

2026-2027 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				
Audio Engineering Carter Hodge	This course is for anyone interested in becoming a live sound engineer, either in a music venue or a theater. 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 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 when issues inevitably come up! 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. This class will help support live events at our school so you should be prepared to put your new skills into practice! By the end of the course, you'll be able to design and run sound systems for a variety of events!		CA-PA	Term
Guitar and More Carter Hodge	Get ready to play! Whether you're picking up a guitar for the first time or looking to sharpen your skills, this class will help you grow as a musician. You'll explore a variety of musical styles, get introduced to some music theory and acquire the skills to study guitar independently beyond this class. In addition to acoustic guitar, you will dive into the basics of electric guitar, bass, and ukulele, giving you a well-rounded experience across popular stringed instruments. This is a hands-on, music-making class designed for students who want to perform, create, and keep music as a part of their daily lives. 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 demonstrate their proficiency by supporting peers, showcasing their skills in a performance and dive into a more independent and rigorous study of guitar.	<i>Level 2 Prerequisites: Have taken Level 1 or show proficiency on guitar after meeting with the teacher.</i>	CA-PA	Term
Bluegrass Ensemble Carter Hodge	In this course, we will learn about the cultural tradition of bluegrass and put together a bluegrass band! We will explore how folk art traditions are shared, learn about bluegrass jam etiquette and learn an assortment of standards. Like many genres of music, Bluegrass has its own distinct performance practice, and you will learn the artform's essential elements: close harmony singing,		CA-PA	Term

	taking turns soloing, and instrument specific requirements, like three-finger rolls on the banjo and chopping on the mandolin. Our time together will mostly be spent learning new music--or your instrument if you're a true beginner--and working up songs as a band. If you already play a bluegrass instrument (guitar, banjo, mandolin, violin or bass), this could be a great opportunity to develop your soloing and improvisation skills. There will be instrumentalists who also sing, but singers, feel free to join the band! Students should expect to perform as a group at least once. So whether you've been fiddling at backyard jams since you were a kid or you're interested in trying something completely new, sign up to learn how to play in the bluegrass tradition! Level 1 - Beginner: People who have never picked up a bluegrass instrument before or who have, but have never played bluegrass style, are welcome to join the band and develop skills from scratch. I will support with basic instruction on the various instruments and beginners will ease into playing with a group. Level 2 - Experienced: Students who have taken Bluegrass previously or have experience from outside of school will be invited to form a band with other more experienced players that focuses on expanding repertoire and playing proficiently as a group. These students should expect to play with less hands-on instructor support and perform!			
Handmade Music Factory Dylan Pendergrast	In Handmade Music Factory, students will have an opportunity to create musical instruments from everyday items that may be found, repurposed, or discovered in a barn or second-hand store. The students will choose an instrument from a set of plans, and then proceed to the find and design stage. Once they have sourced all of the materials for their build, it will be time to begin their musical creation. This class will explore elements of woodworking, electrical engineering for amplification, and incorporate sculptural and visual art practices throughout the creative process.		CA-PA or CS	Term
Music History and Appreciation Carter Hodge	In this class, we'll examine the emergence of music in various parts of the world, trace the development of American music genres and reflect on how we enjoy listening to music. We will also develop a foundational understanding of music terminology to enrich our observations. This class has an emphasis on the emergence of Folk, Gospel, Blues, Jazz, Rock, Soul and Hip Hop, tracing the historical events that helped form these music traditions. Music is a rich lens through which we can understand historical events, cultural moments, social movements and individuals' lived experiences, and it's also enjoyable to listen to! This class is open to all. Come ready to listen, reflect and explore our musical worlds.		CA-PA	Term
Music Ensemble Carter Hodge	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.	<i>Level 1 Prerequisites: Proficient on chosen instruments, audition and teacher approval needed</i> <i>Level 2 Prerequisites: Have taken at least one year of Music Ensemble previously.</i> <i>Level 3 Prerequisites: Have taken at least two years of</i>	CA-PA	Year

	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.	<i>Music Ensemble previously.</i>		
Music Production & Songwriting Carter Hodge	Do you have a notebook full of song lyrics or secretly produce SoundCloud beats from your bedroom? Are you interested in taking a song from writing it all the way to fully producing a listenable track? In this new class, we will be diving into the process of making a song, including workshopping lyrics, musical arranging, recording with microphones, and finally, mixing and mastering a song to completion! You don't have to be equally interested in all parts of this process to take this class, but you do have to engage them all and have some experience making music*. By the end of this course, you will have written or arranged at least one song, learned the technical basics of recording and mixing, and have a creative product to share! The class can 'release' an EP of our recorded material together, or if students come in with songs and pre-existing collaborators, they can produce their own EP over the course of this class, focusing more on the technical and creative processes of recording. *Making music includes singing, playing an instrument like guitar or piano, making beats or tracks digitally, having composed or written music before. If you're unsure, please reach out and let's talk!		CA-PA	Term
PERFORMING ARTS - THEATER				
Acting Principles and Performance Brittni Addison	Throughout this course, students will be introduced to the basics of Western theatre performance. They will learn the art of script and character analysis by studying, analyzing, and ultimately performing a minimally produced One Act Play for the community. Emphasis will be placed on character development, ensemble building, confidence, and focus. Students should note that there will be required rehearsals after school and on weekends for the two weeks leading up to the performances, and in certain years, students may choose to present their production at the NCTC High School Play festival, potentially requiring overnight travel. This course is a Prerequisite for Fall Production Performance.		CA-PA	Term 1
Improv Brittni Addison	This course will teach students how to say "Yes... And!" Students will have the opportunity to participate in shortform (think "Whose Line is it Anyway?") and longform improv (more like Second City Improv in Chicago). They will learn the basics of listening and responding, giving acting gifts to fellow improvisers, and living in the moment.		CA-PA	Term
Acting Shakespeare Brittni Addison	Throughout this course, students will be introduced to the basics of Acting Shakespeare. They will learn how to analyze a Shakespearean text, break down iambic pentameter, and physicalize Shakespearean language. Per the production rotation, the Fall Play in the 2027/2028 school year will be a Shakespearean work. It is highly recommended that students take this course if they intend to perform in the following school year.		CA-PA	Term 3
Clowning Brittni Addison	This class explores the use of physicality in storytelling. Students will study the great clowns throughout history (Charlie Chaplin, Buster Keaton, Bill Irwin, Slava, Robin Williams, etc) to understand the evolution of this form of physical theater. They will also work throughout the course to create their own clown and perform a number of sets for their classmates. We will focus on isolated movement, audience interaction, and physical comedy.		CA-PA or PE	Term 2
Costuming for the US Fall Production Lisa Hess	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		CA-PA or CS	Term 1

	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.			
Costuming for the MS Musical Lisa Hess	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 Lisa Hess	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
Fall Production Performance Brittni Addison	Students in this class will take on the role of actors in the Fall play, to be presented to the community and general public. Students should note that there will be required rehearsals after school and on weekends for the two weeks leading up to the performances, and the show will perform as part of the North Carolina Theatre Conference High School Theatre Festival, potentially requiring overnight travel.	<i>Prerequisite: Acting Principles and Performance or Instructor Permission</i>	CA-PA	Term 1
Fall Production: Tech and Crew Lisa Hess	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
Puppetry Larissa Wood	In this course students will work with their peers to create puppets and puppet shows that will be presented for the early and lower school students. This two-part course will earn one visual and one performing arts credit, and is great for anyone interested in diving into the wild world of puppetry! Students will learn about different types of puppetry from all around the world and have the opportunity to interview and connect with professional puppet designers and puppeteers with varied creative specialties. Students will design and fabricate their own unique puppets and backdrops, alongside writing and performing in an original puppet show.		CA-PA or CA-VA	1-term and 2-term options
Winter Tech and Design Lisa Hess	Students will work with Lisa and Dylan as Designers for the US Musical in elements of Set, Costumes, Scenery, Props, Lighting, and Sound. We will do a deep dive of the text and do a lot of research. Based on Brittni's overall look for the production we will create designs for the show. Expect to build models, create color and texture boards, render drawings, and give multimedia presentations to share with the Director and builders. We will also create timelines, build schedules, and set goals so that we can hit the ground running at the start of T3 when building begins.	<i>Prerequisite: One of the following: Beg Lighting, Theatre Tech, Sound Engineering, Sewing/Costume Design, Stagecraft, or permission of instructor.</i>	CA-PA or CS	Term 2
Spring Musical Performance Brittni Addison, Carter Hodge, and	Students in this class will take on the role of performers in the Spring musical, to be presented to the community and general public. Term 2 will be spent learning the music and movement vocabulary of the show. Term 3 will primarily focus on character analysis, blocking, and putting all of the pieces together. Students	<i>Prerequisite: Acting, Improv or equivalent experience with permission of</i>	CA-PA	2-term class, Terms 2 and 3

Katie Faulkner	should note that there will be required rehearsals after school and on weekends for the two weeks leading up to the performances.	<i>instructor</i>		
Spring Production: Tech and Crew Lisa Hess	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
Scenic Design & Stagecraft Brittni Addison and Dylan Pendergrast	This class will function as support for the Dance and Theatre productions (term dependent). Students will collaborate with the performance directors to design and create the scenic elements of the productions. This may include generating scale models and digital renderings, building set pieces, and creating scenic art.		CA-PA or CS	Term-long, Terms 1 and 3
Stagecraft Dylan Pendergrast	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-long, Terms 2 and 3

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) Katie Faulkner	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) Katie Faulkner	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 3
Spring Dance Showcase (Beg/Int) Katie Faulkner	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.	<i>Prerequisites: Must have taken one term of Intro to Dance Forms, Sources of Movement, or receive instructor permission.</i>	CA-PA or PE	Term 3

Dance Collaboration & Performance I & II (Int) Katie Faulkner	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 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. Intermediate.	<i>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.</i>	CA-PA or PE	2-Term class: Terms 1 and 2
Dance Choreography & Performance I & II (Adv) Katie Faulkner	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. 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.	<i>Prerequisites: Must have taken either Dance Collaboration I & II or Spring Dance Showcase or receive instructor permission.</i>	CA-PA or PE	2-Term class: Terms 1 and 2
Intergenerational Dance Company (All Levels) Katie Faulkner	This unique, multi-age dance ensemble will integrate staff 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.**	<i>No dance experience or prerequisites necessary, however, interested students must gain admission through an application and in discussion with instructor</i>	CA-PA or PE	After school on Thursdays, Jan - May
VISUAL ARTS - STUDIO ART				
Ceramics Larissa Wood	This class is an introduction to clay-building techniques including hand-building methods and wheel-throwing. These techniques will be used to make sculptural and functional pieces. Once foundation techniques are introduced, projects may explore altering form, surface decoration, structure/construction, and work in a series. Students will be asked to participate in group critiques in class and complete written reflections about their learning process.		CA-VA	Term
Advanced Ceramics Larissa Wood	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.	<i>Advanced Course, Prerequisite: Ceramics AND Sculpture, OR 2 terms of Ceramics.</i>	CA-VA	Term 3
Design	This introductory course will begin with workshops in Design		CA-VA	Term

Amelia Shull	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.			
Photography Amelia Shull	Students in this introductory course will begin with the history of photography, experimenting with the physics and chemistry of early light-sensitive processes creating cyanotypes and photograms. We then shift to learning how cameras work, with topics including ISO, Aperture and Shutter Speed, Lenses, and Flash. Projects in Composition, Portraiture, Lighting, Action, Landscapes, Still Life, Storytelling, Photojournalism, and Digital Editing will help students show their understanding. We will use current and well-known photographers' work for inspiration, and view work in slideshow format during class with group critiques.		CA-VA	Term
Drawing Larissa Wood	This introductory course exposes students to a variety of two-dimensional media, and lets them practice skills and techniques necessary for improving drawing skills. Practice will include contour and gesture drawings, as well as experimental work with graphite, pen and ink, charcoal, china marker, chalk and oil pastels, and colored pencils. Students will also work with more than one medium to explore how to further make expressive artwork. Focus is on design and composition principles used in 2-D artwork, and applying them towards projects that encourage students to draw what they see, how they feel and visually share their worlds. The first part of the term will focus primarily on learning about Elements and Principles of Design through creating still life, portraiture and life drawings, landscapes, and storytelling, and the second part of the term will be spent applying these experiences to further drawing projects in dynamic media, including digital drawing.		CA-VA	Term
Handcrafts Amelia Shull	This introductory course will help you build skills in hand-building techniques with simple, non-tech tools. Much of our work will produce objects of use and will integrate weaving, yarn arts, and sewing, as well as other materials like clay, natural dyes, and inks. Projects may include baskets, brooms, wall-hangings, candles, clothing, fabric design, and dishes, and will always reflect a thoughtfulness about our use of disposable materials. We will learn about arts movements as well as traditional handmade objects of different cultures and reflect how the creative process of handicrafts is held up in contrast to what is perceived to be the alienating effects of industrial labor. Students will produce works based on functional and conceptual prompts. This class focuses on the materials and on the manual engagement involved as part of the work's significance. Unplug, and learn more about all that you can create with your own hands!		CA-VA	Term
Sculpture Larissa Wood	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, clay, 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
Painting Larissa Wood	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 observational paintings on paper, board, canvas, and found objects/surfaces.	<i>Recommended to take Drawing or Design first</i>	CA-VA	Term

Printmaking Amelia Shull	The variety of printmaking processes available are broad, and can produce unexpected and powerful, unique imagery. In this class, students will combine drawing exercises with carving and printing processes such as: Reduction Prints, Stamps, Foam and Linoleum Printing, Found Object Printing, Spray Painted Stencils, and Screen Printing. We'll also learn about some of the pioneers and contemporary artists that use these processes as we make work of our own.	<i>Prerequisite: Drawing or Design</i>	CA-VA	Term
Puppetry Larissa Wood	In this course students will work with their peers to create puppets and puppet shows that will be presented for the early and lower school students. This two-part course will earn one visual and one performing arts credit, and is great for anyone interested in diving into the wild world of puppetry! Students will learn about different types of puppetry from all around the world and have the opportunity to interview and connect with professional puppet designers and puppeteers with varied creative specialties. Students will design and fabricate their own unique puppets and backdrops, alongside writing and performing in an original puppet show.		CA-PA or CA-VA	1-term and 2-term options
Portfolio Amelia Shull	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 (rarely there are 10th with permission) who have taken at least two materials-based classes in Ceramics, Sculpture, Photography, Printmaking, Handcrafts, Painting, Drawing, Design. Students will sign up for all terms of this class. Artists 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. In the spring term, students will proceed to create presentations of their work, curating their art and choosing how and where they will display and share it. Advanced.	<i>11th and 12th grade only; prerequisite: at least 2 arts classes (VA)</i>	CA-VA	Year
FILM				
Film & Animation Projects Ahmed Selim	Film and Animation Projects provides a flexible one-term, two-term or year-long-optional deep dive into film theory, technology, storytelling and production with more time, platforms and opportunities to collaborate and see their visions materialize. This is open to all students, from true beginners to those wanting to get films produced for college application portfolios. Students can choose between documentary, video journalism, narrative, experimental, and music video projects. Students form Film Teams and receive regular film challenges with a new exciting twist: inspired by a student initiative, this course will include "Friends TV," with the goal to create 30 minutes of broadcast content every two weeks. Students will also have the opportunity to lead and program Community Cinema Nights at school and participate in the annual film festival. Students who take Film and Animation Projects in multiple terms will have higher expectations each term concerning their deliverables, contribution to other student projects, and quality of work. All students are expected to select one of their films to be shared in student screenings and/or the film festival. Students wanting to work on animation are highly encouraged to stay in the course for the full year, as animation can take a lot of time to develop. All students who commit to multiple projects will receive advance credit for their work. Service credits are also available through this course. As students learn to do the following:		CA-VA or CA-PA Or CS	Year and Term-long options

	- Plan, shoot, and edit broadcast content using professional workflow - Conduct interviews that honor subjects' voices and stories - Work effectively in collaborative film production teams - Apply ethical frameworks to storytelling decisions - Create media that serves to build community - Develop a portfolio demonstrating your growth and range			
	Advanced Credit Options			
Writing for Short Film Ahmed Selim	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
Film is Engineering Ahmed Selim and Bryan DeCamp	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.	<i>Prerequisites: Intro to Engineering and check-in with the film program.</i>	CA-VA or CA-PA or SC	Term 3
Rhetoric, Viewpoint Diversity, and Media Ahmed Selim	This course explores how rhetoric and persuasive techniques function in visual media while fostering skills for thoughtful dialogue across different perspectives. Students will analyze how films and media frame controversial issues, identify rhetorical strategies in visual storytelling, and examine how the same events can be portrayed differently across media sources. Through discussion and production projects, students will learn to create a piece of media that intentionally incorporates multiple viewpoints and addresses complex topics with nuance. Emphasis is placed on developing both critical analysis skills and creative techniques that promote open inquiry, compassionate discourse and Truth-seeking. Students will produce short films designed to bridge understanding across diverse perspectives while applying classical and contemporary rhetorical principles. By course completion, students will possess the analytical tools to evaluate media messaging critically and the creative skills to produce films that contribute to more thoughtful public discourse.		CA-VA or LA or SS	Term 2
VISUAL ARTS - OTHER				
Digital Fabrication Chip Hale	In this class we will be using computer controlled digital fabrication tools such as the 3D printer and laser cutter for rapid prototyping of designs that we create using 3D modeling software. Use technology to bring your vision to life!		CA-VA or SC	Term 1

Upper School Yearbook Brittni Addison	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 works collaboratively to produce a timeless, creative, and innovative publication that will record our school's community, memories, and events. Emphasis will be placed on organization, 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. Interested students must fill out an application in advance of registration.	<i>Prerequisite: Application</i>	CA-VA or CS	Year
ENRICHMENT (ER)				
Life After CFS Michele Hageman DeCamp	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.	<i>12th grade only</i>	HS or ER	Term 3
Collaborative Curiosity: Student-Taught Classes Student Teachers	This course explores the question: what can we create together? In this survey of student-taught classes, we will explore a variety of fun topics via " mini-courses " all taught by different 12th grade students. You'll get to experience five different student teachers teaching five different subjects! As we build a peer-centered learning community, we'll write plays, play poker, analyze reality television, and learn about biomechanics and epigenetics through hands-on experiences. If you love the freedom of student-directed study, this is the course for you! In a laidback and enjoyable environment, we'll build our collaborative and critical thinking abilities and get curious about new aspects of our everyday lives.		ER (CS credit for student teachers)	Term 2
Teaching Methods Holly Jordan	This course will be offered in the third trimester and it is open 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.	<i>Open to 11th grade only</i>	ER (CS credit for teaching course)	Term 3
Reclaiming Reading Julia Stivers	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 3
HEALTH AND HUMAN SEXUALITY - 1 credit required (HS)				
CFS Life Leslie Massicotte	The transition into Upper School is one of excitement as well as trepidation. It is a time of unique 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 health and well-being during this transition and beyond. The goals of CFS Life class are to build community and connection as a 9th grade class and prepare students with knowledge and skills to navigate health issues teens face as they move toward adulthood. Major areas addressed are physical literacy, healthy eating choices and body image, drug education, mental and emotional health, self-care, digital literacy, healthy communication skills, sexual health, harm reduction techniques, and informed decision-making. CFS Life aims to help students develop independence, self-advocacy and awareness, teamwork skills, and interdependence through engaging activities, large and small group discussions, movement activities and games, and individual reflection. (Some 11th or 12th grade students apply for mentorship roles and support the 9th grade students throughout this course.)	<i>Required for all 9th grade students</i>	HS and 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,	<i>12th grade only</i>	HS or ER	Term 3

Michele Hageman DeCamp	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.			
LANGUAGE ARTS - 12 credits required (LA)				
Foundations of Literature Matt Arnold	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.	<i>Required for all 9th grade</i>	LA	Year
Communities and Their Stories in Literature Dan Fisher	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.	<i>Required for all 10th grade</i>	LA	Year
American Literature Holly Jordan	This year-long study of American Literature will explore the idea of "America" and all that the term "American" implies. We'll use critical lenses to examine what values and ideals—positive and negative—show up in major works of American literature and what rhetorical and literary techniques allow those values and themes to shine. Through discussion, analytical and argumentative writing, creative projects, and reading across genres, we will explore the moral and political implications of defining something as "American."	<i>Required for all 11th grade</i>	LA	Year
SENIOR LITERATURE <i>All 12th grade students are required to take 3 terms of Senior Literature courses. Some courses are also open to 11th grade students.</i>				
Horror and Haunting in Toni Morrison's <i>Beloved</i> and Beyond Holly Jordan	<i>Beloved</i> by Toni Morrison is a seminal work of American fiction that illustrates the destructive impact of slavery on families and on the psyche. This two-term course will include an in-depth exploration of the novel through historical and literary context, analytical writing, and seminar discussions. We'll also consider <i>Beloved</i> in conversation with other works that use motifs of horror and haunting to address societal ills, including <i>The Piano Lesson</i> by August Wilson and <i>Get Out</i> by Jordan Peele. This course will reckon with the enduring legacy of slavery and other institutional traumas in the United States and honor the humanity and power of those who endured them. Students signing up for this Senior Lit offering should be prepared for a rigorous reading and writing schedule. Students should also expect difficult content in course reading and discussions, including murder, racial slurs, and physical and sexual abuse. [Questions about this? Reach out to Holly.] <i>Beloved</i> 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.	<i>12th grade only</i>	LA	2-term class: Terms 1 and 2
19th Century Russian Literature and History Dan Fisher and Jeff	In this two-term class, we will be going big, with deep dives into the works of some of the great Russian authors of the 19th and 20th century. The class will center around a close reading of <i>War and Peace</i> by Leo Tolstoy, or <i>The Brothers Karamazov</i> by Fyodor Dostoevsky. We will also look at the historical context of the	<i>11th and 12th grade only</i>	LA	2-term class, Terms 1 and 2

Guilford	literature, with special attention on Russia in the second half of the 19th century. We will also read shorter works by authors such as Gogol, Chekhov, or Bulgakov, as well as studying the historical context in which these works were created. This will be a discussion based class. These readings consistently provoke rich conversation thanks to their deep themes and complex characters. Assessments will include regular participation in our conversations and essays in which you will explore personally meaningful questions of your own related to the literature. Students who enroll in this class should expect a rigorous reading schedule. Advanced.			
The Art of Memoir Holly Jordan	Turning personal stories into compelling and meaningful pieces of literature is a form of art. In this Senior Lit course we will read the works of several contemporary memoirists and will examine how writers make meaning of their lives through unique stories, structures, and voices. We'll also explore the constraints of memory and the subjectivity of truth when it comes to recounting the past. Students will craft college-level writing assignments including literary analysis and comparative writing, and will have the opportunity to write their own memoir. By the end of the course, students will develop their understanding of the power memoir holds to illuminate experience, challenge assumptions, and foster empathy. Advanced.	<i>12th grade only</i>	LA	Term 1
MidEast Mysticism in Western Literature Ahmed Selim	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: <i>The Alchemist</i> by Paola Coelho, and <i>Forty Rules of Love</i> 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.	<i>11th and 12th grade only</i>	LA	Term 1
Contemporary Plays and Playwriting Brittni Addison	In this class, students will explore and analyze multiple contemporary plays featuring characters who are their contemporaries. Additionally, they will work to find their creative voices and tell their own stories through the art of playwriting. Students will study the "rules" of script writing so that they can identify when a playwright is following them or intentionally subverting them. They will be encouraged to embrace contradictions in analytical and creative texts. They will learn to dismiss the idea of perfection in life and in writing. Advanced.	<i>11th and 12th grade only</i>	LA	Term 2
Dystopian Imaginings Husnaa Hashim	<i>Parable of the Sower</i> is an innovative epistolary science fiction novel by Octavia E. Butler that reckons with the uncomfortable truths of a dystopian society set in our present-day. In this Senior Lit class, we will discuss contemporary social justice issues in connection to the novel and other media. Students will complete writing assignments at the college-level including literary analysis. Students will imagine new worlds which they will have the opportunity to express through a variety of creative formats (ex. visual art, story, dance, etc). Please expect to encounter difficult content throughout the novel (including gun violence, murder, and sexual abuse. Reach out to Husnaa with any questions about this). Through this challenging, rewarding journey we will uncover how young people have the power to lead communities in the face of adversity. Advanced.	<i>11th and 12th grade only</i>	LA	1-term class, Terms 2 and 3
Southern Gothic Literature Dan Fisher	In this class, we will explore the murky edges of human experience as reflected in ten short stories and one novel. Southern Gothic literature often features violence, eerie settings, misfits, and an atmosphere of decay, so be prepared for intensity as you enter the lives of characters struggling to survive amid both internal and external conflict. We will read powerful works by a range of authors, including Edgar Allan Poe, Julia Elliott, David Bottoms, Karen Russell, Ambrose Bierce, William Faulkner, Flannery O'Connor, William Gay, Jesmyn Ward, and Ron Rash. This is primarily a discussion-based course; strong preparation and	<i>11th and 12th grade only</i>	LA	Term 3

	active participation are essential. Assessments include a midterm creative or analytical piece (short story or essay) and a major analytical essay at the end of the term. Advanced.			
Monsters and the Monstrous Matt Arnold	What are we afraid of? What do our fears tell us about ourselves? By confronting our monsters, are we able to live meaningful lives? These are just some of the many questions this class aims to consider as we read together a collection of monstrous stories. To prepare, students' first paper will be a cultural, historical, and psychoanalytic investigation of a monster from somewhere in the world. For texts, we begin with reading a classic of the genre, Mary Shelley's <i>Frankenstein</i> , and then move to a modern-day, BLM inspired graphic novelization of the story, Victor Laval's <i>Destroyer</i> ; for the midterm the following question is considered: What is monstrous in <i>Frankenstein</i> ? Students will practice using scholarly sources for this academic paper, in order to prepare them for their final, which is an open-ended term paper based on their reading of a final novel of their choice. Frightful options include either <i>Blood Meridian</i> by Cormac McCarthy, <i>Freshwater</i> by Akwesi Emezi, <i>The Vegetarian</i> by Han Kang, or <i>Frankenstein in Baghdad</i> by Ahmed Sadawi. Advanced.	<i>11th and 12th grade only</i>	LA	Term 3
Modern and Contemporary Poetry Holly Jordan	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.	<i>11th and 12th grade only</i>	LA	Term 3
LANGUAGE ARTS ELECTIVES				
Creative Writing Ahmed Selim	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
Poetry Writing Workshop Husnaa Hashim	What are the ingredients that make the recipe for the dish that is a poem? How can we "cook up" our own poems? Through this generative writing workshop we will explore the differences between free verse poetry and poetic forms such as haiku, ghazal, cento, and sestina, and the literary techniques and devices that poets use. Students will read poetry by modern and contemporary poets, and write poetry on a weekly basis. Students will participate in workshop time where they will give and receive feedback on their poetry. Each student will create a final portfolio of their revised poetry which they will bind into a zine. Through this journey we will understand how reading and writing poetry can help us process complex social issues, experiences, and the world around us. No prior experience is necessary.		LA	Year and Term-long options
Rhetoric, Viewpoint Diversity, and Media Ahmed Selim	This course explores how rhetoric and persuasive techniques function in visual media while fostering skills for thoughtful dialogue across different perspectives. Students will analyze how films and media frame controversial issues, identify rhetorical strategies in visual storytelling, and examine how the same events can be portrayed differently across media sources. Through discussion and production projects, students will learn to create a piece of media that intentionally incorporates multiple viewpoints and addresses complex topics with nuance. Emphasis is placed on developing both critical analysis skills and creative techniques that promote open inquiry, compassionate discourse and Truth-seeking. Students will produce short films designed to bridge understanding across diverse perspectives while applying classical and contemporary rhetorical principles.		CA-VA or LA or SS	Term 2

	By course completion, students will possess the analytical tools to evaluate media messaging critically and the creative skills to produce films that contribute to more thoughtful public discourse.			
Writing for Short Film Ahmed Selim	This class functions as a workshop in which students gain an understanding of the basic essentials of short screenplay writing including act structure, dialogue, dramatic conflict, character development, screenplay format, and visual storytelling. Students will also be introduced to principles of directing, casting, location scouting, and preparing storyboards and shot lists. Students will produce "video drafts" of opening scenes to experience how the written word is made visible. Final screenplays will not exceed 15 pages and will be eligible for production through the Film Collective at CFS following the course. In the spirit of developing a collaborative arts community on campus, our class will engage in the Quaker consensus process with other arts class offerings scheduled during our period to design collaborative opportunity projects where students and teachers can actively seek out multiple platforms for expressing creativity within the community.		LA or CA-VA	Term 1
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.				
CFS Life Leslie Massicotte	The transition into Upper School is one of excitement as well as trepidation. It is a time of unique 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 health and well-being during this transition and beyond. The goals of CFS Life class are to build community and connection as a 9th grade class and prepare students with knowledge and skills to navigate health issues teens face as they move toward adulthood. Major areas addressed are physical literacy, healthy eating choices and body image, drug education, mental and emotional health, self-care, digital literacy, healthy communication skills, sexual health, harm reduction techniques, and informed decision-making. CFS Life aims to help students develop independence, self-advocacy and awareness, teamwork skills, and interdependence through engaging activities, large and small group discussions, movement activities and games, and individual reflection. (Some 11th or 12th grade students apply for mentorship roles and support the 9th grade students throughout this course.)	<i>Required for all 9th grade students</i>	HS and PE	2-term class: Terms 1 and 2
Aikido-合気道 Mark Shanahan	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
Clowning Brittni Addison	This class explores the use of physicality in storytelling. Students will study the great clowns throughout history (Charlie Chaplin, Buster Keaton, Bill Irwin, Slava, Robin Williams, etc) to understand the evolution of this form of physical theater. They will also work throughout the course to create their own clown and perform a		CA-PA or PE	Term 2

	number of sets for their classmates. We will focus on isolated movement, audience interaction, and physical comedy.			
Strength and Conditioning: Power and Endurance Brittni Addison	Throughout this course, students will learn how to build an exercise program that incorporates muscular and cardiovascular development, while promoting mobility, flexibility, and proper technique, and enhancing their overall fitness. They will learn proper form, workout planning, injury prevention, and the fundamentals of muscular development and endurance while also building discipline and healthy lifestyle habits. The course includes instruction through circuit training, body weight exercises, free weights, and some machine exercises, and workouts will take place in the CFS Weight Room and Gymnasium, as well as the Cross Country Trails, Track, and various locations throughout campus. All workouts will be safe and modifiable for students at any stage of their fitness journey. Emphasis in our class is placed on teamwork, encouragement, and personal improvement. While there is not written homework, there will be fitness assessments at the beginning, midpoint, and conclusion of the class, in order to track growth.		PE	Term
Introduction to Dance Forms (Beg) Katie Faulkner	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) Katie Faulkner	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) Katie Faulkner	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.	<i>Prerequisites: Must have taken one term of Intro to Dance Forms, Sources of Movement, or receive instructor permission.</i>	CA-PA or PE	Term 3
Dance Collaboration & Performance I & II (Int) Katie Faulkner	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	<i>Prerequisites: Must have taken one of the following: Intro to Dance Forms, Sources of Movement, Spring</i>	CA-PA or PE	2-Term class: Terms 1 and 2

	tech/dress rehearsals outside of school during the two weeks preceding the Winter Dance Concert is required – Schedule TBD.	<i>Dance Showcase, Intergenerational Dance Company, or receive instructor permission.</i>		
Dance Choreography & Performance I & II (Adv) Katie Faulkner	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.	<i>Prerequisites: Must have taken either Dance Collaboration I & II or Spring Dance Showcase or receive instructor permission.</i>	CA-PA or PE	2-Term class: Terms 1 and 2
Intergenerational Dance Company (All Levels) Katie Faulkner	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.**	<i>No dance experience or prerequisites necessary, however, interested students must gain admission through an application and interview process.</i>	CA-PA or PE	After school once per week, Jan - May
Kickball and Baseball Carter Hodge	In this trimester long PE class, we will learn the fundamental mechanics of throwing, catching, hitting/kicking and base running. We will spend most of our classes playing baseball/kickball, but we will also do drills to improve our skills and exercises to work on strength and flexibility. You should be prepared to play outside every class (even when it's hot!), meaning water bottles, sun protection and clothes you can run around in. We will play on a very casual and admittedly small 'field' between the mods and the US Woods. No experience required! Join us if you're curious about playing ball and want to run around in the sunshine!		PE	Term 1
Strength and Conditioning Matt Arnold or Kim Sulman	During class students will learn a variety of terminology and movements. 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 27th Boys Soccer Girls Tennis Boys Ultimate Girls Ultimate		1 PE per season	Term

	Girls Volleyball Girls Golf Boys and Girls Cross Country Winter: Season begins officially on November 2nd Boys Basketball Girls Basketball Boys and Girls Swimming Boys and Girls Indoor Track Spring: Season begins officially on February 15th Boys Tennis Girls Soccer Boys and Girls Track & Field Boys Golf			
Walking in Nature Various Teachers	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	Terms 1 and 3
Yoga Katie Faulkner	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)				
Costuming for the US Fall Production Lisa Hess	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 Lisa Hess	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 Lisa Hess	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		CA-PA or CS	Term 3

	dates and times will be given before the end of the Drop/Add deadline.			
Fall Production: Tech and Crew Lisa Hess	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
Film & Animation Projects Ahmed Selim	Film and Animation Projects provides a flexible one-term, two-term or year-long-optional deep dive into film theory, technology, storytelling and production with more time, platforms and opportunities to collaborate and see their visions materialize. This is open to all students, from true beginners to those wanting to get films produced for college application portfolios. Students can choose between documentary, video journalism, narrative, experimental, and music video projects. Students form Film Teams and receive regular film challenges with a new exciting twist: inspired by a student initiative, this course will include "Friends TV," with the goal to create 30 minutes of broadcast content every two weeks. Students will also have the opportunity to lead and program Community Cinema Nights at school and participate in the annual film festival. Students who take Film and Animation Projects in multiple terms will have higher expectations each term concerning their deliverables, contribution to other student projects, and quality of work. All students are expected to select one of their films to be shared in student screenings and/or the film festival. Students wanting to work on animation are highly encouraged to stay in the course for the full year, as animation can take a lot of time to develop. All students who commit to multiple projects will receive advance credit for their work. Service credits are also available through this course. As students learn to do the following: ● Plan, shoot, and edit broadcast content using professional workflow ● Conduct interviews that honor subjects' voices and stories ● Work effectively in collaborative film production teams ● Apply ethical frameworks to storytelling decisions ● Create media that serves to build community ● Develop a portfolio demonstrating your growth and range Advanced Credit Options		CA-VA or CA-PA Or CS	Year and Term-long options
Handmade Music Factory Dylan Pendergrast	In Handmade Music Factory, students will have an opportunity to create musical instruments from everyday items that may be found, repurposed, or discovered in a barn or second-hand store. The students will choose an instrument from a set of plans, and then proceed to the find and design stage. Once they have sourced all of the materials for their build, it will be time to begin their musical creation. This class will explore elements of woodworking, electrical engineering for amplification, and incorporate sculptural and visual art practices throughout the creative process.		CA-PA or CS	Term
Mentors for CFS Life Class Leslie Massicotte	This two-term service class fulfills two 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 during the CFS Life class by leading small group discussions, encouraging participation in team-building activities, and planning and attending at least one 9th grade retreat. Second, this group will lift up the importance of health and well-being topics and be leaders in discussing and raising awareness of these topics. Mentors will have the ability to help plan CFS Life class activities and facilitate their own lessons for the 9th graders. Mentors are trained in peer mentoring and preventing child sexual abuse. Advanced.	<i>11th and 12th grade only</i> <i>Students must apply to be considered for this course.</i>	CS or PE	2-term class: Terms 1 and 2

Scenic Design & Stagecraft Brittni Addison and Dylan Pendergrast	This class will function as support for the Dance and Theatre productions (term dependent). Students will collaborate with the performance directors to design and create the scenic elements of the productions. This may include generating scale models and digital renderings, building set pieces, and creating scenic art.		CA-PA or CS	Term
Spring Production: Tech and Crew Lisa Hess	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 Dylan Pendergrast	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-long, Terms 2 and 3
Student Ambassadors John Utz	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	Teacher's Assistants work in the different units and the Center. In the younger units, students might help younger students with their work or assist the classroom teachers with an assortment of tasks. Students may work in the Lower School library or in the Middle School/Upper School library. Students may also serve as a teacher's assistant in the Upper School, either for a specific teacher or in the Main Office. Students who TA in the Center will assist with general work for the entire school. Students who TA in the Shop will assist Shop staff on projects, organizing and some cleaning. Students who TA in the Athletics Department will do game preparation, general cleaning and organizing, and may assist with LS/MS PE classes. Students should check with individual teachers before signing up.		CS	Term
Teacher's Assistant: After School Athletics Kim Sulman	Game Day Administration & support: Teams of students can support game day operations including last minute set-up, scoring/clock, and game announcing. You may also support game day communications, and help out on sports days. Team Managers: Student(s) will support Coaches during practices and games. Tasks may include stat taking, game day admin, and assisting in practice set/break down etc.		CS/PE	Term
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 3:15pm to 4:15pm. 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 Brittni Addison	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 works collaboratively to produce a timeless, creative, and innovative publication that will record our school's	<i>Prerequisite: Application</i>	CA-VA or CS	Year

	community, memories, and events. Emphasis will be placed on organization, 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 (theatrical productions, dance concerts, sports, etc.). Interested students must fill out an application in advance of registration.			
Winter Tech and Design Lisa Hess	Students will work with Lisa and Dylan as Designers for the US Musical in elements of Set, Costumes, Scenery, Props, Lighting, and Sound. We will do a deep dive of the text and do a lot of research. Based on Brittini's overall look for the production we will create designs for the show. Expect to build models, create color and texture boards, render drawings, and give multimedia presentations to share with the Director and builders. We will also create timelines, build schedules, and set goals so that we can hit the ground running at the start of T3 when building begins.	<i>Prerequisite: One of the following: Beg Lighting, Theatre Tech, Sound Engineering, Sewing/Costume Design, Stagecraft, or permission of instructor.</i>	CA-PA or CS	Term 2
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.				
Understanding Governmental Systems: Agency, Criticality, and Social Justice Husnaa Hashim	This class explores how the US government was structured and meant to function, systems of government around the world, and how people effect social change by working in and outside of governmental systems. By creatively using civic skills to think critically about the root of societal problems, students will discuss current events and social justice issues of importance to them. Students will be empowered to actively participate in working towards the aspiration of a multiracial democracy in support of making our communities, and ultimately our country, more just and equitable.	<i>Required for all 9th grade</i>	SS	Year
Global Histories Jonathan McGovern	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.	<i>Required for all 10th grade</i>	SS	Year
U.S. History Jeff Guilford	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.	<i>Required for all 11th grade, required for all students for graduation</i>	SS	Year
SOCIAL STUDIES ELECTIVES				
Ethics Bowl Jeff Guilford	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			Term

	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.			
Introduction to Western Philosophy Jeff Guilford	Philosophy lies at the foundation of all intellectual endeavors. Every field, from art to medicine to public policy, rests on core philosophical assumptions that have been shaped and reshaped by the ancient and ongoing quest for knowledge about life's big questions: <i>What is reality? What can we know about it? What should we do?</i> This course offers a one-term introduction to these core philosophical questions and a brief overview of some of the great philosophers who have attempted to answer them. This course will be structured around the close reading and discussion of short philosophical texts. Students will be evaluated based on their ability to explain and critically respond to philosophical ideas both orally and in short writing assignments. The specific ideas that we examine in the course will be driven by student interest but may include such questions as: • Socrates: <i>Do we actually know anything at all?</i> • Marcus Aurelius: <i>How can we be happy in a messed up world?</i> • Descartes: <i>Is the world a simulation?</i> • Pascal: <i>Does it make sense to believe in God?</i> • Kant: <i>Why does science work?</i> • Nietzsche: <i>Are morals real?</i> • Sartre: <i>Does life have meaning?</i> • Foucault: <i>How does power impact knowledge?</i> • Fanon: <i>How does identity impact knowledge?</i> • Haraway: <i>Are you a cyborg?</i> • Butler: <i>What is gender?</i> • Ray Kurzweil: <i>Are our brains just meat computers?</i>			Term 3
Advanced European History Jeff Guilford	Europe was once a global backwater, but by 1815 this rainy, disunited peninsula on the edge of Eurasia had emerged as a major global power ready to conquer the world. But by 1945 Europe would lie in ruins, exhausted and broken after 30 years of war, revolution, and genocide. How did this relatively tiny corner of the globe emerge to conquer the world, and how did they manage to lose it all in less than 150 years? This course will focus on engaging with primary source texts and in open-ended discussion and reflection on the interconnections between ideology, technology, and political power, and how these forces interact to propel Europe to the heights of imperial power and into the depths of complete societal collapse. Advanced.			Term 1
Introduction to Sociology Jonathan McGovern	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
Rhetoric, Viewpoint Diversity, and Media Ahmed Selim	This course explores how rhetoric and persuasive techniques function in visual media while fostering skills for thoughtful dialogue across different perspectives. Students will analyze how films and media frame controversial issues, identify rhetorical strategies in visual storytelling, and examine how the same events can be portrayed differently across media sources. Through discussion and production projects, students will learn to create a piece of media that intentionally incorporates multiple viewpoints and addresses complex topics with nuance. Emphasis is placed on developing both critical analysis skills and creative		CA-VA or LA or SS	Term 1

	techniques that promote open inquiry, compassionate discourse and Truth-seeking. Students will produce short films designed to bridge understanding across diverse perspectives while applying classical and contemporary rhetorical principles. By course completion, students will possess the analytical tools to evaluate media messaging critically and the creative skills to produce films that contribute to more thoughtful public discourse.			
The Middle East Experience Ahmed Selim	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 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, 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).		SS	Term
What is Modernity? Pt. 1: Critical Theory Jonathan McGovern	Learning about the modern world, and its history, through the work of its preeminent theorist, Marx, and other critical theorists, is an intriguing way to attempt to understand the how and why that punctuate our present, and to imagine different worlds. Harari, in <i>Sapiens</i>, 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 <i>Capital</i>, 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. Advanced.	10th-12th grade only	SS	Term 1
What is Modernity? Pt. 2: Postcolonial Theory Jonathan McGovern	This course is designed to problematize and unsettle the over-confident narratives of modernity and progress using the wisdom of postcolonial scholars, who have challenged Eurocentric theories of the West. The postcolonial perspectives offered by Fanon, Said, Spivak, Bhabha, and others will guide us in challenging our received notions about history and who it has traditionally served. The grand narratives, critical and conventional of the Enlightenment, including Marx, will be critiqued and counternarratives will be centered. This class is structured as a continuation of part 1, however, part 1 is not a prerequisite. Advanced.	10th-12th grade only	SS	Term 2
World Philosophy Seminar Matt Arnold	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	11th and 12th grade only	SS	Year

	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.			
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 Frances Brindle	This year-long lab science course includes a study of the nature of water, the chemical and biochemical molecules of life, and the origin of life. We examine the diversification of life as prokaryotic cells, followed by unicellular and multicellular eukaryotic life forms including the fungi, plants, and animals that establish complex interrelationships initially in water, and later also on land. We examine molecular aspects of growth including the structure of DNA and protein synthesis, DNA condensing into chromosomes during cell division, DNA mutation and its significance in introducing variation within species. We examine the laws of inheritance, the basis of evolution by natural selection, the tree of life, and complete the year with an introduction to Ecology. The course is taught through hands-on activities, inquiry, and modeling of concepts.	<i>Required for all 9th grade</i>	SC-BS	Year
Advanced Biology Frances Brindle	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.	<i>Prerequisite: Students must have successfully completed both Introduction to Biology and Chemistry. Statistics is encouraged.</i>	SC-BS	Year
Advanced Biology Lab Frances Brindle	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.	<i>Corequisite: Advanced Biology</i>	SC-BS	Term 3
Human Anatomy and Physiology Larissa Wood	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.	<i>Prerequisite: Completion of Intro to Biology and Chemistry</i> <i>11th-12th grade only</i> <i>Strong biology background is recommended</i>	SC-BS	Year
Field Ecology Sarah Schulwitz	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	<i>Prerequisite: Completion of Intro to Biology</i> <i>10th - 12th grade only</i>	SC-BS	Term 1

	labs, students will become more familiar with the local flora and fauna and techniques for sampling our environment. Active participation is a must!			
Genetics Sarah Schulwitz	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 hands-on practice with foundational lab techniques in genetics research, namely micropipetting, DNA extraction, Polymerase Chain Reaction, Gel Electrophoresis, and CRISPR. We will explore topics such as human genetic disease, DNA in forensics, the CRISPR revolution, conservation genetics, ethics, and more. Active participation is a must! Advanced.	<i>Prerequisite:</i> <i>Completion of</i> <i>Intro to Biology</i> <i>and Chemistry</i> <i>11th-12th grade only</i>	SC-BS	Term
Ornithology Sarah Schulwitz	In this term-long course packed with field trips, 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!		SC-BS	Term 3
Physical Science (SC-PS)				
Chemistry Spencer Ware	This class is a year-long investigation of the composition and interactions of matter. Topics covered include states of matter, physical and chemical properties of matter, atomic structure, chemical reactions, solution calculations, basic stoichiometry, acids and bases, molecular geometry, and thermodynamics. Laboratory experiments conducted by students will form an important part of the course.	<i>Prerequisite:</i> <i>Completion of</i> <i>Intro to Biology</i> <i>and</i> <i>Recommendation</i> <i>of 9th Grade Math</i> <i>Teacher</i>	SC-PS	Year
Climate Science Sarah Schulwitz	At a time when global emissions of greenhouse gases continue to rise and communities across the globe feel the impacts of climate change, we have national leaders that dig into climate change denial. There is irrefutable consensus among scientists that human-caused climate change is real. This class is designed for anyone who wants to have a firmer understanding of that science. We will learn about the causes and effects of climate change as well as various solutions to mitigate and adapt to a changing world. We will cover the chemical, geological, atmospheric and planetary patterns and processes that impact climate. We will study solutions to climate change that already exist and we will study how communities at all scales (individual, local, regional, global) are implementing these solutions. This class is for everyone. It will be highly accessible in having few homework assignments and being lighter on math than our other physical science options. This will be a great option for students who want to double up on year-long science courses and for students who are interested in taking a less math-intensive physical science course.	<i>Prerequisite:</i> <i>Completion of</i> <i>Intro to Biology</i> <i>10th - 12th grade only</i>	SC-PS	Year
Advanced Chemistry Spencer Ware	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. Requires summer work. Advanced.	<i>Prerequisites:</i> <i>successful</i> <i>completion of</i> <i>Chemistry,</i> <i>completion or</i> <i>concurrent</i> <i>enrollment in</i> <i>Precalculus,</i> <i>and</i> <i>permission of</i> <i>the instructor.</i> <i>Strong math</i> <i>skills required.</i>	SC-PS	Year

Physics Bryan DeCamp	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.	<i>Prerequisite or Corequisite:</i> <i>Precalculus</i>	SC-PS	Year
INTERDISCIPLINARY AND OTHER SCIENCE ELECTIVES				
Advanced Environmental Science Sarah Schulwitz	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.	<i>Prerequisite:</i> <i>Completion of Intro to Biology and Chemistry</i> <i>11th and 12th grade only</i>	SC	Year
From the Earth to the Moon (and Beyond) Bryan DeCamp	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
Science of Cooking Sarah Schulwitz	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!	<i>Prerequisite:</i> <i>Completion of Intro to Biology</i> <i>10th-12th grade only</i>	SC	Term 2
Science Olympiad Bryan DeCamp or Sarah Schulwitz	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)				
Digital Fabrication Chip Hale	In this class we will be using computer controlled digital fabrication tools such as the 3D printer and laser cutter for rapid prototyping of designs that we create using 3D modeling software. Use technology to bring your vision to life!		CA-VA or SC	Term 1
ENGINEERING (SC-PS)				
Film is Engineering Ahmed Selim and Bryan DeCamp	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	<i>Prerequisites: Intro to Engineering and check-in with the film program.</i>	CA-VA or CA-PA or SC	Term 3

	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.			
Introduction to Engineering Bryan DeCamp	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 Chip Hale	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 (100) Erin Juliano	Math 1 introduces students to variables, algebraic expressions, equations and inequalities. This course also begins studying functions with a focus on linear functions. Students will study functions through a lens of graphs, tables, verbal descriptions and algebraic equations. Solving algebraic equations and understanding the different modalities of functions are the foundation of success in subsequent mathematics courses. Students will also simplify algebraic expressions using exponent rules and operations with polynomials. Then, students will factor polynomials in order to solve quadratic equations. At the end of the year, we will cover a unit introducing geometry to prepare for Math 2. Students will develop the ability to explore real-world application problems, demonstrate the appropriate use of graphing calculators and other technology, and communicate mathematics effectively.		MA	Year
Math 2 (200) Frank Omonte	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.	<i>Successfully completed Math 110 or instructor recommendation</i>	MA	Year
Math 2 (210) Frank Omonte	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.	<i>Successfully completed Math 110 or instructor recommendation</i>	MA	Year
Math 3 (300) Teacher TBD	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, radical, exponential, and logarithmic functions. With each new function learned, we will look at key characteristics, graphs, transformations, and real	<i>Successfully completed Math 200 or 210</i>	MA	Year

	world applications. The year will conclude with a unit on circle geometry and trigonometry. Students will also practice articulating the mathematical process and determining efficient methods for solving a given problem with the tools at their disposal. 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.			
Math 3 (310) Natalie Kolosieke	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, radical, exponential, and logarithmic functions. With each new function learned, we will look at key characteristics, graphs, transformations, and real world applications. The year will conclude with a unit on circle geometry and trigonometry. Students will also practice articulating the mathematical process and determining efficient methods for solving a given problem with the tools at their disposal.	<i>Successfully completed Math 210 or instructor recommendation</i>	MA	Year
Precalculus (400) Teacher TBD	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.	<i>Successfully completed Math 300 or 310</i>	MA	Year
Precalculus (410) Various Teachers	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.	<i>Successfully completed Math 310 or instructor recommendation</i>	MA	Year
Statistics (510) Will Fulkerson	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.	<i>Successfully completed Math at the 310 level or above</i>	MA	Year
Advanced Statistics Will Fulkerson	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. Students who take this course will be prepared to take the AP Statistics exam.	<i>Successfully completed the Data Analysis course or completed sufficient summer work assigned by the instructor</i> <i>Teacher recommendation</i>	MA	Year
Calculus 1 Kate Rueter	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. Derivative topics include the limit definition of a derivative, differentiation rules, writing equations of tangent lines, modeling velocity and acceleration, finding extrema, optimization, and related rates applications. Integral topics include integration by power and substitution, calculating definite and indefinite integrals, areas between curves, and volumes of revolution. . Advanced.	<i>Successfully completed Precalculus</i>	MA	Year
Calculus 2 Kate Rueter	This course is open to students who have successfully completed Calculus 1. The study of integral calculus will be continued with integration by parts, manipulating powers of trigonometric functions, trigonometric substitution, and partial fractions. Additional topics include infinite limits, series convergence and modeling, and parametric and polar analysis. . Advanced.	<i>Successfully completed Calculus 1</i>	MA	Year
Data Analysis Bryan DeCamp	"Data Analysis" is a one-trimester Intro to Statistics class that focuses on analyzing, representing, and modeling data. This course will offer students the opportunity to improve their statistical analysis skills on data collected through experiments	<i>10th-12th grade only</i>	MA	Term

	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 12th grade year.			
Introduction to Economics Natalie Kolosieke	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	MA or SS	Term
Money Matters Natalie Kolosieke	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	Term
MODERN LANGUAGES				
AMERICAN SIGN LANGUAGE				
Novice American Sign Language 1 Jennifer Ferraro	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 Jennifer Ferraro	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 Jennifer Ferraro	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	Prerequisites: Successful completion of Novice American Sign Language 1 and 2. Teacher recommendation	WL	Year

	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 practice outside of class to maximize their learning experience and fluency development in American Sign Language.			
Intermediate American Sign Language 1 Jennifer Ferraro	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. Students who have taken intermediate ASL 1 may also take this course as intermediate ASL 2 to continue to build fluency. Students will transition into a leadership role by developing and facilitating peer-led lessons on topics previously touched on. Students will analyze signed media, including vlogs and Deaf literature, and will be tasked with producing longer narrative presentations and creative signing pieces.	<i>Prerequisite:</i> <i>Novice American Sign Language 2</i> <i>Teacher recommendation</i>	WL	Year
SPANISH				
Novice Spanish 1 (NS 1) Davíd Luna	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) Teacher TBD	This course is a continuation of Novice Spanish 1. Second-year Spanish is an intensive study in grammar and verb tenses. Students will expand on reading, writing, comprehension, and speaking skills. The class will be conducted primarily in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.	<i>Prerequisite:</i> <i>Novice Spanish 1</i>	WL	Year
Intermediate Spanish 1 (IS 1) Rob Lavelle	This course will be conducted primarily in Spanish and will continue to focus on Spanish grammar, reading, writing, listening, and speaking skills. Students will be expected to participate in class discussions and give oral interviews, perform paired conversations, and deliver presentations in Spanish. Regular quizzes, written and speaking tests, and a final cumulative exam or project will be assigned.	<i>Prerequisite:</i> <i>Novice Spanish 2</i>	WL	Year
Intermediate Spanish 2 (IS 2) Rob Lavelle	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.	<i>Prerequisite:</i> <i>Intermediate Spanish 1</i>	WL	Year
Topics in Advanced Spanish 1 Davíd Luna	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.	<i>Prerequisite:</i> <i>Intermediate Spanish 2 or 3</i> and teacher recommendation	WL	Year

Topics in Advanced Spanish 2 Davíd Luna	Advanced Spanish 2 is a seminar class. Students will negotiate with the target language using authentic texts such as short stories, poems, TV shows, and newspaper articles. Following the American Council on the Teaching of Foreign Language, students will work towards expressing themselves fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Students will practice the skills to communicate in paragraph-length conversation about events with detail and organization. The course will focus on developing the proficiency to confidently handle situations with an unexpected complication and share point of view in discussions. Advanced.	<i>Prerequisite: successful completion of Advanced Spanish 1 and teacher recommendation</i>	WL	Year
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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
Modern 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 Math 3 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