



CAROLINA  
DAY SCHOOL

# Upper School Course Catalog 2024–2025





# Carolina Day School Upper School Course Catalog 2024-2025

*Please be aware we may adjust our elective course offerings if necessary depending on the level of student interest, enrollment, and staffing.*

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# CAROLINA DAY SCHOOL GRADUATION REQUIREMENTS

CDS minimum graduation requirements exceed the minimum admission requirements for almost all colleges and universities. Students are required to earn a **minimum** of 23\* units of credit during grades nine through twelve to receive a Carolina Day School diploma. In addition, students who attend the ninth grade at CDS must earn 0.5 credit in Freshman Seminar. The distribution of credits is as follows:

COURSE	UNITS OF CREDIT REQUIRED
MATHEMATICS	3.0 Students who wish to apply to any of the NC state universities must complete one math course beyond Algebra 2 or Integrated Math 3.
SCIENCE	3.0 One biological science, one physical science, and one additional lab science are required.
SOCIAL STUDIES	3.0 U.S. History or AP U.S. History is required for all students and is usually taken in eleventh grade.
ENGLISH	4.0 Students may take any combination of English classes, after successfully completing Literature and Analysis, to acquire four total English credits. Students must be enrolled in an English class in each semester, grades 9-12.
WORLD LANGUAGES	3.0 Three years of the same language in grades 9-12 are required. Students who qualify for Introduction to the Study of Language Acquisition will be required to work through Level 2 of one language.
VISUAL or PERFORMING ARTS	2.0
PHYSICAL EDUCATION or CDS SPORTS TEAMS	1.0 Students who participate on CDS athletic teams in two seasons in grade nine and/or ten will receive 1.0 PE credit.
ELECTIVES	3.0 Any academic course taken beyond the required units listed counts as elective credit.
FRESHMAN SEMINAR	0.5 Required of all ninth-grade students
SPEECH or DEBATE	0.5 Required of all students and usually taken during tenth-grade year
COLLEGE EXPLORATION SEMINAR	(no credit) Required for all juniors.
TEAM ACTIVITY	(no credit) Minimum 1 Team Activity each year in the Upper School

\*Carolina Day School reserves the right to make adjustments to the minimum number of required units of credit for graduation.

Name \_\_\_\_\_

Date \_\_\_\_\_

**CDS Individual Planning Worksheet**

SUBJECT	FRESHMAN credits⇨		SOPHOMORE credits⇨		JUNIOR credits⇨		SENIOR credits⇨	
<b>MATH:</b> Minimum <b>three</b> courses required for graduation	As recommended by Math Department							
<b>SCIENCE:</b> Minimum <b>three</b> full credits required for graduation	Biology (required)		Chemistry or Geosciences					
<b>SOCIAL STUDIES:</b> <b>Three</b> full credits required- one must be US History or AP US History	Civics, Civil Rights, and Citizenship (required)		World History OR AP World History		US History OR AP US History (required)			
<b>ENGLISH:</b> <b>Four</b> full years required for graduation, English in each semester at CDS	Literature & Composition (required)		Literature & Analysis (required)					
<b>WORLD LANGUAGE</b> <b>Three</b> years of same language required	As recommended by World Language Department							
<b>FINE &amp; PERFORMING ARTS</b> <b>Two full credits</b> required (*25 and later)								
<b>PHYSICAL EDUCATION</b> <b>One full credit</b> required. (Weight Training Class -OR- Mindfulness - OR- 2 CDS Sports Seasons)								
<b>(Additional required)</b>	- Freshman Seminar -Team Activity	.5 0	- Speech or Debate - Team Activity	.5 0	-College Exploration Seminar - Team Activity	0 0	- Team Activity	0
<b>Elective</b>								
<b>Elective</b>								
<b>Elective</b>								
<b>Credit totals/yr</b>								

## CDS UPPER SCHOOL COURSE OFFERINGS 2024-2025

*Please be aware we may adjust course offerings if necessary depending on the level of student interest, enrollment, and staffing.*

COURSE	CREDIT	SEM	YR	Prerequisite	Offered to grades
<b>ENGLISH</b> (** AB Tech dual enrollment)					
Literature and Composition	1		X		9
Literature and Analysis	1		X	X	9, 10
Purposeful, Authentic Communication (PAC)	0.5	spring		X	11, 12
Honors Biosocial Ethics and Motives (BEAM)	1		X	X	11, 12
Honors Journalism	1		X	X	11, 12
Creative Writing	0.5	Fall or spring		X	11, 12
Victorian Ghosts and Monsters	0.5	fall		X	11, 12
Modern Ghosts and Monsters	0.5	spring		X	11, 12
Honors Modern Western Philosophy	0.5	fall		X	11, 12
Honors British Literature (not offered 24-25)	0.5	spring		X	11, 12
Honors American Literature	0.5	fall		X	11, 12
Poetry	0.5	spring		X	11, 12
Political Theory and Popular Culture	0.5	spring		X	10, 11, 12
AP English Literature and Composition ( <i>offered for '23-'24, not offered for '24-'25</i> )	1		X	X	11, 12
**AP English Language and Composition ( <i>offered for '24-'25, will not be offered in '25-'26</i> )	1		X	X	11, 12
<b>FINE AND PERFORMING ARTS</b>					
Studio Art	1		X		9, 10, 11, 12
Honors Advanced Studio Art	1		X	X	10, 11, 12
Pottery	1		X		9, 10, 11, 12
Photography	0.5	fall spring or both			9, 10, 11, 12
Theatre: Technical Construction and Rigging	0.5	fall spring or both			9, 10, 11, 12
Instrumental Ensembles	0.5	fall spring or both	X	X	9, 10, 11, 12
Advanced Band	0.5	fall spring or both	X	X	9, 10, 11, 12
Introduction to Music Theory (not offered 24-25)	0.5	fall			9, 10, 11, 12
AP Art History ( <i>not offered for '24-'25, offered again in '25-'26</i> )	1		X	X	11, 12
AP Music Theory ( <i>offered for '24-'25, will not be offered in '25-'26</i> )	1		X	X	10, 11, 12
<b>MATHEMATICS</b>					
Integrated Math 1	1		X		9
Integrated Math 2	1		X	X	9, 10
Enriched Integrated Math 2	1		X	X	9, 10

COURSE	CREDIT	SEM	YR	Prerequisite	Offered to grades
Integrated Math 3	1		X	X	9, 10, 11
Honors Integrated Math 3	1		X	X	9, 10, 11
Precalculus with Statistics	1		X	X	11, 12
Honors Precalculus	1		X	X	11, 12
AP Statistics	1		X	X	11, 12
AP Calculus AB	1		X	X	12
AP Computer Science Principles ( <i>not offered for '24-'25, offered again in '25-'26</i> )	1		X	X	10, 11, 12
AP Computer Science A ( <i>offered for '24-'25, will not be offered in '25-'26</i> )	1		X	X	11, 12
<b>PHYSICAL EDUCATION</b>					
Weight Training	.5	fall spring or both			9, 10, 11, 12
Interscholastic Sports for PE Credit	See course catalog	fall, winter, spring seasons			9, 10
Mindfulness	0.5	fall spring or both			9, 10, 11, 12
Tae Kwon Do	1		X		9, 10, 11, 12
<b>SCIENCE (** AB Tech dual enrollment)</b>					
Human Biology (required 9th)	1		X		9
Chemistry (or Geosciences required 10th)	1		X		10, 11
Geosciences (or Chemistry required 10th)	1		X	X	10
Physics	1		X	X	11, 12
Appalachian Natural History	0.5	fall or spring		X	10, 11, 12
Advanced Topics in Biology: Introduction to Genetics	0.5	spring		X	10, 11, 12
Advanced Topics in Biology: Evolution	0.5	fall		X	10, 11, 12
Advanced Chemical Investigations	0.5	fall or spring		X	11, 12
Astronomy and Space Science ( <i>offered for '24-'25, will not be offered in '25-'26</i> )	1		X	X	11, 12
Honors Biosocial Ethics and Motives (BEAM)	1		X	X	11, 12
AP Environmental Science	1		X	X	11, 12
**AP Physics 1	1		X	X	11, 12
**AP Chemistry	1		X	X	11, 12
AP Biology	1		X	X	11, 12
<b>SOCIAL STUDIES (** AB Tech dual enrollment)</b>					
Civics, Civil Rights, and Citizenship	1		X		9, 10
Modern World History	1		X	X	10
AP World History: Modern	1		X	X	10
U.S. History	1		X	X	11
AP U.S. History	1		X	X	11
**AP U.S. Government & Politics ( <i>offered for '24-'25, will not be offered in '25-'26</i> )	1		X	X	11, 12
AP Macroeconomics	0.5	spring		X	11, 12
AP Psychology	1		X	X	12
AP Art History ( <i>not offered for '24-'25, offered</i> )	1		X	X	11, 12

COURSE	CREDIT	SEM	YR	Prerequisite	Offered to grades
<i>again in '25-'26)</i>					
Political Theory and Popular Culture	0.5	spring		X	10, 11, 12
Honors Modern Western Philosophy	0.5	fal		X	11, 12
Applied Ethics (not offered 24-25)	0.5	spring		X	11, 12
Religion and Science (not offered 24-25)	0.5	spring		X	11, 12
<b>SPECIAL</b>					
Yearbook: Publication Design	1		X		9, 10, 11, 12
Speech	0.5	fall or spring			10, 11, 12
Financial Literacy	0.5	Fall or spring			9, 10, 11, 12
Competitive Speech and Debate	0.5	fall spring or both	X		9, 10, 11, 12
Advanced Competitive Speech and Debate	0.5	fall spring or both	X	X	10, 11, 12
Honors Competitive Speech and Debate	0.5	fall spring or both	X	X	11, 12
Independent Student Research Project (ISRP)	1		X	X	11, 12
Mindfulness	0.5	fall spring or both			9, 10, 11, 12
LEAD Entrepreneurship	0.5	spring		X	11, 12
LEAD Capstone	1		X	X	12
Robotics	0.5	fall spring or both			9, 10, 11, 12
Freshman Seminar (required for all 9th grade)	0.5	fall			9
College Exploration Seminar (required for all 11th grade)	No Credit	spring			11
<b>STUDENT SUPPORT</b>					
Intro to the Study of Language Acquisition (ISLA)	1		X	X	9
Study Skills (requires separate contract) (credit given for first year of enrollment only)			X	X	9, 10, 11, 12
<b>WORLD LANGUAGE</b>					
Intro to the Study of Language Acquisition (ISLA)	1		X	X	9
Spanish 1	1		X		9, 10
Spanish 2	1		X	X	9, 10, 11,
Spanish 3	1		X	X	10, 11, 12
Honors Spanish 4	1		X	X	11, 12
Spanish Culture and Conversation	1		X	X	11, 12
Honors Spanish 5/AP Spanish Lang	1		X	X	12
Honors Hispanic Literatures & Cultures	1		X	X	12
French 1	1		X		9, 10
French 2	1		X	X	9, 10, 11
French 3	1		X	X	10, 11, 12
French 4	1		X	X	11, 12
Honors French 5/AP French Lang	1		X	X	12

# ENGLISH COURSES 2024-2025

## **Literature and Composition: (Grade 9) 2-semester course, 1.0 credit**

**Prerequisites:** *none*

This course, which includes a wide variety of literary works and writing assignments, guides students in developing their critical reading, annotating, and writing skills. They learn, review, and practice important concepts/skills in interpreting texts and writing for various purposes and audiences. Students will be introduced to the tenets of sound argument, including identifying appropriate and convincing evidence from a selection of fiction and nonfiction texts. They will learn how to find cogent facts from credible sources, how to organize and discuss facts, and how to cite sources. On a regular basis, students will also learn and apply grammatical concepts and words from vocabulary units to their writing. This course prepares students to enter Literature and Analysis with the necessary confidence and skills to write sophisticated essays with less scaffolding provided by the teacher.

## **Literature and Analysis: (Grades 9, 10) 2-semester course, 1.0 credit**

**Prerequisites:**

1. *recommendation of Literature and Composition teacher*

OR

2. *recommendation of department based on evaluation of written response to a prompt*

This course builds upon the skills developed in Literature and Composition by refining the practice of effective style, organization, argument, analysis, and research. Students apply their advanced critical reading and analysis skills to selected texts in multiple disciplines.

## **Purposeful, Authentic Communication (PAC), (Grades 11, 12), Spring, 0.5 credit**

**Prerequisites:** *Literature and Analysis*

The art of written communication is vital to life. In this course, students will enhance their expressive language skills through writing, reading model texts, and reviewing structures and grammar. Through studying the craft of writing, they will learn to apply specific techniques to their compositions. Students will explore their interests and write for authentic purposes (six purposes, in fact). All writing will occur within the classroom, meaning that there will be no homework in this course—except if assigned tasks are not completed during class.

## Advanced English Courses - One-Semester Courses

*Advanced English Elective courses are open to students who have completed Literature and Analysis. Additional prerequisites are listed below individual courses.*

### **Honors American Literature: (Grades 11, 12) 1-semester course, Fall, 0.5 credit**

**Prerequisites:** *Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they*

*can keep up with the workload and be actively engaged in their learning.*

American Literature speaks to the identity of the ever-changing American people. These shifting American identities result in powerful changes in literature and create a lasting impact on the tenor of the American voice. Starting with Whitman, students will engage with the poetry, short stories, novels, and songs of various writers who raised their voices in a new literature,



expanding and broadening what it means to be American. Artists include those of the Harlem Renaissance, the Beat Generation, and various eras of Rap. We will read their anthems to new directions and listen to recordings and commentaries. We will also examine the influence of their art on the world—in both the past and present—and note those themes that have remained constant throughout the history of American letters. This is an honors course, and while there will be smaller group projects, the bulk of your grade will come from a research paper that weaves together the life and work of a single American artist with his/her/their historical context.

**Creative Writing: (Grades 11, 12) 1-semester course, Fall or Spring, 0.5 credit**  
**Prerequisites:** *Literature and Analysis*

In this course, students will develop their confidence and skills to create effective, satisfying stories regarding plot, characterization, setting, dialogue, theme, and pacing. Students will engage in guided writing exercises, and they will work as a writing community to assist and inspire one another. They will study and emulate professional writers' techniques and read essays that offer specific suggestions for crafting elements of fiction. They will respond to prompts, submit manuscripts, and receive feedback from the teacher as well as their peers while participating in workshops. Students will read, annotate, and create many pieces of fiction. Three of their original pieces will be polished—ready to read at the Salon Rouge (should they choose to do so) or submitted to our school's literary magazine.

**Victorian Ghosts and Monsters: (Grades 11, 12) 1-semester course, Fall, 0.5 credit**  
**Prerequisites:** *Literature and Analysis*

We are all afraid of something. However, what we call that thing (darkness, clowns, spiders, etc.) is rarely what we actually fear. Instead, the object of concern masks a deeper fear, such as the unknown, mortality, or failure. The novels we read this semester will explore this dichotomy by examining the monsters and ghosts in a variety of different novels. For the most part, these novels received popular as well as critical success. Their ability to resonate with large audiences suggests that they speak to a larger

consciousness, that they represent an element of zeitgeist revealing social fears or desires. All of the novels were all written at the end of the Victorian era. Studying this concentration of works will allow us to delve more deeply into the psyche of the time and to develop a fuller picture of the era. In addition to their commentary on social concerns, these novels are a study in form; they were written at an intriguing time for the novel. The Victorians had refined the central features of the novel. However, the end of the era saw the movement toward Modernism and a fracturing of Victorian sentiments and ideologies. Consequently, we can read these novels Janus-like, looking both forward and backward simultaneously.

**Modern Ghosts and Monsters (Grades 11, 12) 1-semester course, Spring, 0.5 credit**

**Prerequisites:**  
*Literature and Analysis*

Jeffery Jerome Cohen's final monster thesis is "The monster is always on the verge of becoming." In other words, cultural anxieties continue to manifest in our fiction as objects of horror. This course will explore that thesis by examining how modernity has spawned an increasing number of monsters. After a study of WWII propaganda, we will read and watch texts produced in the last 50 years to consider how the rise of technology and political movements have led to an increasing series of monsters. Additionally, we'll consider the revisioning of monsters from the past and how their eruption into modern life suggests that we aren't that advanced after all.

**Honors British Literature: (Grades 11, 12) 1-semester course, Spring, 0.5 credit (not offered in '24-'25)**

**Prerequisites:** *Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they can keep up with the workload and be actively engaged in their learning.*

This course will offer a sampler of poetry, drama, prose and art from the United Kingdom, Ireland, and previously colonial spaces. We will explore the historical and cultural context of these texts, engage

in lively class discussion, and offer creative, analytical, and personal responses to the readings.

**Honors Modern Western Philosophy: (Grades 11, 12) 1-semester course, Fall, 0.5 credit in either social studies OR English**

*Prerequisites:*

1. *Literature and Analysis and Civics, Civil Rights, and Citizenship*
2. *Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they can keep up with the workload and be actively engaged in their learning.*

At its heart, the practice of philosophy is deeply concerned with the question of individual identity and community belonging, at the individual, collective, and national levels. In the development of the modern worldview, Enlightenment philosophers reconceptualized reason, progress, and individualism as a means to come to terms with a Europe that seemed unceasingly in flux. This course will focus on the development of the modern tradition in philosophy, specifically in the thought of Hobbes, Locke, Rousseau, Mill, Wollstonecraft, Marx, and Arendt while developing critical reading and writing skills through the use of class discussions, historical research, and analytical writing.

**Political Theory and Popular Culture: (Grades 10, 11, 12) 1-semester course, Spring, 0.5 credit in either social studies OR English**

*Prerequisites:*

*Civics, Civil Rights, and Citizenship  
Literature and Composition*

Since the beginning of recorded history, politics has been a struggle between two opposing forces: elite and popular power. While elite history is recorded in the actions of kings and the growth of empires, the politics of the lower classes is expressed in an era's popular culture. Examine grassroots movements and their efforts to subvert political regimes throughout history. Analyze Greek tragedy, Shakespeare's Elizabethan propaganda, Whitman's Democratic Romanticism, Beat poetry, 1960s protest music, and the current blogosphere in conversation with political

theorists such as Plato, Rousseau, Emerson, and Marx. Follow the transformation of political cultures from the ancient to the modern world by analyzing the development of popular culture from Dionysian festivals to the modern internet culture.

**Poetry: (Grades 11, 12) 1-semester course, Spring, 0.5 credit**

*Prerequisites:*

*Literature and Analysis*

A strong argument can be made that poetry is the most timeless form of human storytelling. In fact, human beings have been entertaining each other in verse since well before the invention of written language. Poetry can capture the experiences of our lives like no other art form. If you would like to explore the incredibly rich global tradition of poetry—and write some of your own—this course is a great place to start. And to set the record straight: yes, song lyrics are a form of poetry, and no, poetry doesn't need to rhyme! As our primary texts we'll use *A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry* by the beloved American poet Mary Oliver, and *A Book of Luminous Things: An International Anthology of Poetry* by the Polish-American lion of letters, Czeslaw Milosz. The primary graded projects are a personal poetry portfolio of your own works and a deeply annotated anthology of others' works you admire and find meaningful.

## Advanced English Courses - Two-Semester Courses

*Advanced English Elective courses are open to students who have completed Literature and Analysis. Additional prerequisites are listed below individual courses.*

### **Honors Journalism: (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites: Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they can keep up with the workload and be actively engaged in their learning.*

This course will permit students to pursue their individual interests in special column writing, investigative reporting, formatting and design, photography, and advertising. Students will practice the tenets of effective interviewing, reportage, and journalistic style as they write articles intended to uncover the truth about real-world problems, and controversies. They will find and pursue stories about which they can write with seriousness and passion, contributing articles to the school newspaper, The Scratching Post. Students will critically analyze the mass media's coverage of current events on local, national, and global levels and learn to regard with healthy skepticism information they receive from the web, the television, and the radio; they will confront their own hindrances to critical thinking as they challenge the assumptions, inferences, and opinions in both subjective and objective reportage. Finally, students will further hone their voices and styles by critically analyzing the work of Pulitzer Prize-winning journalists and other non-fiction writers like Truman Capote, Hunter S. Thompson, and Eric Schlosser. Skilled students who have demonstrated success with the journalistic form, a dedication to growing Carolina Day School's newspaper program, and a desire to take on leadership roles can apply to be editors and publication designers.

### **Honors Biosocial Ethics and Motives (BEAM): (Grades 11, 12) 2-semester course, 1.0 English OR science credit**

*Prerequisites: Available to students who have the recommendation of their previous English teacher and*

*an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they can keep up with the workload and be actively engaged in their learning.*

Team-taught by English and science teachers, BEAM is a year-long, blended science and humanities course in which students consider the relationship between scientific engagement and social responsibility—exploring what is ethical and just in terms of life rights, environmental issues, biological concepts, social constructs, and medical rights. Students will investigate topics independently and in groups. They will develop and share informed opinions based on case studies, data analysis, laboratory investigation, field trips, research, literature, discussion, and presentations. The course culminates in a community-wide presentation and an interactive exhibit of each student's selected ethical issue.

### **AP Literature and Composition: (Grades 11, 12) 2-semester course, 1.0 credit (not offered in '24-'25; offered again in '25-'26)**

*Prerequisites: Available to students who have earned a 90 or higher in their previous English course AND have the recommendation of their previous English teacher.*

In this course, we will experience, interpret, evaluate, and compare fictional literature from an expansive timeline (ranging from the 1600s to the present year), written by authors representing multifarious ethnicities and nationalities. We will explore this literature—approximately eight major pieces (novels/plays) and many short stories and poems—through reflection, discussion, performance, and writing (academic and creative). We'll read most of the works together, but there will be opportunities for you to select a novel to read. Expect the following assignments: literary analysis, literary criticism research, creative writing, annotations, reading logs,

and interpretive projects. We will dedicate ample class time to practicing writing the three types of essays and answering the types of multiple-choice reading questions that will be on the AP Literature and Composition exam. Students enrolled in this course are encouraged to take the AP Exam in the spring.

**AP English Language and Composition and ENG 111 (AB Tech dual enrollment course): (Grades 11, 12) 2-semester course, 1.0 credit (offered in '24-'25; will not be offered in '25-'26)**

*Prerequisites: Available to students who have earned a 90 or higher in their previous English course AND have the recommendation of their previous English teacher.*

This writing-intensive course is for students with a high level of interest in the study of language and

writing. The course challenges students' critical thinking skills through rigorous rhetorical analysis of non-fiction texts, refinement of effective argumentative strategies, and engagement with current social issues. The course will introduce students to the practical application of sound logic and reasoning as they grapple with both classic and contemporary texts as well as their own arguments. Students will prepare for the AP English Language and Composition exam in May by developing the skills of critical reading, analysis, synthesis, and argument. This is a dual-enrollment course at AB Tech, and successful completion with a grade of C or higher will earn 3 college credits. Students enrolled in this course are not required to take the AP Exam in the spring (though students may choose to do so).

# FINE AND PERFORMING ARTS COURSES

## 2024-2025

### Fine and Performing Arts Two-Semester Courses

#### **Studio Art: (Grades 9, 10, 11, 12) 2-semester course, 1.0 credit**

*Prerequisites: None*

Students who take Studio Art learn the basics of drawing and painting, including both one and two-point perspective, shading, portraits, assessing composition, and using a grid to help capture correct proportions. Once students master the basics, they are encouraged to explore their own interests. Students are exposed to different media such as pencil, pen and ink, acrylic, oil pastels, watercolor, chalk pastels, oil sticks, and collage. Students work at their own pace, with the emphasis on quality rather than meeting deadlines. Homework is assigned on a weekly basis. \*Note: This course may be repeated for credit.

#### **Honors Advanced Studio Art: (Grades 10, 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

*consistent success in Studio Art, with a final grade of 90 or higher  
invitation of the instructor*

Students who are truly inspired and wish to focus more on their artistic skills will be invited to join the Advanced Studio Art Honors class. With an emphasis on personal growth and exploring different media, students can work on producing pieces suitable for a portfolio or just make time for exploring their creativity each day. Students are assigned themes to start and are then encouraged to find areas of interest to explore on their own, with guidance along the way. Field trips and drawing from life help round out the artist's skills. Homework is assigned on a weekly basis. \*Note: This course may be repeated for credit.

#### **Pottery: (Grades 9, 10, 11, 12) 2-semester course, 1.0 credit**

*Prerequisites: None*

Students who take Pottery learn the basics of working with clay; they are taught how to make projects on the potter's wheel, by hand, and they learn different options for adding decoration. Students will complete projects before the end of the semester, interpreting them as creatively as possible. These projects are intended to help them learn the limits of the clay and how to push those limits. Students can achieve true mastery of the wheel, with regular practice; it is remarkable how rewarding eating out of a bowl you've made from a lump of clay can be! \*Note: This course may be repeated for credit.

#### **AP Music Theory: (Grades 10, 11, 12) 2-semester course, 1.0 credit**

**(offered for '24-'25; will not be offered for '25-'26)**

*Prerequisites:*

*Some experience with a musical instrument or singing is strongly recommended*

In AP Music Theory, students will learn how the foundational concepts of music come together to create the music that we all enjoy. Concepts covered include: pitch, melody, scales and chords, rhythm and meter, and musical forms. Students will learn how to analyze notated and performed music, and how to notate music after hearing it performed. Students enrolled in this course are encouraged to take the AP Exam in the spring.

#### **AP Art History: (Grades 11, 12) 2-semester course, 1.0 credit in either social studies or art (not offered for '24-'25; offered again in '25-'26)**

*Prerequisites:*

1. *minimum average of 88 in previous history course*

OR

2. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

In this course, students will develop an understanding of major forms of artistic expression from the past and the present, including architecture, sculpture, painting, and other media. They will examine works from both historical and cultural perspectives and acquire the ability to objectively and critically analyze artworks, in order to understand the time and place in which they were created. Through their studies, students will learn to appreciate works of art from other cultures and understand the ways that art history, a discipline emphasizing social context, is a field that makes connections between many other disciplines. Students enrolling in this course are encouraged to take the AP Exam in the spring.

**Yearbook: Publication Design: (Grades 9, 10, 11, 12) 2-semester course, 1.0 elective or art credit**

*Prerequisites: None*

Students who enroll in this course will produce Carolina Day School's PK-12 yearbook. Students will learn how to use a DSLR camera, plan and edit photos, and apply graphic design principles to their work. They will shoot pictures all over campus, photographing a range of events and people. The yearbook covers everything from Varsity sports to Monarch Migration to art and music. Students who succeed in this course will be nominated to leadership positions as Editors. \*Note: This course may be repeated for credit.

## Fine and Performing Arts One-Semester Courses

**Photography: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisite: none*

In this course, students will understand photography as an art form. They will also develop their own personal photographic styles and interests as we explore various genres of photography. The course will focus on digital photography, and place emphasis on composition, technique, and sharing/displaying work within the CDS community. Students will learn basic skills of photography and editing, giving them tools and best practices to capture dynamic, intentional, and aesthetically pleasing images. As their technical skills progress and they stretch their creativity, students will be able to focus on a particular genre and medium to showcase their work. If students have personal digital interchangeable-lens cameras (DSLR/Mirrorless) they are encouraged to bring them, though they are not a necessity. \*Note: This course may be repeated for credit.

**Theatre: Introduction to Theatre: (Grades 9, 10, 11, 12) 1-semester course, Fall or Spring 0.5 credit (not offered in '24-'25)**

*Prerequisites: none*

This course is designed for students interested in building the confidence, self-awareness, attention and collaborative skills that engaging in theatre games

and exercises can develop, but who do not wish to perform scenes, monologues or perform solo. All performing skills, such as music, dance, juggling, acrobatics, etc. can be incorporated into your work in this class if you wish. The course is fast-paced, physical and all activities are group-based.

**Theatre: One-Act: (Grades 9, 10, 11, 12) 1-semester course, Fall, 0.5 credit (not offered in '24-'25)**

*Prerequisites: none*

In this course, students rehearse and perform a one-act play. The play is chosen to fit and to challenge the entire class. Plays may be adaptations, original student works, or class collaborative works. Most students choose to perform; however, they can choose to serve as stage managers or tech crew. The one-act is performed at the North Carolina Theatre Conference Annual One-Act Festival and at CDS as well. While working on the play, students focus on ensemble acting technique, individual craft, and on freeing the creative impulse.

\*This course is a co-curricular. During the 2 weeks prior to NCTC there may be some after school rehearsals. \*The cast and crew of the one act will travel over night to the NCTC Festival.

\*Note: This course may be repeated for credit.

**Theatre: Advanced One-Act: (Grades 10, 11, 12)  
1-semester course, Fall, 0.5 credit (not offered in  
'24-'25)**

*Prerequisites: Theatre: One-Act*

Students opting for Advanced designation take on increasingly more complex roles, provide leadership, and explore advanced techniques while working on the One-Act. \*This course is a co-curricular. During the 2 weeks prior to NCTC there may be some after school rehearsals. \*The cast and crew of the one act will travel over night to the NCTC Festival.

\*Note: This course may be repeated for credit.

**Theatre: Technical Construction and Rigging  
(Grades 9, 10, 11, 12) 1-semester course, Fall, 0.5  
credit**

*Prerequisites: none*

Students develop the skills to execute theatrical scenery and lighting. The class first collaborates on building the set for the Upper School One-Act. Students then move to executing the lighting design for the Upper School One-Act, Lower School musical, Middle School musical, Middle School winter concert and Upper School Winter Concert. As the semester progresses, students take on more responsibility for conceptualizing and assisting in the lighting design process.

**Theatre: Acting and Performance: (Grades 9, 10,  
11, 12) 1-semester course, Fall, 0.5 credit (not  
offered in '24-'25)**

*Prerequisites: none*

In this semester-long class, students will explore the craft of acting for the stage. The class will engage traditional and contemporary acting techniques and methods with the goal of both freeing and disciplining the creative spirit. Students will learn to analyze characters for performance and use the analysis to create physical, vocal and emotional manifestations of characters. Students will gain practice in effectively communicating to an audience by performing scenes, monologues, and improvisations within the class setting and for invited audiences.

**Theatre: Playwriting: (Grades 9, 10, 11, 12)  
1-semester course, Spring, 0.5 art credit (not  
offered in '24-'25)**

*Prerequisites: successful completion of Literature and  
Composition is recommended*

Through a series of graduated and differentiated writing exercises, students will gain experience with the varied challenges and possibilities of writing for the stage. All work will be read aloud in class in a workshop atmosphere. With the successful completion of each exercise, students develop the skills necessary to complete a short one-act play as the final assignment. Students may have the opportunity to hear their completed plays read aloud in a public setting. Credit for this course is awarded as an art credit.

**Theatre: Technical Construction and Rigging:  
(Grades 9, 10, 11, 12) 1-semester course, Spring,  
0.5 credit**

*Prerequisites: None*

Students develop the skills to execute theatrical scenery and lighting. The spring section does more building than the fall section. The class collaborates first on building the set for the Upper School mainstage production. Then students move to executing the lighting designs for the Upper School show, the Middle School spring concert, Arts Day Showcase, Upper School concert, and Salon Rouge. Students may also have the opportunity to run the lighting console and stage manage some of the spring term events.

**Experiential Theatre History (Grades 10, 11, 12)  
1-semester course, (Spring), 0.5 credit (not  
offered in '24-'25)**

*Prerequisites: None*

This course is an embodied exploration of human history through the lens of theatre from prehistory rituals to modern forms. Students examine theatrical forms through embodied exploration in search for understanding of the relationships of these forms to cultural, social and political conditions of a specific time and place. Multiple (perhaps 6-8) dramatic texts are referenced and read in full or in part. In addition to embodied explorations, students will keep a written journal, write one essay and complete 3 short answer assessments.

**Instrumental Ensembles: (Grades 9, 10, 11, 12)  
1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisites: ability to play a musical instrument or sing at a beginner to intermediate level*

Instrumental Ensemble is a semester-long course designed for students to explore music from different styles. This course is for musicians and singers who want to improve their playing, and want to experience what it is like to play with a group of other musicians..  
\*Note: This course may be repeated for credit.

**Advanced Band: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisites: ability to play a musical instrument at an advanced level; audition and permission of the instructor*

Advanced Band is a semester-long course designed for students who have extensive experience

performing music from many different styles, especially jazz combo and rock band. \*Note: This course may be repeated for credit.

**Introduction to Music Theory: (Grades 9, 10, 11, 12) 1-semester course, Fall, 0.5 credit (not offered in '24-'25)**

*Prerequisites: none*

Students will learn the fundamentals of music theory: rhythm and note notation, key and time signatures, chords, scales, and intervals, as well as an introduction to dictation. There will also be an introduction to the keyboard that will encompass learning how to play scales and chords. No musical experience is necessary.



# MATHEMATICS COURSES 2024-2025

*Students and their parents will be notified if the math teacher recommends repeating the current course before moving to the next course in the sequence.*

## **Integrated Math 1: (Grade 9) 2-semester course, 1.0 credit**

*Prerequisites: None*

Students investigate, discuss, formalize, and apply concepts across the strands of algebra, geometry, and discrete math. In this course, students focus on identifying, extracting, and describing patterns - patterns of change, patterns in data, and patterns in shape. Students are introduced to fundamental properties of functions through which they compare and contrast linear and exponential behavior. Particular attention is given to linear behavior as students simplify and evaluate linear expressions, solve linear equations, and graph and analyze linear functions. Students model and solve real-life problems by creating and solving linear systems of equations and inequalities and applying analytic geometry on the coordinate plane. A focus on authenticity and problem-solving provides a more accessible and meaningful student experience.

## **Integrated Math 2: (Grades 9, 10) 2-semester course, 1.0 credit**

*Prerequisites:*

*satisfactory completion of Integrated Math 1 that suggests success in Integrated Math 2*  
*satisfactory completion of a math placement test developed by the Upper School Math Department*

In the second integrated math course, students continue their study of algebra, geometry, and statistics using a problem-centered, connected approach. Functions and algebraic representations of geometric concepts are the principal topics of study. Mathematical modeling is used as a methodology for approaching the solution to problems. Particular attention is given to quadratic behavior as students operate on quadratic expressions, solve quadratic equations, and graph and analyze quadratic functions. Students problem-solve and compare function behavior using equations, graphs, and tables. Students extend their understanding of the number system to include irrational and imaginary numbers. Students will extend their reach into geometry by studying right triangles, solid geometry, and circles.

Students use graphing calculators and various software applications.

## **Enriched Integrated Math 2: (Grades 9, 10) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of CDS Middle School Enriched Integrated Math 1*
2. *high level of performance on a math placement test developed by the Upper School Math Department*
3. *supportive recommendation from Integrated Math 1 Enriched teacher*  
*OR*
4. *for students new to CDS: performance in IM1 or Algebra 1, standardized math tests, and a math placement test developed by the Upper School Math Department*

Students in Enriched Integrated Math 2 study topics similar to those in the regular Integrated Math 2 course. Real-world modeling and synthesizing different areas of mathematical study are the major emphases. In this enriched level course, students are expected to work independently to a much greater extent than in the regular level course. Due to the faster pace, many of the topics reinforced in the regular level Integrated Math 2 course are not reinforced at the enriched level. Students are expected to possess a general mathematical fluency and a solid foundation in all topics in the Integrated Math 1 course.

The Math Department is willing to support a student transitioning from IM1 to Enriched IM2 if there is ample evidence of the student's ability to succeed in a faster paced and more challenging course, including, but not limited to, a math placement test developed by the Upper School Math Department.

## **Integrated Math 3: (Grades 10, 11) 2-semester course, 1.0 credit**

*Prerequisites:*

*satisfactory completion of IM2 that suggests success in IM3*

*OR*

*for students new to CDS: performance in prior math classes, standardized math tests, and a math placement test developed by the Upper School Math Department*

The third course in the integrated math sequence deepens student understanding of core topics in algebra, geometry, and statistics. Critical thinking, creative problem solving, and mathematical modeling are applied to real-world scenarios. Students explore a variety of algebraic function families including absolute value, quadratic, radical, polynomial, rational exponential, logarithmic, and trigonometric. In each function family, students simplify and evaluate expressions; solve equations; and graph, analyze, and apply functions. Students are introduced to right triangle trigonometry as a problem-solving tool and an introduction to trigonometric functions. Concepts from the previous integrated math courses are revisited and expanded, and new skills are built upon prior understanding and practice. Technology is an integral part of problem-solving and the curriculum of this course.

**Honors Integrated Math 3: (Grades 10, 11)  
2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of CDS Enriched Integrated Math 2 with strong understanding and high level of performance*
2. *supportive recommendation from Integrated Math 2 Enriched teacher*  
OR
3. *for students new to CDS: high level of performance in prior math classes, standardized math tests, and a math placement test developed by the Upper School Math Department*

Students in Honors Integrated Math 3 study similar topics to those explored in the regular Integrated Math 3 course. Real-world modeling and synthesizing different areas of mathematical study are the major emphases. In this honors level course, students are expected to work independently to a much greater extent than in the regular level course. Due to the faster pace, many of the topics reinforced in the regular level Integrated Math 3 course are not reinforced at the honors level. Students are expected to have strong general mathematical fluency and to have a solid foundation in exponents, fractions, graphing functions, solving linear and quadratic

equations, solving linear systems of equations, and factoring algebraic expressions.

The Math Department is willing to support a student transitioning from IM2 to Honors IM3 if there is ample evidence of the student's ability to succeed in a faster paced and more challenging course.

**Precalculus with Statistics: (Grades 11, 12)  
2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Integrated Math 3 or Honors Integrated Math 3*  
OR
2. *for students new to CDS: completion of Integrated Math 3 (or Geometry and Algebra 2)*

Precalculus with Statistics focuses on mathematical applications and continues to build on the student's algebraic and quantitative reasoning skills. Students continue their exploration of linear functions, polynomials, exponential functions, logarithms, and trigonometry. Before shifting their focus to learning statistics in the spring semester, students learn essential life and mathematical skills with a unit on the mathematics of finance. A major focus of this class is on applications and the use of technology to tackle challenging problems.

**Honors Precalculus: (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Honors Integrated Math 3*
2. *satisfactory performance on the North Carolina Early Math Placement Test*
3. *supportive recommendation from current math teacher*  
OR
4. *for students new to CDS: successful completion of Honors Integrated Math 3 (or Honors Algebra 2 and Honors Geometry), satisfactory performance on a math placement test developed by the Upper School Math Department, previous success in math, and standardized test scores*

Honors Precalculus moves at a faster pace and goes into greater depth than Precalculus with Statistics. Students must have a very strong understanding of prerequisite concepts and skills. This course focuses on the fundamentals of mathematical modeling and

problem solving by exploring underlying mathematical concepts and applications of algebra and trigonometry as tools for solving problems. Students extend their foundational algebraic knowledge and understanding; conduct a thorough investigation of algebraic functions and their applications; and study trigonometric functions, analytic trigonometry, polar

coordinates, and parametric equations. Students advance their abilities in problem-solving, algebraic manipulation, use of calculators, and representation and analysis of mathematical models through graphing. This course provides the foundation for AP Calculus.

## Advanced Mathematics Courses - Two-Semester Courses

*The Mathematics Department offers four courses at the AP level: Statistics, Calculus AB, Computer Science Principles, and Computer Science A. Students successfully completing AP Calculus AB, AP Statistics, and at least one AP Computer Science course before their senior year are eligible for consideration to take additional advanced math/computer science courses and/or perform work in a faculty-supported independent study.*

### **AP Statistics: (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *for rising juniors, successful completion of Honors Integrated Math 3; for rising seniors, successful completion of Precalculus with Statistics, or Honors Precalculus*
2. *ample evidence of the student's ability to succeed at the AP level in a faster paced and more challenging college-level course*
3. *a supportive recommendation from current math teacher*  
OR
4. *for students new to CDS: successful completion of Honors Integrated Math 3 (or Honors Geometry and Honors Algebra 2)*

Statistics is about variation and applying models to draw conclusions and make predictions from data. AP Statistics consists of data exploration and analysis, experimental design, probability, and statistical inference. Students enrolled in AP Statistics must have strong quantitative reasoning ability and skill as well as the scholarly maturity to use resources to deepen their understanding of complex concepts. Students enrolled in this course are encouraged to take the AP exam in the spring.

### **AP Calculus AB: (Grade 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *strong performance in Honors Precalculus*
2. *satisfactory performance on the North Carolina Early Math Placement Test*
3. *strong recommendation from Honors Precalculus teacher*

AP Calculus AB is equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas and includes concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students enrolled in this course are encouraged to take the AP Exam in the spring.

### **AP Computer Science Principles: (Grades 10, 11, 12) 2-semester course, 1.0 elective credit (not offered for '24-'25; offered again in '25-'26)**

*Prerequisite:*

1. *completion of Integrated Math 2*

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom. Students enrolled in this course are encouraged to take the AP Exam in the spring.

**AP Computer Science A: (Grades 11, 12)  
2-semester course, 1.0 elective credit (offered in '24-'25; will not be offered in '25'26)**

*Prerequisite:*

1. *completion of Integrated Math 3*

AP Computer Science A introduces students to programming in the Java language. In this course, students will learn to design and evaluate solutions and to apply algorithms written in Java to solve problems. Students will learn about variables, selection statements, iteration, and functions in Java. In addition, the course has a heavy focus on Object Oriented Programming and students will learn about this topic through creating classes, arrays, and ArrayLists. Students enrolled in this course are encouraged to take the AP Exam in the spring. Students that have questions about the content or pacing of the course should talk to the US Computer Science teacher.

# SCIENCE COURSES 2024-2025

## **Human Biology: (Grade 9) 2-semester course, 1.0 credit**

*Prerequisites: None*

Human Biology is a year-long course in which students learn the major concepts of biological thought through a study of the biology of humans. The content of the course is organized around five major units: The Nature of Science, Energy and Metabolism, Cancer and the Cell Theory, System Function, and Infectious Disease. Topics within these major concepts include lessons in exercise physiology, human evolution, diabetes, cancer, stem cells, infectious disease, enzyme action, and cardiovascular anatomy. Students are in the laboratory a minimum of once a week and labs include organic compound identification, muscle action, osmosis, DNA fingerprint analysis, enzyme function, heart structure and function, cancerous and normal cell structure, Koch's Postulates, and bacterial populations comparison.

## **Chemistry: (Grades 10, 11) 2-semester course, 1.0 credit**

*Prerequisites: Completion of Integrated Math 2*

General Chemistry is a year-long course designed to help students discover the interconnections between

the chemical elements, nature, and their everyday lives. The course involves a large number of laboratory investigations, mathematical modeling of chemical systems, computer simulations, and the exploration of different chemical careers. Major concepts that are explored include the nature of matter; atoms, molecules and the states; chemical reactions; thermochemistry; equilibrium; acid/base theory; and oxidation reduction. Additionally, students will be introduced to organic and nuclear chemistry.

## **Geosciences: (Grade 10) 2 semester course, 1.0 credit**

*Prerequisites: Completion of Integrated Math 1*

Geosciences is a year-long course that focuses on understanding the Earth as a system within itself and as a part of the larger system of the universe. Content in the course will focus on energy, geology, astronomy, the atmosphere, and oceanography. In the field and in the lab, students will be collecting, analyzing, and interpreting data to help them understand the interrelationships between these various components of the physical earth.

## Additional Two-Semester Science Courses

### **Physics: (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Human Biology or equivalent lab science course*
2. *successful completion of OR concurrent enrollment in Integrated Math 2*

In this course, students will investigate patterns and phenomena in the physical world and the general principles that govern our universe. Students will collect and analyze data to develop models for these patterns and then apply their understanding to make predictions and design choices for a variety of

authentic and open-ended challenges. An emphasis will be placed on data analysis, modeling (mathematical, graphical, diagrammatic, computational), problem solving, creation, and application. Topics will vary upon student interest but may include kinematics, dynamics, waves, electricity and magnetism, circuits, and modern physics.

### **AP Physics 1 and PHY 151 (AB Tech dual enrollment course): (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of OR concurrent enrollment in Honors Precalculus*  
OR
2. *successful completion of Precalculus with Statistics with a grade of 90 or above*

This course explores a wide range of topics in both classical and modern physics with a strong focus on Newtonian mechanics, including a study of kinematics, dynamics (translation and rotation), work, and energy. Other units include wave mechanics, fluid mechanics and thermodynamics. Video lectures, solving problems, laboratory sessions, and demonstrations of physical concepts are used to enhance the understanding of physics. Class discussions and observations connect the physics in the world to the physics learned in the classroom. AP Physics is a mathematically rigorous survey course intended for students with a prior physics class, or as a first-year physics course for students who meet the necessary prerequisites. This is a dual-enrollment course with AB Tech. Successful completion with a grade of C or higher will earn 4 college credits (3 lecture + 1 lab). Students enrolled in this course are not required to take the AP Exam in the spring (though students may choose to do so), but must take a sit-down final exam at the end of the spring semester.

**AP Environmental Science: (Grades 11, 12)  
2-semester course, 1.0 credit**

*Prerequisites:*

*successful completion of Human Biology and Chemistry or Geoscience*

This course introduces students to environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion of the course, students will be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. Students enrolled in this course are encouraged to take the AP exam in the spring.

**AP Chemistry: (Grades 11, 12) 2-semester course,  
1.0 credit**

*Prerequisites:*

*successful completion of Chemistry*

Advanced Placement Chemistry explores the fundamental principles and laboratory techniques that are introduced in 2-the first year of a college chemistry class. In this class we will expand on many of the topics that were first introduced in Introductory Chemistry as well as covering many new concepts in depth. After taking this course, students should be well prepared to tackle the most challenging topics in a general chemistry college course as well as being prepared to take the demanding, national AP Exam that occurs in May. The prerequisite for taking this class is successful completion of Introductory Chemistry which is generally offered in the sophomore year. Students enrolled in this course are encouraged to take the AP Exam in the spring.

**Astronomy and Space Science: (Grades 11, 12)  
2-semester course, 1.0 credit (offered for '24-'25;  
will not be offered for '25-'26)**

*Prerequisites:*

1. *successful completion of Human Biology and Chemistry*
2. *successful completion of Integrated Math 3*

In this course, we will spend the year humbling ourselves in the study of the cosmos. The course will cover topics such as the history of astronomy and science, the nature of light, observational astronomy, gravity, the life cycle of stars (including supernovae and black holes), the study of galaxies and cosmology, planets both in and out of the solar system, space exploration and colonization, astrobiology and the search for extraterrestrial life, and a touch of particle physics/quantum mechanics. This course will not provide students with expertise in the subjects discussed above, but rather informed familiarity. Students will also be required to visit the Pisgah Astronomical Research Institute (PARI) in Balsam Grove, NC for several nighttime observations and/or conducting research. Additionally, students will have opportunities to use PARI resources remotely control PARI's 12-meter radio telescope for use during labs and projects.

**AP Biology: (Grades 11, 12) 2-semester course,  
1.0 credit**

*Prerequisites:*

*successful completion of one biology and one chemistry course*

AP Biology is a rigorous survey course designed to help students develop a conceptual framework for

modern biology and an in-depth understanding of concepts in biology, in order to help them gain an appreciation of science as a process. Students will develop the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The major themes of study are molecules and cells, heredity and evolution, and organisms and populations. Students enrolled in this course are encouraged to take the AP Exam in the spring.

**Honors Biosocial Ethics and Motives (BEAM): (Grades 11, 12) 2-semester course, 1.0 English OR science credit**

*Prerequisites: Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel*

*confident that they can keep up with the workload and be actively engaged in their learning.*

Team-taught by English and science teachers, BEAM is a year-long, blended science and humanities course in which students consider the relationship between scientific engagement and social responsibility— exploring what is ethical and just in terms of life rights, environmental issues, biological concepts, social constructs, and medical rights. Students will investigate topics independently and in groups. They will develop and share informed opinions based on case studies, data analysis, laboratory investigation, field trips, research, literature, discussion, and presentations. The course culminates in both a community-wide publication of student-designed webpage exhibits and a follow-up community event in the library, during which visitors will interact with the students and their physical exhibits that explore their selected ethical issue.

## Additional One-Semester Science Courses

**Advanced Topics in Biology: Evolution (Grades 10, 11, 12) 1-semester course, Fall, 0.5 credit**

*Prerequisites: successful completion of Human Biology or equivalent lab science course*

Evolution is the grand, unifying theory that unites all areas of the study of biology. The focus of instruction in the class will be on understanding phenomena in the natural world and in our day to day lives through the lens of evolution. Topics to be covered will include natural selection, antibiotic resistance, pathogen resistance, symbiosis, social evolution, race, adaptation, and human origins. Although labs may play some role in certain units, many activities will be centered around case studies, collaborative projects and oral presentations, and class discussion.

This course introduces students to both the fundamentals of classical genetics as well as issues and techniques of modern genetics and biotechnology. The course is heavily lab oriented, with students learning and applying protocols in DNA extraction, bacterial transformation, gel and polyacrylamide electrophoresis, DNA fingerprinting, protein extraction and purification, and polymerase chain reaction. Lab protocols are developed by the teacher and are also developed independently by the students. Topics explored include historical aspects of our understanding of genetics, DNA structure, the processes of replication, transcription, and translation, the molecular basis of genetic disease, gene sequencing, synthetic biology, and ethical considerations in modern genetics and biotechnology.

**Advanced Topics in Biology: Introduction to Genetics (Grades 10, 11, 12) 1-semester course, Spring, 0.5 credit**

*Prerequisites: successful completion of Human Biology or equivalent lab science course*

**Natural History of the Southern Appalachians: (Grades 10, 11, 12) 1-semester course, Fall or Spring, 0.5 credit**

*Prerequisites: successful completion of Human Biology or equivalent lab science course*

Natural History of the Southern Appalachians is a one-semester science elective focusing exclusively on the Southern Appalachian region. Students immerse themselves in the unique and diverse ecosystems of the Southern Appalachians, with focus on Great Smoky Mountains National Park, the most biologically rich area in North America. Students will gain an overview of the geological history of the Southern Appalachians and discover how geology has influenced distribution, abundance, and diversity of native plants and animals. Extensive time will be spent immersed in the field, with students gaining intimate knowledge of the flora, fauna, and geology of our region through nature journaling, scientific inquiry, birding, and tree identification. Three day-long field trips are integral to the course.

**Advanced Chemical Investigations: (Grades 11, 12) 1-semester course, Fall or Spring, 0.5 credit**

*Prerequisite:*

*successful completion of Chemistry*

This course is designed to explore the laboratory techniques used to synthesize, analyze and identify inorganic and organic chemical compounds that are encountered in our everyday life. Much of the class will emphasize hands-on activities that will introduce and reinforce proper laboratory methods associated with using chemical glassware, hardware and software. Some of the topics that you will be exploring are human and environmental toxicology, extraction and refinements of industrial compounds, molecular modeling and forensic techniques. As each student becomes more proficient with these procedures they will design their own laboratory activities in order to answer open ended enquiry type investigation.



# SOCIAL STUDIES COURSES 2024-2025

## Grade 9: Civics, Civil Rights, and Citizenship

### **Civics, Civil Rights, and Citizenship: (Grade 9) 2-semester course, 1.0 credit**

*Prerequisites: none*

Civics, Civil Rights, and Citizenship is a foundational, year-long social studies course required of all 9th graders. By the end of the course, students will have a firm understanding of the many institutions involved in civic life and the historical fight to expand the civil rights of all Americans. Students will explore the federal, state, and local systems of governance and the challenges of building a democratic society. With an emphasis on primary source analysis, media literacy, civic discourse, as well as writing and research, students will develop the skills necessary to be successful in upper-level social studies courses.

## Grade 10: World History

All sophomore students (and any other student who has not taken a World History course before) are required to take Modern World History OR AP World History: Modern

### **Grade 10: Modern World History**

#### **Modern World History: (Grade 10) 2-semester course, 1.0 credit**

*Prerequisites:*

*Civics, Civil Rights, and Citizenship*

This course focuses on the emergence of the modern world. The course begins with an investigation of colonialism and the development of absolutist states in the early modern period (1450-1750). The heart of the course focuses on revolution, industrialization, nationalism, and imperialism in the modern period (1750-1900). The course concludes with the World Wars, the Cold War, and globalization in the twentieth century. By the end of the course, students will have broad knowledge of the major world events that caused world civilizations to transition into modernity,

and they will have a deeper understanding of what it means to be a global citizen of the modern world.

### **AP World History: Modern: (Grade 10) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *Civics, Civil Rights, and Citizenship*
2. *minimum average of 88 in previous history course and a high level of interest in the study of history*
3. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

In AP World History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structure; and technology and innovation. Students enrolled in this course are encouraged to take the AP Exam in the spring.

## Grade 11: U.S. History

*All juniors (and any senior who has not taken a high school U.S. History course) are required to take U.S. History or AP U.S. History.*

### **U.S. History: (Grade 11) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *Civics, Civil Rights, and Citizenship*
2. *Modern World History or AP World History: Modern*

In this year-long course, students will examine the political decisions, social norms, military conflicts, and economic factors that have influenced and formed our nation as it is today. Students will develop analytical skills by examining primary sources and by completing document-based questions. Students will also be encouraged to form balanced opinions of historical events, from the pre-Columbian period to the close of the 20th century, by exploring them from multiple perspectives.

**AP U.S. History: (Grade 11) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *Civics, Civil Rights, and Citizenship*
2. *Modern World History or AP World History: Modern*
3. *minimum average of 88 in previous history course and a high level of interest in the study of history*

4. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

Advanced Placement US History is a survey course designed to provide students with factual knowledge and the analytical skills necessary to critically examine the history of the United States. The course begins with Pre-Columbian societies and their interactions with European explorers and continues up through the post-Cold War world. Using active learning strategies as well as teacher-led discussion, this content-heavy course uses both a traditional text and primary source materials to practice critical reading, writing, and thinking. Students enrolled in this course are required to take the AP Exam in the spring. Students enrolled in this course are encouraged to take the AP Exam in the spring

## Social Studies: Advanced Courses

*Advanced courses are open to qualifying students for Social Studies or elective credit.*

**AP US Government and Politics and POL 120 (AB Tech dual enrollment course): (Grades 11,12) 2-semester course, 1.0 credit (offered for '24-'25; will not be offered for '25-'26)**

*Prerequisites:*

1. *minimum average of 88 in previous history course*  

OR
2. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

Students in the Advanced Placement US Government and Politics course examine the foundations, processes, and institutions of our American political system. In the process, they are challenged to improve their analytical abilities and are encouraged to become discriminating consumers of media messages. This is a dual-enrollment course at AB Tech, and successful completion with a grade of C or higher will earn 3 college credits. Students enrolled in this course are not required to take the AP Exam in the spring (though students may choose to do so), but

must take a sit-down final exam at the end of the spring semester.

**AP Psychology: (Grade 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *minimum average of 88 in previous history course*  

OR
2. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

In this college-level Introduction to Psychology class, students are introduced to the systematic and scientific study of human behavior and mental processes. They are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields in psychology, while also learning about the ethics and methods psychologists use in their science and practice. Students will develop their critical thinking abilities, oral and written communication skills, and their research methods and

critical evaluation skills. Students enrolled in this course are encouraged to take the AP Exam in the spring.

**Political Theory and Popular Culture: (Grades 10, 11, 12) 1-semester course, Spring, 0.5 credit in either social studies OR English**

*Prerequisites:*

1. *Civics, Civil Rights, and Citizenship*
2. *Literature and Composition*

Since the beginning of recorded history, politics has been a struggle between two opposing forces: elite and popular power. While elite history is recorded in the actions of kings and the growth of empires, the politics of the lower classes is expressed in an era's popular culture. Examine grassroots movements and their efforts to subvert political regimes throughout history. Analyze Greek tragedy, Shakespeare's Elizabethan propaganda, Whitman's Democratic Romanticism, Beat poetry, 1960s protest music, and the current blogosphere in conversation with political theorists such as Plato, Rousseau, Emerson, and Marx. Follow the transformation of political cultures from the ancient to the modern world by analyzing the development of popular culture from Dionysian festivals to the modern internet culture.

**Applied Ethics: (Grades 11, 12) 1-semester course, Fall, 0.5 (not offered in '24-'25)**

*Prerequisites:*

*recommendation of current social studies teacher*

In this course, students will explore the basic principles of moral reasoning, with the goal of enabling students to engage independently in critical analysis of contemporary ethical issues. Students will practice constructing formal logical arguments and briefly examine a number of ethical and meta-ethical frameworks such as divine command theory, utilitarianism, virtue ethics, and more. They'll then use these tools and frameworks to discuss ethical issues concerning civil rights, criminal justice, reproductive and sexual ethics, poverty and welfare, war, environmental ethics, and more.

**Religion & Science: (Grades 11, 12) 1-semester course, Spring, 0.5 credit (not offered in '24-'25)**

*Prerequisites:*

*recommendation of current social studies teacher*

Since the Scientific Revolution, religion and science have oftentimes been seen as opposing forces. Yet, science and religion have certainly worked in conjunction to address major intellectual and physical questions as well. In this course, students will explore and examine both the strained and collaborative relationship of the two fields through historical inquiry, contemporary studies, and scientific experimentation. Students will examine issues at the intersection of faith and reason concerning as the origins of the universe, abortion, sex and gender, environmentalism, racism, poverty, and more.

**Honors Modern Western Philosophy: (Grades 11, 12) 1-semester course, Fall, 0.5 credit in either social studies OR English**

*Prerequisites:*

1. *Literature and Analysis and Civics, Civil Rights, and Citizenship*
2. *Available to students who have the recommendation of their previous English teacher and an average of 90 or above on major assessments. Because honors classes may move at a faster pace and incorporate more challenging texts and assessments than non-honors classes, students should only request these courses if they feel confident that they can keep up with the workload and be actively engaged in their learning.*

At its heart, the practice of philosophy is deeply concerned with the question of individual identity and community belonging, at the individual, collective, and national levels. In the development of the modern worldview, Enlightenment philosophers reconceptualized reason, progress, and individualism as a means to come to terms with a Europe that seemed unceasingly in flux. This course will focus on the development of the modern tradition in philosophy, specifically in the thought of Hobbes, Locke, Rousseau, Mill, Wollstonecraft, Marx, and Arendt while developing critical reading and writing skills through the use of class discussions, historical research, and analytical writing.

**AP Macroeconomics: (Grades 11, 12) 1-semester course, Spring, 0.5 credit**

*Prerequisite:*

*Approval of the instructor*

AP Macroeconomics introduces students to the principles of economics that apply to the economy as a whole. The course begins with the key concerns of macroeconomics—national income and output, inflation, and unemployment. The heart of the course analyzes how fiscal and monetary policy are employed to achieve macroeconomic policy goals. Students will first evaluate how governments use tax and spending policy to promote growth and reduce unemployment. We will then study the nature and function of the banking system and how central banks employ monetary policy to stabilize the economy. The course will also investigate economic growth and international economics. In addition to students interested in economics, AP Macroeconomics will also appeal to students with a passion for politics, international relations, business, and current events.

Students are encouraged to enroll in both AP Microeconomics and AP Macroeconomics to gain a complete introduction to economics.

**AP Art History: (Grades 11, 12) 2-semester course, 1.0 credit in either social studies or art (not offered for '24-'25; offered again in '25-'26)**

*Prerequisites:*

1. *minimum average of 88 in previous history course*

*OR*

2. *current history teacher's recommendation of a strong commitment to academic work equivalent to a college-level history course that includes extensive reading and writing*

In this course, students will develop an understanding of major forms of artistic expression from the past and the present, including architecture, sculpture, painting, and other media. They will examine works from both historical and cultural perspectives and acquire the ability to objectively and critically analyze artworks, in order to understand the time and place in which they were created. Through their studies, students will learn to appreciate works of art from other cultures and understand the ways that art history, a discipline emphasizing social context, is a field that makes connections between many other disciplines. Students enrolling in this course are required to take the AP Exam in the spring.

# WORLD LANGUAGE COURSES 2024-2025

## Introductory Language Course

### **Introduction to the Study of Language Acquisition (ISLA) : (Grade 9) 2-semester course, 1.0 credit**

#### *Prerequisites:*

*Open only to students with a documented language-based learning difference; the course fulfills one World Language credit for qualifying students.*

This year-long course is designed to adapt the Orton-Gillingham teaching approach to the study of the principles of the Spanish language at an introductory level. The emphasis is placed on developing the necessary Spanish phonemic awareness skills as well as introducing basic grammar structures and vocabulary. Using a modified Orton-Gillingham multisensory model and approach, students will prepare for their future study of Spanish as well as establish a solid foundation for processing sounds (auditory), producing the sounds (speaking), and spelling (sound to symbol correspondence). The scholars will also be exposed to important grammatical structures and the main differences between English and Spanish. ISLA is open only to students with a documented language-based learning difference and fulfills one of the three necessary credits in World Language courses for graduation and college.

## Spanish

### **Spanish 1: (Grades 9, 11) 2-semester course, 1.0 credit**

#### *Prerequisites: None*

Students in this year-long class will study and review the principles of the Spanish language at an introductory level. Emphasis will be given to the communicative approach, developing the necessary Spanish phonemic awareness skills, introducing the students to foundational grammar structures, and teaching the habit of vocabulary acquisition. Scholars at this Novice level will learn to use the “sheltered” language they have been exposed to in class, in real life situations using useful “conversational chunks”.

They will be given the necessary exposure and ample review and reinforcement of what they have learned. Introducing oneself, describing their friends, talking about their families and the places where they live, describing daily routines, ordering food, etc. are just some of the common topics expected to be covered at this level. Our students will also have a chance to explore relevant cultural practices and perspectives with special emphasis on the diversity of the Latin American countries. This class does not assume any background in Spanish; however, it should be noted that many of the students in Spanish 1 have had some prior exposure to the language.

### **Spanish 2: (Grades 9, 10, 11) 2-semester course, 1.0 credit**

#### *Prerequisites:*

1. *successful completion of Spanish 1 with approval of CDS Spanish 1 teacher and a satisfactory performance on end-of-course Spanish placement assessment (in CDS 8th grade)*

OR

2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

In Spanish 2, students further develop their skills through a communicative program that emphasizes the ability to use the language for authentic purposes. The course takes a theme-based approach in which grammatical concepts are naturally integrated with language functions and communicative contexts. As language structures are presented and reviewed, students build skills and improve their level of accuracy. In addition, students deepen their understanding of the Spanish-speaking world through culturally rich, authentic materials. Units include, but are not limited to: school and personal life, house and neighborhood, and trips and excursions.

### **Spanish 3: (Grades 10, 11, 12) 2-semester course, 1.0 credit**

#### *Prerequisites:*

1. *successful completion of Spanish 2 and approval of CDS Spanish 2 teacher*

OR

2. *for students new to CDS, a satisfactory performance on the school's Spanish placement assessment*

In Spanish 3 students are transitioning to intermediate levels of proficiency. This class affords students a variety of opportunities to be creative with the Spanish language as they develop their interpersonal, presentational and interpretive skills. With an emphasis on communication, students progress from narrating stories in the present to narrating stories in the past, and then incorporating structures to describe other time frames and situations. Students learn to express more complex ideas with greater accuracy, incorporating more advanced language functions, vocabulary and grammar when speaking and writing. The richness and variety of Spanish-speaking cultures is highlighted as students explore some of the cultural products, practices and perspectives of Spanish-speaking communities, such as Mexico, Colombia and Spain. The final exam is an interactive event where students use all their language skills to solve a mystery.

#### **Honors Spanish 4: (Grades 10, 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Spanish 3 and approval of CDS Spanish 3 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

Honors Spanish 4 is an Intermediate to Advance level course aimed at developing and improving oral and written communication skills through the intentional study and practice of Spanish in meaningful contexts. The students will be exposed to Latin American culture through the arts, literature, and current events in an immersion setting. The course is organized by themes based on contemporary social and cultural issues introduced by the reading of three books centered on Latin American Myths and Legends; the recent history of the Cono Sur countries; and stories from multicultural immigrants. The themes serve as a framework for reviewing, reinforcing, and integrating advanced grammatical structures while continuing to expand and consolidate vocabulary. Instruction utilizes film, video, songs, short stories, podcasts, newspapers, and media applications. Daily activities require participation, engagement, and **proven independent study habits**. The student's inner

motivation and involvement are paramount to their success in this level.

#### **Spanish Culture and Conversation: (Grades 11,12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Spanish 3 and approval of CDS Spanish 3 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

This is a highly interactive course that emphasizes the development of students' expressive language skills through conversations about some of the rich and varied cultures of the Spanish speaking world in an immersion setting. Based on student interest, the class will utilize authentic and relevant materials such as podcasts, songs, art, popular culture, stories, and Spanish language films to broaden their understanding of the Spanish-speaking world. Class discussions and thematic and cultural explorations form the structure that allows students to develop their language skills and cultural competence for use in authentic situations. Students are expected to take an active daily role by participating in a variety of activities, with an emphasis on discussions, but also including projects, collaborative work, and presentations.

#### **AP Spanish Language and Culture/Honors Spanish 5: (Grades 11, 12) 2-semester course, 1.0 credit (not offered for '23-'24)**

*Prerequisites:*

1. *successful completion of Honors Level 4 and approval of CDS Honors Spanish 4 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

This class examines the ways in which cultural practices and perspectives shape the lives of people in a variety of communities of the Spanish-speaking world, inviting a comparison with communities we consider our own. Questions such as, "How does language influence one's identity?" "What environmental challenge is facing a community?", "How are technological advances changing daily life?", and "How does the art of a community challenge and/or reflect its values?" will guide our

inquiry into cultures of the Spanish-speaking world. Authentic materials (podcasts, articles, short stories, films, newscasts, music and social media) will serve as resources; student-led discussions will be an essential element of our explorations. The class is conducted almost exclusively in Spanish in order to continue the development of students' listening and speaking skills. Explicit study and review of essential grammatical structures, along with reading selections and formal and informal writing tasks, will allow students to develop their precision and fluency of expression in the language. Over the course of the year, students will move towards an pre-advanced or advanced level of proficiency (on the ACTFL scale), demonstrating their abilities in the Interpretive, Interpersonal and Presentational modes of communication. The language skills and cultural understanding acquired in the Spanish 5H/AP classroom will prepare students for a communicative and culturally competent experience in the outside world.

Notes: Honors Spanish 5 is offered for students who are interested in exploring the cultural themes of the AP Spanish Language curriculum and improving their language skills, but without preparing for the specific tasks of the AP exam. Students enrolling in AP Spanish are encouraged to take the AP Exam in the spring.

### **Honors Hispanic Literatures and Cultures: (Grade 12) 2-semester course, 1.0 credit**

*Prerequisites:*

*successful completion of Honors Spanish 4*

This year-long advanced class traces the development of the Spanish language from its origins in the Spanish region of Castille (influenced by the Mozarab culture of Al Andalus in Southern Spain), to its emergence as the language we now call Spanish, ending with its vibrant use as a language of art and culture in the United States. Across ten centuries of its existence as a language, we sample a variety of literary and artistic manifestations, especially music and the visual arts, as well as the cultural contexts that nurtured those works. From epic to lyric poetry, from religious autos to baroque tragedies, from medieval examples to contemporary novels, the class covers an ample span of culture both temporally and geographically. The class exposes students to both literary and academic Spanish, and students will develop a deeper awareness of the Spanish language while progressing to an advanced level of proficiency.

(May be taken concurrently with AP Spanish Language and Culture to maximize your progress in the language.)

## French

### **French 1: (Grades 9, 10) 2-semester course, 1.0 credit**

*Prerequisites: None*

Students practice and develop their ability to understand spoken French—to converse, to read, to give oral presentations, and to write at a novice level. They explore and participate in units of study, which include vocabulary related to individual description, family, school, sports, clothing, and more. These lessons allow students to go beyond the surface of what they hear, read, and see to examine and comprehend French cultural perspectives. Note: based on enrollment numbers some French classes may be combined levels.

### **French 2: (Grades 9, 10, 11) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of French 1 with approval of CDS French 1 teacher and a satisfactory performance on end-of-course French placement assessment (in CDS 8th grade)*

OR

2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

French 2 students continue strengthening their novice-level skills to a beginning/middle-intermediate level. Communication is the goal, as students listen to French speakers, and read, converse, write, and make presentations in the language. Thematic units of study include, but are not limited to: cuisine, households, travel, and health. Grammar lessons focus on verb tenses, which enable students to speak authentically about the past, the recent past, and the immediate future. Students deepen their understanding of the French-speaking world through culturally rich, authentic materials. Note: based on enrollment numbers some French classes may be combined levels.

**French 3: (Grades 10, 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of French 2 with approval of CDS French 2 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

In French 3, students continue to develop their intermediate language speaking skills within a theme-based approach, while incorporating higher and more complex grammatical structures. Sample units include crime, technology, driving, and food waste and scarcity. Francophone culture is highlighted in each theme, as students explore in depth the cultural products, practices, and perspectives of the French speaking world. Grammar lessons focus on the use of pronouns and using reflexive verbs. Note: based on enrollment numbers some French classes may be combined levels.

**French 4: (Grades 11, 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of French 3 with approval of CDS French 3 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

French 4 is an advanced course that aims to develop and improve oral and written communication through the careful study of the language, literature, and cultures of the Francophone World. The course seeks to foster and deepen an awareness and understanding of the diversity of the French-speaking world. Grammar and vocabulary lessons are focused on structures that enable making comparisons, making hypotheses, and narrating past and future events. Note: based on enrollment numbers some French classes may be combined levels.

**AP French Language/Honors French 5: (Grade 12) 2-semester course, 1.0 credit**

*Prerequisites:*

1. *successful completion of Level 4 and approval of CDS French 4 teacher*  
OR
2. *for students new to CDS, a satisfactory performance on the school's placement assessment*

AP French language is the capstone course for French language learners at CDS. Utilizing ACTFL standards, instruction and practices assist students in moving to a pre-advanced level of proficiency in the three skills areas—Interpretive, Interpersonal, and Presentational. There is continued emphasis on listening comprehension, speaking, reading, and writing, integrated with authentic use of the language in both formal and informal settings. This course also explores modern Francophone life through a variety of themes including: identity, immigration, education, and Francophone heritage and current events, which affect both the individual and the greater society. With this in mind, students will be able to turn the skills and knowledge acquired in the classroom into a communicative and culturally competent experience in the outside world. Note: Honors French 5 is not offered every year. When offered, it includes study of the same themes as AP French Language, but does not include specific practice for the AP exam. Students enrolling in AP French are encouraged to take the AP Exam in the spring. Note: based on enrollment numbers some French classes may be combined levels.



# PHYSICAL EDUCATION COURSES 2024-2025

All students are required to complete one full credit in physical education by the end of their sophomore year. The following courses/activities are methods to accomplish this. Note - This credit can only be fulfilled through on-campus sports or classes, not through outside activities such as dance, community sports leagues, etc.

## **Weight Training: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring 0.5 credit**

*Prerequisites: None*

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. Students will perform a variety of power lifts including, squat, bench press, power clean, and incline bench press. There will also be a variety of other workouts and activities done throughout the semester that will contribute to the development of an intense repertoire of various exercises. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course as well. In addition, students will have to monitor their eating habits, and develop a weight training program that they can use outside of class (P.E. CBA).

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course may be taken for physical education credit or elective credit.

## **Interscholastic Sports: 1.0 total credit**

*Prerequisites: None*

The Carolina Day School Athletic Program is participatory, competitive, and appropriate for each school division. In each of the disciplines listed below, students develop sport-specific skills, as well as time management strategies. A season of participation on one of the teams listed below will count as one half of

the required PE credit. Students may earn up to one PE credit through Interscholastic Sports.

Baseball (boys)

Basketball (boys/girls)

Cross-Country (boys/girls)

Field Hockey (girls)

Golf (boys/girls)

Soccer (boys/girls)

Swimming (boys/girls)

Tennis (boys/girls)

Track and Field (boys/girls)

Volleyball (girls)

\*CDS Ski Team (boys/girls)

\*Three seasons of participation on the Ski Team will count as one half of the required PE credit

## **Mindfulness: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 elective or PE credit**

*Prerequisite: None*

The Mindfulness course is designed to delve into self-discovery and interpersonal growth. In this course, you will learn mindfulness techniques tailored to guide and nurture your relationship with yourself, others, and the world around you. Through guided meditation, simple practices that you can incorporate daily, "walk and talks," and the cultivation of effective communication skills, you'll learn to navigate the intricacies of your emotions with compassion and insight, fostering a deeper understanding of yourself and those around you. You will strengthen your emotional intelligence and hone your personal leadership skills, empowering yourself to engage with life's challenges with resilience and authenticity. Students describe this course as a productive and refreshing break from the busy school schedule.

\*Note: this course may be repeated for credit.

**Tae Kwon Do: (Grades 9, 10, 11, 12), 2-semester course, 1.0 credit**

*Prerequisites: None*

This course is based on the traditional instruction of taekwondo, a Korean martial art. Traditional instruction emphasizes physical, emotional, and spiritual growth. The focus for this course is on the proper execution of forms, the perfection of self-defense techniques, and the development of the whole person. In addition to forms, blocking, and kicking techniques from taekwondo, students will learn self-defense skills from hapkido and judo. Sparring is non-contact/light contact. This course may be taken for 1 physical education or 1 elective credit. This course must be taken for the full year and may be repeated for elective credit.

# SPECIAL COURSES 2024-2025

## **Yearbook: Publication Design: (Grades 9, 10, 11, 12) 2-semester course, 1.0 elective OR art credit**

*Prerequisites: None*

Students who enroll in this course will produce Carolina Day School's PK-12 yearbook. Students will learn how to use a DSLR camera, plan and edit photos, and apply graphic design principles to their work. They will shoot pictures all over campus, photographing a range of events and people. The yearbook covers everything from Varsity sports to Monarch Migration to art and music. Students who succeed in this course will be nominated to leadership positions as Editors. \*Note: This course may be repeated for credit.

## **Speech: (Grades 10, 11, 12) 1-semester course, Fall or Spring, 0.5 credit**

*Prerequisites: None*

Speaking and critical listening are crucial skills for the 21st century – especially for students living in a democracy. Speaking in front of a group comes naturally to some, but is stressful to others. This project-based class covers a wide variety of speaking challenges. The ultimate aim is to give all students the tools to mitigate stress and communicate effectively. Class goals include identifying personal strengths and weaknesses as an oral communicator, disciplining the voice, learning to listen and analyze, communicating clearly, and organizing thoughts into effective structures. This course (or Competitive Speech and Debate) is a **graduation requirement** and is usually taken during sophomore year.

## **Financial Literacy: Understanding Money and Making Smart Choices (Grades 9, 10, 11, 12) 1-semester course, Fall or Spring, 0.5 credit**

*Prerequisites: None*

This class will equip you with the knowledge and skills to manage your finances effectively. We'll cover everything from budgeting and saving to understanding credit and debt. You'll learn how to make intelligent financial decisions for your future, like planning for college or starting your own business. The class will be interactive and engaging, with real-life scenarios and activities to help you apply

what you learn and take control of your financial future.

## **Robotics 1: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 elective credit**

*Prerequisites: None*

Build, test, learn! Whether they are used in automated fabrication, vacuum homes or deliver pizzas, robots are useful and increasingly ubiquitous. From the basics of sensors and servos to programming microcontrollers, students in this class will learn the principles of robotics by building and testing their own bots and devices. With guidance and support from the teacher, students will work collaboratively to experiment, set achievable goals, and develop functional and original robots. Students do not need to have any background in robotics, electronics, or programming to enjoy and find success in this class. Those with some previous experience will be supported in building upon and going beyond their knowledge base.

## **Mindfulness: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisite: none*

The Mindfulness course is designed to delve into self-discovery and interpersonal growth. In this course, you will learn mindfulness techniques tailored to guide and nurture your relationship with yourself, others, and the world around you. Through guided meditation, simple practices that you can incorporate daily, "walk and talks," and the cultivation of effective communication skills, you'll learn to navigate the intricacies of your emotions with compassion and insight, fostering a deeper understanding of yourself and those around you. You will strengthen your emotional intelligence and hone your personal leadership skills, empowering yourself to engage with life's challenges with resilience and authenticity. Students describe this course as a productive and refreshing break from the busy school schedule. \*Note: this course may be repeated for credit.

**Freshman Seminar: (Grade 9) 1-semester course, Fall, 0.5 credit**

*Prerequisites: none*

Freshman Seminar is a **required course** for all 9th graders to help students successfully transition to the Upper School--new teachers, friends, schedule, and different expectations. This course addresses common concerns specific to 9th grade students, such as time management, study skills, exam preparation, stress management, academic independence, and first steps in the college process. During the second portion of the course, we will focus on health and wellness. Topics include healthy relationships, sexual health, drugs/alcohol, mental health, gender identity and sexual orientation. Freshman Seminar is graded Pass/Fail.

**College Exploration Seminar: (Grade 11) 1-semester course, Spring, no credit**

*Prerequisites: none*

College Exploration Seminar steps through college and self exploration and prepares students for college applications. Topics include exploring college characteristics, understanding how to create a balanced college list, researching colleges, learning about the college application and essay, exploring careers, and creating a resume. This course is **required for all juniors**.

**Competitive Speech and Debate: (Grades 9, 10, 11, 12) 1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisites:*

*willingness and ability to travel with the Speech and Debate Team to two tournaments*

Competitive Speech and Debate class offers an overview of the events offered at National Speech and Debate Association tournaments--particularly Lincoln-Douglas and Public Forum Debate and Extemporaneous Speaking. Participation in this class empowers students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society. Students select events based on individual interests and through collaboration with the teacher; their work culminates in tournament participation. Each student works towards improving communication skills (verbal and nonverbal), self-confidence, self-awareness, analytical skills, creativity, and collaborative skills.

Competitive Speech and Debate is offered in the fall and spring semesters; however, students who are interested in competition are strongly encouraged to enroll in the course in the fall due to the structure of the competitive season and number of tournaments available.

**Advanced Competitive Speech and Debate: (Grades 10, 11, 12) 1-semester course, Fall and/or Spring 0.5 credit**

*Prerequisites:*

1. *successful completion of Competitive Speech and Debate*
2. *willingness and ability to travel with the Debate Team to two tournaments*

Advanced Competitive Speech and Debate builds on the concepts taught in the previous course. This course will encourage student leadership on the team and help students continue to develop organizational and research skills that will benefit them in college and career. \*Note: This course may be repeated for elective credit. Advanced Competitive Speech and Debate is offered in the fall and spring semesters; however, students who are interested in competition are strongly encouraged to enroll in the course in the fall due to the structure of the competitive season and number of tournaments available.

**Honors Competitive Speech and Debate: (Grades 11, 12), 1-semester course, Fall and/or Spring, 0.5 credit**

*Prerequisites:*

1. *successful completion of Competitive Speech and Debate*
2. *willingness and ability to travel with the Debate Team to two tournaments*
3. *successful completion of a summer debate camp*

Honors Debate builds on skills taught in previous courses and pushes students to higher levels of competition in the speech and debate world. Students will have chosen a debate event on which to focus, most likely Lincoln-Douglas or Public Forum debate, and they should plan to compete at the Varsity level in their chosen event. Students must prepare for Honors Debate by attending a summer debate camp which should be chosen in collaboration with the teacher. Students must also prepare for Honors Debate by having taken or co-enrolling in Honors Philosophy, Ancient or Modern (this is particularly relevant for

Lincoln-Douglas debaters), or Honors Economics, Micro or Macro (this is particularly relevant for Public Forum debaters). \*Note: This course may be repeated for elective credit. Honors Competitive Speech and Debate is offered in the fall and spring semesters; however, students who are interested in competition are strongly encouraged to enroll in the course in the fall due to the structure of the competitive season and number of tournaments available.

**Independent Student Research Project (ISRP):  
(Grades 11, 12) 2-semester course, 1.0 Credit**

*Prerequisites:*

*written proposal and approval by ISRP facilitator*

This experiential, educational opportunity is designed to provide students with a platform to develop their intellectual curiosity, as they delve into an exploration, through research, of a topic of their choice. The ISRP may be undertaken during a student's junior or senior year, with the help and guidance of the course instructor and mentorship from a chosen faculty member; it may be done individually or collaboratively with a partner/s. Internships, films/videos, the sciences, social studies, mathematics, and/or the arts are just a sampling of directions a research project might go. What all projects will have in common is an essential research question to guide exploration, a journal to reflect upon ongoing work, a carefully constructed literature review, a final product, and a multimedia presentation of choice to the larger community. Our hope is that students will take the opportunity to learn about something they have always wanted to explore--something for which they have a passion or care about deeply or about which they have always wondered.

## LEAD: Leadership, Entrepreneurship & Academic Development

Carolina Day School's signature leadership program, known as LEAD (Leadership, Entrepreneurship & Academic Development), is a 4-year course of study designed to provide students with the lifelong skills necessary for success in a rapidly changing world. Through a diverse set of learning opportunities, students will acquire the necessary skills to be effective leaders as they pursue their individualized entrepreneurial passions. Successful completion of this signature program will result in graduating from

Carolina Day School With Distinction. For information about applying for the LEAD program, see below.

**LEAD Entrepreneurship: (Grades 11, 12)  
1-semester course, Spring, 0.5 credit**

*Prerequisites: See below.*

**LEAD Capstone: (Grade 12) 2-semester course,  
1.0 credit**

*Prerequisites: See below.*

Required Courses:

Civics, Civil Rights & Citizenship or AP US Government

Appalachian Natural History or AP Environmental Science

Speech or Competitive Debate

Honors Applied Ethics or BEAM (Biosocial Ethics & Motives) or Honors Philosophy

Introduction to Entrepreneurship (ideally Spring of Junior year)

Senior Capstone & Leadership (Senior year)

\*As course offerings naturally shift, CDS reserves the right to adjust the courses required to complete the LEAD program.

Additional Requirements:

Internship/Entrepreneurship Experience - Working with a non-CDS business beginning no later than January of Senior year. This requirement will be overseen by the teachers of SCL class. Additionally, students must have at least one non-CDS mentor. This is a hands-on experience and findings/solutions will be presented at the April Capstone event.

Highlander Society by Junior year (100+ hours of community service).

Serve on Student Government or Honor Council for 2+ years

or

Serve on You Belong Advisory Board or as an Ambassador for 3+ years.

1+ Summer working with Horizons Program at CDS.  
Capstone Presentation - Spring of senior year

Capstone Presentation:

An evening presentation that is open to the public. Held in April. Will include presentations where students will be able to describe what they've learned and experienced, particularly during their internship/entrepreneurial experience.

Application Process:

All interested students will submit a resumé and statement of purpose that outlines why the student is interested in pursuing this program. Students will also be asked to sign a certification statement confirming

their intention to complete the required course of study and necessary extracurricular activities during their time at CDS. **Applications due: May 1st**

# STUDENT SUPPORT COURSES 2024-2025

## **Study Skills: (Grades 9, 10, 11, 12) 2-semester course, 1.0 credit**

### *Prerequisites:*

1. *requires that the student have a documented learning difference that suggests this level of support*
2. *requires a separate contract with an additional fee*
3. *enrollment is limited to a maximum of 4 students per section*

This year-long class provides a structured approach to learning and uses effective strategies for success in the Upper School. Study Skills is the highest level of student support offered at CDS Upper School intended for students who require comprehensive academic assistance. At the beginning of each semester, students set short- and long-term academic goals. As the semester progresses, the following skills are introduced and reinforced to assist students in reaching their goals: managing time and materials, note-taking, reading comprehension strategies, planning for long-term assignments, test preparation, and self-advocacy. A full psychological educational evaluation is required to be considered for Study Skills enrollment. This course is open only to students with a documented learning difference. Students are typically enrolled in Study Skills in 9th grade and 10th grade. Transition from the program typically occurs in 11th grade. *\*Note: This course can be taken each year as warranted, but the student only receives credit once. 9th-grade students may consider Study*

*Skills as their sixth course in any semester. In subsequent years, Study Skills does not count as the sixth course, except in those situations approved by the principal.*

## **Introduction to the Study of Language Acquisition (ISLA) : (Grade 9) 2-semester course, 1.0 credit**

### *Prerequisites:*

*open only to students with a documented language-based learning difference; the course fulfills one World Language credit for qualifying students.*

This year-long course is designed to adapt the Orton-Gillingham teaching approach to the study of the principles of the Spanish language at an introductory level. The emphasis is placed on developing the necessary Spanish phonemic awareness skills as well as introducing basic grammar structures and vocabulary. Using a modified the Orton-Gillingham multisensory model and approach, students will prepare for their future study of Spanish. Students will establish a solid foundation for processing sounds (auditory), producing the sounds (speaking) and spelling (sound to symbol correspondence). The scholars will also be exposed to important grammatical structures and the main differences between English and Spanish. Linguistics is open only to students with a documented language-based learning difference and fulfills one of the three necessary credits in World Language courses for qualifying students.