

## 2019-2020 UPPER SCHOOL COURSE OFFERINGS

### COMMUNITY SERVICE/SERVICE LEARNING – 6 credits required

#### **Building Techniques**

Students in this class will work on a construction project on campus. Past projects have included a shed for storage, a tree house, a climbing wall, and a hut for the pigs belonging to the Lower School.

CREDIT: CS (term)

#### **FILMS for World Peace: Mentorship**

*11th and 12th grade only, instructor approval required*

This is a component of the Apprenticeship course and is open for students who have already completed either an independent film study or a film apprenticeship. Mentors help with the design of new projects and support apprentices on location. Mentors will be called upon to lead community outreach and skills workshops that promote the consensus filmmaking model.

CREDIT: CA-VA or CS (term or year)

#### **Film Projects**

This course will allow students to work on both service film projects and personal experimental film projects. To that aim, they may select to earn either a service credit or a visual arts credit. Service Film Projects will explore ways that express the mission of CFS in action. The instructor will facilitate the process to help students complete their freestyle projects. Students may opt to work in teams and create fiction or work independently and create a reality/documentary piece. The whole class will serve as a support group to help each student reach his,her or their individual goals. Students can choose to create their projects on cell phones, class iPads or shared class DSLR cameras. No prior film experience necessary.

CREDIT: CA-VA or CS (term)

#### **Quaker Advocacy**

In this action-oriented course, students learn the basics of public policy, lobbying, and Quaker process. Students begin by researching a pending piece of national legislation chosen by the Friends Committee on National Legislation (FCNL). They then use Quaker decision-making processes to write a consensus-based declaration on the issue, which they present to the entire student body. The class then attempts to educate others on the issue and come to consensus, with their 160 peers, on the declaration. The class then travels to Washington DC for four days to participate in FCNL's Spring Lobby Weekend. Over the first two days, students are trained to lobby and are educated by national experts. On the final two days, students meet with their senators, representatives, and/or elected officials' staffers to lobby on their topic. Upon returning from DC, the class decides on a second campaign to implement. In the past, students have organized a multi-school climate change conference, lobbied state legislators on LGBTQ workplace protections, and conducted a massive Get Out The Vote campaign.

CREDIT: CS (term)

#### **Stagecraft**

This class will function as support for the Upper School Dance Concert and Spring Play. Class work might include set building and design.

CREDIT: CS or CA-PA (term)

#### **Student Ambassadors**

*Prerequisite: Students must sign up for a minimum of 2 terms. Terms do not have to be consecutive.*

Student Ambassadors work closely with the Upper School Dean for Students. They provide a communication link between staff and students. They support and welcome students new to the Upper School. Specific class activities are decided as a result of confidential discussions. Student Ambassadors are called on to play a leadership role in the community and should demonstrate the following qualities:

- Able to abide by confidentiality agreement
- Approachable
- Genuinely invested in the well-being of the school
- Comfortable talking with teachers
- Willing to give up outside class time
- Able to set a good example for CFS students
- Friendly
- Honest and respectful
- Responsible
- Good listener
- Mature enough to stay neutral

CREDIT: CS (2 terms)

### **Student Liaisons**

#### *11th grade and occasionally 12th grade*

This two-term service class fulfills two purposes. First, this group of 11th and 12th graders will participate in the CFS Life classes (fall and winter terms), seeking to befriend, mentor, and support the 9th grade as they acclimate to high school life. These students will play a key role in helping to build cohesion and leadership in the freshman class. Students will join the 9th graders on retreat days, and ideally (but not required) accompany them to Newton Grove in the Spring. Second, this group will commit to attending Clerks regularly. Students must apply to be considered for this course.

CREDIT: CS (2 terms)

### **Teacher's Assistant**

Teacher's Assistants work in the Campus Early School, Lower School, Middle School, Upper School, and the Center. In the younger units students might help younger students with their work or assist the classroom teachers with an assortment of tasks. Students may work in the Lower School library or in the Middle School/Upper School library. Students may also serve as a teacher's assistant in the Upper School, either for a specific teacher or in the Main Office. Students who TA in the Center will assist with general work for the entire school. Students who TA in the Athletics Department will do game preparation, general cleaning and organizing and may assist with LS/MS PE classes. Students should check with individual teachers for such service opportunities before signing up.

CREDIT: CS (term)

### **Teacher's Assistant: Art Studio**

Students interested in doing service work in the studio are welcome during any period of the day. If you have a specific interest like ceramics or photography, please sign up to assist in those areas.

CREDIT: CS (term)

### **Teacher's Assistant: Athletics/Game Day**

Students interested in doing service work on game day must be available after school on home game days and sports day. Depending on the season, students will complete game setup, assist coaches, monitor water, ice and first aid supplies. Off season athletes only. No experience required but must be punctual and self directed.

CREDIT: CS (term)

### **Teacher's Assistant: Audio**

Students should have an interest in providing sound tech set up or support for various platforms: school and or musical events and classes, organization of electronics and amplification, tech setup and organization in the music hut.

CREDIT: CS (term)

### **Teacher's Assistant: Computer Lab**

TAs in the Computer Lab will provide assistance to computer users by answering questions about the hardware and software. They will also help to clean and maintain the equipment, install software, make signs, photocopy, and do data entry.

CREDIT: CS (term)

### **Upper School Newspaper**

This is a project based class, open to 9th through 12th graders, in which we create and produce a student newspaper. The specific nature of this publication will be determined by members of the class. Whether we decide on sassy, serious, or some combination thereof, we will review media ethics and the role of news reporting in our society, including some historic highs and lows. Students will learn how to gather background material and check facts, conduct an interview, write news and feature stories, craft effective headlines, and design and lay out a news publication. We will produce several issues of the paper in both print and online formats.

CREDIT: CS or ER (term)

### **Upper School Service**

In Upper School Service classes, students will be caring for the grounds, doing some work on buildings, and generally helping to keep the school running. This class also helps to manage the school's recycling program.

CREDIT: CS (term)

### **Upper School Yearbook**

Students in this two-trimester class will comprise the staff of the Upper School yearbook. Together they will plan, design and produce the yearbook from start to finish. This is an excellent opportunity for anyone interested in writing, photography, drawing, graphic design, marketing, editing, bookkeeping, desktop publishing, and/or project management. There are roles for anyone interested in finding out how a yearbook is made. Close attention to detail is a critical component of this class. Students will have individual responsibilities but will work cooperatively as a team with one common goal: a yearbook to be proud of. Please note that students will have work to do outside of the classroom including attending sporting events and other school sponsored activities (the play, musical, MLK service day, etc.).

CREDIT: CS or CA-VA (two terms)

## CULTURAL ARTS

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

### CULTURAL ARTS - VISUAL ARTS - STUDIO

#### **Ceramics**

This class is an introduction to clay building techniques including hand-building methods and wheel-throwing. These techniques are primarily used to create functional pieces, but students can also explore more abstract forms. Once foundation techniques are introduced, projects may explore altering form, surface decoration, structure/construction, and work in a series. Students will be asked to participate in group critiques in class and complete written reflections about their learning process.

CREDIT: CA-VA (term)

#### **Drawing & Painting**

This class exposes students to a variety of two-dimensional media, through practicing techniques necessary for developing drawing and painting skills. The class focuses on using design, color theory and composition principles in 2-D artwork, and applies them to projects that encourage students to draw what they see and feel, and to visually share their ideas and visions of the world. The first part of the term will focus primarily on drawing through still life, portraiture and life drawing, landscapes, and storytelling, and the second part of the term will be spent learning color theory applying these experiences to extended conceptual projects in wet media. Critiques throughout the term will allow students to gain feedback from their peers and instructor and gain confidence with their arts vocabulary and understanding of idea, form, idiom, structure, craft and surface/impact. Students will work with graphite, pen and ink, charcoal, china marker, chalk and oil pastels, colored pencils, watercolor, gouache and acrylic paint.

CREDIT: CA-VA (term)

#### **Photography**

This class begins with a history of photography, including 35mm black and white photography, learning about cameras, film, and darkroom techniques. The students will be in the darkroom for much of the term, as well as using phones and digital cameras to develop skills in composition, art making and storytelling. All will participate in critiques and share feedback throughout the term. Chemistry and darkroom safety will be covered along with responsible darkroom set up and clean up. Students must provide their own cameras or make arrangements ahead of time to be sure one is available for their use during the term (we do have a number of school film cameras available). A materials fee will be charged for this class.

CREDIT: CA-VA (term)

#### **Printmaking Techniques**

The variety of printmaking processes available are broad, and can produce unexpected and powerful, unique imagery. In this class, students will combine drawing exercises with carving and printing processes such as: Reduction Prints, Stamps, Foam and Linoleum Printing, Found Object Printing, Spray Painted Stencils, and Screen Printing. We'll also learn about some of the pioneers and contemporary artists that use these processes as we make work of our own.

CREDIT: CA-VA (term)

#### **Clay & Sculpture**

In this class we will explore principles of 3D design while creating realistic and abstract sculptures. We will use a variety of media to make 3D forms including paper, found objects, and clay. We'll cover techniques and concepts including additive and subtractive modeling and assemblage.

CREDIT: CA-VA (term)

#### **Materials & Meaning**

This intermediate level class will incorporate a variety of additional media and materials while building skills in effective visual communication and self expression. Students should enter this class having taken a couple other materials-based classes, or with permission from the teacher. A deeper investigation of and experimentation with 2D and 3D materials, plus Digital Art, Fibers, Collage, and Sculpture projects will be explored.

CREDIT: CA-VA (term)

#### **Portfolio**

This is an advanced studio class for students focusing on building and presenting a more independent portfolio of work. It is mainly for 11th and 12th grade students (and 10th with permission) who have taken at least two materials-based classes in Ceramics, Clay & Sculpture, Photography, Printmaking, Digital Art or Drawing & Painting. Students will sign up for both terms of this fall and winter class and work during the fall term to develop skills in a wide variety of materials through advanced art experiments of their own design, then have the winter term to work independently to solidify their visual voice and compile their portfolios. Near the transition between fall and winter terms, students will attend (as part of the course curriculum), a National Portfolio Day event in Charlotte, Richmond, or Washington, DC. National Portfolio Days are meant as opportunities for high school students to present a body of their work to a variety of Art Schools from all over the US and abroad. Being self-motivated and focused is of the utmost importance, as this class offers a lot of studio time to work on individual projects, but aiming to attend an art school or study art after CFS is not a prerequisite. In the Winter Term students will develop their artist statements and create an Art Process Video to accompany their body of 8-12 pieces. Students may not sign up for winter term without being enrolled in the fall term.

CREDIT: CA-VA (two terms)

### CULTURAL ARTS - VISUAL ARTS - FILM

### **FiLMS for World Peace: Apprenticeship**

By way of a collaboration between Carolina Friends School and FiLMS for World Peace, Apprentices will gain activist filmmaking experience through the development and execution of projects that will be shared in the community as a catalyst for raising awareness and action for social causes. Apprentices will become part of the FiLMS for World Peace platform that empowers people to “transform conflict into discovery” through the development of storyworlds. Students can enroll with no previous film experience. As apprentices they will learn to write, project-manage, direct, shoot, edit and market collaborative projects as they build community. Apprentices will go beyond making one-off films to examining how filmmakers create agency through multiple platforms, campaigns and social entrepreneurship. Apprentices will also have opportunities to collaborate with FiLMS for World Peace Fellows from the Continuing Education Program at the Center for Documentary Studies at Duke University as they earn credit towards a collaborative certificate from CDS and FiLMS for World Peace while laying the foundations for the FiLMS for World Peace Festival to be housed at Carolina Friends School. Students will also have site visits to the local public access TV station and produce pieces that will be considered for broadcast.

CREDIT: CA-VA (term or year)

### **FiLMS for World Peace: Mentorship**

*11th grade and 12th grade only, instructor approval required*

This is a component of the Apprenticeship course and is open for students who have already completed either an independent film study or a film apprenticeship. Mentors help with the design of new projects and support apprentices on location. Mentors will be called upon to lead community outreach and skills workshops that promote the consensus filmmaking model.

CREDIT: CA-VA or CS (term or year)

### **Film Projects**

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CREDIT: CA-VA (term)

### **Intro to Film and Documentary Studies**

This course introduces students to the art of filmmaking through a theoretical lens as well as a practical one. Students will watch examples from some classics that have defined the field and contemporary examples that push it. They will also learn the basics about writing visual stories while asking what decisions does a director make and why? How are shots composed and what do they mean? We will also examine the ethics of filmmaking. Students will produce short assignments that will hopefully inspire a playful and professional approach to the craft.

CREDIT: CA-VA (term)

### **Intro to Storyworld Design**

Storyworlds that can be developed into Transmedia projects don't happen by accident. This course is a deep exploration into the questions that inform our reflections and decisions as we build a framework to unleash the potential of story, collaboration, community building and social change across multiple platforms. Students test simple and concrete documentary ideas for their potential to elicit participation and crowdsourcing by examining case studies witnessed by the instructor during the Egyptian Revolution and the Moral Monday Movement in North Carolina and will learn how to create their own social media networks that not only showcase their documentary work but invite multiple points of view to participate in calls for action.

By the end of the course (and easy to follow stepping-stones) students will produce a Documentary Storyworld Blueprint that will help them launch their own social media network rich with active protagonists and dramatic pressures influencing events in the 'here and now' and beyond.

CREDIT: CA-VA (term)

### **Intro to Video Journalism**

This course is built on the premise that a properly trained video journalist, alone or in a small team, can tell stories with powerful images and intelligent words, using hand-held, digital cameras for a more intimate, more immediate, more fluid brand of communication than that achievable with a large crew and the larger, shoulder-held cameras -- and for a fraction of the cost. The tools and the techniques taught in this course will help you to compete in the very fertile, and growing, arena that we call visual journalism, or visual communication.

CREDIT: CA-VA (term)

## **CULTURAL ARTS - VISUAL ARTS - DIGITAL & FABRICATION**

### **3D Printing Lab**

In this class we will be learning the basics of 3D printing, from the computer to reality. We will use various 3D modeling software platforms to design our models, which we will use to test the limits of this amazing technology. The class will be focused on learning the basics of the Makerspace tools while bringing your ideas to life. No math required.

CREDIT: CA-VA (term)

### **Programming, Math, & Art**

Do you like art? Do you like math? Do you like computers? If you answered “yes” to any of those questions, come build an online portfolio website full of cool art pieces made with math and computers. Students will learn programming fundamentals and a little bit of math to build art projects with aspects that are procedural, self-similar, random, respond to sound, or change color based on the weather! No specific math course or any prior programming experience is needed.

CREDIT: CA-VA (term)

## **CULTURAL ARTS - PERFORMING – DANCE**

### **Dance - Introductory/Intermediate Level**

*Dance classes in which students are physically active are cross-listed as Physical Education and Cultural/Performing Arts classes. Students may meet either of those requirements with a dance class, but may not count one class toward both requirements.*

#### **Dance 1: Bodies in Motion**

This class will combine elements of improvisation and technique to explore new ways of moving the body. We will explore multiple approaches to falling in and out of the floor, swinging, pushing, pulling, spiraling, and monkeying around. Great way for athletes, and dancers of any experience to increase coordination, balance, and body control. We will seek to find new movement pathways in the body, as well as time for in-class creative assignments.

CREDIT AREA: CA-PA or PE (term)

#### **Dance 1: Contemporary Dance Styles**

Have you ever wondered about the vast range of techniques and styles that are considered modern or contemporary dance? We will examine the question of what is modern dance? Our explorations will include an opportunity to work with a series of guest artists in specific styles. These guest artists will each teach a unit on their particular area of expertise. The styles will range from traditional modern to hip-hop to social dance. You will develop your technical skills as you experiment with new ways of moving your body. Along the way we will analyze the characteristics of each style of dance and study the choreographers who have brought the style forward. Students will be required to dress out and participate on a daily basis. There will be a collaborative project inspired by a contemporary dancer and in class journal reflections. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (term)

#### **Dance 1: Experiential Anatomy for Dancers and Athletes**

This dance class will be participatory in nature and we will move every day. It will provide an opportunity to study the body and bring fundamental body perceptions into focus. We will learn about the body with the goal of being able to sense basic information about the body and its parts. Think bones, skin, fascia, eyes and breath. When we can refine and differentiate our perception of our skeleton, it helps to free more parts of our body to move. Visual perception leads to understanding the different ways we can use our sense of attention. The breath is basic to the way we individually organize our movement. Understanding the body deepens our capacity to be present on stage, on the field or court and in day to day life. A final project will enable students to share their anatomical knowledge in a creative project. The class will attempt to personalize the concepts of anatomy.

CREDIT AREA: CA-PA or PE (term)

## **Dance - Intermediate/Advanced Level**

#### **Dance 2: Modern Dance: Collaboration & Performance**

*Prerequisite: Consistent dance experience in the US or permission of instructor*

This class will emphasize the body in motion and the technique of modern dance. Students will work collaboratively with two guest choreographers to create dances inspired by a theme chosen by last year's participants. Dancers will be asked to contribute and learn dance phrases in the process. There will be a specific emphasis on the relationship between technical and creative development. **STUDENTS NEED TO TAKE THIS CLASS FOR BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** There will be required outside rehearsals initially on Monday afternoons and then on Thursday afternoons in December until the concert sharing. These rehearsals are coordinated with the sports program. After winter break, dancers will have the opportunity to choreograph and collaborate with a guest artist during the last third of the term. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (two terms)

#### **Dance 2: Dance Composition**

This process-oriented class will have a joyful lab-like atmosphere where experimentation is valued. We will work with visual art, music, photography, props and text as tools to use for generating ideas, movement and choreography. Through a refined series of in class assignments you will delve deeply into your own creative process and share your findings with the group. The idea is to come at choreography from many angles, to create and view multiple studies, and to try compositional ideas that open up the sense of what dance can be and what dance can communicate. Dancers will be asked to create a final concept piece that builds on the material we have covered in class.

CREDIT: CA-PA or PE (term)

### **Improvisation and Site Specific Dance**

We will explore the idea of improvisation on the floor and in the air in various locations. Think of it as ART ON THE MOVE. We will explore principles of spontaneous creation in both movement and sound, working to consciously and collaboratively create a vibrant ensemble of dancers artistically intertwined.. We will work closely with the 7th period music class to experiment with live music and movement in improvisational and set scores. We will practice paying attention to our own body, other bodies, the energy of sound and the physical and sonic space around us. We will create set pieces in a variety of locations depending on the desire of the group. DANCERS: We will sensitize ourselves to sound and spaces and create from this source. MUSICIANS: We will explore the idea of both guiding the dancer with sound, being guided by the body of the dancer and experiment with how to use sound as a physical aspect of space with inspiration coming from the concept of sound as environment.  
CREDIT: CA-PA or PE (term)

### **Dance - Advanced Level**

#### **Advanced Dance: Collaboration & Performance**

*Prerequisite: Modern Dance or Advanced Dance & Permission of Instructor*

Students will work collaboratively to develop work thematically related to a theme chosen by last year's participants. The theme will be explored in dance, poetry and video. Dancers participating in this project will need to do in depth research during the summer months and generate dance phrases. All dancers will meet in August with the instructor, videographer and other artists where their findings will shape the direction of the concert. Students will explore motivations for selecting movement around the stated theme. The concert will be one continuous thought that invites audience engagement in a particular way. There will be opportunities for dancers to design small portions of this collaborative work based on their research. This process requires a high level of commitment and self-direction. After school rehearsals on **Monday** afternoons will be required until winter break. There will be a sharing of work towards the end of October. Outside rehearsals are coordinated with the sports program. **STUDENTS NEED TO TAKE ADVANCED DANCE IN BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** After winter break students will have the opportunity to work with guest artists during the last third of the term. Students are limited to 3 excused absences for credit.  
CREDIT: CA-PA or PE (two terms)

### **CULTURAL ARTS - PERFORMING - MUSIC**

#### **Guitar Class**

Learn the basics to play any folk or pop song. Open to the absolute beginner or the intermediate guitarist.  
CREDIT: CA-PA (term)

#### **Music Appreciation**

How did music evolve into the many genres we listen to today? In this class we'll study the evolution of music from its beginnings in various parts of the world. We'll explore European classical music, American blues and jazz, and the origins of rock, hip-hop, rap, reggae, and Latin American music, as well as music from the Eastern part of the globe. We'll learn about some fascinating characters along the way – from Beethoven, Igor Stravinsky and John Cage to Tupac, Sister Nancy, Ali Akbar Khan and the Baka pygmies of Cameroon. This class is open to all. Come ready to listen and explore our musical worlds. We may even play a little!  
CREDIT: CA (term)

#### **Music as Language: Theory and Ear Training**

In this class we will explore the language of music from the perspective of harmonic analysis and ear training within Western music. Beginning with listening to works that explore a variety of harmonic practices, we will study the basics of music theory while simultaneously training the ear to understand and predict chord progressions. We will learn some notation skills and develop written analysis at a rate that is comfortable to skill levels of the students within the course. Open to all levels!  
CREDIT: CA-PA (term)

#### **Music Ensembles 1 & 2**

*Prerequisite: Permission of the instructor*

These are ensembles for students with an intermediate or advanced skill set 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 of the course of the year. The stylistic choices of the instrumentalists will determine our repertoire, so feel free to come with certain songs or pieces you would like to learn with friends and we can arrange them for the group.  
CREDIT: CA-PA (year)

#### **Percussion Ensemble**

This music class is open to all! Come learn about the world of rhythm as we explore the foundations of percussion music by putting together polyrhythmic music. We will learn about tempo and pulse, meter, swing, and improvisation, but will mostly spend our time playing music. This class works best when it's large, so sign up and encourage your friends! It'll be a fun and learning-filled good time!  
CREDIT: CA-PA (term)

### **Quaker n'Oats**

The Upper School *a capella* group, the Quaker n'Oats, is open to all interested students. The group performs at many school functions including Risers' Night, Visitors' Day, and Graduation.

CREDIT: CA-PA (year)

## **CULTURAL ARTS - PERFORMING - THEATER**

### **Beginning Acting**

This class introduces students to basics of Western theater performance. It is a prerequisite to participation in any advanced classes or performances. We will work on rudimentary aspects of drama such as physical theater, improvisation, movement, Viewpoints, voice, and ensemble awareness. Students should wear non-restrictive clothing and shoes to class and come prepared to move. The class is required for all students wishing to participate in school theater productions.

CREDIT: CA-PA (term)

### **Fall Production**

*Prerequisite: Beginning Acting or equivalent course with permission of instructor.*

This class will focus on the production of an evening length performance offered to the CFS community and general public.

CREDIT: CA-PA (term)

### **Improv**

This class teaches students the basics of improv -- both comedic and dramatic. We'll play plenty of games and pursue longer-form structures. We will engage with character, setting, object work, and the core 'game' or concept of every scene. Students should expect to build towards at least one public performance.

CREDIT: CA-PA (term)

### **Mock Trial**

Learn the skills of a trial lawyer, engage with the legal system, and perform as a witness or attorney in a competition which matches schools across the state. Mock Trial will teach you how to make an effective opening statement, how to prove your case by questioning your own witnesses, how to ruin the credibility of lying witnesses through cross-examination, how to present exhibits and documents in court, and how to make a winning final argument. A team of members from the class will participate in a local mock trial competition on a weekend in January, with winners of the competition advancing to regional and/or state finals. Do you like to act? Do you enjoy debate? Are you interested in the law? This class is for you.

CREDIT: ER or CA-PA (term)

### **Public Speaking**

Over the course of this term, students will learn the fundamentals of public speaking and explore various styles of presentations, from debate to storytelling and many in between. Weekly practices will culminate in a final presentation in a style and on a topic of each student's choice.

CREDIT: ER or CA-PA (term)

### **Spring Play**

*Prerequisite: Beginning Acting*

Students will rehearse, produce, and perform our Upper School dramatic offering.

CREDIT: CA-PA (term)

### **Stagecraft**

This class will function as support for the Upper School Dance Concert and Spring Play. Class work might include set building and design.

CREDIT: CS or CA-PA (term)

### **Winter One-Act Festival**

*Prerequisite: Beginning Acting*

This class will develop an evening - short pieces, holistic concepts, outlandish challenges - for performance as part of the annual US Winter One Act Festival. Students will direct, produce, and perform all work. Writers, movers, directors, and those who think of themselves as non-performance artists are welcome.

CREDIT: CA-PA (term)

## **ENRICHMENT**

### **American Sign Language I**

Students will develop basic knowledge of American Deaf Culture and American Sign Language (ASL). ASL communication skills will be nurtured both receptively and expressively, in regards to fingerspelling, numbers, basic vocabulary, and grammar. Based on an understanding of American Hearing culture, students will explore American Deaf culture and history. Emphasis will be on

accurate sign production, ability to comprehend signed communication and appropriate responses in simple conversations.  
CREDIT: ER (year)

### **American Sign Language II**

*Prerequisite: ASL I*

Students will review and build on concepts from ASL I. With development of broad language skills, vocabulary, grammar and syntax, students will participate in additional “live use” of the language. Students will develop a deeper awareness of the intricate aspects of Deaf culture. Additionally they will explore technology and communication tools used within the Deaf and Hard of Hearing Community.

CREDIT: ER (year)

### **Arduino Automation Lab (STUDENT TAUGHT CLASS)**

An arduino is like a small computer that can carry out tasks indicated by the user. This class will be focused on the arduino, a programmable microcontroller, that students will use to automate various projects such as a self-watering system for gardening, robotic hands, and console games. We will be utilizing the makerspace tools to create these devices. No prior programming experience required.

CREDIT: ER (term)

### **Mock Trial**

Learn the skills of a trial lawyer, engage with the legal system, and perform as a witness or attorney in a competition which matches schools across the state. Mock Trial will teach you how to make an effective opening statement, how to prove your case by questioning your own witnesses, how to ruin the credibility of lying witnesses through cross-examination, how to present exhibits and documents in court, and how to make a winning final argument. A team of members from the class will participate in a local mock trial competition on a weekend in January, with winners of the competition advancing to regional and/or state finals. Do you like to act? Do you enjoy debate? Are you interested in the law? This class is for you.

CREDIT: ER or CA-PA (term)

### **Money Matters**

The objective of this course is to help students develop a healthy relationship with money prior to graduating and leaving home. The curriculum includes budgeting, savings/investment vehicles, taxes, types of credit, managing credit, car/student loans, mortgages, and identity theft, but also encourages students to reflect on their individual attitudes toward money and how those attitudes influence their behaviors. Am I a conscious consumer? Am I a conscientious consumer? How can I align my finances with my goals and values? This course provides a wealth of financial information through hands-on activities, balancing group discussion with individual research and reflection. Open to grades 10-12.

CREDIT: ER (term)

### **Video Game Lab - History and Design (STUDENT TAUGHT CLASS)**

In this class we will learn about video game history from the arcades to home consoles and concepts of basic video game design. We will explore and recreate some of the most popular ourselves. Students will learn about basic programming through making video games, and by the end of the trimester will possess all of the skills they need to make their own games from scratch. No prior programming experience required.

CREDIT: ER (term)

### **Public Speaking**

Over the course of this term, students will learn the fundamentals of public speaking and explore various styles of presentations, from debate to storytelling and many in between. Weekly practices will culminate in a final presentation in a style and on a topic of each student's choice.

CREDIT: ER or CA-PA (term)

## **HEALTH & HUMAN SEXUALITY - 1 credit required**

### **Adolescent Health Independent Study**

*Required for all students who have not completed CFS Life or a high school health class at a previous school*

Adolescent Health is a topical exploration of health issues especially important to teenagers. The information is vital in preparing students to make safe and healthy decisions about their present and future lives. Students will focus on four main areas: wellness and self care, mental health, sexual health and drug education. Students will have a great deal of input in reference to the topics we cover in depth.

CREDIT: HS (term)

### **CFS Life**

*This two-term class is required for all 9th grade students.*

The transition into upper school is one of excitement as well as trepidation. It is a unique point in a young person's life. It is a time of varying emotional, social, physical and intellectual growth. Carolina Friends School not only wants to name this transition but address it by providing a class for all 9th graders which focuses on these timely issues. The goal of CFS Life class is to ease the transition into upper school as well as address the health issues teens face as they move toward adulthood. Major areas addressed are Upper School orientation, Quaker philosophy, study skills, mental health, spiritual health, wellness and self care,

sexual health, and drug education. (11th or 12th grade students will act as mentors and student liaisons, receiving credit for this service).

CREDIT: 1 HS, 1 ER (two terms)

### **College Life**

*12th grade only*

So, you've almost graduated from CFS. You have just one more trimester to complete. This class is about preparing you for college life. The class will open with the questions: what is on your mind, what are your worries, what are you excited about, what would be helpful to know? We will bring alumni in to share experiences, offer suggestions and drop some hints. You will conduct research on the college of your choice. Do you know where the learning resource center is? Do you know where the office for international travel is? Do you want to join an organization? Do you know where the counseling center is and what services they provide? Next we will cover some issues many college freshmen face: budget and financial stability, time management, study skills, roommate conflict resolution, peer pressure, alcohol and drug use, and sexual safety, conduct, choice, consent and refusal. Students will have a great deal of input on what we discuss and study.

CREDIT: HS (term)

## **LANGUAGE ARTS - 12 credits required**

### **Foundations of Literature**

*Required for all 9th grade*

This year long course is designed to provide an introduction to literary analysis, a space to explore your own relationship with literature, an opportunity to develop your reading and writing skills, and a place for deeper reflection about your relationship with the natural world. In the first term, our theme will be "Seeing", as we explore differing perspectives and learn how to examine literature with a critical lens. Our second term's theme will be "Choosing", and we will close the year looking at "Belonging". Throughout this class, you will be asked to understand how others have explored their relationships with themselves and with their changing worlds, and to clarify and intensify your own ability to explain those relationships.

CREDIT: LA (year - required)

### **Communities and Their Stories in Literature**

*Required for all 10th grade*

The classroom is a space for students to engage in a dialogue exploring issues around the world and the development of cultures through literature, film, non-fiction, and other texts. Through this dialogue, students will develop a critical consciousness that will guide them in navigating the world around them. It is important to dissolve the boundaries of "us" and "them," "American" and "Global," and to dig into texts as a study of the self in context. This year long course is designed to allow Sophomores the opportunity to examine their own cultural identity, and how they are connected to people and places around our planet through this identity. Additionally, students will experience the privilege of exploring ideas and cultures foreign to them. Closely aligned with their history course, this class provides a space to examine the triumphs and tragedies that occur when two or more cultures collide. We will read texts discussing Colonialism, Genocide, Ex-Patriotism, Race, and Gender in order to continue developing that sense of self and where we fit into the world of the past, and present.

CREDIT: LA (year - required)

### **Visions and Revision in American Literature**

*11th grade only*

This year-long study of American Literature will examine the visions and fissures in the idea of America as seen through major works of literature. In particular, we will look at how the myth of pluralism and inclusion relate to the persistence of race, class, and gender disparity. We will read across genres from works by several authors including Morrison, Faulkner, Whitman, Silko, Carver, and Lorde. The class will be writing intensive, and it will stress argumentative essays grounded in careful critical thinking and textual support. There will also be a moral and political dimension to this class as students work to define the notion of America for their generation.

### **East Asian Literature**

*12th grade only*

This class will be a survey of great literature from China, Japan, and South Korea. Representative historical texts will include excerpts from the *Tao Te Ching*, Sei Shonagon's *The Pillow Book*, and Lady Murasaki Shikibu's *Tale of Genji*. The list of contemporary authors possibly included will be, from Japan, Yukio Mishima, Yasunari Kawabata, and Banana Yoshimoto; from China, Mo Yan and Ha Jin; and, from South Korea, Han Kang. In addition to reading there will be assignments giving historical context to the work of literature, and students will produce three papers: a close reading, a midterm, and a final term paper. Given the breadth of the subject there will be opportunities for students to choose which country will be the focus of their final assignment.

CREDIT: LA (year)

### **Mideast Mysticism in Western Literature**

*12th grade only*

Through examinations of spiritual and political upheaval, this course explores culture, community and conflict to draw upon the value of understanding within self, otherness and a possible Divine. Readings consider modern tensions between the East and West through voices that have stepped away from the tribe into "third cultures" and mystical realms. The texts include: *The Prophet* by Khalil Gibran (one week), *The Alchemist* by Paulo Coelho (two weeks), *The Kite Runner* by Khaled Hosseini (three

weeks), *Forty Rules of Love* by Elif Shafak (three weeks). In addition to a Midterm and Final Essay, students will also engage in producing their own creative writing project to be presented at the end of the course. This will be either in the form of a collection of poetry, short stories, graphic novel, screenplay or a novella. These projects will capture the essence of the themes, conflicts and transcendence the students discover in the course and within themselves. This is structured like a college seminar. Students are required to present and workshop their writings.

CREDIT: LA (term)

### **Shakespeare On The Page and Stage**

*12th grade only*

Through exploration of Shakespeare's works - comedy, history, tragedy, and "problem" - we will unlock the deep and troublesome connections he laced through his text. It is impossible to understand these pieces without going back again and again to the foundational 'canon' which informed his understanding of the world. By close reading and contextual analysis we will seek to understand why these plays just keep working - and why they worked in their day.

## **Language Arts Electives**

### **Creative Writing**

Our species loves lies. Ever since our earliest ancestors gathered around the fire to listen to tales spun by the imagination, humans have had an insatiable thirst for this kind of entertainment. Once writing developed, we could even be lied to by people we didn't even know, some of whom were already dead! 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?" In the process, we'll find that this brand of lying is actually a supercharged form of truth.

CREDIT: LA (term)

### **Research and Non-Fiction Writing**

This is a unique opportunity for students to cultivate and strengthen research and writing skills on **self-selected topics**. Students will investigate where quality digital and print information lives, evaluate the integrity of their sources and practice using and citing information ethically. In addition, students will develop streamlined annotation techniques that will ease the writing process.

Often students procrastinate on writing assignments because they are confused about how to start or they struggle to organize their research and analysis. Pre-writing is a key to solving those issues. By the end of this course, students will have a **toolbox for organizing their research** including prompt dissection, mind-mapping, pro-con lists, triple venn diagrams, flowcharts, outlining and rubric analysis. These methods will help students gain confidence in knowing how to organize and write better timed essays, scholarly papers, journalistic articles, letters to the editor, speeches and presentations. Finally, students will practice revision and editing as a process of writing and producing high quality work.

CREDIT: LA (term)

### **Zombies, Ghosts, and Afronauts**

Where did zombies come from? How did they go from being victims to becoming monsters? What do they have to do with traditional religions of the African Diaspora? How has Beyoncé and other contemporary artists incorporated traditional West African religion into their work? Through literature, film, and music, we will begin to investigate the answers to these questions.

CREDIT: LA (term)

## **MATHEMATICS - 9 credits required**

### **Math 100 (Algebra 1)**

This course is open to incoming US students depending on their mathematics background. It will cover the same topics as Math 110, but will develop the topics at a slower pace and in less depth than Math 100.

Instructor's Handouts

CREDIT: MA (year)

### **Math 110 (Algebra 1)**

This course is open to 9th graders on the recommendation of their MS teachers. Topics include:

- Review of arithmetic operations
- Ratios
- Linear equations and inequalities
- Systems of linear equations and inequalities
- Exponents
- Square roots
- Polynomial expressions

- Introduction to quadratic equations

Instructor's Handouts

CREDIT: MA (year)

### **Math 200 (Geometry)**

This course is open to students who have been successful in Math 100 or Math 110. It is not open to 9th graders. This course will cover the same basic topics as Math 210, but with a more inductive/empirical approach. Geometer's Sketchpad and IXL are used to supplement instructor's handouts (textbook available upon request).

CREDIT: MA (year)

### **Math 210 (Geometry)**

This course is designed for students who were successful in Math 110. Students who were highly successful in Math 100 may enroll with instructor permission. 9th graders may enroll in this class on the recommendation of their Middle School teachers. The objects studied include lines and angles, triangles, quadrilaterals, general and regular polygons, circles and solid figures. Topics of study include measurement (angular, linear, area and volume), congruence, similarity and proofs. There is also an introduction to right triangle trigonometry. Geometer's Sketchpad or similar software is used when appropriate, on the school's computers.

TEXT: Instructor's handouts (textbook available upon request)

CREDIT: MA (year)

### **Math 300 (Algebra 2)**

This course is open to students who have completed Math 200 or Math 210. It is not open to ninth graders. This course will cover the same basic topics as Math 310, but it will develop the topics at a slower pace and to less depth.

CREDIT: MA (year)

### **Math 310 (Algebra 2)**

This course is designed for students who were successful in Math 210. Students who were highly successful in Math 200 could consider this course, but only with instructor permission. 9th graders who have worked at an advanced level during their MS careers are also eligible, but only on the recommendation of their MS teachers. Students who are successful in this course should consider enrolling in Precalculus, after consulting with the instructor.

Topics include:

- Absolute Value Equations and Inequalities
- Linear Functions and Systems
- Parent Functions and Transformations
- Solving Quadratic Equations and Complex Solutions
- Polynomial Functions
- Radical Functions
- Exponential and Logarithmic Functions
- Rational Functions

CREDIT: MA (year)

### **Math 400 (Precalculus)**

This course is open to students who have completed Math 300 or Math 310. In Precalculus, students will build on the algebraic methods learned in Algebra 2 by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry. This course will cover the same basic topics as Math 410, but it will develop the topics at a slower pace and to less depth.

TEXT: *Precalculus*, 4th ed. by Blitzer (0-321-55984-7) and Instructor's Handouts

CREDIT: MA (year)

### **Math 410 (Precalculus)**

This course is intended for students who have been successful in Math 310. Students who were highly successful in Math 300 could consider this course as well. In Precalculus, students will build on the algebraic methods learned in Algebra 2 by approaching the study of functions from an analytical and graphical approach. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Analytic Trigonometry.

TEXT: *Precalculus*, 4th ed. by Blitzer (0-321-55984-7) and Instructor's Handouts

CREDIT: MA (year)

### **Math 500 (Statistics)**

Math 500 is designed for 12th graders who have successfully completed Math at the 300-level. This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. This course will cover the same basic topics as Math 510, but it will develop the topics at a slower pace and to less depth.

TEXT: *The Practice of Statistics*, 3rd ed. by Yates, Moore and Starnes (0716773090) and Instructor's Handouts  
CREDIT: MA (year)

### **Math 510 (Statistics)**

Math 510 is designed for 12th graders who have successfully completed Math at the 400-level. This course focuses on exploring data with graphs and numerical summaries (e.g., mean and standard deviation), data collection methodology, probability, statistical inferences, and hypothesis testing. Students should consult with the instructor before registering for this class.

TEXT: *The Practice of Statistics*, 3rd ed. by Yates, Moore and Starnes (0716773090) and Instructor's Handouts  
CREDIT: MA (year)

### **Calculus**

This course is open to students who have been successful in Precalculus. All students should consult with the instructor before registering for this class.

- Limits
- Derivatives
- Euler's Method
- Integrals
- Differential Equations
- Applications

TEXT: *Calculus of a Single Variable*, 8th ed. by Larson, Hostetler and Edwards (0-618-50304-8) and Instructor's Handouts  
CREDIT: MA (year)

### **Calculus Lab**

This term-long course, offered in the Spring, provides students concurrently enrolled in Calculus with in-depth preparation for the Advanced Placement Exam in Calculus (AB). Students should consult with the instructor before registering for this class.  
CREDIT: MA (term)

### **Calculus 2**

This course is open to students who have successfully completed Calculus. The study of Calculus will be continued (Infinite Series, Polar Coordinates, Further Applications) and introductions to various other fields of advanced mathematics will be offered.  
TEXT: *Calculus of a Single Variable*, 8th ed. by Larson, Hostetler and Edwards (0-618-50304-8); *Calculus*, 5th ed. By Hughes-Hallet, et al (978-0470-13159-6) and Instructor's Handouts  
CREDIT: MA (year)

## **PHYSICAL EDUCATION - 6 credits required**

**Participation on a team earns 1 credit. Dance classes in which students are physically active are cross-listed as Physical Education and Cultural/Performing Arts classes. Students may meet either requirement with a dance class, but may not count one class toward both requirements.**

### **Aikido-合気道**

Aikido (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 and joint locks. Aikido is a modern Japanese martial art based on the Samurai arts and developed by Morihei Ueshiba (O'Sensei) in the 1920s. A uniform will not be required, but students should wear loose clothing (long pants/sweatpants and long sleeve shirts).  
CREDIT: PE (term)

### **Bowling**

We go by CFS bus to bowl at Mardi Gras Lanes in Durham and bowl one game per session (Tues and Thurs); no prior experience required. Fee required (\$120 for the term).  
CREDIT: PE (term)

### **Dance 1: Bodies in Motion**

This class will combine elements of improvisation and technique to explore new ways of moving the body. We will explore multiple approaches to falling in and out of the floor, swinging, pushing, pulling, spiraling, and monkeying around. Great way for athletes, and dancers of any experience to increase coordination, balance, and body control. We will seek to find new movement pathways in the body, as well as time for in-class creative assignments.  
CREDIT AREA: CA-PA or PE (term)

### **Contemporary Dance Styles**

Have you ever wondered about the vast range of techniques and styles that make up modern and contemporary dance? This diverse and exciting dance experience will provide an opportunity to work with a series of guest artists in specific styles. These guest artists will each teach a unit on their particular area of expertise. The styles will range from traditional modern to hip-hop to aerial dance. It is a chance to develop your technical skills as you experiment with new ways of moving your body. Along the way we will analyze the characteristics of each style of dance and study some of the choreographers who have brought the style forward. Students will be required to dress out and participate on a daily basis. There will be required outside reading and in class journal reflections. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (term)

### **Experiential Anatomy for Dancers and Athletes**

This dance class will be participatory in nature and we will move every day. It will provide an opportunity to study the body and bring fundamental body perceptions into focus. We will learn about the body with the goal of being able to sense basic information about the body and its parts. Think bones, skin, eyes and breath. When we can refine and differentiate our perception of our skeleton, it helps to free more parts of our body to move. Visual perception leads to understanding the different ways we can use our sense of attention. The breath is basic to the way we individually organize our movement. Understanding the body deepens our capacity to be present on stage, on the field or court and in day to day life. A final project will enable students to share their anatomical knowledge in a creative performance. The class will attempt to personalize the concepts of anatomy.

CREDIT AREA: CA-PA or PE (term)

### **Improvisation and Site Specific Dance**

This class will explore the idea of improvisation on the floor and in the air at different locations. We will explore principles of spontaneous creation in both movement and sound, working to consciously and collaboratively create a vibrant ensemble of dancers. On Tuesdays we will work with Rebecca Drake (CFS '92) and expand on the principles of aerial dance by exploring movement with the silk fabric rigs. On Thursdays we will build on these explorations and refine basic principles and skills through creating and dancing improvisational scores. We will practice paying attention to our own body, other bodies and the space around us. The idea of site-specific dance will be introduced. Technical explorations will focus on integrated body movement and strength development. We will share our work with the community throughout the term in formal and informal ways. Dancers are encouraged to take this class more than once to refine their practice. *Permission of the Instructor is required; class size is limited to 12-14.*

CREDIT: CA-PA or PE (term)

### **Modern Dance: Collaboration & Performance**

*Prerequisite: Consistent Dance experience in the US or permission of Instructor*

This class will emphasize the body in motion and the technique of modern dance. Students will work collaboratively on a dance inspired by last year's dancers. Dancers will be asked to contribute and learn dance phrases in the process. There will be a specific emphasis on the relationship between technical and creative development. **STUDENTS NEED TO TAKE THIS CLASS FOR BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** There will be outside rehearsals initially on Monday afternoons and then on Thursday afternoons in December until the concert sharing. After winter break, dancers will have the opportunity to choreograph and collaborate with a guest artist during the last third of the term. Students are limited to 3 excused absences for course credit.

CREDIT: CA-PA or PE (two terms)

### **Dance Composition**

This process-oriented class will have a joyful lablike atmosphere where experimentation is valued. We will work with visual art, music, photography, props and text as tools to use for generating ideas, movement and choreography. Through a refined series of in class assignments you will delve deeply into your own creative process and share your findings with the group. The idea is to come at choreography from many angles, to create and view multiple studies, and to try compositional ideas that open up the sense of what dance can be and what dance can communicate. Dancers will be asked to create a final concept piece that builds on the material we have covered in class.

CREDIT: CA-PA or PE (term)

### **Advanced Dance: Collaboration & Performance**

*Prerequisite: Modern Dance or Advanced Dance & Permission of Instructor*

Students will work collaboratively to develop work thematically related to a theme chosen by last year's participants. The theme will be explored in dance, poetry and video. Dancers participating in this project will need to do in depth research during the summer months and generate dance phrases. All dancers will meet in August with the instructor, videographer and other artists where their findings will shape the direction of the concert. Students will explore motivations for selecting movement around the stated theme. The concert will be on continuous thought that invites audience engagement in a particular way. There will be opportunities for dancers to design small portions of this collaborative work based on their research. This process requires a high level of commitment and self-direction. After school rehearsals on **Monday** afternoons will be required until winter break. There will be a sharing of work towards the end October. **STUDENTS NEED TO TAKE ADVANCED DANCE IN BOTH THE FALL AND WINTER TERMS BECAUSE THE MATERIAL IS CUMULATIVE.** After winter break students will have the opportunity to work with a guest artist during the last third of the term. Students are limited to 3 excused absences for credit.

CREDIT: CA-PA or PE (two terms)

### **Floor Hockey**

In this class we will be playing the perfect winter sport, that's right HOCKEY. Granted we will not be on a sheet of ice, but rather the Quaker Dome floor. Nevertheless, we will learn the essentials of the game; the anatomy of the stick, grips, passing, shooting,

puck handling, positioning/strategy, the rules, and most importantly the lingo. Words such as barn, hoser, driftwood, brain bucket, biscuit, yard sale, and summer teeth will take on new meanings as we dive deep into the colorful culture that is hockey. All that and more will be wrapped up in this fast paced, action packed class.

CREDIT: PE (term)

### **Life Sports**

This class is designed to introduce students to a variety of common activities that they are likely to encounter in their lives. The two main sports will be *Ice Skating* and *Bowling*; we will participate in one of those once per week. For the other class meeting, we will rotate between *bocci*, *tennis*, *golf* (hitting range balls), *darts*, *European (10 x 10) checkers*, *chess*, *Blackjack*, and other various sports, card, and board games. A facility fee of \$75 will be required to cover the outings.

CREDIT: PE (term)

### **Nature Court Basketball**

This class will be devoted to playing 3 v 3 basketball outside, on the nature court. The focus of the class will be play, as opposed to drills and tactics. A familiarity and comfort playing basketball and competing is a requirement of the course as credit will be determined based on participation.

CREDIT: PE (term)

### **Soccer Class**

This class is designed to give the students an opportunity to receive a good workout from playing soccer in the gymnasium. A futsal ball is used, which is smaller and heavier than a regulation size soccer ball; this is more conducive to indoor play. The class provides the right balance of fun and intensity.

CREDIT: PE (term)

### **Strength and Conditioning**

This class is more than weight lifting - it includes a variety of exercise formats to improve physical performance. Athletes will participate in classes that include weight lifting to improve muscular strength and endurance along with plyometrics, speed and agility, cardiovascular fitness and core stability. Students will learn the value of dynamic warm ups, stretching, yoga and myofascial release. Students will participate in teacher designed classes and have the opportunity to develop their own routine based on individual goals. CREDIT: PE (term)

### **Teams**

Girls and Boys Soccer, Girls and Boys Tennis, Girls and Boys' Basketball, Cross Country, Ultimate, Swimming, Track and Field, Girls Volleyball, Boys Baseball.

### **Walking and Talking**

In this PE class, we will walk the paths around campus and through the local communities. We will walk the well-marked paths of Duke Forest, but we will also get out and explore some new places. While we are walking, we will have an opportunity to get to know each other better. All are welcome.

CREDIT: PE (term)

### **Yoga**

In this class we will explore all the basics of a complete yoga practice. We will learn a variety of yoga poses, specific ways of breathing, guided meditation, restorative poses and deep rest techniques. Our practice of yoga will help increase strength and flexibility. We will also be developing an understanding of clear alignment that can help prevent injury and ease discomfort in the body. Most important, we'll be learning and practicing powerful tools to help alleviate the negative effects of stress and support mindfulness. The word yoga means "union" or "connection" in Sanskrit, which is the ancient language of Yoga. Ultimately yoga is a practice that supports our ability to be connected to the deepest truth of who we are and also to be in harmony with the world around us.

CREDIT: PE (term)

## **SCIENCE (SC) - 9 credits required**

**Students are required to take one year of Biological Science (SC-BS) and one year of Physical Science (SC-PS) to graduate. They are required to take 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**

Water, Land, and Growth are the themes of this year-long lab science course. It includes a study of the nature of water, theories about the origin of life, the biochemistry of life, and a survey of life in water and its emergence onto the land with an emphasis on the history of life on Earth and its continuing evolution. We examine molecular aspects of growth including: the structure of DNA and protein synthesis, cell division to form multicellular organisms, reproduction and inheritance. The course is taught through

hands-on activities, inquiry, and modeling of concepts. All 9th graders enroll in Introduction to Biology.  
Credit: SC-BS (year)

### **Advanced Biology**

*Prerequisite: Students must have successfully completed both Introduction to Biology and Chemistry. Statistics is encouraged.*  
This intensive year-long course will cover the topics and labs of the Advanced Placement curriculum so students are prepared for the Advanced Placement examination. Students need to consult with the instructor before registering for this class. Class will extend into the lunch period once a week throughout the year. There will be an additional lab period in the third term.  
CREDIT: SC-BS (year) + SC-BS (term)

## **Biology Term classes**

**To take intermediate level courses in Biology, students must have successfully completed Introduction to Biology. Specific eligibility requirements are listed with each course.**

### **Forensic Science**

*Prerequisite: Introductory Biology, Chemistry*

Forensic Science combines concepts from chemistry, biology, and physics and applies those concepts to criminal and civil laws. Students will understand the importance of gathering empirical data as well as toxicology, blood typing, fingerprint analysis, and DNA analysis.  
CREDIT: SC-BS (term)

### **Human Anatomy and Physiology**

*Prerequisite: Introductory Biology, permission of the instructor*

The study of human anatomy and physiology explores and describes how the parts of the body are combined and arranged, with each part doing its job to make the body operate as a well-organized whole. We study the organization, function, and regulation of the body systems, and learn through activities that allow each student to learn more about the functioning of their own bodies.  
CREDIT: SC-BS (term)

### **Microbes: Bacteria and Fungi**

*Prerequisite: Introductory Biology*

This term elective explores the impact of bacteria and fungi in supporting life on Earth. It includes exploring their significance as essential recyclers of organic material, in forming mutualistic relations, and as pathogens, and discovering their broader significance in the environment, in health, and use in biotechnology. The course lends itself to varied and informative hands-on activities. In addition, students will complete an independent research project and present it to the class.  
CREDIT: SC-BS (term)

## **Computer Science (SC-CS)**

### **Computer Programming 1 - Cryptography**

*Corequisite: Algebra 2, and permission of the instructor*

This course is intended for students who have done little or no computer programming. Classic cryptographic methods, from antiquity to the mid 20th century, were used to encipher and decipher secret messages. Students in this course will learn to program in the Python language in order to implement these cryptographic techniques. Fundamental programming topics are covered, including objects, variables, functions, conditional logic, and iteration.  
CREDIT: SC (term)

### **Computer Programming 2 - Cryptanalysis**

*Prerequisite: completed Computer Programming 1, and permission of the instructor*

This course is intended for students who have completed Computer Programming 1 - Cryptography. Cryptanalysis is the art of decrypting a secret message without knowing the cryptographic key. Students learn to write longer, more complex, and more sophisticated programs that employ statistical techniques and algorithms to automatically decrypt the encryption techniques studied in the previous course.  
CREDIT: SC (term)

## **Physical Science (SC-PS)**

### **Chemistry**

*Prerequisite: Completion of Intro to Biology*

This class is a year-long investigation of the composition and interactions of matter. Topics covered include: states of matter, physical and chemical properties of matter, atomic structure, chemical reactions, solution calculations, basic stoichiometry, acids and bases, molecular geometry and thermodynamics. Laboratory experiments conducted by students will form an important part of the course. CREDIT: SC-PS (year)

### **Advanced Chemistry**

*Prerequisites: successful completion of Chemistry, completion or concurrent enrollment in Precalculus, and permission of the instructor. Strong math skills required.*

In this year-long course students will further their understanding of chemical properties, chemical reactions, quantum theory, stoichiometry, oxidation-reduction reactions and gas laws. Students will be introduced to advanced chemistry topics including reaction kinetics, chemical equilibrium, thermodynamics, radioactive decay, calorimetry, acid-base titration, spectroscopy and electrochemistry. Laboratory experiments will supplement classroom instruction. This class will not follow the Advanced Placement curriculum however students may prepare independently to take the exam.

CREDIT: SC-PS (year)

### **Physics 1 - Mechanics**

*Corequisite: Calculus 1*

This year long science course is a calculus-based study of mechanics which includes: kinematics, Newton's laws, rotational motion, work, energy, momentum, gravitation, and simple harmonic motion.

CREDIT: SC-PS (year)

### **Physics 2 - Electricity & Magnetism**

*Prerequisite: Physics 1 - Mechanics*

This year long science course is a calculus-based study of electricity and magnetism which includes: charge, Coulomb's law, Gauss's law, conductors, capacitors, electric circuits, magnetic fields, electromagnetic induction, and Maxwell's equations..

CREDIT: SC - PS (year)

## **Physical Science Term Classes**

### **Astronomy**

*Prerequisite: Completion of Chemistry; concurrent or completed Algebra 2*

In a one-term survey of major topics in Astronomy, we follow the chronology of discoveries starting with the first attempts to measure the circumference of the Earth and the distance to the sun, humanity's evolving understanding of our solar system, the invention of telescopes, galaxies and cosmology, space exploration, stellar formation and stellar remnants, the discovery of exoplanets, and reasons for postulating the existence of dark matter and dark energy.

CREDIT: SC-PS (term)

### **Introduction to Engineering (NOT OFFERED IN 2019-2020)**

This class takes students through the process of researching, prototyping, testing, and improving products (such as bridges, towers, and vehicles) constructed in class. Students will understand practical applications of physical science concepts and problem solving methods for a collaborative environment.

CREDIT SC-PS (term)

### **Introduction to Environmental Science (NOT OFFERED IN 2019-2020)**

*Prerequisite: Intro to Biology*

This introductory course will examine how different human behaviors have affected Earth's ecological systems, and explore ways that changes in human behavior—from both an individual as well as systemic perspectives--can result in more ecologically sustainable practices. A goal for the class is to instill hope for the future as we explore emerging solutions to environmental problems, and so build a realistic vision of what can be achieved: an Earth that remains rich and diverse and a good place to call "home."

CREDIT SC-PS (term)

### **Kinematics and Newton's Laws**

Explore motion with simple experiments in this term-long physical science course. Students will learn to calculate velocity and acceleration using algebraic expressions and data collected in class. This course will also cover Newton's Laws of Motion and how they are used in everyday life.

CREDIT: SC-PS (term)

### **Power, Energy, and Momentum**

This term-long physical science course uncovers the definitions of power, energy, and momentum through inquiry-based labs. Through the frequent use of algebra, this course is designed to explore concepts of physics through curiosity and experiments designed by students.

CREDIT: SC-PS (term)

### **Springs, Waves, and Sound**

*Corequisite: Precalculus, and permission of the instructor*

This term length science course is intended to be concurrent with students' study of trigonometry. Students will learn about simple harmonic motion and solve problems related to springs, pendulums, and other cyclic phenomena. We will extend our knowledge of these macroscopic mechanical systems to the study of sound exploring concepts such as volume, pitch, and timbre, as well as the phenomenon known as beats.

CREDIT: SC-PS (term)

## **SOCIAL STUDIES (SS) - 9 credits required**

**Students are required to take nine credits in Social Studies to graduate. These credits must be distributed as follows: three credits for the required year-long freshman Geography course, three credits for the required year-long sophomore Global History course, and three credits for the required year-long junior US History course. Senior seminars (two terms), open to 12th grade only, are recommended but not required. Elective (term-long) social studies courses are open to students of all ages except where otherwise specified.**

### **Geography**

*Required for all 9th grade*

The purpose of this course is to provide you with a comprehensive introduction to physical and human geography. This course is designed to connect core concepts with case studies in which you will be asked to apply your geographical thinking to real world dilemmas related to the scarcity of natural resources, human population growth, globalization, and the growing polarization between those with access to what is necessary for life and those who routinely go without. Thematic links between this course and your Foundations of Literature and Biology courses will help you grapple with these dilemmas by bridging the perspectives of the humanities, the natural sciences and the social sciences. Keeping one eye on your End-of-Year of Experience in Newton Grove, we will look for ways to connect the theories and facts of human and environmental geography with your growing ability to think through and act out your own geographical imagination in the world around you.

CREDIT: SS (required - year)

### **Communities & Their Histories**

*Required for all 10th grade*

The English historian Chris Harmon once wrote that “history is about the sequence of events that led to the lives we lead today. It is the story of how we came to be ourselves.” In this course we will use ourselves as the starting point to learn about the world around us. The questions we devise will lead us into the past as we humbly attempt to make sense of the pathways of our ancestors. While we will certainly study dates and dead people they will not be the only, or most important, markers of our journey, instead we will focus on major threshold moments of change, themes, and commonalities that emerge. Lastly, we will explore the contested nature of history. Who gets to tell “their” story? What stories are excluded? How does our context inform our understanding (and our questions)? Questions, following Fanon’s aspiration to make him a questioner, will be the prime motors of this course, in the end determining our directions and destinations.

CREDIT: SS (required - year)

### **U.S. History**

*Required for all 11th grade, required for all students for graduation*

This survey class begins with the migration of human beings to the Americas and examines US History up to the 1970s. Students will gain knowledge in historical content as well as practice and instruction in various historical skills. This includes expository and analytical writing, research, primary and secondary source analysis, oral history, public speaking, and family history. Students will examine how and why perspective shapes competing versions of history, and through reading, writing, and discussion, will learn to critically examine historical assertions and analysis. Course content is, when possible, coordinated with the content of American Literature.

CREDIT: SS (required - year)

### **Senior Seminar: Environmental History**

The goal of this course is to provide motivated 12th graders with a chance to pursue advanced social studies work, in terms of both content and skills. The level of this class is intended to help seniors bridge the distance between high school survey courses into the kind of focused coursework they will encounter in college. This course will also inevitably call on each student to develop his or her own personal view of how to live in the present American society with a minimum of damage to our planet’s already battered biological systems.

The general theme of “environmental history” is divided into two parts. The first (Fall Term) will look at human environmental impacts on the United States, from pre-contact Native Americans to today. It will be divided into topical units: “Forest”, “Soil”, “Wildlife”, and “Invasive Species”. The Fall term will involve readings, not just from the Hughes textbook, but from American writers grappling with our relationship to “the land” or “Nature”, starting in the 1830s and going up to the present day. Examples of such authors will be both well-known (Thoreau, Muir, Leopold, Abbey, Berry) and lesser known (George Perkins Marsh, etc.). As for the second term (Winter), its theme will be the modern industrial world, with a particular focus on global climate change. Expectations: positive & prepared discussion participation will be a major ingredient of Credit. There will also be reading responses and unit quizzes, and a choice between a long class presentation or research paper for each term (topic chosen by student, with instructor's approval).

CREDIT: SS (two terms)

### **Senior Seminar: History of Mathematics**

Through this course, we will explore how mathematics has impacted the development of the modern world. As stated in *Mathematics in Western Civilization*, “Almost everyone knows that mathematics serves the very practical purpose of dictating engineering design. Fewer people seem to be aware that mathematics carries the main burden of scientific reasoning and is the core of the major theories of physical science. It is even less widely known that mathematics has determined the direction and

content of much philosophic thought, has destroyed and rebuilt religious doctrines, has supplied substance to economic and political theories, has fashioned major painting, musical, architectural, and literary styles, has fathered our logic, and has furnished the best answers we have to fundamental questions about the nature of man and his universe. As the embodiment and most powerful advocate of the rational spirit, mathematics has invaded domains ruled by authority, custom, and habit, and supplanted them as the arbiter of thought and action.”

This senior seminar course will involve readings from a variety of primary sources. Along with discussing these readings, students will give presentations on their solutions to historic problems, and write papers on selected topics from the readings. This interdisciplinary course will combine mathematical concepts and problems along with historical context. Seniors in this seminar should be self-motivated and have enthusiasm for mathematics, however there is no particular math prerequisite for this seminar. CREDIT: SS (two terms)

### **Senior Seminar: Political Philosophy**

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 a 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 senior seminar class, students will examine how answers to this question have evolved over time. We will examine both philosophical and political responses to these questions, starting in the ancient Greek world, but focusing primarily on modern European ideas generated since the French Revolution. The course will be reading and writing intensive, and class sessions will revolve around in-depth discussion of political philosophy and history. Substantial preparation during the summer gets the course started, and the class culminates with the writing and oral defense of a major paper. CREDIT: SS (two terms)

## **Social Studies Electives**

### **American Controversies and Active Citizenship**

The path to becoming a Change Agent starts with a solid understanding of how government is supposed to work and how it *actually* functions. Do you have any idea what immigrants are required to know before they become naturalized citizens? Could *you* pass a citizenship test? We will find out. Have no fear, by the end of this course you will understand American government, current issues and events that push legal boundaries better than many adults do.

We will learn about the actual powers of the presidency, the responsibilities of Congress, the importance and variability of the Supreme Court and *your* constitutional rights. Are you curious about the 2020 presidential election? We will be researching the key issues and the top candidates' positions on those topics. Then, we will form our own political parties in an election simulation as we discover how the political machine operates. There will be debates, socratic seminars, field trips, speeches, congressional simulations and documentary films. This class is empowering and important for independent young people who want a say in the future state of the world.

CREDIT: SS (term)

### **Current Events**

What's happening in the news? This discussion-based, current events course is simply that: reading, discussing and analyzing the news. There will be an emphasis on global news: what's happening, what it means, and how the events around the world relate to us. We will hone in on some key issues and stories as they unfold around the globe, as well as keep track of (potentially) smaller, daily news stories. Students will also research issues/stories of their choice and create brief presentations to share with the class.

CREDIT: SS (term)

### **Everyday Economics**

Economics is the study of how societies, governments, businesses, households, and individuals allocate their scarce resources. At its core, economics examines how people interact with each other, and with the natural environment, in producing their livelihoods. This course is designed to help students become better stewards and develop more informed opinions about everything from markets to public policies. Issues such as efficiency, equity, and stability are explored through case studies and discussion. Topics include but are not limited to pricing, cost analysis, supply and demand, capitalism, employment, and innovation. The primary objective is for students to develop a solid understanding of economic principles, systems, and activities in order to become more discerning consumers and responsible citizens. Open to grades 10-12.

CREDIT: SS (term)

### **Intro to Judaism**

This term class will explore one of the world's major religions. We'll start with the basics of Jewish monotheism (including texts, laws, ethics and holidays) and ancient Jewish history, from the Exodus to the exile from the Promised Land after the rebellion against the Romans. Then we will explore the divergence of Judaism into different cultural and religious traditions, including Ashkenazi and Sephardic and on to the modern day (Reform, Conservative, Orthodox, etc.). Finally, we'll explore the reasons for persecution & anti-Semitism across the centuries up to today. Expectations to be determined, but there will be significant readings and lots of discussion!

CREDIT: SS enrichment (term)

### **Intro to Political Economy**

For whom is “the American Dream” alive and well? Today, the top 1 percent of households in the United States own more wealth than the bottom 90 percent **combined**. What historical processes, structural forces, societal values, and institutions have contributed to the increasing divergence between the “haves” and “have-nots”? Politics, economics, sociology, philosophy and history are all brought to bear in examining the pros and cons of a free enterprise system of capitalism paired with a democratic system of government. Students learn about the macroeconomic issues tied to growth and standard of living and engage in informed debate about the moral, ethical, and practical issues at play in our economy. Open to grades 10-12.

CREDIT: SS (term)

### **Investigative Journalism: Role of the Media in American Politics**

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

CREDIT: SS (term)

### **The Last Half of 20th Century: Hip-Hop History Volume 1**

In this course we will study US history outside the master narratives utilizing the lens of hip-hop and its musical antecedents. This class will mix music with history, film with sociology, and art with theory. By centering the voices that have often been ignored, dismissed and erased, we will be able to generate a different, perhaps contrasting, view of the United States and beyond. Rap artists are our popular sociologists, honestly commenting on all subjects that deserve our attention. Global politics, democracy, economics, history, poverty, race, gender relations, criminal injustice, and more have all fallen under the gaze of rap artists throughout the years. Their songs can provide gateways into considering these subjects and much more. Learning the history of hip-hop becomes an essential way to learn about the history, the present and the future of our civilization. While the origins of the music come from a simple desire to party and enjoy the company of others, it has evolved into something more, while still retaining a joyfulness at its core.

CREDIT: SS (term)

### **The 21st Century: Hip-Hop History Volume 2**

In this course we will study US history outside the master narratives utilizing the lens of hip-hop and its musical antecedents. This class will mix music with history, film with sociology, and art with theory. By centering the voices that have often been ignored, dismissed and erased, we will be able to generate a different, perhaps contrasting, view of the United States and beyond. Rap artists are our popular sociologists, honestly commenting on all subjects that deserve our attention. Global politics, democracy, economics, history, poverty, race, gender relations, criminal injustice, and more have all fallen under the gaze of rap artists throughout the years. Their songs can provide gateways into considering these subjects and much more. Learning the history of hip-hop becomes an essential way to learn about the history, the present and the future of our civilization. While the origins of the music come from a simple desire to party and enjoy the company of others, it has evolved into something more, while still retaining a joyfulness at its core.

CREDIT: SS (term)

### **The Middle East Experience**

This class is a survey of what has brought us to the here and now in the Middle East and East/West relations, from the viewpoint of the people in the region as well as Middle Eastern Americans. Students will learn about traditions, modern culture, media, current events, politics, revolution and the teenage subcultures that support change from music, film, comedy and language.

CREDIT: SS (term)

### **The Nature of War and Peace**

This discussion class will consider some big and long-running philosophical issues, such as the following: Is war inherent to the human species? What are the primary forces which cause wars? Has the nature of war fundamentally changed over the course of history, including throughout the story of the US? How have war and religion been linked? When and where have pacifism and nonviolence appeared as a movement, and in what cases has it been successful?

Expectations will include frequent readings, class participation, a few reading responses, and a class presentation. The class is open to all grade levels.

CREDIT: SS (term)

### **Research and Non-Fiction Writing**

This is a unique opportunity for students to cultivate and strengthen research and writing skills on **self-selected topics**. Students will investigate where quality digital and print information lives, evaluate the integrity of their sources and practice using and citing information ethically. In addition, students will develop streamlined annotation techniques to ease the writing process. Often students procrastinate on writing assignments because they are confused about how to start or they struggle to organize their research and analysis. Pre-writing is a key to solving those issues. By the end of this course, students will have a **toolbox for organizing their research** including prompt dissection, mind-mapping, pro-con lists, triple venn diagrams, flowcharts, outlining and rubric analysis. These methods will help students gain confidence in knowing how to organize and write better timed essays, scholarly papers, journalistic articles, letters to the editor, speeches and presentations. Finally, students will practice revision and editing as a process of writing and producing high quality work.  
CREDIT: SS (term)

## **WORLD LANGUAGE (WL) - 6 credits of the same language required**

### **AMERICAN SIGN LANGUAGE**

#### **Novice American Sign Language 1 (NASL 1)**

Students will develop basic knowledge of American Deaf Culture and American Sign Language (ASL). ASL communication skills will be nurtured both receptively and expressively, in regards to fingerspelling, numbers, basic vocabulary, and grammar. Based on an understanding of American Hearing culture, students will explore American Deaf culture and history. Emphasis will be on accurate sign production, ability to comprehend signed communication and appropriate responses in simple conversations.  
CREDIT: WL (year)

#### **Novice American Sign Language 2 (NASL 2)**

*Prerequisite: NASL 1*

Students will review and build on concepts from ASL I. With development of broad language skills, vocabulary, grammar and syntax, students will participate in additional “live use” of the language. Students will develop a deeper awareness of the intricate aspects of Deaf culture. Additionally they will explore technology and communication tools used within the Deaf and Hard of Hearing Community.  
CREDIT: WL (year)

### **FRENCH**

#### **Novice French 1 (NF1) (NOT OFFERED IN 2019-2020)**

The Beginning French program takes students through a variety of basic contexts such as friends, family, leisure-time activities, schooling, talking about your home, city, etc. Students are introduced to francophone culture and current events as a central part of the curriculum. Frequent paired speaking exercises and various audio and video clips allow students to develop confidence in their listening and speaking ability. In addition to daily written assignments, additional listening and speaking activities outside the classroom are a necessary part of the language acquisition process.  
CREDIT: WL (year)

#### **Novice French 2 (NF2)**

This course builds on previous contexts and constructions, and introduces the two major past tenses. Cultural topics and current events continue to be a central component of the course. Various combinations of paired exercises, short listening and speaking activities from the classroom CD set, and frequent audio and video clips provide opportunities for students to develop their receptive skills and their ability to express themselves verbally in the target language. Students are expected to do additional listening and speaking exercises outside the classroom on a regular basis for reinforcement and practice.

*Prerequisite: NF1 or equivalent*

CREDIT: WL (year)

#### **Intermediate French 1 (IF1)**

This course is designed for students who want to go beyond the basic requirements for graduation, the goal being to help them attain a rating of at least *Intermediate-High* on the ACTFL proficiency scale. Emphasis is on refining the students’ receptive and production skills, and on adding nuance and precision to their writing and oral expression. In addition to frequent written exercises, students are required to do listening and speaking exercises outside the classroom as part of the course of study.

*Prerequisite: NF2 or equivalent*

CREDIT: WL (year)

#### **Intermediate French 2 (IF2)**

This course is designed for students who want to continue their study of the language beyond the 1-3 series. The class will offer a blend of more advanced grammar and structure, combined with other print, video and audio material. Willingness to interact in the target language is a must, as the class will be conducted primarily in French. Students will be required to do written assignments on a routine basis, and to present various types of speaking activities. Evaluations will be based on the quality of written assignments, tests, and oral presentations.

*Prerequisite: IF 1 or equivalent*

CREDIT: WL (year)

## SPANISH

### **Novice Spanish 1 (NS1)**

In this course students will develop a firm foundation in Spanish grammar which will enable them to master basic comprehension, reading, writing, and speaking skills. There is a strong emphasis on vocabulary memorization and verb conjugations. The class is conducted increasingly in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.

CREDIT: WL (year)

### **Novice Spanish 2 (NS2)**

This course is a continuation of Novice Spanish I. Second-year Spanish is an intensive study in grammar and verb tenses. Students will expand on reading, writing, comprehension, and speaking skills. The class will be conducted primarily in Spanish. Regular quizzes, written and speaking tests, and a final exam will be given.

CREDIT: WL (year)

PREREQUISITE: Novice Spanish 1

### **Intermediate Spanish 1 (IS1)**

This course will be conducted primarily in Spanish and will continue to focus on Spanish grammar, reading, writing, listening, and speaking skills. Students will be expected to participate in class discussions and give oral interviews, perform paired conversations, and deliver presentations in Spanish. Regular quizzes, written and speaking tests and a final cumulative exam or project will be assigned.

CREDIT: WL (year)

PREREQUISITE: Novice Spanish 2

### **Intermediate Spanish 2 (IS2)**

The second intermediate-level class will be conducted primarily 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 be expected to read excerpts of literature and full news articles, and write longer essays and creative pieces in Spanish. Regular quizzes, written and speaking tests and a final cumulative exam or project will be assigned.

CREDIT: WL (year)

PREREQUISITE: Intermediate Spanish 1

### **Topics in Advanced Spanish**

This class will be conducted entirely in Spanish. There will be an emphasis on discussion. The class will include advanced grammar, picking up where Intermediate Spanish II left off. There will be a focus on Spanish and Latin American short stories, short novels, compositions, dramatic work, and poetry. Students will be required to write one longer essay per term as well as shorter pieces both creative and analytical. There will be essays, tests, and oral presentations.

CREDIT: WL (year)

PREREQUISITE: Intermediate Spanish 2