, and West Asia. We'll also look at how the Romans then managed a vast land area and diversity of cultures and religions over a period of centuries. Finally, we'll look at why the Romans still matter today: through their politics, architecture, engineering, mythology, and literature. Expectations will include a term paper on that topic, unit tests, and occasional homework essays.

CREDIT: SS (term)

World Philosophy

Open to 11th and 12th grade

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, 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 2/3 (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)