2024-2025 UPPER SCHOOL COURSE OFFERINGS

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

Course Title	Course Description	Pre/Co-Requisites	Credit	Length
CULTURAL ARTS 8 credits are required: 2 in visual arts (CA-VA), 2 in performing arts (CA-PA), remaining 4 in either discipline				
PERFORMING ARTS - MUSIC				
Afro-Brazilian Drumming	Learn the traditions, history, and culture of Brazil through this energetic and engaging Drumming class. Together we will explore the social and cultural importance and impacts on society of music genres such as Samba, Samba-Reggae, Maracatu, and many others. In this course, We will learn about tempo and pulse, meter, swing, improvisation, and basic rhythmic music theory, but will mostly spend our time playing music. Students should expect to perform in a group setting at least one time per term. Come learn about the world of rhythm as we explore the foundations of percussion music by putting together polyrhythmic music. This class works best when it's large, so sign up and encourage your friends to join you! It'll be a fun and a learning-filled good time!	*Any student can participate in this class. Due to the nature of the drums and how this class will be conducted, please let Caique know if you can't stand for a long period of time and/or if you can't carry 25 lbs to talk about accommodations.*	CA-PA	Term
Guitar Class (Beginner and Experienced)	Level 1 - Beginner In this introductory level, students will delve into the fundamentals of guitar playing. From mastering basic chords to understanding rhythm and technique, participants will establish a solid foundation upon which to build their musical journey. Level 2 - Experienced Designed for more seasoned players, Level 2 challenges students to refine their skills further. Alongside honing techniques from previous classes, experienced students will showcase their proficiency by leading demonstrations in class, collaborating with peers on musical pieces, and presenting solo performances to the class. Successful completion of Level 2 opens doors to our Guitar Ensemble.	*Level 2 Prerequisites: Have taken Level 1 or show proficiency on guitar after meeting with the teacher.*	CA-PA	Term
Guitar Ensemble	Guitar Level 3: Elevating musical collaboration, the Guitar Ensemble invites students to work more autonomously in crafting a diverse repertoire. Through duets, trios, and solo performances, participants explore the intricacies of musical harmony and expression, culminating in an inspiring showcase for both peers and audiences. **Advanced.**	*Pre-requisites: Have taken levels 1 and 2 or show proficiency on guitar after meeting with the teacher.*	CA-PA	Term
Group Voice	The ultimate goal of the course is to have the student experience the joy of singing and to become a lifelong learner. To this end, the student will: Explore the physiology and acoustics of the human singing voice in a group setting. Develop fundamental musical skills and theory. And demonstrate a basic understanding of vocal technique: breathing, resonance, tone production and placement, correct posture, vocal use, diction, expression among others. The student will develop music appreciation, listening skills, and expressive abilities all these will be accomplished through singing in every class period, practice, reading, writing assignments, class discussion, instruction, and performances.		CA-PA	Term

Intro to Audio Engineering	This course is perfect for anyone dreaming of becoming a live sound engineer. It's all about giving you the essential skills needed to handle live sound gigs in venues that can hold anywhere from 100 to 1,000 people. You'll really get into the nitty-gritty of live audio engineering, especially for music performances. We believe in learning by doing, so get ready to roll up your sleeves and try out different setups. We start off by digging into the basics of sound and acoustics. Then, we move on to understanding how power works in audio systems. After that, we'll dive into the important gear like speakers, mixers, and monitors. Plus, we'll make sure you know how to troubleshoot and take care of your equipment like a pro. We'll also cover some tech stuff, like the differences between analog and digital systems, and how wireless technology fits into the picture. And of course, we'll teach you the ins and outs of mixing a live show. But it's not all theory – you'll get your hands dirty with practical exercises. By the end of the course, you'll be able to design top-notch sound systems that meet the needs of any event. And last but not least, we'll help you think about your future in the industry. You'll reflect on your career goals and come up with a plan to make them happen.		CA-PA	Term
Music History and Appreciation	How did music evolve into the many genres we listen to today? In this class, we'll study the evolution of music from its beginnings in various parts of the world. We'll explore European classical music, American blues and jazz, and the origins of rock, hip-hop, rap, reggae, and Latin American music, as well as music from the Eastern part of the globe. We'll learn about some fascinating characters along the way – from Beethoven, Igor Stravinsky, and John Cage to Tupac, Sister Nancy, ali akbar khan, and the Baka pygmies of Cameroon. This class is open to all. Come ready to listen and explore our musical worlds. We may even play a little!		CA-PA	Term
Music Ensemble	This ensemble is for students with intermediate or advanced skills on an instrument. We will focus on building skills as collaborative musicians and do a bit of composing original material for the ensemble to play. We will give special attention to theory that will help guide each student's approach to playing the music. We will build a diverse repertoire of material and perform several times over the course of the year. The stylistic choices of the instrumentalists will determine our repertoire, so feel free to come with certain songs or pieces you would like to learn with friends and we can arrange them for the group. Level 1 - Beginner: Students are expected to learn how to play in a group setting. They should focus on mastering their own parts. They need to apply techniques and devices taught in class. Level 2 - Experienced: Second-year students are expected to take on leadership roles. They should lead at least one song per term. Responsibilities include directing the band and providing music sheets and arrangements to peers. They will be encouraged to engage in show executive production to understand various roles in securing gigs and organizing shows. Level 3 - Capstone I & II: Third-year students are expected to have a more proactive and independent experience in the group leading sectionals and organizing/maintenance of the equipment. They should create a small ensemble or solo performance. Performances may be included in their senior recital or in the final performance of the year. This level emphasizes individual creativity and initiative. **Advanced option available.**	*Level 1 Prerequisites: Proficient on chosen instruments, audition and teacher approval needed* *Level 2 Prerequisites: Have taken at least one year of Music Ensemble previously.* *Level 3 Prerequisites: Have taken at least two years of Music Ensemble previously.*	CA-PA	Year
Music Production	Level 1 - Beginner At the entry level, students will dive into the essentials of music production. Through hands-on experience, they'll learn the intricacies of equipment setup, the art of recording sessions for small ensembles, and the fundamentals of composing and arranging music. By the end of the term, each student will have crafted at least one full song, laying the groundwork for their musical exploration.	*Level 2 Prerequisites: Have taken level 1 or show proficiency on music software after meeting with the teacher.*	CA-PA	Term

	Level 2 - Experienced For those seeking to elevate their production skills, Level 2 offers a deeper dive into the nuances of music creation. Building upon foundational knowledge, experienced students will tackle more advanced techniques in sound design, mixing, and mastering. The culmination of Level 2 is the production of an EP (Extended Play) album with 5 songs, showcasing their evolving talent and craftsmanship. Level 3 - Capstone Project In the final stage of their journey, students undertake a comprehensive capstone project that demonstrates their mastery of music production. Tasked with creating a full album comprising 10 original compositions, students have the opportunity to showcase their growth and creativity. The album serves as a legacy of their musical prowess, with the option to revise or remix songs from the EP created in Level 2, showcasing their artistic evolution. **Advanced option available.**	*Level 3 Prerequisites: Have taken level 1 & 2 or show proficiency on music software after meeting with the teacher.*		
Ukulele	The Ukulele class is open to all skill levels, from those who have never strummed a stringed instrument in their life to students who have plenty of experience playing the ukulele. For beginners, it is the ideal instrument with which to begin - it is very simple and easy to play! If you do already know some chords and strumming patterns, through this course you can add other patterns and fingerstyle techniques; the course will be very flexible in that regard, in order to meet each individual player's needs. If you already own a ukulele, please plan to bring your instrument to school for class meetings; if you do not have your own instrument, no worries – you can use one provided by the school.		CA-PA	Term
PERFORMING ARTS - THEATER				
Beginning Acting	This class introduces students to the basics of Western theater performance. It is a prerequisite to participation in any advanced classes or performances. We will work on rudimentary aspects of drama such as physical theater, improvisation, movement, Viewpoints, voice, and ensemble awareness. Students should wear non-restrictive clothing and shoes to class and come prepared to move. The class is required for all students wishing to participate in school theater productions.		CA-PA	Term 1
Costuming for the US Fall Production	This class will curate and make costumes for the US Fall production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students must be available to work outside of school hours during Tech Week and Show Weekend in October. Those precise dates and times will be given before the end of the Drop/Add deadline.		CA-PA or CS	Term 1
Costuming for the MS Musical	This class will curate and make costumes for the US Fall production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students must be available to work outside of school hours during Tech Week and Show Weekend in February. Those precise dates and times will be given before the end of the Drop/Add deadline.		CA-PA or CS	Term 2
Costuming for the US Spring Production	This class will curate and make costumes for the US Fall production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students		CA-PA or CS	Term 3

	must be available to work outside of school hours during Tech Week and Show Weekend in late April/early May. Those precise dates and times will be given before the end of the Drop/Add deadline.			
Fall Production	This class will focus on the production of an evening-length performance offered to the CFS community and general public.	*Prerequisite: Beginning Acting or equivalent course with permission of instructor*	CA-PA	Term 1
Fall Production: Tech and Crew	Students will be part of the fall production tech crew with duties including lighting, sound, props and set pieces, etc. Students are expected to be present during class times as well as outside of school hours rehearsals and performances.		CA-PA or CS	Term 1
Spring Production	Students will rehearse, produce, and perform our Upper School dramatic offering.	*Prerequisite: Beginning Acting*	CA-PA	Term 3
Spring Production: Tech and Crew	Students will be part of the spring production tech crew with duties including lighting, sound, props and set pieces, etc. Students are expected to be present during class times as well as outside of school hours rehearsals and performances.		CA-PA or CS	Term 3
Stagecraft	This class will function as support for the Upper School Dance Concert and Spring Production. Classwork might include set building and design.		CA-PA or CS	Term
PERFORMING ARTS - DANCE *Dance classes in which students are physically active are cross-listed as Physical Education and Cultural Performing Arts classes. Students may meet either of those requirements with a dance class but may not count one class toward both requirements.*				
Introduction to Dance Forms (Beg)	Introduction to Dance Forms is a beginning level dance class designed to expose students to a variety of technical approaches to movement. Through embodied experiences with dance styles such as modern/contemporary, tap, hip hop, social dance, clogging, classical indian dance, tiktok dances, and more, students will develop new and expanded verbal and physical vocabularies. Students will also analyze how core movement concepts such as: body organization and coordination; movement initiation; rhythm and musicality; use of personal and general space; investment in energy qualities; and personal expression arise differently across diverse forms. Out-of-class work will include written reflections, performance viewings/writings and collaborative, creative projects. The course will culminate in a final, in-class showing. ** This is an experiential class – we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.		CA-PA or PE	Term 1
Sources of Movement: Beginning Choreography (Beg)	This introductory choreography course will expose students to diverse processes for sourcing movement-based ideas toward the development of choreographic studies. The curriculum will consist of in and out-of-class assignments that draw upon sources such as personal identity/history, the natural world, text/narratives, music/sound, site, and other art forms to generate fresh and expressive movement phrases. By experiencing myriad ways of improvising, making, seeing, deciding, and analyzing, students will begin to locate their own movement habits and personal style, thereby deepening their tools for the creation of well-crafted, imaginative and distinct choreographic works. ** This is an experiential class–we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.**		CA-PA or PE	Term 2
Spring Dance Showcase (Beg/Int)	This is a beginning/intermediate-level choreography class designed for those student dancers interested in creating their own choreographic works to show in the Center Dance Studio at the end of the Spring term. Intended to be a more informal environment than the Winter Dance Concert, this course is for students who are interested in learning more about their own choreographic process and would like a lower stakes forum in which to showcase their ideas. Students can create solo, duet, or	*Prerequisites: Must have taken one term of Intro to Dance Forms, Sources of Movement, or*	CA-PA or PE	Term 3

	ensemble works and will be ushered through a structured process for proposing ideas; generating movement; editing and crafting movement; and giving/receiving feedback. The course will culminate in an informal, public showing. Participation in Spring Dance Showcase is strongly recommended for those dancers interested in choreographing for the Winter Dance Concert during subsequent academic years.	*receive instructor permission.*		
Dance Collaboration & Performance I & II (Int)	This 2-term (Fall & Winter), intermediate-level dance course will provide student dancers the opportunity to collaborate in the creation of a choreographic work with a guest or staff choreographer to be performed in the Winter Dance Concert. Students will be expected to contribute to as well as learn and retain movement created by their collaborators. Participation in all tech/dress rehearsals outside of school during the two weeks preceding the Winter Dance Concert is required – Schedule TBD.	*Prerequisites: Must have taken one of the following: Intro to Dance Forms, Sources of Movement, Spring Dance Showcase, Intergenerational Dance Company, or receive instructor permission.*	CA-PA or PE	2-Term class: Terms 1 and 2
Dance Choreography & Performance I & II (Adv)	This 2-term (Fall & Winter), advanced-level choreography & performance class will provide student dancers the opportunity to create original choreographic works for performance in the Winter Dance Concert. Students will design their projects in response to a predetermined theme and will spend the preceding summer doing in-depth research to prepare a proposal for the start of the Fall term. Starting proposals will require a written brief outlining initial ideas, 3-5 sources, and 1-2 minutes of movement phrase material. Once approved, students will work in solo, duet, or ensemble form in a highly self-directed format. Students may also dance in the choreography of their peers. Participation in this course requires attendance in one weekly rehearsal outside of school on Mondays from 3:30-5:00 PM. This has been coordinated with the athletics program and has been designed with student athletes in mind. Those participating in campus athletics teams are excused from Monday afternoon practices and will be permitted to miss dance rehearsal for Monday afternoon/evening games. Attendance in all tech/dress rehearsals outside of school during the two weeks preceding the Winter Dance Concert is required – Schedule TBD. **Advanced.**	*Prerequisites: Must have taken either Dance Collaboration I & II or Spring Dance Showcase or receive instructor permission.*	CA-PA or PE	2-Term class: Terms 1 and 2
Unwind and Let Go (All Levels)	Feeling stressed out? This class will offer a variety of self-care techniques to help you relax, release, and develop strategies for managing overwhelm. We will explore aspects of guided meditation, breathing techniques, somatics (mind-body connection practices), yoga, journaling, creative expression, and other activities to help fill your toolbox with ways to unwind and let go. ** This is an experiential class–we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.		CA-PA or PE	Terms 2 and 3
Social Dances (All Levels)	This course, co-taught by instructors Katie Faulkner and Davíd Luna, provides an introduction to diverse dance forms that hold partnership, social connection, and cultural expression at their center. Students will explore partner dances such as the Latin dance styles of Bachata and Norteños, as well as group movement forms like Line Dancing, Square Dancing, Soul Train, Contact Improvisation, and more. To deepen our conceptions of the "social" students will also research dance forms that emerged as forms of social protest such as Capoeira, Haka, and Step Dancing. The course will culminate in the creation of a collaboratively-created "folk dance" that expresses the unique identities and social relationships of the members of the class. ** This is an experiential and partner-based class. Participants can expect physical contact with other members of the group. Care will be taken to utilize inclusive non-gendered language when describing partner roles. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.**		CA-PA or PE	Term 3
Intergenerational Dance Company (All Levels)	This unique, multi-age dance ensemble will integrate staff dancers with Middle and Upper school student dancers in the creation of a choreographic work to be performed in the Spring Dance Showcase. The structure of this course is non-traditional–rather than meeting during in-school class	*No dance experience or prerequisites necessary,*	CA-PA or PE	After school on Mondays, Jan - May

	periods, dancers will meet after school from 3:30-5:00 PM one day/week (Mondays) from early January to May. The goal of our time together will be to celebrate and translate into movement the distinct vantage points each body brings to the space centering the idea that dance is a connecting force across age and experience.** This class is coordinated with the athletics program and has been designed with student athletes in mind. Those participating in campus athletics teams are excused from Monday afternoon practices and will be permitted to miss dance rehearsal for Monday afternoon/evening games.**	*however, interested students must gain admission through an application and in discussion with instructor*		
VISUAL ARTS - STUDIO ART				
Ceramics	This class is an introduction to clay-building techniques including hand-building methods and wheel-throwing. These techniques will be used to make sculptural and functional pieces. Once foundation techniques are introduced, projects may explore altering form, surface decoration, structure/construction, and work in a series. Students will be asked to participate in group critiques in class and complete written reflections about their learning process.		CA-VA	Terms 2 and 3
Advanced Ceramics	This course builds upon introductory ceramic coursework and comes with an expectation of mastery of basic handbuilding and wheel skills. Students set goals for themes, skills, and forms they'd like to explore in more depth. Those goals drive the directions students take as they build a portfolio of work throughout the term. Students are expected to push themselves with advanced surface design and ambitious forms. Research and sketchbook studies are expected to be completed at home in between classes. The class will also involve participating in group critiques, crafting artist statements, and creating displays of work in an art show at the end of the term. **Advanced.**	*Advanced Course, Prerequisite: Ceramics, Sculpture recommended.*	CA-VA	Terms 2 and 3
Design	This introductory course will begin with workshops in Design Thinking, to help students understand how to plan for, experiment with, then articulate their ideas. We will incorporate the Elements and Principles of Design as we move through a number of projects with the Design Thinking framework. Design projects will include use of drawing tools as well as digital technologies and will include crafting a promo paper packet for an imagined business (logos, letterhead, text design, cohesion), product design prototypes built from an individual interview and need, Architectural and Landscape design including scale modeling, and Fashion drawings to show color, texture, and style development. This class will always be engaging in drawing exercises throughout the term that are built around these projects.		CA-VA	Term 3
Photography	Students in this introductory course will begin with the history of photography, experimenting with the physics and chemistry of early light-sensitive processes creating cyanotypes and photograms. We then shift to learning how cameras work, with topics including ISO, Aperture and Shutter Speed, Lenses, and Flash. Projects in Composition, Portraiture, Lighting, Action, Landscapes, Still Life, Storytelling, Photojournalism, and Digital Editing will help students show their understanding. We will use current and well-known photographers' work for inspiration, and view work in slideshow format during class with group critiques.		CA-VA	Term 3
Drawing	This introductory course exposes students to a variety of two-dimensional media, and lets them practice skills and techniques necessary for improving drawing skills. Practice will include contour and gesture drawings, as well as experimental work with graphite, pen and ink, charcoal, china marker, chalk and oil pastels, and colored pencils. Students will also work with more than one medium to explore how to further make expressive artwork. Focus is on design and composition principles used in 2-D artwork, and applying them towards projects that encourage students to draw what they see, how they feel and visually share their worlds. The first part of the term will focus primarily on learning about Elements and Principles of Design through creating still life, portraiture and life drawings, landscapes, and storytelling, and the second part of the term will		CA-VA	Term 1

	be spent applying these experiences to further drawing projects in dynamic media, including digital drawing.			
Handcrafts	This introductory course will help you build skills in hand-building techniques with simple, non-tech tools. Much of our work will produce objects of use and will integrate weaving, yarn arts, and sewing, as well as other materials like clay, natural dyes, and inks. Projects may include baskets, brooms, wall-hangings, candles, clothing, fabric design, and dishes, and will always reflect a thoughtfulness about our use of disposable materials. We will learn about arts movements as well as traditional handmade objects of different cultures and reflect how the creative process of handicrafts is held up in contrast to what is perceived to be the alienating effects of industrial labor. Students will produce works based on functional and conceptual prompts. This class focuses on the materials and on the manual engagement involved as part of the work's significance. Unplug, and learn more about all that you can create with your own hands!		CA-VA	Term 3
Sculpture	This class provides an introduction to the world of three-dimensional art and design. Students will explore additive and subtractive sculptural techniques with a wide range of materials: papier mache, fibers, plaster, found objects, and more. With each medium, students will explore the cultural, historical, and environmental context of the material and its use in sculpture. Projects and group critiques will focus on how sculpture can express and evoke emotion, communicate concepts, and provoke questions and reflections.		CA-VA	Term 2
Painting	This course explores the art of painting– using watercolor, gouache, and acrylic paint to create dynamic works of art. We will cover the basics of color theory, material techniques, and the principles of art and design. Students will apply these skills to create abstract and realistic paintings on paper, board, canvas, and found objects/surfaces.	*Recommended to take Drawing or Design first*	CA-VA	Term 3
Portfolio	This is an advanced studio class for students focusing on building and presenting a more independent portfolio of work. It is mainly for 11th and 12th grade students (10th with permission) who have taken at least two materials-based classes in Ceramics, Clay & Sculpture, Photography, Printmaking, Digital Art, or Drawing & Painting. Students will sign up for both terms of this fall and winter class and work during the fall term to develop skills in a wide variety of materials through advanced art experiments of their own design, then have the winter term to work independently to solidify their visual voice and compile their portfolios. Near the transition between fall and winter terms, students will attend virtually or in person (as part of the course curriculum), a National Portfolio Day event. National Portfolio Days are meant as opportunities for high school students to present a body of their work to a variety of Art Schools from all over the US and abroad. Being self-motivated and focused is of the utmost importance, as this class offers a lot of studio time to work on individual projects, but aiming to attend an art school or study art after CFS is not a prerequisite. In the Winter Term students will develop their artist statements and create an Art Process Video to accompany their body of 8-12 pieces. Students may not sign up for winter term without being enrolled in the fall term. **Advanced.**	*11th and 12th grade only; prerequisite: at least 2 arts classes (VA); two term course*	CA-VA	2-term class: Terms 1 and 2
FILM				
Animation Film Studio	A space for collaborative learning, imagination, and experimentation. Students bring story, character development, and world-building together as they navigate open-source filmmaking and 3D design to produce their own animated films. With today's technologies, drawing is not a prerequisite for this course--creativity and a hunger to learn are. It is highly recommended that students take Writing for Short Film in the Fall Term before taking this course, so we can jump right into storyboarding, character rigging, scene and sound design, motion, and how to direct voice actors for a full short animated film production.		CA-VA or CA-PA	2-term class: Terms 2 and 3

Cinema Studies Seminar	Creating a community of scholars who learn to read films together. This course explores issues relevant to the impact cinema has had on the community while also reflecting or misrepresenting it. Students explore and critique the craft of visual storytelling from the early days of cinema to where it is today. Students will also help support the community cinema program by co-producing the "Film Talks" podcast with the instructor and hosting a cinema screening series on campus. **Advanced.**	*11th and 12th grade only*	CA-VA	2-term class: Terms 1 and 2
Film Projects 1 / 2 / 3	Students who take film projects multiple times will have higher expectations each term concerning their deliverables, contribution to other student projects, and quality of work. Students who finish Film Projects 1 need to turn in all film assignments for a complete. Students in Film Projects 2 will need to turn in all films, a learning portfolio, and an electronic press kit (EPK). Students who take the course three or more times will be required to turn in all the above plus submit a "sizzle reel" at the end of the term that can be sent to art or film schools or be used to market the student's own creative potential. All levels can choose between documentary, narrative, experimental, and music video projects. Students wanting to work on animation are encouraged to take the animation studio course. **Advanced option available.**		CA-VA or CA-PA or CS	Terms 1 and 2
Music Video Production	In this course, students analyze ways in which artists combine visual imagery and storytelling. Students produce three music videos to be screened in the community; ideally, these cinematic creations add to the singing artist's song to create new dimensions of artistic freedom and imagination. Students will explore narrative, montage theory, documentary, and experimental film techniques while cross-pollinating and co-creating new rules for a very disciplined craft. Students learn by watching, producing, and discussing music videos for technique, storytelling, and social impact. Some students may bring in their own original songs; however, being a musician is not an expectation for the course--collaboration is. We will harvest songs from many sources including popular culture to reimagine new versions that express the filmmaker's meaning-making. We will play with light, motion, time, and place. This is an excellent opportunity for writers, dancers, choreographers, and cinematographers to learn from each other for the purpose of learning film.		CA-VA or CA-PA	Term 3
Writing for Short Film	This class functions as a workshop in which students gain an understanding of the basic essentials of short screenplay writing including: act structure, dialogue, dramatic conflict, character development, screenplay format, and visual storytelling. Students will also be introduced to principles of directing, casting, location scouting, and preparing storyboards and shot lists. Students will produce "video drafts" of opening scenes to experience how the written word is made visible. Final screenplays will not exceed 15 pages and will be eligible for production through the Film Collective at CFS following the course. **In the spirit of developing a collaborative arts community on campus, our class will engage in Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within community.**		CA-VA or LA	Term 1
Legacy Film Lab	Legacy Film Lab is the new home for what used to be Senior Projects. In honoring the value of Truth continually being revealed, and the testimonies of Stewardship, Peace, Integrity, Community, Equality and Simplicity, the film program invites Juniors and Seniors to document the transformative journeys created when one follows their passions and lets their life speak. Imagine being able to have the time, space and resources to discover and pursue that which inspires you? Legacy Film Lab is a space where Juniors and Seniors can explore how they can turn their passions into a community impact film with a social entrepreneurship twist. Students learn to use film and a project website to showcase multi-platform storytelling, calls for action, community engagement and transformation. Ultimately, students learn to project management and realize their imagination for the	*11th and 12th grade only*	CA-VA or CA-PA or CS	Terms 1 and 3

	purpose of leaving a legacy for the school community that will be captured through inspiring Imagination Legacy documentaries and for screening at the end of the year. **Advanced.**			
Film is Engineering	An opportunity to immerse yourself in STEAM through this co-taught class by the Science and Film Program. "Film is Engineering" is a one-trimester elective that builds on the Intro to Engineering class and helps develop the whole student through the design and realization process. This course prepares students to present prototypes to potential investors through film and marketing kits. The journey begins with desire, imagination, project management and storyworlding while using film as a research tool. By the end of the term, students will define an invention, pitch their ideas, develop and test a prototype, redesign a final product, create a website, and produce a documentary film that students will present in our capstone Legacy Showcase. A commitment to pre-course assignments and meetings is required.	*Prerequisites: Intro to Engineering and check-in with the film program.*	CA-VA or CA-PA or SC	Term 3
VISUAL ARTS - OTHER				
Upper School Yearbook	In this course students will gain skills in advanced publishing techniques, copywriting, editing, photography, camera usage, and compositional skills. We will also focus on layout and page design as the class will work cooperatively to produce a timeless, creative, and innovative publication that will record our school's community, memories, and events. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Please note that a core component of our work will occur outside of the classroom including attending sporting events and other school-sponsored activities (the play, dance concerts, sports, etc.).		CA-VA or CS	Year
ENRICHMENT (ER)				
Chess	Whether you're a beginner just learning the game or a more experienced player, you'll enjoy yourself in this chess elective. We'll teach you how to play or set you up in a friendly in-house tournament with others of your skill level. We'll also make sure to have some great 80s music or cool jazz playing, unless you find something else more inspirational. We'll also look at some chess openings, strategies, and essential concepts. Chess puzzles as warm-ups will also be part of this class. Come pull up a seat at a chess board and watch the time fly by.		ER	Term
Life After CFS	This course celebrates all potential paths, but no matter what direction students take, they will be making life transitions, growing and building new and existing relationships, altering their health and fitness, and (hopefully) considering their financial and economic future. Life After CFS is an orientation on how to tackle those challenges through purposeful research, planning, and discussion.	*12th grade only*	HS or ER	Term 3
Exploring *Anime*: Culture and Community of Japanese Animation	This elective offers students a guided exploration into the world of anime, a journey that travels from its origins to its current global phenomenon status. In this journey of screenings, readings, discussions, and more, students will learn to analyze anime through interdisciplinary lenses, such as literary and sociological perspectives. Moreover, students will examine a curated list of films and episodes to develop and strengthen their understanding and appreciation of the cultures which have generated and continue to generate this art form in all its diverse characteristics, genres, and classifications. Emphasis will be placed on the analysis of works by major *mangakas*, directors and studios including: Ohba, MAPPA, Ufotable, Kizu, Miyazaki, Shinkai, Studio Ghibli, Togashi, Fujimoto, and Higashimura. Specific areas of interest the course hopes to explore include, and expands to the personal inquiries of the student participants: gender and queer representation, human nature, international consumption of *anime* as a media export, among others. In addition to the study of anime, both students and instructors will be expected to study the Japanese language at their own pace throughout the course, with special in-class attention given to developing the skills and strategies to do so.		ER	Term 2

Teaching Methods	This course will be offered in the third trimester and it is open to seniors and to juniors who are interested in teaching a class to their peers in their senior year. Participants in the class will learn the basics of lesson planning, charting out the scope and sequence of their class, writing their class descriptions, and running a classroom on a day-to-day basis. In addition to learning different teaching strategies, students will also be doing classroom observations of other teachers and preparing and teaching their own lessons in classrooms around the school. **Advanced.**	*Open to 11th grade only*	ER (CS credit for teaching course)	Term 3
Reclaiming Reading	In this enrichment elective, you'll have time and space to read what YOU want to read. While the majority of our time will be spent reading, we'll also be discussing books, using selection tools, and connecting with authors.		ER	Term 1
Compass for Cognition	In this course, students will work toward individual and group goals related to executive functioning, note-taking, and studying. Through guided activities and direct instruction, students will learn how to utilize organizational and technological tools effectively as they build skills and practice strategies. *No outside work will be required for this class.*		ER	Term 1
STUDENT-TAUGHT COURSES				
Banned Books and their Cultural Relevance	Imagine a world where no matter what you watch or read, you will never find yourself represented in it. This is what institutions across the country and beyond are attempting to do with school libraries– erasing our individuality and voice in the literary world. In this course, we will both read and analyze banned books for their denied importance, and take direct action against these bannings. Free expression, thinking for ourselves, and unrestricted information are our rights as students and people! We will read pieces from authors such as Angie Thomas (The Hate U Give), Shel Silverstein, Audre Lorde, Casey McQuiston, George Orwell, Toni Morrison, and more, and students will have the opportunity to select their own banned book to read and discuss. This class is discussion based, and open to anyone who loves to read and think critically.		EN	Term
Cooking for Beginners	Cooking is a form of connection. However, some see cooking as daunting and difficult. This course will provide a safe environment to learn simple and broad cooking skills that can be applied across many recipes. Half of the time will be spent in the classroom learning about the materials, safety, ingredients, and techniques of cooking, while the other half will be spent in the kitchen practicing what we learn in the classroom. This is a beginner course and people with little to no kitchen experience are encouraged to join. Because this course involves potentially dangerous objects like knives and hot surfaces, students must be prepared to handle course activities responsibly.		EN	Term
Debate and Civil Discourse	In the right lens, debate has the power to change opinions and bring people together. In this course students will use the format of debate to learn how to effectively communicate and actively listen. Students will gain important skills that they will then be able to use in real world conversations and situations, such crafting and supporting an argument, and productively engaging with the other members of the debate. In this course students will debate meaningful topics and explore their power to connect people. Students will leave this class with in-depth knowledge about how to participate in discourse with an open mind.		EN	Term
Heroes in the Holocaust	The Holocaust was undoubtedly one of the most horrific events in human history. Yet, in the face of pure evil, some brave people stood against the Third Reich, saving themselves and others. In this seminar, students will learn about the heroes who made a difference in the fight against the state-sponsored genocide. Students will begin the course with a broad historical context preceding the event and the genocide itself. Students will gain a basic understanding of essential concepts and events. Through a discussion-based seminar about the Holocaust and its pervasive consequences, students will grapple with fundamental questions like: What does the Holocaust tell us about how genocide happens? What factors compel people to collaborate or resist		EN	Term

	their occupiers? To answer these seminal questions, we will learn about people from all walks of life using survivor testimonies and other primary sources. Note: this course covers topics surrounding genocide and murder, and is therefore targeted towards 11-12 graders who are willing to grapple with this difficult subject matter. If a student in 9th or 10th grade wishes to take this course, they should speak to their advisor about it first.			
Introduction to Animal Behavior	Understanding the processes behind animal and human cognition is essential in understanding our connection to the natural world. In this course, students will explore how animal and human minds are connected, as well as the evolutionary history of cognition in animals. This course will consist of hands-on activities, documentaries, guest speakers, and several opportunities to do research on relevant topics. Students will delve into the topic of human impact on our environment and current efforts to reverse these changes that involve animal reintegration and behavioral research. Furthermore, they will have the opportunity to challenge the morality behind humanitarian organizations and learn how to distinguish between those that are respectable and those that are dishonest. Ultimately, students will leave this course with a deeper understanding of cognitive pathways in both animal and human minds, along with the practical knowledge of applying these concepts to real-world scenarios.		EN	Term
Introduction to Local Government	While the activities of federal and state governments are regularly featured in the news, local government shapes our daily lives in big ways that we might not appreciate or even imagine. In this course, students will learn about the organization and responsibilities of local government and understand the current legislative priorities of our elected leaders. We will accomplish course objectives through self-directed learning and research, group discussions, and communication with elected officials. The overall course goal is for us to become more informed and engaged future voters and advocate for issues that affect our local communities.		EN	Term
Mycology Mastery	Fungi are perhaps the most intriguing yet overlooked kingdom of life on Earth. In this introduction to mycology, we will clear the haze of misconceptions surrounding fungal life with field work, labs, and research. Students will learn all the basics of fungal anatomy, species, function, edibility, medicinal uses, and more, effectively becoming specialists in fungal ecology. This course will feature many hands-on activities and forest walks, and students will gain experience with both research and practical scientific skills.		EN	Term
Philosophical Origins of Government	Why do humans feel the need to be governed? What are the beliefs that ground the governments we see today? In this course, we will answer these questions by looking at the philosophical ideas and philosophers that gave rise to the types of government that are commonly used today. First, we will create a foundation by learning about many political and economic systems and where they have been used. Then we will dive deeper into philosophers and their philosophies, studying their lives, key beliefs, and impact. These philosophies are often grounded in bizarre, selfish, and even bigoted beliefs about human nature and the purpose of humans in the world, so be ready to use a critical lens to challenge and discuss them with your peers! By the end of this class, students will have a much deeper perspective of how the world is run and the philosophical ideologies that led it to be that way.		EN	Term
The Taylor Swift Phenomenon	Taylor Swift is not just a singer, but a cultural icon. In this class we will examine Swift's life, lyricism, feminism, and cultural impact. We will discuss music marketing, the music industry, and Swift's musical evolution. Despite conflicting and controversial opinions on Swift, it is undeniable her career is a rare and real representation of what goes on behind the scenes of the entertainment industry: the good, the bad, and the ugly. From being mildly interested to being a die-hard fan, every respectful perspective is welcome.		EN	Term
HEALTH AND HUMAN SEXUALITY - 1 credit required (HS)				

CFS Life	The transition into Upper School is one of excitement as well as trepidation. It is a unique point in a young person's life. It is a time of varying emotional, social, physical, and intellectual growth. Carolina Friends School not only wants to name this transition but address it by providing this two-term class for all 9th graders as a supportive and foundational experience that focuses on these timely issues. The goals of CFS Life class are to ease the transition into Upper School as well as address the health issues teens face as they move toward adulthood. Major areas addressed are Upper School orientation, Quaker philosophy, diversity and equity and inclusivity, study skills, creating healthy relationships and identifying unhealthy relationships, mental health, spiritual health, wellness and self-care, sexual health, and drug education. CFS Life aims to help students develop independence, self-advocacy and awareness, teamwork skills, and interdependence through activities, workshops, guest experts, art and design projects, movement experiences, and games. (Some 11th or 12th grade students apply for mentorship roles and support the 9th grade students throughout this course.)	*Required for all 9th grade students*	HS and PE	2-term class: Terms 1 and 2
Life After CFS	This course celebrates all potential paths, but no matter what direction students take, they will be making life transitions, growing and building new and existing relationships, altering their health and fitness, and (hopefully) considering their financial and economic future. Life After CFS is an orientation on how to tackle those challenges through purposeful research, planning, and discussion.	*12th grade only*	HS or ER	Term 3
LANGUAGE ARTS - 12 credits required (LA)				
Foundations of Literature	This year-long course is designed to provide an introduction to literary analysis, a space to explore your own relationship with literature, an opportunity to develop your reading and writing skills, and a place for deeper reflection about your relationship with the natural world. In the first term, our theme will be "Seeing," as we explore differing perspectives and learn how to examine literature with a critical lens. Our second term's theme will be "Choosing," and we will close the year looking at "Belonging.".Throughout this class, you will be asked to understand how others have explored their relationships with themselves and with their changing worlds, and to clarify and intensify your own ability to explain those relationships.	*Required for all 9th grade*	LA	Year
Communities and Their Stories in Literature	In this year-long class, students will engage in weekly Socratic seminars to explore the complex nature of personal, cultural, and community identities. Using challenging and diverse literature as a lens, students will craft and explore their own thought-provoking questions in analytical essays, poetry, and short story writing. It is important to dissolve the boundaries of "us" and "them," and to dig into texts as a study of the self in context. We will read a large variety of texts that address issues of power, family dynamics, community, race, and gender in order to continue developing a "sense of self" and how we fit into the world.	*Required for all 10th grade*	LA	Year
American Literature	This year-long study of American Literature will explore the idea of "America" and all that the term "American" implies. We'll use critical lenses to examine what values and ideals–positive and negative–show up in major works of American literature and what rhetorical and literary techniques allow those values and themes to shine. Through discussion, analytical and argumentative writing, creative projects, and reading across genres, we will explore the moral and political implications of defining something as "American."	*Required for all 11th grade*	LA	Year
***Beloved* by Toni Morrison and Other Neo-Slave Narratives (Senior Literature)**	*Beloved* by Toni Morrison is a seminal work of American fiction that illustrates the destructive impact of slavery on families and on the psyche. This course will include an in-depth exploration of the novel through literary analysis, analytical writing, and seminar discussions. We'll also consider *Beloved* in conversation with other works about slavery in the United States written in the later half of the 20th century and beyond (often called "neo-slave narratives"), all the while reckoning with the enduring legacy of American slavery and honoring the humanity and power of those who	*12th grade only*	LA	2-term class: Terms 1 and 2

	endured it. Students signing up for this Senior Lit offering should be prepared for a rigorous reading and writing schedule. Students should also expect difficult content including murder, racial slurs, and physical and sexual abuse. [Questions about this? Reach out to Holly.] Beloved is an emotionally and academically challenging novel with incredible literary and societal value. In this course, we will work through those challenges and uncover that value together while preparing for college-level discussion and writing. **Advanced.**			
Comic Lit: Graphic Novels and Manga (Senior Literature)	Comic literature—or sequential art including graphic novels and manga—utilizes multiple literacies to inform, challenge, and engage. In this Senior Lit course, we will explore the works of several contemporary comic artists including Thi Bui, Junji Ito, Alan Moore, and Alison Bechdel, and examine and reflect on the ways literary concepts like point of view or motif are translated into a visual medium. The course will be structured along six topics (from Scott McCloud's influential textbook *Understanding Comics*): iconography, the gutter, time-frames, lines, words and pictures, and color. Each touchstone will be studied in tandem with a comic work to illuminate the concept. Assessments will include regular participation in class conversations and students will practice crafting and supporting thesis statements in college-level writing assignments for their midterm and final. **Advanced.**	*12th grade only*	LA	Term 3
Historical Fiction (Senior Literature)	This senior literature course offers students an opportunity to explore the richly detailed, immersive worlds of historical fiction, with a focus on themes including power dynamics, identity, empathy, and resilience. Anchor texts will include *People of the Book* by Geraldine Brooks and *The Night Watchman* by Louise Erdrich. The course will involve interdisciplinary explorations of the historical references in the texts through primary documents and research, as well as critical analyses of the concept of "truth" as it is conveyed through narratives of the past. Students will explain their thinking by crafting college level arguments and supporting their theses with detailed evidence utilizing scholarly sources. **Advanced.**	*12th grade only*	LA	Term 3
MidEast Mysticism in Western Literature (Senior Literature)	Through examinations of spiritual and political upheaval, this Senior Lit course explores culture, community and conflict to draw upon the value of understanding within self, otherness and a possible Divine. Readings consider modern tensions between the East and West through voices that have stepped away from the tribe into "third cultures" and mystical realms. The texts include: *The Alchemist* by Paola Coelho, and *Forty Rules of Love* by Elif Shafak. This course is structured like a college seminar with three writing assignments including a spiritual philosophy statement, a midterm argumentative essay and final critical analysis essay. Students are required to present and workshop their writings. These projects will capture the essence of the themes, conflicts and transcendence the students discover in the course and within themselves. **Advanced.**	*12th grade only*	LA	Term 1
Modern and Contemporary Poetry (Senior Literature	Poetry has the power to both reflect and shape society. In this Senior Lit course we will explore the works of several modern and contemporary poets including Nikki Giovanni and Ocean Vuong, and will examine how stylistic and structural features can communicate personal and cultural identity and speak to contemporary issues. Students will practice crafting and supporting thesis statements in college-level writing assignments including close reads and literary analysis. **Advanced.**	*12th grade only*	LA	Terms 1 and 3
Poetry in Translation (Senior Literature)	If writing poetry is an art, then translating poetry from another language is an art as well. In this Senior Lit course we will explore the process of and poetic results of translation. We'll try our hand at the art of translation and analyze multiple versions of works by authors whose poetry was originally written in a language other than English. We will prepare for and practice college-level reading, discussion and writing as we explore literary techniques and themes that defy language barriers. **Advanced.**	*12th grade only*	LA	Term 2
Russian Literature (Senior Literature)	Perhaps you've heard the expression, go big or go home. In this class, we will be going big with a deep dive in a large Russian novel. As a class, we will decide which novel most interests us: The	*12th grade only*	LA	Term 2

	Brothers Karamazov, Anna Karenina, or War and Peace. All of these are considered among the greatest novels ever written. We'll spend some time learning about the context in which these novels take place, but mostly we'll explore the questions these authors provoke in us as we travel through the literature. This will be a discussion-based class. These novels consistently provoke rich conversation thanks to their deep themes and complex characters. Assessments include regular participation in our conversations and two essays–one as a midterm and the other as a final–in which you will explore a personally meaningful question of your own related to the literature. **Advanced.**			
Southern Gothic Literature (Senior Literature)	In this class, we will explore the murky world of humanity on the edges of society as reflected in ten short stories and one novel. Southern Gothic literature often involves violence, eerie settings, misfits, and an atmosphere of decay, so brace yourself for intensity as you enter into the lives of people struggling to survive in a world full of internal and external conflicts. We will read powerful stories by Edgar Allan Poe, Ambrose Bierce, William Faulkner, Richard Wright, Flannery O'Connor, William Gay, and Cormac McCarthy. We will also read one contemporary Southern Gothic novel, Sing, Unburied, Sing by Jesmyn Ward. This is primarily a discussion-based class. Assessments include two major essays which will serve as a midterm and final for this course. **Advanced.**	*12th grade only*	LA	Terms 1 and 3
Theater-Related Senior Literature (TBD)	The specifics of this offering will be determined by the new Theater teacher after they are hired, but students can expect this Senior Lit course to focus on a topic related to performing arts texts. **Advanced.**	*12th grade only*	LA	Term 2
LANGUAGE ARTS ELECTIVES				
Creative Writing	Since our earliest ancestors gathered around the fire, humans have had an insatiable thirst for tales spun by imagination. Writing enables us to share stories across space and time. What are your stories? What worlds can you create? This course offers students the opportunity to practice various forms of creative writing and the option to share their work with the class. We use structured exercises as a springboard to free writing while taking a look at some excerpts from classic works to answer the question "How did they do that?" As Stephen King contends: "You can, you should, and, if you're brave enough to start, you will" become a writer.		LA	Term 3
The Films of Wes Anderson	In this class, we will view, analyze, and discuss the unique films of Wes Anderson. We will look at the way Anderson uses symmetry, tableau compositions, color, hyper-stylized sets, and long takes to create meaning. His choice of music and costuming will also be explored. We will discuss themes that often appear in Anderson's films, including that of misfits searching for their place in the world. The films that will anchor this class are *Moonrise Kingdom*, *The Fantastic Mr. Fox*, *Isle of Dogs*, and his most recent and complex film, *Asteroid City*. For the larger assessments, you will write an analytical essay addressing a question that intrigues you about an aspect of Anderson's films; and you will write a scene, using standard screenplay format, that reflects Anderson's style.		LA	Term
Science Fiction	This class will explore the science fiction of Ursula LeGuin, Philip K Dick, and Ted Chiang. *The Left Hand of Darkness*, *Do Androids Dream of Electric Sheep*, and "The Story of Your Life" are the primary texts. We'll also view most of *Blade Runner* and all of *Arrival*, and address questions about what it means to be human, what the future holds, and the nature of memory and reality. This is primarily a discussion-based class, but there's no pressure to meet a comment quota each day. For the assessments, you will choose what mediums work best for you: visual arts, creative writing, essays, or other ideas you suggest. What matters most is investing in your own questions related to science fiction and expressing your thinking in a personally meaningful way.		LA	Term
Writing for Short Film	This class functions as a workshop in which students gain an understanding of the basic essentials of short screenplay writing including act structure, dialogue, dramatic conflict, character		LA or CA-VA	Term 1

	development, screenplay format, and visual storytelling. Students will also be introduced to principles of directing, casting, location scouting, and preparing storyboards and shot lists. Students will produce "video drafts" of opening scenes to experience how the written word is made visible. Final screenplays will not exceed 15 pages and will be eligible for production through the Film Collective at CFS following the course. **In the spirit of developing a collaborative arts community on campus, our class will engage in the Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within the community.**			
PHYSICAL EDUCATION - 6 credits required (PE) **Participation on a team earns 1 credit. Dance classes in which students are physically active are cross-listed as Physical Education and Cultural/Performing Arts classes. Students may meet either requirement with a dance class, but may not count one class toward both requirements.**				
Aikido-合気道	Aikido is a modern Japanese martial art based on the Samurai arts and developed by Morihei Ueshiba (O'Sensei) in the 1920s. Aikido (often translated as "the way of harmonious spirit" or "conflict resolution in a martial art") is a defensive martial art that involves redirecting an opponent's energy rather than meeting force with force. In this class, we will learn the basic techniques, including falls, rolls (Ukemi), throws, and joint locks, that make this art as beautiful as it is effective. Aikido's techniques include Irimi (entering), and Tenkan (turning) movements (that redirect the attacker's momentum), including various types of throws, joint locks, and Kokyu nage (breath throws and breathing techniques). There will be some weapons work and Kata(forms), using wooden swords (Bokken) and wooden staffs (Jo). Through this class, we will gain an introduction to somatics as it pertains to understanding that the body is truly part of us and not a separate entity. As this is a Japanese Martial Art there will be some basic emphasis on cultural etiquette and usage of Japanese language/terms in the class in a Dojo (training hall) setting. A uniform may be worn, but will not be required. Students should wear loose clothing (long pants/sweatpants and long sleeve shirts).		PE	Term
Introduction to Dance Forms (Beg)	Introduction to Dance Forms is a beginning level dance class designed to expose students to a variety of technical approaches to movement. Through embodied experiences with dance styles such as modern/contemporary, tap, hip hop, social dance, clogging, classical indian dance, tiktok dances, and more, students will develop new and expanded verbal and physical vocabularies. Students will also analyze how core movement concepts such as: body organization and coordination; movement initiation; rhythm and musicality; use of personal and general space; investment in energy qualities; and personal expression arise differently across diverse forms. Out-of-class work will include written reflections, performance viewings/writings and collaborative, creative projects. The course will culminate in a final, in-class showing. ** This is an experiential class – we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.		CA-PA or PE	Term 1
Sources of Movement: Beginning Choreography (Beg)	This introductory choreography course will expose students to diverse processes for sourcing movement-based ideas toward the development of choreographic studies. The curriculum will consist of in and out-of-class assignments that draw upon sources such as personal identity/history, the natural world, text/narratives, music/sound, site, and other art forms to generate fresh and expressive movement phrases. By experiencing myriad ways of improvising, making, seeing, deciding, and analyzing, students will begin to locate their own movement habits and personal style, thereby deepening their tools for the creation of well-crafted, imaginative and distinct choreographic works. ** This is an experiential class–we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.**		CA-PA or PE	Term 2

Spring Dance Showcase (Beg/Int)	This is a beginning/intermediate-level choreography class designed for those student dancers interested in creating their own choreographic works to show in the Center Dance Studio at the end of the Spring term. Intended to be a more informal environment than the Winter Dance Concert, this course is for students who are interested in learning more about their own choreographic process and would like a lower stakes forum in which to showcase their ideas. Students can create solo, duet, or ensemble works and will be ushered through a structured process for proposing ideas; generating movement; editing and crafting movement; and giving/receiving feedback. The course will culminate in an informal, public showing. Participation in Spring Dance Showcase is strongly recommended for those dancers interested in choreographing for the Winter Dance Concert during subsequent academic years.	*Prerequisites: Must have taken one term of Intro to Dance Forms, Sources of Movement, or receive instructor permission.*	CA-PA or PE	Term 3
Dance Collaboration & Performance I & II (Int)	This 2-term (Fall & Winter), intermediate-level dance course will provide student dancers the opportunity to collaborate in the creation of a choreographic work with a guest or staff choreographer to be performed in the Winter Dance Concert. Students will be expected to contribute to as well as learn and retain movement created by their collaborators. Participation in all tech/dress rehearsals outside of school during the two weeks preceding the Winter Dance Concert is required – Schedule TBD.	*Prerequisites: Must have taken one of the following: Intro to Dance Forms, Sources of Movement, Spring Dance Showcase, Intergenerational Dance Company, or receive instructor permission.*	CA-PA or PE	2-Term class: Terms 1 and 2
Dance Choreography & Performance I & II (Adv)	This 2-term (Fall & Winter), advanced-level choreography & performance class will provide student dancers the opportunity to create original choreographic works for performance in the Winter Dance Concert. Students will design their projects in response to a predetermined theme and will spend the preceding summer doing in-depth research to prepare a proposal for the start of the Fall term. Starting proposals will require a written brief outlining initial ideas, 3-5 sources, and 1-2 minutes of movement phrase material. Once approved, students will work in solo, duet, or ensemble form in a highly self-directed format. Students may also dance in the choreography of their peers. Participation in this course requires attendance in one weekly rehearsal outside of school on Mondays from 3:30-5:00 PM. This has been coordinated with the athletics program and has been designed with student athletes in mind. Those participating in campus athletics teams are excused from Monday afternoon practices and will be permitted to miss dance rehearsal for Monday afternoon/evening games. Attendance in all tech/dress rehearsals outside of school during the two weeks preceding the Winter Dance Concert is required – Schedule TBD. **Advanced.**	*Prerequisites: Must have taken either Dance Collaboration I & II or Spring Dance Showcase or receive instructor permission.*	CA-PA or PE	2-Term class: Terms 1 and 2
Unwind and Let Go (All Levels)	Feeling stressed out? This class will offer a variety of self-care techniques to help you relax, release, and develop strategies for managing overwhelm. We will explore aspects of guided meditation, breathing techniques, somatics (mind-body connection practices), yoga, journaling, creative expression, and other activities to help fill your toolbox with ways to unwind and let go. ** This is an experiential class–we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session.		CA-PA or PE	Terms 2 and 3
Social Dances (All Levels)	This course, co-taught by instructors Katie Faulkner and Davíd Luna, provides an introduction to diverse dance forms that hold partnership, social connection, and cultural expression at their center. Students will explore partner dances such as the Latin dance styles of Bachata and Norteños, as well as group movement forms like Line Dancing, Square Dancing, Soul Train, Contact Improvisation, and more. To deepen our conceptions of the "social" students will also research dance forms that emerged as forms of social protest such as Capoeira, Haka, and Step Dancing. The course will culminate in the creation of a collaboratively-created "folk dance" that expresses the unique identities and social relationships of the members of the class. ** This is an experiential and partner-based class. Participants can expect physical contact with other members of the group. Care will be taken to utilize inclusive non-gendered language when describing partner roles. While no prior experience is necessary,		CA-PA or PE	Term 3

	students must be willing to engage fully and physically in every class session.**			
Intergenerational Dance Company (All Levels)	This unique, multi-age dance ensemble will integrate staff dancers with Middle and Upper school student dancers in the creation of a choreographic work to be performed in the Spring Dance Showcase. The structure of this course is non-traditional–rather than meeting during in-school class periods, dancers will meet after school from 3:30-5:00 PM one day/week (Mondays) from early January to May. The goal of our time together will be to celebrate and translate into movement the distinct vantage points each body brings to the space centering the idea that dance is a connecting force across age and experience.** This class is coordinated with the athletics program and has been designed with student athletes in mind. Those participating in campus athletics teams are excused from Monday afternoon practices and will be permitted to miss dance rehearsal for Monday afternoon/evening games.**	*No dance experience or prerequisites necessary, however, interested students must gain admission through an application and interview process.*	CA-PA or PE	After school once per week, Jan - May
Nature Court Basketball	This class will be devoted to playing 3 v 3 basketball outside, on the nature court. The focus of the class will be play, as opposed to drills and tactics. A familiarity and comfort in playing basketball and competing is a requirement of the course as credit will be determined based on participation. Each class will begin with a dynamic warm up and conclude with a cool-down session and static stretches to promote the recovery process.		PE	Term 1
Indoor Soccer	This class is designed to give the students an opportunity to receive a good workout from playing soccer in the gymnasium. A futsal ball is used, which is smaller and heavier than a regulation-size soccer ball; this is more conducive to indoor play. The class provides the right balance of fun and intensity. Each class will begin with a dynamic warm up and conclude with a cool-down session and static stretches to promote the recovery process.		PE	Term 2
Cross Country Running	This class is solely devoted to running the school's wonderful cross-country trail. Each class we will gather and warm up via dynamic stretches, after which we will spend time running the course, building both our distances and times while keeping track of our progress across the term. All classes will conclude with a cool-down session and static stretches to promote the recovery process.		PE	Term 3
Strength and Conditioning	During class students will learn a variety of terminology and movements that will be provided below. Along with terminology students will also be prepared and expect to work out every class period to improve their overall knowledge and level of fitness in regard to strength and conditioning. Goal setting plays a huge factor in this class and helps students determine what they should be working on, on a daily basis. Early in the trimester we will learn basic terminology, proper exercise techniques and safety procedures in order to use equipment properly. Once students have provided a S.M.A.R.T. goal, we will then work together to put together a plan for them to stick to until they either reach their goal or decide they have a new goal in mind. Each week, students will have the opportunity to participate in a variety of workouts.		PE	Term
Sports Teams	Fall: **Season begins officially on July 29th** Boys Soccer Girls Tennis Boys Ultimate Girls Ultimate Girls Volleyball Girls Golf Boys and Girls Cross Country Winter: Season begins officially on October 24th Boys Basketball Girls Basketball Boys and Girls Swimming		1 PE per season	Term

	Boys and Girls Indoor Track Spring: Season begins officially on February 10th Boys Tennis Girls Soccer Boys and Girls Track & Field Boys Golf			
Walking in Nature	Evidence shows that being in nature regularly has all kinds of positive impacts on our lives. In this PE class, we will walk the paths around campus and through the local communities. We will walk the well-marked paths of Duke Forest, but we will also get out and explore some new places. While we are walking, we will have an opportunity to get to know each other better. All are welcome.		PE	Term
Yoga	In this class we will explore all the basics of a complete yoga practice. We will learn a variety of yoga poses, specific ways of breathing, guided meditation, restorative poses, and deep rest techniques. In addition to increasing strength and flexibility, our practice will also emphasize how a focus on clear alignment can help prevent injury and ease discomfort in the body. Most importantly, we'll be learning and practicing powerful tools to help alleviate the negative effects of stress and support mindfulness. ** This is an experiential class – we will be moving. While no prior experience is necessary, students must be willing to engage fully and physically in every class session. **		PE	Terms 1 and 3
SERVICE LEARNING (formerly Community Service) - 6 credits required (CS)				
Building Techniques	There are many ways that you can engage in service learning. It can look like outreach, community building, social justice work, stewardship, and more. Classes offered by the shop staff use a stewardship lens to guide our service work. This approach creates an experience where you all are the stewards of place, of each other, and your community. As much as possible, stewardship of the environment is incorporated into the experience as well. We reuse a lot of materials when possible and create outdoor spaces for people to enjoy our natural world. While engaging in our work, you will have an opportunity to learn skills that will help you during our designing and building process. The hope is that this class offers you a learning lab environment to help build your skills in collaboration, communication, problem-solving, design, stewardship, and building techniques. Focused on service across CFS campus.		CS	Term
Costuming for the US Fall Production	This class will curate and make costumes for the US Fall production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students must be available to work outside of school hours during Tech Week and Show Weekend in October. Those precise dates and times will be given before the end of the Drop/Add deadline.		CA-PA or CS	Term 1
Costuming for the MS Musical	This class will curate and make costumes for the MS Winter musical production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students must be available to work outside of school hours during Tech Week and Show Weekend in February. Those precise dates and times will be given before the end of the Drop/Add deadline.		CA-PA or CS	Term 2

Costuming for the US Spring Production	This class will curate and make costumes for the US Spring production. We will read and research the chosen play, learn our way around the costume shop and its contents, practice hand and machine sewing, dabble in draping and pattern making, complete alterations, organize costume plots and changes, and prepare for and work the shows themselves. By the time we reach production, students will have been introduced to the complete process of costuming for live theater. To obtain credit students must be available to work outside of school hours during Tech Week and Show Weekend in late April/early May. Those precise dates and times will be given before the end of the Drop/Add deadline.		CA-PA or CS	Term 3
Mentors for CFS Life Class and 9th Grade End-of-Year Experience	This two-term service class fulfills three purposes. First, this group of older students will mentor 9th grade students by seeking to befriend, guide, and support the 9th grade students as they acclimate to Upper School life. The mentors will play a key role in helping to build cohesion and leadership in the class. Second, the mentors will join the 9th graders on retreat days, field trips, and ideally accompany them on their End of Year Experience. And finally, this group will commit to attending Clerks regularly as a way to share insight and support input from the 9th grade class. Mentors are trained in peer mentoring and preventing child sexual abuse. **Advanced.**	*11th grade only* *Students must apply to be considered for this course.*	CS EOY (Intern-ship)	2-term class: Terms 1 and 2
Quaker Leadership	This class is an opportunity to not only be a leader, but to learn strategies and techniques of leadership with a grounding in the non-hierarchical practices that Quakerism provides. We will learn about the foundations of clerking, providing students the chance to practice leading and engaging collaboratively as we use Design Thinking to create programs for the school. Students in the class will design workshops for the Middle School, Lower School, and Early Schools to further build community across units. This is an excellent class to take if you are also interested in Teaching Methods and Student Ambassadors, as you will have the opportunity to learn strategies that help you to work collaboratively, build programming based on listening to the needs of others, and engage with other units, leading workshops and deepening our collective understanding of what it means to be a unique Quaker school that is "Different By Design".		CS	2-term class: Terms 1 and 2
Stagecraft	This class will function as support for the Upper School Dance Concert and Spring Production. Classwork might include set building and design.		CA-PA or CS	Term
Student Ambassadors	Student Ambassadors represent the student body to the staff and represent the Upper School to visitors. They also plan programs that build community through fun and service. Student Ambassadors are called on to play a leadership role in the community and should be prepared to give up time outside class in order to attend student life programming. Class objectives are for students to learn how to schedule, plan, and organize events effectively; to think creatively and collaboratively about student life programming; to offer their own ideas and to work effectively on others' ideas; to be engaged with the student body and be a voice for their peers; and to think critically about challenges and work to overcome them. To earn credit for this class, students must attend at least 80% of classes. They must turn in assignments consistently and be willing to work with their peers to create programming. They are also expected to attend student life events, whether online or in person, unless they have an excused absence.		CS	Term
Teacher's Assistant: During School Day or After School Athletics	Teacher's Assistants work in the different units and the Center. In the younger units, students might help younger students with their work or assist the classroom teachers with an assortment of tasks. Students may work in the Lower School library or in the Middle School/Upper School library. Students may also serve as a teacher's assistant in the Upper School, either for a specific teacher or in the Main Office. Students who TA in the Center will assist with general work for the entire school. Students who TA in the Shop will assist Shop staff on projects, organizing and some cleaning. Students who TA in the Athletics Department will do game preparation, general		CS	Term

	cleaning and organizing, and may assist with LS/MS PE classes. After school Athletics TA options are also available. Students should check with individual teachers before signing up.			
Teacher's Assistant: Lower School After Hours	Do you have a skill, passion, or interest that you'd like to share with our community? Lower School After Hours is looking for Upper School students who would be excited to teach Lower School students about the things they love. As a TA at Lower School After Hours, you will be responsible for leading activities twice a week from 3:15 to 4:15. The After Hours team will support you as you plan, prepare and execute activities, learn to lead, and develop your conflict resolution skills. Teaching younger students can be a challenging and rewarding way to support your community; we hope you'll consider contributing your capabilities!		CS	Term (after school only)
Upper School Yearbook	In this course students will gain skills in advanced publishing techniques, copywriting, editing, photography, camera usage, and compositional skills. We will also focus on layout and page design as the class will work cooperatively to produce a timeless, creative, and innovative publication that will record our school's community, memories, and events. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Please note that a core component of our work will occur outside of the classroom including attending sporting events and other school-sponsored activities (the play, dance concerts, sports, etc.).		CA-VA or CS	Year
SOCIAL STUDIES - 9 credits required (SS)				
Nine Social Studies credits are required to graduate. These credits must include: three credits for the required year-long 9th grade Civic Engagement course, three credits for the required year-long 10th grade Global Histories course, and three credits for the required year-long 11th grade US History course. Seminars (two to three terms) are recommended but not required. Elective (term-long) Social Studies courses are open to students of all ages except where otherwise specified.				
Civic Engagement: Understanding Democratic Systems	This course is designed to provide students with a foundational understanding of how the US government was constructed and meant to function for a democratic society. Lessons are developed with an eye for opportunities leading to active civic engagement in a representative democracy. Students will learn about the principles in which the US Constitution was grounded, including the rule of law, federalism, separation of powers, checks and balances, limited government, and popular sovereignty. Familiarity with these fundamental philosophies will enable students to compare, analyze, and evaluate the efficacy of current government activities on the state, federal and global scales. In addition to studying the ideology, students will analyze the structural pillars of each branch of government that will provide them with a solid platform from which to critically consider, discuss, simulate, and debate current events. It is important to note that students will have multiple choices in which to investigate the aspirational and flawed workings of the US government, including but not limited to issues like social justice, economics, environmental degradation, and politics. The capstone of this course centers around students' deep dive into what it means to be an active citizen not only as a member of a state and nation, but also of the global community.	*Required for all 9th grade*	SS	Year
Global Histories	The English historian Chris Harmon once wrote that "history is about the sequence of events that led to the lives we lead today. It is the story of how we came to be ourselves." In this course, we will use ourselves as the starting point to learn about the world around us. The questions we devise will lead us into the past as we humbly attempt to make sense of the pathways of our ancestors. While we will certainly study dates and dead people they will not be the only, or most important, markers of our journey, instead, we will focus on major threshold moments of change, themes, and commonalities that emerge. Lastly, we will explore the contested nature of history. Who gets to tell "their" story? What stories are excluded? How does our context inform our understanding (and our questions)? Questions, following Fanon's aspiration to make him a questioner, will be the prime motors of this course, in the end determining our directions and destinations.	*Required for all 10th grade*	SS	Year

U.S. History	This survey class begins with the migration of human beings to the Americas and examines US History up to the 1970s. Students will gain knowledge in historical content as well as practice and instruction in various historical skills. This includes expository and analytical writing, research, primary and secondary source analysis, oral history, public speaking, and family history. Students will examine how and why perspective shapes competing versions of history, and through reading, writing, and discussion, will learn to critically examine historical assertions and analysis. **Advanced option available.**	*Required for all 11th grade, required for all students for graduation*	SS	Year
SOCIAL STUDIES ELECTIVES				
Election 2024	In this class, you will learn by doing! Election 2024 is a 1-Term simulation of political campaigns for nearly the entire term. Have you ever wanted to know what it would be like to run for President, or be a campaign manager, or speech writer, or media strategist, or fundraiser, or polling specialist etc.? This is your chance! We will even have an upper school electoral college and it will be up to each campaign strategist to figure out how to win 270 electoral votes to win! In addition to understanding how the United States political process works, we will be investigating the most important issues to Americans and the actual candidates' stances in this (highly unusual) presidential campaign, which conveniently comes to a close at the end of the fall term.		SS	Term 1
Ethics Bowl	Do you love politics? Arguing with your friends? Perhaps both? Ethics Bowl is an opportunity to apply your argumentative side in a way that creates solutions to complicated issues. In this class, students will engage with written cases on current or fictional issues that require an ethical judgment, and prepare to debate these cases with other schools in UNC's National High School Ethics Bowl at the end of January. Students will have an opportunity to critically engage with current issues through the lens of morality and ethics and discuss solutions to these issues based on common philosophical frameworks for thinking about ethics. In preparing for the competition, students will work on thinking, speaking, and debate skills with their peers.			Term
Introduction to Economics	In this class students will learn the foundations of economics—the study of choices. Students will learn the vocabulary, standard assumptions and models, and real world applications of economic thought. Students will study supply and demand, marginal analysis, market structures, competition, and market failure. This course will give students a sense of college level business classes, and help them better understand the decision making process.	*10th-12th grade only*	SS	Term 3
Introduction to Sociology	What is sociology? Essentially, it is the study of society and how it works and how it doesn't. In this course, we will explore subjects ranging from religion to crime, race to class, power to revolution, in hopes of attempting to understand how the world works and why our social relationships and institutions look the way they do. Not only will we learn about the world we inhabit but we will also examine ourselves and why we are the way we are.		SS	Term 3
History of Modernity Seminar	The purpose of this two-term course is to try and make sense of the world we inhabit. There is a tendency to take what is for granted and to foreclose consideration of potential alternatives, to turn, as Barthes commented, history into nature. Learning about the modern world, and its history, through the work of its preeminent theorist, Marx, is an intriguing way to attempt to understand the how and why that punctuate our present, and to imagine different worlds. Harari, in Sapiens, notes, "We study history not to know the future but to widen our horizons, to understand that our present situation is neither natural nor inevitable, and that we consequently have many more possibilities before us than we imagine." Marx's work, particularly in Capital, can serve as a catalyst to challenge the "inevitability" of today in his formulation of the processes that set the stage for modernity and will be the primary texts that we consult to grasp the transition from the pre-modern to the modern in the realms of economics, ideology, and technology, not to mention time, labor force, and policing. Additionally, we will explore the role of colonialism and enslavement, and their accompanying ideological justifications, in the shaping of the modern world and	*11th and 12th grade only*	SS	2-term class: Terms 1 and 2

	how they continue to exert their legacies within the modern world. Finally, we will contemplate how the structures and systems that have been established over the last five centuries play out in the United States. Note that this is an advanced course, which will require summer reading, challenging texts, and essay writing. **Advanced.**			
The History of Non-State Societies	Amazonian slash-and-burn farmers, Kalahari hunter-foragers, Central Asian herders - these sophisticated, diverse and enduring societies all have one thing in common - for most of their history they lived and often flourished without ever constructing a system of government that could be characterized as a "State." Another way of saying this is that these societies were basically anarchist. By drawing on the work of James C. Scott, David Graeber, Noah Yoval Harrari and others, this course will examine the economic, political and cultural structures of societies that have existed outside of centralized state structures, consider historical case studies of such groups, as well as investigate the possibility (or impossibility) of continuing to live in non-state societies in the increasingly interconnected contemporary world.	*10th-12th grade only*	SS	Term
The History of the Present: Russia	Covering Russian history from 1900 to present, with special emphasis on the Ideology of the USSR, the Cold War, and the emergence of Putin's Russia after the fall of the Soviet Union. Assessments will be a combination of written tests, written reflections, and group discussions. **Advanced option available.**	*10th-12th grade only*	SS	Term 3
The History of the Present: the United States and the World	Covering US history from 1945 to the present, with special emphasis on US foreign policy and involvement in the Cold War, Decolonization, and International development. Assessments will be a combination of written tests, written reflections, and group discussions. **Advanced option available.**	*10th-12th grade only*	SS	Term 2
The Middle East Experience	This class is a survey of what has brought us to the here and now in the Middle East and East/West relations, from the viewpoint of the people in the region as well as Middle Eastern Americans. Students will learn about traditions, modern culture, media, current events, politics, revolution and the teenage subcultures that support change from music, film, comedy and language.		SS	Term 2
Money Matters	The objective of this course is to introduce students to personal finance topics and help them develop a healthy relationship with money. The curriculum includes banking and savings, credit and interest, taxes, budgeting, debt, wealth and investing, and social programs. We will discuss the larger psychological, social and cultural, and economic influences on America's relationship with money. Students will also reflect on their own understanding of and relationship with money, and how it influences their saving and spending habits. Students will be prepared to answer some of young adults' most pressing questions: how much money should I be saving, how do student loans work, how do I pay taxes, what should I look for in a benefits package, how to negotiate, and more.	*10th-12th Grades*	MA or SS	Terms 1 and 2
Senior Seminar: "I, Too, Sing America:" US Cultural History, 1860-present	In this third term senior seminar, students will explore the intertwined histories of the arts, music, and culture in the United States, with an emphasis on the post-Civil War eras. Students will be invited to share their background knowledge or experience in these fields and will have the opportunity to explore topics that are of greatest interest to them. We will take an interdisciplinary approach, will highlight the contributions of traditionally marginalized communities, and will endeavor to engage in collaborative learning through field trips and with visits from local experts. As we celebrate and learn about art, music, theater, dance, and other forms of cultural expression, students will have the opportunity to demonstrate their understanding through choices that incorporate academic research and creative expression. *The title of the course is a quote of the first line from "I, Too" by Langston Hughes.* **Advanced.**	*12th grade only*	SS	Term 3
Strategy Games: Theory and Application of Strategic Thought	This course will explore the nature of strategy from both a theoretical and an applied perspective. Students will be introduced to foundational concepts in game theory (e.g. the prisoner's dilemma), behavioral psychology (e.g. sunk-cost fallacy,		SS	Term

	gambler's fallacy), classic works of strategic thought (Sun Tzu, Machiavelli) and modern international relations theory (e.g. Realism, Liberalism). As we explore these different ways of thinking about strategy, we will also seek to apply our strategic understanding by playing and analyzing classic board and card games. Specific games will be determined on a class by class basis but may include such classics as: Go, Poker, Risk, Diplomacy, and Settlers of Catan).			
Sufism	This course is a study of the origins, history, thought, practices, art and impact of the human quest for divine consciousness and unity as expressed in Sufism, the mystical path of Islam. Known as "Tasawwuf" in Arabic, this dynamic journey has challenged seekers to transcend ego as they engage with the cosmos, nature and the heart. Students will develop abilities to analyze, appreciate and interpret ideas, creative expressions and philosophies that have sometimes been portrayed as threatening to authoritarian control. The course will examine the controversies that have arisen from a path that claims to be committed to love, beauty, and harmony and how it has survived through colonial rule and spread to the West. Students will be asked to engage in discussion, reflection and the production of both critical and creative responses.		SS	Term 2
World Philosophy Seminar	How do we know what we think we know about the world? How can we be certain? Is there an objective reality that exists outside of our perceptions, or do our perceptions create reality? Is there a theory of Truth, or do we exist in a world comprised of multiple and competing truths? Once we discern what we know about the world and how we know it, how does that inform our ability to act in the world, both morally and politically? If individual people have different ideas about what is true and how to act, is there a way to determine the best one or have a legitimate form of authority to which we all agree to adhere, regardless of individuals' ideas? What are different ways to theorize the relationship between oneself and the world, and which ones are the most ethical to live by? In this year-long class, students will examine how answers to these questions have evolved over time. We will examine both philosophical and political responses to these questions from philosophical traditions from around the world. The course will be reading and writing intensive, and class sessions will revolve around in-depth discussion of political philosophy and history. Substantial preparation during the summer gets the course started, and the class culminates with the writing and oral defense of a major paper. **Advanced.**	*11th and 12th grade only*	SS	Year
The World Wars	Covering world history from 1900 to 1950. An overview of the World Wars from a global perspective with special emphasis on the Middle East and Eastern Europe. Assessments will be a combination of written tests, written reflections, and group discussions. **Advanced option available.**		SS	Term 1
STEM COURSES: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS				
SCIENCE (SC) - 9 credits required				
One year of Biological Science (SC-BS) and one year of Physical Science (SC-PS) are required to graduate, along with one additional year of science for a total of three years of science courses. Within each science, courses are divided by level. Introductory level courses are open to all students and intended for first year students. Intermediate courses have a prerequisite either in science or in math. Upper and Advanced level courses are intended for 11th and 12th graders.				
Biological Science (SC-BS)				
Introduction to Biology	This year-long lab science course includes a study of the nature of water, the chemical and biochemical molecules of life, and the origin of life. We examine the diversification of life as prokaryotic cells, followed by unicellular and multicellular eukaryotic life forms including the fungi, plants, and animals that establish complex interrelationships initially in water, and later also on land. We examine molecular aspects of growth including the structure of DNA and protein synthesis, DNA condensing into chromosomes	*Required for all 9th grade*	SC-BS	Year

	during cell division, DNA mutation and its significance in introducing variation within species. We examine the laws of inheritance, the basis of evolution by natural selection, the tree of life, and complete the year with an introduction to Ecology. The course is taught through hands-on activities, inquiry, and modeling of concepts.			
Advanced Biology	This intensive year-long course includes the topics and labs of the Advanced Placement curriculum so that students are prepared for the Advanced Placement examination. Students are required to consult with the instructor before registering for this class. There is an additional required lab period in the third term. **Advanced.**	*Prerequisite: Students must have successfully completed both Introduction to Biology and Chemistry. Statistics is encouraged.*	SC-BS	Year
Advanced Biology Lab	This required class is designed to better equip students to DO science: to investigate and learn through completing hands-on activities. Students will learn lab skills, and strengthen their understanding of all aspects of the curriculum. It is a required component of Advanced Biology and for preparation for the Advanced Placement examination. This class is open only to those taking Advanced Biology concurrently. **Advanced.**	*Corequisite: Advanced Biology*	SC-BS	Term 3
Biological Science Electives (SC-BS)				
Field Ecology	In this term-long and mostly field-based course, our work will center around field-based data collection, analysis, and interpretation. Our explorations may lead us to count and consider habitat preferences of crayfish in our stream, pollination rates at different plants, how temperature affects the activity levels of our honeybees, or other student-led inquiries. Through these outdoor labs, students will become more familiar with the local flora and fauna and techniques for sampling our environment. Active participation is a must!	*Prerequisite: Completion of Intro to Biology* *10th - 12th grade only*	SC-BS	Term
Genetics	In this term-long course, students will gain a greater depth of understanding of the code of life - DNA. We will explore medical applications as well as ecological applications of genetics research. A main feature of this class is learning and getting repeated practice with foundational techniques in genetics research, namely micropipetting, DNA extraction, Polymerase Chain Reaction, Gel Electrophoresis, and CRISPR. We will explore topics such as genetic disease research, DNA in forensics, the CRISPR revolution, ethical considerations, and more. Active participation is a must! **Advanced.**	*Prerequisite: Completion of Intro to Biology and General Chemistry* *11th-12th grade only*	SC-BS	Term
Human Anatomy and Physiology	This course provides a year-long exploration of the human body. We will cover the structures and functions of the 11 main organ systems: the integumentary, muscular, skeletal, nervous , endocrine, lymphatic, cardiovascular, respiratory, digestive, urinary, and reproductive systems. The course will include lab activities, dissections, group projects, and research assignments to explore these organ systems and common disorders affecting the health of these systems. By the end of the course, you will be able to identify the parts of the body and explain how they interact to serve vital life functions! **Advanced.**	*Prerequisite: Completion of Intro to Biology and Chemistry* *11th-12th grade only* *Strong biology background is recommended*	SC-BS	Year
Ornithology	In this term-long course, we will spend time outdoors identifying local bird species and building a foundation for students to better understand our feathered friends. We'll deep dive into topics including avian evolution, song production, seasonal migration, breeding biology, conservation, citizen science and more! Students will gain a lifelong skill applicable anywhere on Earth while grounding their understanding of the principles in biology. Active participation is a must!	*Prerequisite: Completion of Intro to Biology* *10th - 12th grade only*	SC-BS	Term

Physical Science (SC-PS)				
Chemistry	This class is a year-long investigation of the composition and interactions of matter. Topics covered include states of matter, physical and chemical properties of matter, atomic structure, chemical reactions, solution calculations, basic stoichiometry, acids and bases, molecular geometry, and thermodynamics. Laboratory experiments conducted by students will form an important part of the course.	*Prerequisite: Completion of Intro to Biology*	SC-PS	Year
Advanced Chemistry	In this year-long course students will further their understanding of chemical properties, chemical reactions, quantum theory, stoichiometry, oxidation-reduction reactions, and gas laws. Students will be introduced to advanced chemistry topics including reaction kinetics, chemical equilibrium, thermodynamics, radioactive decay, calorimetry, acid-base titration, spectroscopy, and electrochemistry. Laboratory experiments will supplement classroom instruction. This class will not follow the Advanced Placement curriculum however students may prepare independently to take the exam. **Advanced.**	*Prerequisites: successful completion of Chemistry, completion or concurrent enrollment in Precalculus, and permission of the instructor. Strong math skills required.*	SC-PS	Year
Physics	This year-long course is an introduction and overview of the basic fundamental concepts of Physics. This includes a study of mechanics, motion, force, work, energy, momentum, light, sound, and electromagnetism. Concepts will be presented and learned through a variety of methods, including laboratory experiments, problem-solving, projects, reading, writing, group discussions, and other activities. An understanding of algebra, geometry, and trigonometry is required. **Advanced.**	*Prerequisite or Corequisite: Precalculus*	SC-PS	Year
INTERDISCIPLINARY AND OTHER SCIENCE ELECTIVES				
Environmental Science	This year-long course builds an understanding of the interrelations between the earth's systems and human's interactions with them. Students will appreciate how chemistry, geology, biology, ethics, and more coalesce in this interdisciplinary approach to understanding the world. Students will become more familiar with the local flora and fauna, develop a deeper understanding of climate science, human-environment interactions, and methods used to address environmental challenges. Students will monitor and measure aspects of soil, water, and ecosystems as they gain experience in environmental data collection, analysis, and interpretation. We will visit local parks and preserves to develop a deeper understanding and appreciation for the ecosystems in which we ourselves are inhabitants. Active participation is a must! **Advanced.**	*Prerequisite: Completion of Intro to Biology and Chemistry* *11th and 12th grade only*	SC	Year
Intro to Science and the Environment	This year-long course builds an understanding of the earth's systems and human's interactions with the Earth. Students will appreciate that many scientific disciplines come together to help us better understand the world. Students will become more familiar with the local flora and fauna, develop a deeper understanding of climate science, human-environment interactions, and ways humans are working to address environmental challenges. Students will explore soil, water, and local ecosystems. We will visit local parks and preserves to develop a deeper understanding and appreciation for the ecosystems in which we ourselves are inhabitants. Active participation is a must!	*Prerequisite: Completion of Intro to Biology* *10th and 11th grade only*	SC	Year
From the Earth to the Moon (and Beyond)	This elective course focuses on the human journey into space and the exploration of our solar system. From the origins of the moon, to the human obsession with our closest natural satellite, to the journey that took us there, we will examine how NASA and the space race shaped this amazing accomplishment. In addition, we will examine how we have studied the solar system and how we will continue to travel into new territories, such as Mars and beyond. Information will be presented in many ways, including documentaries, teacher lessons, student projects, and films.		SC	Term 3

Geology	Did you know that Occoneechee mountain in Hillsborough was a volcano 500 million years ago? Earth has been around for 4.5 billion years! Most of what we know about this long history comes from rocks. Geology is a branch of Earth Science dealing with liquid and solid Earth – the rocks and minerals that compose it, the history of these rocks, and how they change over time. We will learn about the internal composition of the Earth and how and why earthquakes and volcanoes happen. Through labs and field trips, you will learn major classifications of rocks and minerals and what they tell us about the history of the land. We will look at how fossils and geological data inform our understanding of life on Earth. You will also research ways that geology impacts human society: groundwater aquifers, soil formation, fossil fuel extraction, mining, and more.		SC	Term 1
Science of Cooking	In this term-long course, we will explore how we can apply the principles of biology, chemistry, physics, and the scientific method in the kitchen to better prepare our food to our preferences. Why does boiling versus roasting our carrots produce such different flavors? What happens to our chocolate chip cookies if we leave out the baking soda? We will explore these questions and more, practicing with everyday kitchen ingredients along the way. Students will gain valuable life skills and practical knowledge that will help you understand how to make meals more delicious. Active participation is a must!	*Prerequisite: Completion of Intro to Biology* *10th-12th grade only*	SC	Term
Science Olympiad	Science Olympiad is a one-term elective designed to engage students in science, technology, engineering, and mathematics (STEM). Students select activities to explore and develop. These activities may require students to construct an apparatus, complete a lab activity, or take an examination. At the end of the term, students will attend a regional event where they compete against other local schools. An emphasis will be placed on designing and creating "build" style projects that meet a given set of specifications, being able to communicate in both a written and verbal format with other students about their projects, and learning skills essential to participating in the regional event. Individual and team spots in a statewide event are available depending on performance at the regional event.		SC	Term 2
TECHNOLOGY/COMPUTER SCIENCE (SC-CS)				
Computer Programming: Game Design	This course is flexible enough to accommodate students who have never coded before to those with advanced skills. We will be looking at the various languages and engines that allow for game creation as well as looking at all of the roles that contribute to the process. Beginners will be learning the Python coding language while more advanced students can incorporate the languages and tools that they already know.		SC-CS	Term
Technology Uncovered: From Bits to AI	This will be a dynamic course aimed at introducing students to a wide array of topics in technology. From programming languages and operating systems to hardware and networks, students will gain a broad understanding of essential technological concepts.. Delving deeper, participants will explore critical issues such as artificial intelligence, ethics, bias, safety, and other pertinent topics shaping our digital landscape.		SC-CS	Term
ENGINEERING (SC-PS)				
Film is Engineering	An opportunity to immerse yourself in STEAM through this co-taught class by the Science and Film Program. "Film is Engineering" is a one-trimester elective that builds on the Intro to Engineering class and helps develop the whole student through the design and realization process. This course prepares students to present prototypes to potential investors through film and marketing kits. The journey begins with desire, imagination, project management and storyworlding while using film as a research tool. By the end of the term, students will define an invention, pitch their ideas, develop and test a prototype, redesign a final product, create a website, and produce a documentary film that students will present in our capstone Legacy Showcase. A commitment to pre-course assignments and meetings is required.	*Prerequisites: Intro to Engineering and check-in with the film program.*	CA-VA or CA-PA or SC	Term 3

Introduction to Engineering	Introduction to Engineering is a trimester elective designed to engage students in science, technology, engineering, and mathematics (STEM). The purpose of this course is to provide the students with the most essential hands-on skills needed in lab-scale engineering projects. An emphasis will be placed on designing and creating "build" style projects that meet a given set of specifications, being able to communicate in both a written and verbal format with other students about engineering projects, and learning skills essential to the engineering process. Examples of class projects include designing and constructing ground vehicles (several types of cars and a hovercraft), air vehicles (planes and gliders), and structures (bridges, towers, etc.).		SC-PS	Term 1
Robotics	Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots.		SC-PS	Term 2
MATHEMATICS (MA) - 9 credits required				
Math 1 (110)	This course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend understanding of linear relationships, in part by contrasting them with quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models.		MA	Year
Math 2 (200)	This course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions as a continuing study from Math 1. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Circles, with their quadratic algebraic representations, complete the course. This course will cover the same basic topics as Math 210, but it will develop the topics at a slower pace and in less depth.	*Successfully completed Math 110 or instructor recommendation*	MA	Year
Math 2 (210)	This course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions as a continuing study from Math 1. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Circles, with their quadratic algebraic representations, complete the course.	*Successfully completed Math 110 or instructor recommendation*	MA	Year
Math 3 (300)	This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including a detailed study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. This course will cover the same basic topics as Math 310, but it will develop the topics at a slower pace and in less depth.	*Successfully completed Math 200 or 210*	MA	Year
Math 3 (310)	This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics	*Successfully*	MA	Year

	concepts learned previously. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including a detailed study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.	*completed Math 210 or instructor recommendation*		
Precalculus (400)	In Precalculus, students will build on the algebraic methods learned in previous math courses by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry. This course will cover the same basic topics as Math 410, but it will develop the topics at a slower pace and in less depth.	*Successfully completed Math 300 or 310*	MA	Year
Precalculus (410)	In Precalculus, students will build on the algebraic methods learned in previous math courses by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry.	*Successfully completed Math 310 or instructor recommendation*	MA	Year
Statistics (500)	This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. This course will cover the same basic topics as Math 510, but it will develop the topics at a slower pace and in less depth.	*Successfully completed Math at the 300 level or above*	MA	Year
Statistics (510)	This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. This is an advanced course and will require significant independent work from students and prerequisite knowledge that is covered in the Data Analysis course. **Advanced.**	*Successfully completed Math at the 410 level* *Successfully completed the Data Analysis course or completed sufficient summer work assigned by the instructor*	MA	Year
Calculus 1	This course is open to students who have been successful in Precalculus. All students should consult with the instructor before registering for this class. Calculus requires a strong foundation in algebra and trigonometry. This course will explore limits, derivatives, and integrals, including their applications. **Advanced.**	*Successfully completed Precalculus*	MA	Year
Calculus 2	This course is open to students who have successfully completed Calculus. The study of Calculus will be continued including topics of Differential Equations, Parametric and Polar Graphing, Sequences and Series, and Further applications of mathematics concepts. **Advanced.**	*Successfully completed Calculus*	MA	Year
Calc Lab	Do you want to take the AP Calculus exam? This class is designed to better equip students to take the AP Calculus exam by strengthening their knowledge, skills, and test-taking strategies. **Advanced.**	*Pre-or corequisite: Calculus 1; instructor permission*	MA	Term 3
Applications of Math and Problem Solving	Standardized tests offer unique scenarios to solve a variety of problems and challenge many different skills. This class is designed to better equip students to take the math portions of standardized tests including the SAT and ACT. Students will prepare for the exams by strengthening their knowledge, skills, and test-taking strategies.		MA	Term 1
Data Analysis	"Data Analysis" is a new one-trimester Intro to Statistics class that focuses on analyzing, representing, and modeling data. This course will offer students the opportunity to improve their	*10th-12th grade only*	MA	Term

	statistical analysis skills on data collected through experiments and surveys the students will conduct, as well as using data from many different case studies. Skills that students will develop include how to: ● Summarize, represent, interpret, and compare data ● Use the rules of probability to describe random phenomena ● Apply the idea that statistics is a process of making inferences about a population based on results from a random sample ● Model data sets using simulations as a tool for making data-driven decisions This course is ideal for students in 10th or 11th grade and will serve as a prerequisite for students interested in taking Statistics 510 their senior year.			
Money Matters	The objective of this course is to introduce students to personal finance topics and help them develop a healthy relationship with money. The curriculum includes banking and savings, credit and interest, taxes, budgeting, debt, wealth and investing, and social programs. We will discuss the larger psychological, social and cultural, and economic influences on America's relationship with money. Students will also reflect on their own understanding of and relationship with money, and how it influences their saving and spending habits. Students will be prepared to answer some of young adults' most pressing questions: how much money should I be saving, how do student loans work, how do I pay taxes, what should I look for in a benefits package, how to negotiate, and more.	*10th-12th Grades*	MA or SS	Terms 1 and 2
MODERN LANGUAGES				
AMERICAN SIGN LANGUAGE				
Novice American Sign Language 1	Students will develop basic knowledge of American Deaf Culture and American Sign Language (ASL). ASL communication skills will be nurtured both receptively and expressively, in regards to fingerspelling, numbers, basic vocabulary, and grammar. Based on an understanding of American Hearing culture, students will explore American Deaf culture and history. Emphasis will be on accurate sign production, ability to comprehend signed communication, and appropriate responses in simple conversations.		WL	Year
Novice American Sign Language 2	Students will review and build on concepts from ASL I. With development of broad language skills, vocabulary, grammar, and syntax, students will participate in additional "live use" of the language. Students will develop a deeper awareness of the intricate aspects of Deaf culture. Additionally, they will explore technology and communication tools used within the Deaf and Hard of Hearing Community.	*Prerequisite: Novice American Sign Language 1*	WL	Year
Novice American Sign Language 3	Novice American Sign Language III is designed to build upon the basic-level vocabulary and grammar acquired in Novice ASL I and II. This course continues to focus on everyday communication in American Sign Language (ASL), with an emphasis on sharing information about oneself and the surrounding environment. Grammar is further explored within context, with a focus on enhancing both receptive and expressive skills. Students will learn conversational strategies to facilitate more complex interactions, enabling them to engage in more meaningful conversations. Various interactive activities will provide opportunities for students to practice and reinforce their learning. By the end of this course, students will be able to express their needs and desires using learned vocabulary and grammatical structures. The course will dedicate significant in-class time to receptive and expressive comprehension, with assessments evaluating students' proficiency in both areas.This course is designed to provide a bridge between basic and intermediate levels of ASL proficiency. Students are encouraged to actively engage in class activities and	*Prerequisites: Successful completion of Novice American Sign Language 1 and 2.* *Teacher recommendation*	WL	Year

	practice outside of class to maximize their learning experience and fluency development in American Sign Language.			
Intermediate American Sign Language 1	This course will be conducted primarily in ASL and will continue to focus on ASL grammar, expressive, receptive skills, and Deaf culture. Students will be expected to participate in class discussions and give expressive interviews, perform paired signed conversations, and deliver presentations in ASL. Regular quizzes, written and signed tests, and a final cumulative exam or project will be assigned.	*Prerequisite: Novice American Sign Language 2* *Teacher recommendation*	WL	Year
SPANISH				
Novice Spanish 1 (NS 1)	In this course students will develop a firm foundation in Spanish grammar which will enable them to master basic comprehension, reading, writing, and speaking skills. There is a strong emphasis on vocabulary memorization and verb conjugations. The class is conducted increasingly in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.		WL	Year
Novice Spanish 2 (NS 2)	This course is a continuation of Novice Spanish 1. Second-year Spanish is an intensive study in grammar and verb tenses. Students will expand on reading, writing, comprehension, and speaking skills. The class will be conducted primarily in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.	*Prerequisite: Novice Spanish 1*	WL	Year
Intermediate Spanish 1 (IS 1)	This course will be conducted primarily in Spanish and will continue to focus on Spanish grammar, reading, writing, listening, and speaking skills. Students will be expected to participate in class discussions and give oral interviews, perform paired conversations, and deliver presentations in Spanish. Regular quizzes, written and speaking tests, and a final cumulative exam or project will be assigned.	*Prerequisite: Novice Spanish 2*	WL	Year
Intermediate Spanish 2 (IS 2)	Spanish Intermediate II is taught completely in Spanish. There will be an emphasis on in-class discussions and class participation. The class will move into advanced grammar topics and also include Spanish and Latin American literature and culture. Students will read authentic texts such as news articles and short stories and write longer essays and creative pieces in Spanish. Regular quizzes, written and speaking tests, and a final cumulative exam or project will be assigned.	*Prerequisite: Intermediate Spanish 1*	WL	Year
Intermediate Spanish 3 (IS 3)	Spanish Intermediate III is designed specially to grow a student's interpersonal and presentational proficiency. The class is focused on achieving a higher level of conversational Spanish. Students will work on their ability to speak spontaneously in the present, past, and future timeframes employing long and detailed sentences. Students will practice how to ask questions, ask for clarification, self-correct or restate when not understood, and circumlocute. The class is specially targeted for students who need another year of Spanish before moving to advanced classes.	*Prerequisite: successful completion of Intermediate Spanish 2* ***and*** *teacher recommendation*	WL	Year
Topics in Advanced Spanish 1	Advanced Spanish 1 is a higher level class. Students negotiate the target language using authentic materials such as TV shows, newspaper articles, blogs, and social media. Following the American Council on the Teaching of Foreign Language, students at this level will work towards creating personal meaning, understand, ask, and answer a variety of questions in spontaneous conversations. Students will consistently practice how to initiate, maintain, and end a conversation beyond basic needs and/or simple transactions. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognize that differences exist in cultural behaviors and perspectives. Students produce narrations and descriptions in all major time frames on familiar and some unfamiliar topics. The class is heavily discussion-based and taught solely in Spanish. Students will give one long oral presentation each term without reading. **Advanced.**	*Prerequisite: Intermediate Spanish 2 or 3* ***and*** *teacher recommendation*	WL	Year
Topics in Advanced Spanish 2	Advanced Spanish 2 is a seminar class. Students will negotiate with the target language using authentic texts such as short	*Prerequisite: successful*	WL	Year

	stories, poems, TV shows, and newspaper articles. Following the American Council on the Teaching of Foreign Language, students will work towards expressing themself fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Students will practice the skills to communicate in paragraph-length conversation about events with detail and organization. The course will focus on developing the proficiency to confidently handle situations with an unexpected complication and share point of view in discussions. **Advanced.**	*completion of Advanced Spanish 1* ***and*** *teacher recommendation*		

CFS Graduation Requirements

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

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

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

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

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

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

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

Minimum Course Requirements

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