

2023-2024 UPPER SCHOOL COURSE OFFERINGS

Cultural Arts Music Theater Dance Studio Art Film Other	Enrichment Health and Human Sexuality Language Arts Physical Education Service Learning/Community Service Social Studies	STEM Science Technology/Computer Science Engineering Mathematics World Languages
CFS Graduation Requirements	Requirements for UNC System Schools	

Course Title	Course Description	Pre/Co-Requisites	Credit	Length
CULTURAL ARTS				
8 credits are required: 2 in visual arts (CA-VA), 2 in performing arts (CA-PA), remaining 4 in either discipline				
PERFORMING ARTS - MUSIC				
Afro-Brazilian Drumming	Learn the traditions, history, and culture of Brazil through this energetic and engaging Drumming class. Together we will explore the social and cultural importance and impacts on society of music genres such as Samba, Samba-Reggae, Maracatu, and many others. In this course, We will learn about tempo and pulse, meter, swing, improvisation, and basic rhythmic music theory, but will mostly spend our time playing music. Students should expect to perform in a group setting at least one time per term. Come learn about the world of rhythm as we explore the foundations of percussion music by putting together polyrhythmic music. This class works best when it's large, so sign up and encourage your friends to join you! It'll be a fun and a learning-filled good time!	<i>Any student can participate in this class. Due to the nature of the drums and how this class will be conducted, please let Caique know if you can't stand for a long period of time and/or if you can't carry 25 lbs to talk about accommodations.</i>	CA-PA	Term
Group Voice Class	The ultimate goal of the course is to have the student experience the joy of singing and to become a lifelong learner. To this end, the student will: Explore the physiology and acoustics of the human singing voice in a group setting. Develop fundamental musical skills and theory. And demonstrate a basic understanding of vocal technique: breathing, resonance, tone production and placement, correct posture, vocal use, diction, and expression among others. The student will develop music appreciation, listening skills, and expressive abilities all these will be accomplished through singing in every class period, practice, reading, writing assignments, class discussion, instruction, and performances.		CA-PA	Term
Guitar Class (Beginner/Intermediate) Term 1 or 2	Learn the basics to play any folk or pop song. Open to the absolute beginner or intermediate guitarist who wishes to initiate or increase their technique on this instrument. 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.		CA-PA	Term
Guitar Ensemble Term 2 or 3	This course is designed for advanced students in the Guitar. Students will be studying Classical and Electric styles including Pop, Jazz, Funk, and Blues. Improvisational skills are developed as students study a variety of guitar scales including pentatonic scales, major and minor modes along with increased use of chord shapes and chord vocabulary. This class is performance-based and during the term, there are opportunities for this ensemble to perform on campus as part of the evaluation process.	<i>Prerequisite: Audition with Instructor</i>	CA-PA	Term
Music History and 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,		CA-PA	Term

	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!			
Music Ensemble	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.	<i>Prerequisite: Permission of the instructor</i>	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.		CA-PA	Term
Ukulele	The Ukulele class is open to all skill levels, from those who have never strummed a stringed instrument in their life to students who have plenty of experience playing the ukulele. For beginners, it is the ideal instrument with which to begin - it is very simple and easy to play! If you do already know some chords and strumming patterns, through this course you can add other patterns and fingerstyle techniques; the course will be very flexible in that regard, in order to meet each individual player's needs. If you already own a ukulele, please plan to bring your instrument to school for class meetings; if you do not have your own instrument, no worries – you can use one provided by the school.		CA-PA	Term
PERFORMING ARTS - THEATER				
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.		CA-PA	Term 1
Fall Production	This class will focus on the production of an evening-length performance offered to the CFS community and general public.	<i>Prerequisite: Beginning Acting or equivalent course with permission of instructor</i>	CA-PA	Term 1
Fall Production: Tech and Crew	Students will be part of the fall production tech crew with duties including lighting, sound, props and set pieces, etc. Students are expected to be present during class times as well as outside of school hours rehearsals and performances.		CA-PA or CS	Term 1
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.		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 that 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.		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.		LA or CA-PA	Term
Spring Production	Students will rehearse, produce, and perform our Upper School dramatic offering.	<i>Prerequisite: Beginning Acting</i>	CA-PA	Term 3
Spring Production: Tech and Crew	Students will be part of the spring production tech crew with duties including lighting, sound, props and set pieces, etc. Students are expected to be present during class times as well as outside of school hours rehearsals and performances.		CA-PA or CS	Term 3
Stagecraft	This class will function as support for the Upper School Dance Concert and Spring Production. Classwork might include set building and design.		CA-PA or CS	Term

PERFORMING ARTS - DANCE

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.

Dance 1	This class will focus on creative exploration through learning about dance technique, improvisation, and movement creation.	<i>This class is suitable for beginners and intermediate dancers.</i>	CA-PA or PE	Term
Dance 2	This two-term class focuses on collaboratively creating and performing dances for the Winter Dance Concert. Opportunity to work with a guest choreographer.	<i>Prerequisite: Dance 1, or permission of instructor. Monday after-school rehearsals required.</i>	CA-PA or PE	Term
Advanced Dance	This two-term class focuses on choreography and performance for the Winter Dance Concert.	<i>Prerequisite: Dance 2, or permission of instructor. Monday after-school rehearsals required.</i>	CA-PA or PE	Term
Site-Specific Dance	This spring term class focuses on creating dances outside in interesting places.	<i>Suitable for all levels.</i>	CA-PA or PE	Term
Unwind and Let Go	This class focuses on self-care techniques and learning ways to relax and replenish.	<i>Suitable for all levels.</i>	CA-PA or PE	Term

VISUAL ARTS - STUDIO ART

Ceramics	This class is an introduction to clay-building techniques including hand-building methods and wheel-throwing. These techniques will be used to make sculptural and functional pieces. 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.		CA-VA	Term
Design	This introductory course 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.		CA-VA	Term
Photography	Students in this introductory course will begin with the history of photography, experimenting with the physics and chemistry of early light-sensitive processes creating cyanotypes and photograms. We then shift to learning how cameras work, with topics including ISO, Aperture and Shutter Speed, Lenses, and Flash. Projects in Composition, Portraiture, Lighting, Action, Landscapes, Still Life, Storytelling, Photojournalism, and Digital Editing will help students show their understanding. We will use current and well-known photographers' work for inspiration, and view work in slideshow format during class with group critiques.		CA-VA	Term
Drawing	This introductory course 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.		CA-VA	Term
Handcrafts	This introductory course will help you build skills in hand-building techniques with simple, non-tech tools. Much of our work will produce objects of use and will integrate weaving, yarn arts, and sewing, as well as other materials like clay, natural dyes, and inks. Projects may include baskets, brooms, wall-hangings, candles, clothing, fabric design, and dishes, and will always reflect a thoughtfulness about our use of disposable materials. We will learn about arts movements as well as traditional handmade objects of different cultures and reflect how the creative process of handicrafts is held up in contrast to what is perceived to be the alienating effects of industrial labor. Students will produce works based on functional and conceptual prompts. This class focuses on the materials and on the manual engagement involved as part of the work's significance. Unplug, and learn more about all that you can create with your own hands!		CA-VA	Term
Sculpture	This class provides an introduction to the world of three-dimensional art and design. Students will explore additive and subtractive sculptural techniques with a wide range of materials: papier mache, fibers, plaster, found objects, and more. With each medium, students will explore the cultural, historical, and environmental context of the material and its use in sculpture. Projects and group critiques will focus on how		CA-VA	Term

	sculpture can express and evoke emotion, communicate concepts, and provoke questions and reflections.			
Painting	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 create 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.	<i>Prerequisite: Drawing or Design</i>	CA-VA	Term
Portfolio	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 (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)	<i>11th and 12th grade only; prerequisite: at least 2 arts classes (VA); two term course</i>	CA-VA	Two terms

VISUAL/PERFORMING ARTS - FILM

Animation Film Studio	A space for collaborative learning, imagination, and experimentation. Students bring story, character development, and world-building together as they navigate open-source filmmaking and 3D design to produce their own animated films. With today's technologies, drawing is not a prerequisite for this course--creativity and a hunger to learn are. It is highly recommended that students take Writing for Short Film in the Fall Term before taking this course, so we can jump right into storyboarding, character rigging, scene and sound design, motion, and how to direct voice actors for a full short animated film production.		CA-VA or CA-PA	Two terms
Cinema Studies Seminar	Creating a community of scholars who learn to read films together. This course explores issues relevant to the impact cinema has had on the community while also reflecting or misrepresenting it. Students explore and critique the craft of visual storytelling from the early days of cinema to where it is today. Students will also help support the community cinema program by co-producing the "Film Talks" podcast with the instructor and hosting a cinema screening series on campus.	<i>11th and 12th grade only</i>	CA-VA	Two terms
Film Projects 1 / 2 / 3	Students who take film projects multiple times will have higher expectations each term concerning their deliverables, contribution to other student projects, and quality of work. Students who finish Film Projects 1 need to turn in all film assignments for a complete. Students in Film Projects 2 will need to turn in all films, a learning portfolio, and an electronic press kit (EPK). Students who take the course three or more times will be required to turn in all the above plus submit a "sizzle reel" at the end of the term that can be sent to art or film schools or be used to market the student's own creative potential. All levels can choose between documentary, narrative, experimental, and music video projects. Students wanting to work on animation are encouraged to take the animation studio course.		CA-VA or CA-PA or CS	Term

Music Video Production	<p>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.</p>		CA-VA or CA-PA	Term
Writing for Short Film	<p>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.</p>		CA-VA or LA	Term
Legacy Film Lab	<p>Legacy Film Lab is the new home for what used to be Senior Projects. In honoring the value of Truth continually being revealed, and the testimonies of Stewardship, Peace, Integrity, Community, Equality and Simplicity, the film program invites Juniors and Seniors to document the transformative journeys created when one follows their passions and lets their life speak. Imagine being able to have the time, space and resources to discover and pursue that which inspires you? Legacy Film Lab is a space where Juniors and Seniors can explore how they can turn their passions into a community impact film with a social entrepreneurship twist. Students learn to use film and a project website to showcase multi-platform storytelling, calls for action, community engagement and transformation. Ultimately, students learn to project management and realize their imagination for the purpose of leaving a legacy for the school community that will be captured through inspiring Imagination Legacy documentaries and for screening at the end of the year.</p>	<i>11th and 12th grade only</i>	CA-VA or CA-PA or CS	Term 3
VISUAL ARTS - OTHER				
Upper School Yearbook	<p>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 that 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.).</p>		CA-VA or CS	Two Terms
Digital Fabrication	<p>In this class we will be using computer controlled digital fabrication tools such as the 3D printer and laser cutter for rapid prototyping of designs that we create using 3D modeling software. Use technology to bring your vision to life!</p>		CA-VA or SC-CS	Term
ENRICHMENT (ER)				

Egyptian Arabic	Identified as one of the "Critical World Languages" for the emerging future, Arabic is spoken by nearly 300 million people and is an official language in over 20 different countries as well as the United Nations, playing a key role in global communications and international affairs. The course would focus on Egyptian Colloquial Arabic which, because of history, cinema and music, is the most widespread regional Arabic dialect in the world. The aim of the course would be to help students enjoy learning conversational Arabic and learning about Middle Eastern culture, History and traditions. Ultimately, students will work towards producing high frequency language as a pathway to verbal fluency in dynamic and real world social contexts.		ER	Year
Life After CFS	So, you've almost graduated from CFS. You have just one more trimester to complete. This class is about preparing you for life after CFS. 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 issues related to your life after CFS.	<i>12th grade only</i>	HS or ER	Term
College Research Life	In this one-term course, students will dive into the methods to engage in scholarly research across the humanities and STEM, preparing them to research using college or university library resources. Starting with college-level assignments, students will learn how to write a great research question, the most effective strategies to search and select the best data to support a thesis, and how to leverage data as a tool to support their scholarly theses. Students will learn how to read for research and how to combat confirmation bias. If you desire to walk with confidence into a research assignment and university library, this course is for you.	<i>11th and 12th grade only</i>	ER	Term
Teaching Methods	This course will be offered in the third 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.	<i>Open to 11th grade only</i>	ER (CS credit for teaching course)	Term 3

STUDENT-TAUGHT COURSES

Beginning Oil Painting	Oil painting is a powerfully complicated medium. In Beginning Oil Painting, we will learn how to work with oil paint. We'll cover processes and techniques for painting with oil, how to take care of supplies, how to set up a palette, and the safety measures necessary for success in this medium. We will practice still life painting, portrait painting, and landscape painting. Ultimately, students will gain a basic understanding of oil painting and use it to create works that communicate powerful and beautiful messages.	<i>Prerequisite: Painting</i>	EN	Term
Fantasy Media and Worldbuilding	Fantasy unites us through a passion for the unreal. In this class, we will facilitate that passion as we explore classic and contemporary pieces of fantasy media, as well as having opportunities to create our own. Students will engage with a wide range of fantasy content, through a multitude of sub-genres and media formats. We will learn what makes these genres special, how the world of each story is constructed, and how to make your own. Through engaging with fantasy media through the lens of worldbuilding, students will better their understanding of how each universe is created, and how every world is presented to its audience.		EN	Term
Introduction to Criminology	Criminology has had a profound effect not only on how society sees crime, but also on how society reacts to it. In this class, students will learn what criminology is and how it has evolved. We'll study the multitude of criminological theories, how crime is measured, risk factors for becoming a criminal or victim, facts about different crimes, how policies are impacted by criminological theories, and how theories are created and supported. Students will form their own understandings of crime		EN	Term

	and criminological theories and how both of those relate to society. They will discuss the strengths and weaknesses of past and present theories, be able to apply theories to real life crimes, and discuss crime cause and prevention. Ultimately, students will leave this course with a deeper understanding of the causes and effects of crime in America.			
Powerful Photographic Portraiture	A picture is worth a thousand words, but a portrait contains a whole life story. This course will delve into 3-point lighting and its uses in portraiture. We will explore album covers, headshots, self-portraits, backdrops, and storytelling as we analyze how these elements tie together to communicate powerful messages. Ultimately students will create portraits that present important messages and will improve their tangible skills in the arts of photography and portraiture.	<i>Prerequisite: Digital Photography</i>	EN	Term
Muppets and Puppets	Puppeteering is often forgotten as a performing art, but requires many skills and lots of collaboration. In Producing Puppets students will learn about many different types of puppets, from marionettes to the muppets of Jim Henson. We will learn what goes into designing and bringing a puppet to life, work on recognizing differing puppeteering styles, analyze the effects of the Jim Henson monopoly, and learn about the differences between good acting and good puppeteering. Students will have the opportunity to create a unique puppet and put on a show with other students. This course will help students gain a deeper appreciation for puppetry, and give new meaning to the hard work behind every stitch in a felt frog's mouth.		EN	Term
Training for Success	Understanding how the body functions during physical activity is key to training for success. In this class we'll learn about fundamentals of the body and of exercise. Students of any fitness level, from absolute beginners to advanced athletes and lifters, will design their own path toward improved fitness. Each student, in cooperation with the teacher, will set individual goals and the class will provide hands-on experience to achieve those goals. We'll also work in groups, learn together, and encourage one another. By the end of the term those who take this class will see the gym in a positive light and have a better, healthier relationship with exercise and fitness.		EN	Term
HEALTH AND HUMAN SEXUALITY - 1 credit required (HS)				
CFS Life	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 this two-term class for all 9th graders as a supportive and foundational experience that 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. CFS Life aims to help students develop independence, self-advocacy and awareness, teamwork skills, and interdependence through activities, workshops, guest experts, art and design projects, movement experiences, and games. (Some 11th or 12th grade students apply for mentorship roles and support the 9th grade students throughout this course.)	<i>Required for all 9th grade students</i>	HS and ER	Two terms
Life After CFS	So, you've almost graduated from CFS. You have just one more trimester to complete. This class is about preparing you for life after CFS. 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 issues related to your life after CFS.	<i>12th grade only</i>	HS or ER	Term
LANGUAGE ARTS - 12 credits required (LA)				
Foundations of	This year-long course is designed to provide an introduction to	<i>Required for all</i>	LA	Year

Literature	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.	<i>9th grade</i>		
Communities and Their Stories in Literature	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 identities, and how they are connected to people and places around our planet through these identities. Additionally, students will experience the privilege of exploring ideas and cultures foreign to them. Closely aligned with the 10th grade global 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 a "sense of self" and where we fit into the world of the past, and present.	<i>Required for all 10th grade</i>	LA	Year
American Literature	This year-long study of American Literature will explore the idea of "America" and all that the term "American" implies. We'll use critical lenses to examine what values and ideals—positive and negative—show up in major works of American literature and what rhetorical and literary techniques allow those values and themes to shine. Through discussion, analytical and argumentative writing, creative projects, and reading across genres, we will explore the moral and political implications of defining something as "American."	<i>Required for all 11th grade</i>	LA	Year
Senior Literature	<p>Senior Literature at CFS is the culmination of our school's language arts program, and is meant to prepare students for college and beyond. The structure of the year is different than what students have done in previous years and is meant to provide students with an understanding of what will be required of them in college humanities courses. Rather than having one teacher for the entire year, the students will experience a "deep dive" into a topic or theme each trimester. Past topics have included Poetry and Perspective, Comedy in Literature, and Mid-East Mysticism in Western Literature.</p> <p>In addition to reading works of literature with critical analysis, students will write three papers per trimester: a short essay (some examples in the past have been philosophical reflections or close readings), a midterm, and a final term paper. The ultimate goal of this program, and what students have been building towards since their ninth grade year, is for original analysis, supported by self-guided research into the scholarly literature, to enter the wider academic conversation.</p>	<i>12th grade only; students will be assigned to three term classes over the course of the year</i>	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.		LA	Term

The Rhetoric of Resistance	Art in many forms, including writing, music, film, and other types of visual art, has long been a powerful form of resistance to systemic oppression. In this elective we will explore many forms of literary and artistic resistance, focusing especially on the African-American experience, from the writing of Frederick Douglass, Malcolm X and Assata Shakur, to the music of Kendrick Lamar and Nina Simone, to the films of Ava DuVernay and Spike Lee, to the visual art of Kehinde Wiley and Nina Chanel Abney. We'll talk about what in each of these texts help persuade their audience, analyzing rhetoric across art forms. Ultimately, we'll use this learning to craft our own resistance texts.		LA	Term 1
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 the 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 the community.		LA or CA-VA	Term

PHYSICAL EDUCATION - 6 credits required (PE)

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 staffs (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).		PE	Term
Dance 1	This class will focus on creative exploration through learning about dance technique, improvisation, and movement creation.	<i>This class is suitable for beginners and intermediate dancers.</i>	CA-PA or PE	Term
Dance 2	This 2 term class focuses on collaboratively creating and performing dances for the Winter Dance Concert. Opportunity to work with a guest choreographer.	<i>Prerequisite: Dance 1, or permission of instructor. Monday after-school rehearsals required.</i>	CA-PA or PE	Term
Advanced Dance	This 2 term class focuses on choreography and performance for the Winter Dance Concert.	<i>Prerequisite:</i>	CA-PA or	Term

		<i>Dance 2, or permission of instructor. Monday after-school rehearsals required.</i>	PE	
Site-Specific Dance	This Spring term class focuses on creating dances outside in interesting places.	<i>Suitable for all levels.</i>	CA-PA or PE	Term
Unwind and Let Go	This class focuses on self-care techniques, and learning ways to relax and replenish.	<i>Suitable for all levels.</i>	CA-PA or 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 routines based on individual goals.	<i>Suitable for all levels.</i>	PE	Term
Sports Teams	Girls and Boys Soccer, Girls and Boys Tennis, Girls and Boys Basketball, Cross Country, Girls and Boys Ultimate Frisbee, Swimming, Track and Field, Girls Volleyball, Indoor Track, Golf		1 PE per season	Term
Walking in Nature	Evidence shows that being in nature regularly has all kinds of positive impacts on our lives. 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.		PE	Term 1 or 3
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 importantly, 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.		PE	Term
SERVICE LEARNING (formerly Community Service) - 6 credits required (CS)				
Building Techniques	There are many ways that you can engage in service learning. It can look like outreach, community building, social justice work, stewardship, and more. Classes offered by the shop staff use a stewardship lens to guide our service work. This approach creates an experience where you all are the stewards of place, of each other, and your community. As much as possible, stewardship of the environment is incorporated into the experience as well. We reuse a lot of materials when possible and create outdoor spaces for people to enjoy our natural world. While engaging in our work, you will have an opportunity to learn skills that will help you during our designing and building process. The hope is that this class offers you a learning lab environment to help build your skills in collaboration, communication, problem-solving, design, stewardship, and building techniques. Focused on service across CFS campus.		CS	Term
Mentors for CFS Life Class and 9th Grade	This two-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	<i>11th grade only</i>	CS EOY	Two term

End-of-Year Experience	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 attending 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.	<i>Students must apply to be considered for this course.</i>	(Internship)	course
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.		CS	Term
Student Ambassadors	Student Ambassadors represent the student body to the staff and represent the Upper School to visitors. They also plan programs that build community through fun and service. Student Ambassadors are called on to play a leadership role in the community and should be prepared to give up time outside class in order to attend student life programming. Class objectives are for students to learn how to schedule, plan, and organize events effectively; to think creatively and collaboratively about student life programming; to offer their own ideas and to work effectively on others' ideas; to be engaged with the student body and be a voice for their peers; and to think critically about challenges and work to overcome them. To earn credit for this class, students must attend at least 80% of classes. They must turn in assignments consistently and be willing to work with their peers to create programming. They are also expected to attend student life events, whether online or in person, unless they have an excused absence.	<i>Students must sign up for a minimum of two terms; terms do not have to be consecutive.</i>	CS	Two terms
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 Shop will assist Shop staff on projects, organizing and some cleaning. Students who TA in the Athletics Department will do game preparation, general cleaning and organizing, and may assist with LS/MS PE classes. After school Athletics TA options are also available. Students should check with individual teachers before signing up.		CS	Term
Upper School Service	There are many ways that you can engage in service learning. It can look like outreach, community building, social justice work, stewardship, and more. Classes offered by the shop staff use a stewardship lens to guide our service work. This approach creates an experience where you all are the stewards of place, of each other, and your community. As much as possible, stewardship of the environment is incorporated into the experience as well. We reuse a lot of materials when possible and create outdoor spaces for people to enjoy our natural world. While engaging in our work, you will have an opportunity to learn skills that will help you during our designing and building process. The hope is that this class offers you a learning lab environment to help build your skills in collaboration, communication, problem-solving, design, stewardship, and building techniques. Focused on service to the Upper School.		CS	Term

SOCIAL STUDIES - 9 credits required (SS)

Nine Social Studies credits are required to graduate. These credits must include: three credits for the required year-long 9th grade Civic Engagement course, three credits for the required year-long 10th grade Communities and their Histories course, and three credits for the required year-long 11th grade US History course. Seminars (two to three terms) are recommended but not required. Elective (term-long) Social Studies courses are open to students of all ages except where otherwise specified.

<p>Civic Engagement: Understanding Democratic Systems</p>	<p>This course is designed to provide 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' deep dive into what it means to be an active citizen not only as a member of a state and nation, but also of the global community.</p>	<p><i>Required for all 9th grade</i></p>	<p>SS</p>	<p>Year</p>
<p>Communities & Their Histories</p>	<p>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.</p>	<p><i>Required for all 10th grade</i></p>	<p>SS</p>	<p>Year</p>
<p>U.S. History</p>	<p>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.</p>	<p><i>Required for all 11th grade, required for all students for graduation</i></p>	<p>SS</p>	<p>Year</p>

SOCIAL STUDIES ELECTIVES

<p>Americanism: What is America? A Critical Perspective</p>	<p>As the title suggests, this class will be designed to put the United States of America under a critical microscope and examine its history from its founding up to the present. The ideologies/mythologies will be analyzed using the works of critical scholars such as Chomsky, Crenshaw, Hannah-Jones, and Kelley. The critiques will be designed not just to wallow in the past and present but also to "freedom dream" in the words of Kelley.</p>		<p>SS</p>	<p>Term</p>
<p>Crime, Punishment, and Public Policy</p>	<p>The United States has more incarcerated people per capita worldwide, 35 states still imposing the death penalty, rampant solitary confinement tactics, a bail system that effectively incarcerates innocent, impoverished citizens, and felony convictions that can never fully be shed. What are the systems that lead to these results? How do the systems work? Are these</p>	<p><i>10th-12th grade only</i></p>		

	the intended results? Can they be changed and if so, how? These are just a few of the many questions we will address about the criminal justice system in this intermediate-level course.			
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 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.		SS	Term
Psychology	In this class students will be exploring a number of topics that fall within the realm of psychology and will be hearing from a wide variety of people who make their living fully immersed in the world of psychology. For each week, and with every one of the many speakers, there will be a set of texts that are required. Some of these will be academic articles, some historical texts, and others will be from the realm of "popular" psychology. Also, there will be a number of TED Talks and/or YouTube videos that will help students understand the topics. For a foundational text, all students will read <i>Civilization and its Discontents</i> by Sigmund Freud. Some of the topics covered include: the history of psychology, famous experiments, memory, developmental psychology, Attachment Theory, MBTI and personality, sleep and dreams, feminism and psychology, forensic psychology, and abnormal psychology.	<i>10th-12th grade only</i>	SS	Term 2
Senior Seminar: "I, Too, Sing America:" US Cultural History, 1860-present	In this two-term senior seminar, students will explore the intertwined histories of the arts, music, and culture in the United States, with an emphasis on the post-Civil War eras. Students will be invited to share their background knowledge or experience in these fields and will have the opportunity to explore topics that are of greatest interest to them. We will take an interdisciplinary approach, will highlight the contributions of traditionally marginalized communities, and will endeavor to engage in collaborative learning through field trips and with visits from local experts. As we celebrate and learn about art, music, theater, dance, and other forms of cultural expression, students will have the opportunity to demonstrate their understanding through choices that incorporate academic research and creative expression. *The title of the course is a quote of the first line from "I, Too" by Langston Hughes.*	<i>12th grade only; two-term course</i>	SS	Term 2 and 3
Sociology, Part 2: Radical Sociology	This course will explore a variety of sociologists, and theorists that have worked adjacent to the field, using both secondary and primary source material. In this broad-ranging course, we consult the work of Marx, Du Bois, Wright Mills, Foucault, Butler, Bourdieu, Baldwin, Said, hooks, Gramsci, Marcuse, Williams, Hall, Anderson, Baudrillard, Veblen, Davis, Rich, Fanon, Barthes, Ewing, Yancy, and others. These scholars will enable us to make the strange ordinary and the ordinary strange. Further, we will endeavor to follow the guidance of Charles Wright Mills in his work <i>The Sociological Imagination</i> : "Neither the life of an individual nor the history of a society can be understood without understanding both."		SS	Term
World Philosophy Seminar	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	<i>11th and 12th grade only</i>	SS	Term 2 and 3

	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.			
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STEM COURSES: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

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	This year-long lab science course 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, followed by unicellular and multicellular eukaryotic life forms including the fungi, plants, and animals 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 condensing into chromosomes during cell division, DNA mutation and its significance in introducing variation within species. We examine the laws of inheritance, the basis of evolution by natural selection, the tree of life, and complete the year with an introduction to Ecology. The course is taught through hands-on activities, inquiry, and modeling of concepts.	<i>Required for all 9th grade</i>	SC-BS	Year
Advanced Biology	This intensive year-long course includes the topics and labs of the Advanced Placement curriculum so that students are prepared for the Advanced Placement examination. Students are required to consult with the instructor before registering for this class. There is an additional required lab period in the third term.	<i>Prerequisite: Students must have successfully completed both Introduction to Biology and Chemistry. Statistics is encouraged.</i>	SC-BS	Year
Advanced Biology Lab	This required class is designed to better equip students to DO science: to investigate and learn through completing hands-on activities. Students will learn lab skills, and strengthen their understanding of all aspects of the curriculum. It is a required component of Advanced Biology and for preparation for the Advanced Placement examination. This class is open only to those taking Advanced Biology concurrently.	<i>Corequisite: Advanced Biology</i>	SC-BS	Term 3

Biological Science Electives (SC-BS)

Field Ecology	In this term-long and mostly field-based course, our work will center around field-based data collection, analysis, and interpretation. Our explorations may lead us to count and consider habitat preferences of crayfish in our stream, pollination rates of different plants, how temperature affects the activity levels of our honeybees, or other student-led inquiries. Through these outdoor labs, students will become more familiar with the local flora and fauna.	<i>Prerequisite: Completion of Intro to Biology</i>	SC-BS	Term 3
Genetics	Students will gain a greater depth of understanding of the code of life - DNA. We will explore medical applications as well as ecological applications of genetics research. A main feature of this class is learning and getting repeated practice with foundational techniques in genetics research, namely micropipetting, DNA extraction, Polymerase Chain Reaction, Gel Electrophoresis, and CRISPR. We will explore topics such as DNA fingerprinting,	<i>Prerequisite: Completion of Intro to Biology</i> <i>11th-12th grade only</i>	SC-BS	Term 1

	barcoding and species identification, disease research, and ethical considerations.			
Human Anatomy and Physiology	This course provides a year-long exploration of the human body. We will cover the structures and functions of the 11 main organ systems: the integumentary, muscular, skeletal, nervous, endocrine, lymphatic, cardiovascular, respiratory, digestive, urinary, and reproductive systems. The course will include lab activities, dissections, group projects, and research assignments to explore these organ systems and common disorders affecting the health of these systems. By the end of the course, you will be able to identify the parts of the body and explain how they interact to serve vital life functions!	<i>Prerequisite:</i> <i>Completion of Intro to Biology and Chemistry</i> <i>11th-12th grade only</i> <i>Strong biology background is recommended</i>	SC-BS	Year
Ornithology	Because many trees are bare and because it is the wintering grounds for many migratory species, winter in the Southeast is a great time to learn local bird identification! In this trimester long course, we will spend time outdoors identifying local bird species and building a foundation for students to better understand our feathered friends. Topics covered include citizen science, migration biology, speciation, song, conservation, and more! Bird identification can become a lifelong skill that continually improves, enhances one's travels, and that can bring a newfound appreciation for the world around you!		SC-BS	Term 2
Physical Science (SC-PS)				
Chemistry	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.	<i>Prerequisite:</i> <i>Completion of Intro to Biology</i>	SC-PS	Year
Advanced Chemistry	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.	<i>Prerequisites:</i> <i>successful completion of Chemistry, completion or concurrent enrollment in Precalculus, and permission of the instructor. Strong math skills required.</i>	SC-PS	Year
Advanced Chemistry Lab	Do you want to take the AP Chemistry exam? This class is designed to better equip students to take the AP Chemistry exam by strengthening their knowledge, lab skills, and test-taking strategies.	<i>Pre-or corequisite:</i> <i>Advanced Chem;</i> <i>instructor permission</i>	SC-PS	Term 3
Physics 1 - Mechanics	This year-long science course is a study of mechanics, force, work, energy, momentum, wave behavior, sound, light, electricity, magnetism, and relativity.	<i>Corequisite:</i> <i>Precalculus for Seniors;</i> <i>Prerequisite:</i> <i>Precalculus for Juniors</i>	SC-PS	Year
Advanced Physics - Electricity and Magnetism	This course is a year-long, calculus-based survey of basic physics from Newtonian mechanics through electricity and magnetism. The methods of calculus will be applied to everything studied in the Physics class, and more advanced topics will be taken up.	<i>Prerequisites:</i> <i>Physics 1</i> <i>Calculus</i>	SC-PS	Year
Advanced Physics Lab	Do you want to take the AP Physics exam? This class is designed to better equip students to take the AP Physics exam by strengthening their knowledge, skills, and	<i>Pre-or corequisite:</i> <i>Advanced Physics;</i> <i>instructor</i>	SC-PS	Term 3

	test-taking strategies.	<i>permission</i>		
The Science of Cooking	In this term long course, we will explore food and cooking through a scientific lens. What are the physics, chemistry, biology, and ecology involved in how we grow, prepare, and eat food? We use precise measurements for baking - but what happens to our chocolate cookies if we alter the quantity of this or that? Why does the chemical structure of different oils affect how they behave in our bodies? How does soil chemistry affect the flavor of an onion? We will explore these and more questions, practicing with everyday kitchen ingredients along the way. A bonus is that you are likely to gain valuable life skills and practical knowledge that will help make your meals more delicious and nutritious.		SC-PS	Term 2 or 3
INTERDISCIPLINARY AND OTHER SCIENCE ELECTIVES				
Environmental Science	This year-long course builds an understanding of the interrelations between the earth's systems. Students will become more familiar with the local flora and fauna, develop a deeper understanding of energy flows, climate science, human-environment interactions, and methods used to address environmental challenges. Students will monitor and measure aspects of soil, water, and ecosystems as they gain experience in environmental data collection, analysis, and interpretation. We will visit local parks and preserves to develop a deeper understanding and appreciation for the ecosystems in which we ourselves are inhabitants.	<i>Prerequisite: Completion of Intro to Biology</i>	SC	Year
Geology	Did you know that Ocooneechee mountain in Hillsborough was a volcano 500 million years ago? Earth has been around for 4.5 billion years! Most of what we know about this long history comes from rocks. Geology is a branch of Earth Science dealing with liquid and solid Earth – the rocks and minerals that compose it, the history of these rocks, and how they change over time. We will learn about the internal composition of the Earth and how and why earthquakes and volcanoes happen. Through labs and field trips, you will learn major classifications of rocks and minerals and what they tell us about the history of the land. We will look at how fossils and geological data inform our understanding of life on Earth. You will also research ways that geology impacts human society: groundwater aquifers, soil formation, fossil fuel extraction, mining, and more.		SC	Term
TECHNOLOGY/COMPUTER SCIENCE (SC-CS)				
Computer Programming: Game Design	This is a term-long course that will serve as an introduction to computer programming with Python as well as open to those students with intermediate to advanced programming skills.		SC-CS	Term
Web Development and Design	We will be looking at HTML and CSS coding languages as a way to create websites and have an understanding of how Internet sites work. From there, we will delve into graphic design and website-building tools that help automate the process. In addition, we will cover topics such as domain hosting, website hosting, DNS, e-commerce, search engine optimization, and more.		SC-CS	Term
ENGINEERING (SC-PS)				
Digital Fabrication	In this class we will be using computer controlled digital fabrication tools such as the 3D printer and laser cutter for rapid prototyping of designs that we create using 3D modeling software. Use technology to bring your vision to life!		CA-VA or SC-PS	Term
Introduction to Engineering	This course provides an overview of the types of engineering as well as hands-on experiences with the engineering design process.		SC-PS	Term
Robotics	Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots.		SC-PS	Term

MATHEMATICS (MA) - 9 credits required

<p>Math 110 (Algebra 1)</p>	<p>This course is open to 9th graders on the recommendation of their MS teachers. Topics include:</p> <ul style="list-style-type: none"> • Review of arithmetic operations • Ratios • Linear equations and inequalities • Systems of linear equations and inequalities • Exponents • Square roots • Polynomial expressions • Introduction to quadratic equations 		<p>MA</p>	<p>Year</p>
<p>Math 200 (Geometry)</p>	<p>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.</p>	<p><i>Successfully completed Math 110 or instructor recommendation</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 210 (Geometry)</p>	<p>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.</p>	<p><i>Successfully completed Math 110 or instructor recommendation</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 300 (Algebra 2)</p>	<p>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.</p>	<p><i>Successfully completed Math 200 or 210</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 310 (Algebra 2)</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p><i>Successfully completed Math 210 or instructor recommendation</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 410 (Precalculus)</p>	<p>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.</p>	<p><i>Successfully completed Math 310 or instructor recommendation</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 500 (Statistics)</p>	<p>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.</p>	<p><i>Successfully completed Math at the 300-level</i></p>	<p>MA</p>	<p>Year</p>
<p>Math 510 (Statistics)</p>	<p>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.</p>	<p><i>Successfully completed Math at the 400-level</i></p>	<p>MA</p>	<p>Year</p>

Calculus 1	This course is open to students who have been successful in Precalculus. All students should consult with the instructor before registering for this class. <ul style="list-style-type: none"> • Limits • Derivatives • Integrals • Differential Equations • Applications 	<i>Successfully completed Precalculus</i>	MA	Year
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.	<i>Successfully completed Calculus</i>	MA	Year
Calc Lab	Do you want to take the AP Calculus exam? This class is designed to better equip students to take the AP Calculus exam by strengthening their knowledge, skills, and test-taking strategies.	<i>Pre-or corequisite: Calculus 2; instructor permission</i>	MA	Term 3

WORLD LANGUAGES

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.		WL	Year
Novice American Sign Language 2 (NASL 2)	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.	<i>Prerequisite: Novice American Sign Language 1</i>	WL	Year
Intermediate American Sign Language 1 (ASL 3)	This course will be conducted primarily in ASL and will continue to focus on ASL grammar, expressive, receptive skills, and Deaf culture. Students will be expected to participate in class discussions and give expressive interviews, perform paired signed conversations, and deliver presentations in ASL. Regular quizzes, written and signed tests, and a final cumulative exam or project will be assigned.	<i>Prerequisite: Novice American Sign Language 2</i>	WL	Year

SPANISH

Novice Spanish 1 (NS 1)	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.		WL	Year
Novice Spanish 2 (NS 2)	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.	<i>Prerequisite: Novice Spanish 1</i>	WL	Year
Intermediate Spanish 1 (IS 1)	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.	<i>Prerequisite: Novice Spanish 2</i>	WL	Year

Intermediate Spanish 2 (IS 2)	<p>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 and 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.</p>	<i>Prerequisite: Intermediate Spanish 1</i>	WL	Year
Intermediate Spanish 3 (IS 3)	<p>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 advanced classes.</p>	<i>Prerequisite: successful completion of Intermediate Spanish 2 and teacher recommendation</i>	WL	Year
Topics in Advanced Spanish 1	<p>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.</p>	<i>Prerequisite: Intermediate Spanish 2 or 3 and teacher recommendation</i>	WL	Year
Topics in Advanced Spanish 2	<p>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.</p>	<i>Prerequisite: successful completion of Advanced Spanish 1 and teacher recommendation</i>	WL	Year

CFS Graduation Requirements

Cultural Arts (CA)	8 required	2 courses in Visual Arts, 2 courses in Performing Arts, 4 in either
Health (HS)	1 required	9th grade CFS Life or 12th grade Life After CFS
Language Arts (LA)	12 required	4 years of grade-level literature classes
Mathematics (MA)	9 required*	3 years, including Algebra 1, Algebra 2, and Geometry, to be completed during Upper School
World Language (WL)	6 required**	a minimum of 2 years of the same language to be completed during Upper School
Physical Education (PE)	6 required	PE classes and athletic teams count as 1 term credit; dance may be taken as PE
Science (SC)	9 required	3 years, including 1 year of a biological science and 1 year of a physical science
Service Learning/Community Service (CS)	6 required	CS classes count as 1 term credit; students may choose to be a Teacher's Assistant to earn 1 credit per term
Social Studies (SS)	9 required	3 years, including 1 year of US History - Senior Seminar is recommended but not required

***The UNC system requires four years of high school math, including one course beyond Algebra 2, for all applicants. Other colleges may have different entry requirements.**

****Students considering ASL to fulfill the World Language requirement should check individual college entry requirements.**

What are the minimum course requirements for admission to a UNC System School?

<https://admissions.unc.edu/faqs/what-are-the-minimum-course-requirements-for-admission-to-carolina/>

To be eligible for admission, a student should present a minimum of 16 units of high school coursework within the five traditional academic areas – literature, mathematics, physical and biological sciences, social sciences, and foreign languages.

Admission to Carolina is competitive, and successful applicants typically go far beyond these minimum requirements.

Minimum Course Requirements

- 4 units of **English**
- 4 units of **college preparatory mathematics**
 - 2 algebra
 - 1 geometry
 - 1 higher level mathematics course for which algebra II is a prerequisite
 - For students attending a North Carolina public high school, the fourth unit of math must be one of the below courses. For North Carolina students not attending a public school and all out-of-state students, the fourth math must be comparable to one of the courses listed below or it must be approved by the Office of Undergraduate Admissions.
 - AP Calculus
 - AP Statistics
 - Pre-Calculus
 - Discrete Mathematics
 - IB Mathematics Level II
 - Integrated Mathematics IV
 - Advanced Functions and Modeling
 - Essentials for College Math
- 2 units of a **single foreign language**
 - Please note that American Sign Language satisfies this requirement.
- 3 units in **science**
 - one in a life or biological science
 - one in a physical science
 - one laboratory course
- 2 units of **social science**
 - one in United States history