



2018-2019
High School Course Offerings
& Planning Guide

General Information

Franklin School of Innovation Graduation Requirements

Future Ready Core

Graduation requirements at The Franklin School of Innovation meet the State requirements for the Future Ready Core. The Occupational Course of Study is available for those students with disabilities who are specifically identified for this program.

Graduation requirements for students other than those who qualify for Occupational Course of study include the following minimum requirements:

Subject	Graduation Requirements
English: 4 Credits	English I, II, III, IV
Mathematics: 4 Credits	Int. Math 1*, 2, 3 and 4th Math Course to be aligned with the student's post high school plans.
Science: 4 Credits required (3 required for State)	Biology, Earth/ Environmental Science, Chemistry, Physics**
Social Studies: 4 Credits	World History, Civics & Econ, American History I, American History II
Health/PE: 1 Credit***	Health Foundations
Specific Electives: 6 Credits	<p><u>6 Credits required</u></p> <p>2 Elective credits of any combination from either:</p> <ul style="list-style-type: none"> ● Career and Technical Education (CTE) ● Arts Education ● World Languages (required for UNC enrollment) <p>4 Elective credits strongly recommended (four course concentration) from one of the following:</p> <ul style="list-style-type: none"> ● Arts Education (e.g., music, theater arts, visual arts) ● Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)
Crew: 2 Credits	<p>Students will earn .5 credit each year. To earn Crew credits, students will:</p> <ul style="list-style-type: none"> ● Participate in Crew coursework ● Successfully present Student Led Conferences, 10th Grade Passage, Senior Project ● Complete required service hours
Total Credits Required: 24	Students typically earn 7.5 credits per year. To complete 24 credits, students must earn minimum of 6 credits/year

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**N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Common Core Math I (formerly Algebra I) and above. In rare instances a student may be exempted from the Future Ready Core mathematics sequence, except as limited by N.C.G.S. 115C-81(b). In such case the exempted student will be required to pass NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.*

***NC high school graduation requires 3 science credits: Earth, Biology and Physical (Chemistry or Physics). FSI's 4th science credit may be waived at the discretion of the Executive Director.*

****Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(e).*

Students must satisfy all course, credit, and testing requirements in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. Math 1 (formerly Algebra I) is a graduation requirement for all students. The only exception to this requirement is for students with an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in Math 1 and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the student's IEP.

Occupational Course of Study

The OCS Pathway is a diploma pathway option with requirements that are intended to build work ready and community college ready skills. The OCS Pathway is not appropriate for students who wish to attend a 4 year college or university upon graduation. This course of study is for students with disabilities who are specifically identified for this program. The identification process is completed by the student's IEP team, including the student and their parents/guardians.

Subject	Graduation Requirements (for students entering grade 9 for the 1st time in 2014-15 or after)
English: 4 Credits	English I, II, III, IV
Mathematics: 3 Credits	Introduction to Mathematics, NC Math 1, Financial Management
Science: 2 Credits	Applied Science, Biology
Social Studies: 2 Credits	American History I, American History II. Students entering grade 9 for the 1st time in 2017-18 or after must complete American History: Founding Principles, Civics and Economics and either American History I or American History II
Health/PE: 1 Credit***	Health Foundations

Occupational Preparation Education: 6 Credits	Occupational Preparation I, II, III, IV (i.e. completion of 150 hours of school-based training with work activities and experiences that align with student's post school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.
CTE Electives: 4 credits	
Portfolio & IEP objectives	Students must complete a career portfolio and IEP objectives
Crew: 2 Credits	Students will earn .5 credit each year. To earn Crew credits, students will: <ul style="list-style-type: none"> • Participate in Crew coursework • Successfully present Student Led Conferences, 10th Grade Passage, Senior Project • Complete required service hours
Total Credits Required: 24	Students typically earn 7.5 credits per year. To complete 24 credits, students must earn minimum of 6 credits/year

Endorsements

Students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 "State Graduation Requirements" related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Franklin offers students the opportunity to earn an Endorsement in the following areas:

- College Endorsement
- College/UNC Endorsement
- North Carolina Academic Scholars Endorsement
- Global Languages
- Service

In addition, Franklin offers a school-specific Service Endorsement. Students may earn more than one Endorsement, but are not required to earn any Endorsements.

Criteria for the Endorsements are as follows:

Endorsement	Criteria
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College	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements or be acceptable for earning placement in a credit bearing college math class under NC Community College System’s Multiple Measures Placement policy ● Unweighted GPA of at least 2.6
College/UNC	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits in science including at least 1 physical science with a lab, 1 life science, and 1 additional science course ● 2 credits in one world language (other than English) ● Weighted GPA of at least 2.5
NC Academic Scholars	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits of science including Earth/Environmental, Biology, and either physics or chemistry ● 4 credits of social studies including World History, American History I, American History II, and Civics & Economics ● 2 credits in one world language (other than English) ● 4 elective credits in any one subject area, such as Arts, World Languages, or other content area ● Complete at least 3 higher-level courses during junior and/or senior years which carry quality points (AP, Dual Enrollment, honors) ● Unweighted GPA of at least 3.5
Global Languages	<ul style="list-style-type: none"> ● Combined unweighted GPA of at least 2.5 for all 4 ELA courses required for graduation ● Establish proficiency in 1 or more languages in addition to English, through one of the following options: <ul style="list-style-type: none"> ○ Pass external exam approved by NCDPI establishing “Intermediate Low” proficiency or higher ○ Complete 4-course sequence of the same language, earning an overall unweighted GPA of 2.5 or above ○ Establish “Intermediate Low” proficiency or higher by using Credit by Demonstrated Mastery ● Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per WIDA
Service	<ul style="list-style-type: none"> ● FSI recognizes all student with 100+ community service hours

University of North Carolina Minimum Admission Requirements

	Minimum Admission Requirements - UNC Schools
English	4 credits
Math	4 credits. Fourth credit must be one of the following: AP Calculus, AP Statistics, Pre Calculus, Discrete Math, IB Math Level II, Integrated Math IV, Advanced Functions & Modeling, Essentials for College Math
Science	3 credits, including 1 life science, 1 physical, and 1 lab course
Social Studies	2 credits, including US history
Foreign Language	2 credits in the same language
GPA	2.5 cumulative weighted GPA
Test Scores	SAT: 880 on the new SAT or 800 on old SAT ACT: 17 Composite Score

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission.

High School Promotion Criteria

In high school, students must successfully complete designated courses and accrue credits as specified in the following table to be promoted. The specified English course for each year (English I, II, III, IV or AP equivalent) must be completed for promotion each year; no two required English courses may be taken concurrently except in extenuating circumstances as approved by the Executive Director or designee. Additionally, students must complete Math 1 prior to promotion to 11th grade, and Biology prior to promotion to 12th grade.

Following are promotion criteria for 2017/17:

Grade	Minimum Promotion Criteria	Credits Required ¹	Additional Requirements
9	English I, Math, Earth/Environmental Science, World History, Crew, 2 electives*, Crew	6	
10	English II, Math, Biology, Civics, two electives*, Crew	12	10 th Grade Passage

¹ Students will generally complete 7 credits per year. These are the minimum requirements based on NC FutureReady requirements.

11	English III or AP Lang, Math, Chemistry, American History I, two electives*, Crew	18	
12 (graduation)	English IV or AP Lit, Math, American History II, two electives*, Crew	24	Senior Capstone Project

*Students must complete at least one physical education elective prior to graduation. We recommend that students complete 3 elective credits each year; students may choose a study hall (no credit), in upper grades (11th & 12th) when enrolling in rigorous college-level courses.

Students who fail to achieve the required promotion standards may be referred for participation in academic assistance programs. Students who successfully complete Math 1 in middle school will be placed in Math 2 in 9th grade. Students who successfully complete Spanish 1 in middle school will be placed in Spanish 2 in 9th grade.

High School Credit for Middle School Students

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. The Franklin School of Innovation will offer the following courses to middle school students for the 2017-2018 school year:

- Math 1
- Spanish 1
- French 1

Please note that under certain circumstances, Franklin will consider requests for students to earn high school credit in other courses, such as Math 2, when it is deemed in the best interest of the student. This will generally be provided through the NC Virtual Public School. The Executive Director has final determination of student eligibility for enrollment in high school courses.

Grades earned in high school courses completed in middle school will appear on students' high school transcripts. The grade will be listed on the transcript under Grade 8 with one unit of credit. However, the grade will not be included in high school grade point average (GPA). Only courses taken during the high school years will be included the student's grade point average.

AP, Dual Enrollment, & Honors Courses

AP Courses

Franklin is continuing to expand our AP course offerings. For 2018-2019, we will offer the following AP courses:

- AP Language & Composition. This course may be taken in place of English III.
- AP Literature & Composition. This course may be taken in place of English IV.
- AP Calculus. This course fulfills the 4th high school math requirement (if needed).
- AP Government. This course is offered as an elective credit; it does not fulfill a NC high school history requirement.
- AP European History. This course is offered as an elective credit; it does not fulfill a NC high school history requirement.

We plan to continue adding to our AP course offerings, depending on student interest and alignment with our educational program. Please keep in mind that AP courses are college-level courses that prepare students to take (and pass) the College Board AP Exam in May. Students are required to take the AP Exam. These courses are rigorous and fast-paced. Students must anticipate intensive homework and heavy workloads.

Dual Enrollment

Students may also pursue dual enrollment options with AB Tech. For qualified students, dual enrollment course options include a range of courses beyond what Franklin offers directly. Students interested in dual enrollment courses must meet grade eligibility requirements as established by AB Tech, must have their own transportation to and from AB Tech, and may incur expenses for textbooks or course-specific materials (courses are tuition free). Students are required to be enrolled for at least ½ of the school day at Franklin. Grades and credit earned through dual enrollment will be recorded on the student's official high school transcript. Students interested in dual enrollment must meet with the College & Career Counselor to discuss their enrollment choices.

Honors Level Courses

All core courses are offered at the Honors level for high school students. Students are encouraged to challenge themselves with the appropriate course level. Honors enrollment is based on student choice with teacher recommendation.

Taking courses at the Honors level is designed to provide greater depth and challenge for students who are seeking greater rigor and aspire to a more competitive four-year college experience. Homework is a reinforcement and extension of classroom instruction. Students are expected to demonstrate above-grade level work ethic, independence, and motivation.

Virtual Course Offerings - NCVPS & NCSSM

Students may access courses through the North Carolina Virtual Public School (NCVPS) courses as a means of extending course choices. Students interested in enrolling in NCVPS for courses that Franklin does not directly offer, or when a scheduling conflict prevents them from enrolling in a course required for graduation, should speak with the College & Career Counselor. Enrollment in NCVPS will be offered based on student interest and academic need, teacher recommendation, and available school resources (the school incurs the tuition cost for NCVPS courses for enrolled students). Enrollment in any NCVPS course requires approval of the school director. If you are considering a virtual course, please note:

- Materials/equipment requirements are set at the discretion of NCVPS. We cannot guarantee we can support all software and applications.
- Workload demands vary across course and some courses require engagement at specified times outside the school day.
- We will work with each student to establish a Franklin advisor to support student success in the course, but final decisions about course requirements are at the discretion of NCVPS teachers. Some students may find it difficult to work in isolation.

Franklin also offers students the opportunity to enroll in virtual courses provided through the North Carolina School of Science and Math, through the interactive videoconferencing (IVC) courses. These tuition-free courses provide an opportunity to extend Franklin's course offerings, offering rigorous courses in science and math. For more information visit [NCSSM virtual courses](#). Students interested in NCSSM virtual courses should meet with the College and Career Counselor.

Course Requirements

Course Load Expectations

In high school, students shall generally carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal. Students approved for dual enrollment or enrolled in AP courses are exempt from this policy.

Course Withdrawal Penalty

Students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period, the withdrawal will generally be recorded as a failure (WF) noted as the grade, and the course is counted as a course attempted with no quality points earned. This action will result in a lower grade point average for the student.

Transfer Credit

Students transferring into The Franklin School of Innovation from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from a public school or an accredited private school into Franklin will receive:

- Credit for all courses approved by the sending school
- Weighted credit for all courses designated by the sending school system as Honors or AP

Students transferring from a home school or a non-accredited private school may receive credit toward graduation for courses, based on the following guidelines:

- Nationally standardized test results: If a homeschool student scored at or above the national norms on the language arts, math, science, and social studies sections of a properly administered standardized test, one unit of credit will be assigned for each of the four subject areas. Note that the standardized test cannot be administered or scored by a parent, guardian, or relative of the student.
- If standardized test scores are not available, the Executive Director or designee will review documentation to determine acceptance of credit. Documentation may include transcript/report card from an online course, detailed lesson plans, originals of student work, tests/quizzes administered, and evidence of attendance. A placement test administered by The Franklin School of Innovation may also be required for credit acceptance.
- Grades will be recorded as "Pass" (P) or "Fail" (F).
- Grades and credits will not be included in the calculation of GPA or class rank.

Students transferring after the start of the school year: To the extent possible, students who transfer into Franklin mid-year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings at Franklin, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class. Determination of credit for transfer students will be based on a review of individual circumstances. Franklin does not guarantee course credit if a student is unable to complete a course due to a transfer.

Study Abroad

The Franklin School of Innovation seeks to support students interested in pursuing study abroad opportunities! However, a study abroad year or semester requires careful planning. A student considering study abroad should request a meeting with the Executive Director or designee no later than July 1 of the year prior to the proposed year of study. Credit may be given for courses taken abroad that have substantial equivalency to a Franklin high school course in content and hours, as documented by a syllabus from the foreign school. Grades earned in courses taken abroad are not included in the calculation of the student's grade point average. Course grades will be recorded as Pass (P) or Fail (F) on the student's high school transcript.

Transcripts

The Franklin School of Innovation will use the Common Application and the College Foundation of North Carolina (CFNC) Electronic Transcript as the primary method of sending senior transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities and community colleges accept the CFNC Electronic Transcript and most also accept the Common App. These transcripts are free to current seniors and are sent within one day of the request through the student CFNC account online. More information can be found at www.cfnc.org. Franklin will provide each currently enrolled high school student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$5.00 charge for each additional paper transcript, after the first three. In order for a paper transcript to be "official," it must be sent from the high school office to the college, university, or organization without the student or parent handling it. In addition to the three free transcripts, there is no charge for the following:

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee

Consult the College and Career Counselor or Assistant Registrar for more information on sending transcripts.

Grading Scale & Quality Points

Quality Points

	Quality Points Earned
	Students entering high school 2015-16 and after
Honors Courses	.5
Community College Course included on most recent Comprehensive Articulation Agreement Transfer List or course taught at 4-year university or college	1
AP Course	1

Grading Scale

For students entering 9th grade 2015-16 or later:

A = 90 - 100

B = 80 - 89

C = 70- 79

D = 60 - 69

F = less than 60

I = Incomplete

WP = withdrawal, no penalty

WF = withdrawal with an F

FF = failed for violation of attendance policy

End of Course Exams

The Franklin School of Innovation administers all state required End of Course exams. Currently these include:

- Math 1
- English II
- Biology

The End of Course exams will count as 20% of the final grade.

Course Offerings

Core Academic Courses

Overview

The typical core course offerings for 2018-2019 for each grade level will be as follows; exceptions will be made based upon student need and interest:

9th Grade	English I, World History, Earth & Environmental Science, Math I or Math II
10th Grade	English II, Civics & Economics, Biology, Math I, II, or III
11th Grade	English III or AP English Language & Composition, American History 1, Chemistry, Math III, Discrete Math or Pre-Calculus
12th Grade	English IV or AP English Literature & Composition, American History 2, Physics, Discrete Math,, Pre-Calculus, or AP Calculus

2018-2019 High School Course Descriptions

English Language Arts (ELA)

English I & English I Honors

Prerequisite: None

This foundational high school course provides a survey of World Literature. Students will develop a greater understanding of various literary styles and genres, with a focus on reading, writing, speaking and listening, and language. Honors work will consist of an increased level of complex assignments, projects, analysis, and writing. Honors students will also be expected to read two additional books outside of class in addition to the novels all students read.

English II & English II Honors

Prerequisite: English I

This course builds on the skills and knowledge developed in English I with a focus on civic engagement and community action. Students will continue to develop reading, writing, speaking and listening, and language skills, and writing instruction will focus on mechanical correctness, fluency, and structure. Honors students will have an additional component in every major project as well as a related, independent project each semester. The North Carolina End of Course English II test will count as 20% of each student's final course grade.

English III

Prerequisite: English II

This course builds on the reading, writing, and argumentation skills of English I and II; students will delve more deeply into fiction and nonfiction reading and writing as well as poetry and plays. The sequence of coursework is designed to build habits of analytical reading, writing, and speaking so that students exit the course on the path to college-readiness. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

AP English Language & Composition

Prerequisite: English I & II (Honors work strongly recommended)

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. This course fulfills the English III graduation requirement. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. This course will culminate with the AP English Language & Composition exam in May, as given by the College Board.

English IV

Prerequisite: English III

English IV continues the sequence of skills begun in English I, II, and III and prepares students to be college/career ready. Students will read British literature, concentrating on literary terms and analysis. Emphasis is also placed on critical thinking skills and those needed for the SAT/ACT and beyond. Students will be able to write multi-page essays and read and comprehend literature independently. Students will be required to read selected literature outside of class. Class time will be spent analyzing, critiquing, and writing about the literature. Students will co-enroll in the separate elective for the Senior Capstone Project.

AP English Literature and Composition

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Prerequisite: English III (Honors and/or AP work strongly recommended)

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement test. Students will co-enroll in the separate elective for Senior Capstone Project.

Social Studies

World History

Prerequisite: None

World History is a year-long required survey course that explores the key events and global historical developments since classical antiquity that have shaped the world we live in today. The scope of modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

Civics and Economics

Prerequisite: None

Civics and Economics is a course designed to teach students not only how the United States came into existence, but also to explain the government and economics institutions on which our society is based. Our society and culture in the United States is very different from other parts of the world. This course

offers some explanations for why this is the case. Students will learn about what rights and duties are a part of being a citizen. They will learn about how the federal government works and the responsibilities the government has been entrusted with by the Constitution. Students will be required to examine several key Supreme Court Cases that have helped shape the interpretation of the law and directly impacted their daily lives.

American History I

Prerequisite: None

American History I is designed to give students the opportunity to examine the historical origins of the U.S. from European exploration through the Civil War and Reconstruction. Students will learn about the important political and economic factors that contributed to the development of America, the establishment of political parties, America's westward expansion, the growth of sectional conflict, and conflict and consequences of war, including the Civil War and Reconstruction.

Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography and use skills of historical analysis as they examine American history. This course will require students to use higher level thinking skills and encourage them to make historical assessments and evaluations.

American History II

Prerequisite: American History I

American History II is designed to continue students examination of the historical origins of the U.S. from the end of the Reconstruction era to present times. Students will examine the changes in the ethnic composition of American society, movement toward equal rights for racial minorities and women, and the role of the US as a major world power. Emphasis will be placed on the expanding role of the federal government and the federal courts, as well as increasing tensions between the individual and the state. The desired outcome of this course is for students to develop an understanding of the relationship between past and present events, and to develop the ability to discuss and consider the role of the US in an interconnected world. Specific emphasis will be placed on developing the ability to examine issues from multiple perspectives, and to discuss and debate issues within the framework of civil discourse.

AP European History (open to 10th and higher as an elective)

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

AP US Government & Politics (open to 10th and higher as an elective)

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

War and Peace Studies

Prerequisite: None

Welcome to War and Peace Studies! This course is an introduction to some of the issues in the area of the history, philosophy, and ethics of warfare. It investigates the forms violence takes in modern society and asks how such forms may be changed and possibly eliminated.

Some of the questions we consider include whether war and violence is human nature, whether war can be conducted ethically, what are the psychological effects of war and violence on victims and on perpetrators, whether harmful social phenomena (poverty, racism, or homophobia) constitute forms of violence, and whether there is any possibility of long-term success for large-scale, nonviolent action.

Sciences

Earth & Environmental Science

Prerequisite: None

How does our natural environment work and do humans impact our environment? In this course students examine the many systems of our natural world. Students will examine topics in astronomy, atmospheric science, air pollution, weather, climate, soils, water, and ecology. This course pushes students to use systems thinking and the scientific method in their analysis our natural world and the relationship humans have with it.

Biology

Prerequisite: Successful completion of Earth/Environmental Science strongly recommended

In this course, you will explore what distinguishes living things from nonliving things and work to understand how living organisms interact with each other and with their environment at the molecular level, individual organism level, and community and global levels. Course of study includes basic biochemistry, cell biology and homeostasis, cell energetics, molecular genetics, Mendelian genetics and heredity, evolution, and ecology. In the spirit of local and global awareness, students will investigate many of these topics through the lens of climate change and environmental stewardship. This is a hands-on, interactive, laboratory science course! Be prepared to make use of authentic technology and data sets, and learn by trial and error. This is also a venture in science literacy: you will be asked to read complex material, to think and problem-solve, and to communicate clearly (orally and in writing) your findings and interpretations. The ability to make mistakes and learn from them is essential to success in this course! The goal is to learn by doing and have fun. There is no such things as failure, only DATA! The North Carolina End of Course test for Biology will count as 20% of each student's final course grade.

Physical Science

Prerequisite: Successful completion of Biology

Physical Science is the introduction to Chemistry and Physics explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of scientific investigations, problem solving, and data analysis. Students will practice safe laboratory procedures and use of scientific equipment. Topics of study include the structure of the atom, properties of matter, the laws of motion and forces, the conservation of energy, and waves. Students will practice mathematical skills in the applications of these science concepts.

Chemistry

Prerequisite: Successful completion of Biology and Math 2

In this course students will explore the fundamental concepts and general principles of chemistry. Focus areas include scientific measurement and analysis, atomic structure and properties of matter, chemical nomenclature, balancing equations, stoichiometry, and energy dynamics. Students will gain an understanding of the theories through research, independent study, and laboratory practice. Both theoretical and mathematical relationships of the chemistry concepts are studied.

Chemistry - Honors

Prerequisite: 85% or higher in Biology and Math 2 OR Successful completion of Honors Biology AND Honors Math 2

Honors Chemistry is designed for students who plan to continue their study of the sciences beyond the high school level. The concepts covered in this course parallel those of chemistry but at a faster pace and in greater depth. Students perform extensive research, independent study, and laboratory investigations. Theoretical and mathematical relationships of the chemistry concepts are studied.

Physics - Honors

Prerequisite: 85% or higher in Chemistry and Math 3 OR Successful completion of Honors Biology AND Honors Math 3

This course is designed for students with a strong foundation in mathematics and the physical sciences, who are pursuing a competitive 4-year college experience and/or a college focus on math and science. The course will include more in-depth exploration of the mathematical and motion-oriented study of matter and energy. Students will learn through primary source research, discussion, problem-solving, field studies, and laboratory investigations. Quantitative skills learned in Math 3 and chemistry will be employed in the problem solving concepts. General areas of study will include concepts of classical physics, mechanics, basic thermodynamics, light and optics, electricity and magnetism.

Forensics Science - Honors

Prerequisite: Completion of Math 3 with a B or higher, completion of Biology, and completion of English II with a B or higher

This course focuses on the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of forensic science as it relates to judicial and civil issues. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. Through lab work, students will apply inference and deductive reasoning to the investigation and potential solving of crimes. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies. This course requires the ability to write clear and concise lab and investigative reports.

Good writing skills are imperative. This course also deals with graphic content. Parents are asked to sign a permission slip at the beginning of the course, but students are expected to be mature when dealing with this content.

Mathematics

Math 1

Prerequisite: Proficiency in Math 8 or Pre-algebra standards

Integrated Math I is the first course in college preparatory common core math sequence. This course includes topics like linear functions, quadratic functions, exponential functions, systems of linear equations and statistics and probability. Students will use different technological tools to solve and analyze real world problems. In addition, students will also learn about properties and characteristics of various functions. By the end of this course, students will be able to answer questions like finding slope, writing linear equations, exponential growth/decay and solving quadratic equations. The North Carolina End of Course test for Math 1 will count as 20% of each student's final course grade.

Students who are enrolled in high school but do not meet the prerequisite will be required to take a Math Lab elective course to support their success.

Math 2

Prerequisite: Math 1

In Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course fulfills the North Carolina high school graduation requirement for Math 2.

Math 3

Prerequisite: Math 2

This course progresses from the standards learned in Math 1 and Math 2. In addition to these standards, Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of conics and circles.

Pre Calculus

Prerequisite: Math 3

This course is intended to prepare students for AP calculus AB and other higher level mathematics. In this course students will use and expand their knowledge and understanding of topics learned in Math 3, such as real and complex numbers, functions, equations and expressions, modeling polynomial and rational functions, exponential and logarithmic functions, and analytic geometry. In addition, students

will study trigonometric functions, vector theory, matrices, and sequences and series. This course meets high school graduation and UNC minimum admission requirements for the 4th math credit.

Discrete Math

Prerequisite: Math 3

Discrete Mathematics involves applications of mathematics using discrete variables rather than continuous variables. Students will study discrete mathematics under countable sets. Logic, matrices, graphs theory, finite probability, optimization, existence, consumer mathematics and algorithm constructions. Various technological tools will be used depending on topics and lessons taught. This course meets requirements for high school graduation and UNC minimum admissions as the 4th math credit.

Statistics

Prerequisite: Math 3

Students interested in Statistics may enroll in the AB Tech dual enrollment course, earning college and high school credit. The statistics course meets the high school graduation and UNC minimum admissions requirements for a 4th high school math credit.

AP Calculus AB

Prerequisite: Pre-Calculus

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

Elective Courses

Overview

While Franklin is a small, growing school and faces limitations in the number of electives that can be offered, we provide a choice of high quality electives that will ensure that students meet the Future Ready Core graduation requirements and are competitively prepared for college or university. Please note there may be additions or modifications to the final course list or descriptions pending completion of high school faculty hiring.

Where applicable, prerequisites or grade restrictions/preferences are noted. If not noted, there is no prerequisite and the course is open to all high school students.

All students must complete 1 credit in Health & Physical Education. Students are strongly encouraged to complete a minimum of 2 credits in a World Language. Additionally, students must earn 6 elective credits. 2 Elective credits of any combination from either CTE, Arts Education, or World Languages,

and 4 credits with a recommendation that these 4 credits be in a course concentration from CTE, Arts Education, or any other subject area. Please refer to the high school graduation requirements and optional Endorsements for further guidance. For 2017-18, Franklin does not offer CTE courses (CTE courses require a state standardized exam; Franklin has not opted to administer these standardized tests).

Arts Education

Visual Art - Beginning

Prerequisite: None

This is an introductory course in the visual arts. Students study and use the elements of art and principles of design to create, invent, experiment, take risks, and solve artistic problems. The curriculum includes a variety of concepts and drawing media, techniques in perspective, painting and color theory, printmaking, ceramics and sculpture. Students learn about art history, keep sketchbooks and participate in class critiques. This course is a prerequisite for advanced art courses.

Visual Art - Intermediate

Prerequisite: Visual Art - Beginning

In this course, students will use the concepts, skills and techniques learned previously to enhance artwork in two and three-dimensional design using a variety of different media. Students will develop an ability to make effective choices concerning media, techniques, subject matter and compositional design through in-depth studio based art projects. This course will consist of more extensive study of art criticism, aesthetics and art history. Students keep sketchbooks and art portfolios and participate in class critiques. Students also have the opportunity to work independently on self-designed art projects to showcase their talents and passions.

Visual Art - Proficient

Prerequisite: Visual Art - Intermediate

In Art III students will expand on the concepts, skills and techniques learned in Art I and II to enhance artwork in two and three-dimensional design using a variety of different media. Students will develop an ability to make effective choices concerning media, techniques, subject matter and compositional design through in-depth studio based art projects. This course will consist of more extensive study of art criticism, aesthetics and art history. Students keep sketchbooks and art portfolios and participate in class critiques. Students will have more opportunity and higher expectation to work independently on self-designed art projects to showcase their talents and passions.

Visual Art IV - Advanced Portfolio Development

Prerequisite: Visual Art - Proficient

This is an upper level art course designed for students who wish to further develop the concepts, skills and techniques learned in Art I, II and III. In Art IV students will use these skills and techniques to design and implement their own advanced level art projects. With teacher guidance, students will create projects that display growth in a variety of media and work towards the development of a diverse portfolio. Students will have the opportunity to expand their creative ideas as well as their technical potential.

New Forms in Art (Studio)

Prerequisite: Visual Art - Beginning

Students will study the work of contemporary artists, exploring studio processes such as collaboration, installation, mixed-media, and site-specific works. In this course students will have the opportunity to learn from and work with practicing artists in our local community. They will create work with intention and personal meaning, as well as explore the realms of conceptual art in the contemporary world.

Film Studies (Intro to Film)

Prerequisite: None

Students will learn the elements that comprise film - from directing, shooting, screenwriting, and editing. They will study the history of film across time and space and will delve into visual artistic components of film such as storyboarding and film analysis and participate with a hands-on approach including acting and applying camera shots and movements. The course will require use of technology in and outside of the classroom to create short video projects and will culminate in the planning and production of a semester-long short film as part of a screening night for the community. Students should expect a great deal of collaboration among peers and to manage time well balancing long-term projects outside of class. There will be a significant emphasis on writing due to the writing of screenplays.

Performance Chorus

Prerequisite: Audition

Audition will include singing part of a prepared song and scales

Learn the basics of group singing, (including sight reading and harmony) to some of your favorite contemporary songs as well as traditional classics. This course will include a mid-winter performance and other formal and informal performance opportunities. Must be prepared to sing!

Songwriting

Prerequisite: None

In this course students will learn the fundamentals of songwriting, with a focus on lyric writing. Playing an instrument is helpful but not necessary. Must be prepared to sing; students will perform their songs as a regular component of class. This course will include a mid-winter performance and other formal and informal performance opportunities.

Theatre Arts Beginning, Intermediate & Advanced

Prerequisite: Theatre Arts Intermediate & Advanced require prior level or audition

Theatre Arts introduces students to the basic aspects of movement, vocal expression, and ensemble work. Class activities include improvisation, vocal development, solo and collaborative presentations before an audience. As students continue beyond beginning level, they develop vocal and physical acting skills (including in-depth character analysis and development) and playwriting. Class activities include more challenging improvisation, vocal development, solo/collaborative presentations in acting, directing, and theatre production (costumes, lighting, makeup, scenery, and sound). Participation in after-school rehearsals and performances is expected.

Technical Theatre

Prerequisite: Theatre Arts Beginning or 8th Grade Theatre

Technical Theatre introduces students to the basic aspects of costumes, lighting, makeup, scenery, properties, sound, running crew, and stage-management. Students will learn about different theatrical

careers and all aspects of putting on a production. Class activities include solo and collaborative projects in different aspects of technical theatre. Students will participate in playwriting, discovery and analysis of plays and musicals from the technical aspect. Participation in after-school building/projects, rehearsals and performance (as a technician not an actor) is expected.

Engineering & Computer Science

Computer Programming: Python

Prerequisite: Math 1 & Math 2, Corequisite: Math 3

This course will be an introduction to the use of the Python coding languages versatility and power to solve problems in mathematics and beyond. This class will teach the basics of Python syntax along the way to a self-determined project utilizing real-world algorithms. We will develop an understanding of object-based languages, loops, loss of significance, iteration, etc... We will also discuss the big picture around coding principles and the careers available in the coding field. This class will demonstrate how computer science and mathematics are inseparably intertwined.

Aerospace Engineering - Honors

Prerequisite: Enrolled in or completion of Math 3 with a B or higher

This course introduces students to the field of aerospace engineering, engineering design, and the core math and science concepts needed to solve problems related to aerospace and other engineering disciplines. The course is presented with historical context, emphasizing the development of human flight from antiquity through modern aviation and on into current and future exploration of space. Topics include spatial reasoning, properties of fluids, descriptions of 3-dimensional motion, the mechanics of flight, and basic aero- and thermodynamic principles applied to the design and control of aircraft and spacecraft. Students have opportunities to experiment, calculate, compute, design and build as they explore and solve problems associated with the mechanics of flight, and are encouraged to earn course credit through aerospace-themed projects of their own design.

Building and Design 1

Prerequisite: None

This course is an introduction to designing and building basic projects. Students will focus on how to safely use hand and power tools, as well as how to use Google Sketchup to design and plan out a project. Students will then work to safely complete a self-designed project using appropriate tools and design skills. Students will be expected to work collaboratively, problem solve, and present their findings. This course will focus on woodworking, students who are interested in working with other basic materials are encouraged to bring those ideas and plans. While no woodworking experience is required, students with woodworking experience will be able to work on more advanced projects.

World Languages

Note that Spanish I & II and French I & II are offered at the regular level. Languages at level III and above are considered Honors by definition.

Spanish I

Prerequisite: None

This course is an introduction to the study of Spanish and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of classroom setting when possible. Students acquire insight into how languages and cultures work by comparing Spanish language and culture to their own native language. Integration of other disciplines is ongoing throughout the course.

Spanish II, Spanish III, Spanish IV, Spanish V

Spanish II Prerequisite: Grade of "C" or above in Prior level, or examination Honors Spanish III and IV
Prerequisite: Grade of "B" or above in Prior level, or teacher approval. Students enrolled in each of these courses have successfully completed or placed out of the prior level course at middle or high school. The courses continue the development of listening, speaking, writing, and reading skills. Students participate in short conversational situations. They are able to satisfy basic survival needs and interact on issues of everyday life, and continue examining culture, perspectives, and practices. Integration of other disciplines is ongoing throughout the course. Spanish III and IV are Honors level courses.

French I

Prerequisite: None

This course is an introduction to the study of the French language and the many Francophone cultures that use it. Students learn the basics of communication while being introduced to key elements of Francophone cultures, including educational systems, social values and expectations, and daily life. Emphasis is placed on interpersonal speaking and listening using authentic material including videos, songs, and films, as well as reading and writing. Students engage in goal-based speaking, listening, reading, and writing activities and projects and interact with native speakers who visit the class. Students acquire insight into the intricate relationship of languages and cultures by comparing Francophone cultures to their own. Integration of other disciplines is ongoing throughout the course.

French II

Prerequisite: Grade of "C" or above in French I, or examination

Students enrolled in French II will have successfully completed or placed out of French I in middle or high school. In this course, students continue to develop their conversational skills past the most basic level and began to speak and understand with more depth, detail, and precision. Students engage in speaking, listening, reading, and writing through targeted activities in the context of authentic communicative situations, and continue to compare and contrast Francophone cultures and contemporary issues with their own cultures through the lens of music, film, visual art, and media.

Integration of other disciplines is ongoing throughout the course, including through native speakers who visit the class to share and discuss their professional trajectory with students. Note that FSI will continue adding French courses based on student demand, through French IV or above.

French III Honors

Prerequisite: Grade of "B" or above in French II, or teacher approval

Students enrolled in French III Honors will have successfully completed or placed out of French II in middle or high school. French III builds on the communicative, cultural, and grammatical foundation laid in French II and shifts the focus slightly, away from popular Francophone culture and communication and toward literature. French III students will read, write about, and discuss Antoine de St. Exupéry's literary classic "Le Petit Prince," while continuing to explore Francophone cultures through the arts and social media. Students who enroll in French III should be comfortable receiving the majority of classroom communication and instruction in French, and should also be willing to challenge themselves to use mostly French to communicate in the classroom every day.

Note that FSI will continue adding French courses based on student demand, through French IV or above.

American Sign Language I

Prerequisite: None

This beginning level course in American Sign Language (ASL) introduces students to the 4th most used language in the U.S. Deaf Culture and History are integrated into the instruction of the basics of ASL grammar and syntax, vocabulary, fingerspelling, numbers and visual-manual communication. Projects, presentations, skill-building activities and games as well as interactive communication will be used to enhance and enrich developing expressive and receptive skills in the target language. ASL meets the requirement for a second language for colleges in the UNC system. Students should be aware that not all colleges and universities will accept ASL as a second language.

American Sign Language II

Prerequisite: American Sign Language I

Health & Physical Education

PE/Healthful Living

Prerequisite: None

This course addresses the healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships. ***This course is limited to 9th grade students or to students in grade 10 and up who do not yet have this credit.***

Adventure Education & Wilderness First Aid:

Prerequisite: Completion of PE/Healthful Living

What do you do if... You are bit by a venomous snake? Your friend goes unresponsive? You are lost in the wilderness? Find out the answers to these scenarios and much more. This course focuses on examining the role of challenge and adventure in our lives by being challenged and adventuring. Students will improve their skills in leadership, collaboration and persistence through a variety of challenges including: Service projects, high ropes course, wilderness navigation, paddling, survival skills, plant I.D., and 2-3 months of intensive Wilderness First Aid training. As a student in this course you will be asked to engage, lead, and step out of your comfort zone.

Students are outside for most classes and are expected to attend 1 off-campus trip per quarter.

Introduction to Kayaking:

Prerequisite: Completion of PE/Healthful Living

Whether you are planning to paddle on calm, relaxing water or push your skill set to the competitive level; paddling is a fun and challenging way to get exercise, experience the beauty of nature, and play an active role in conserving Earth's waterways. This course is designed to develop a student's basic kayak skills emphasizing swiftwater safety, stroke development, and wilderness first-aid/CPR. In addition students will study river formation and hydrology, watershed ecology, and waterway conservation. Students will be required to attend evening pool sessions, weekend river trips, and local public forums related to the course content. The following personal gear is highly suggested but not required: [Whitewater rated helmet](#) and a US Coast Guard Certificated Class III [Personal Flotation Device \(PFD\)](#)

Humanities Electives

Creative Writing

Prerequisite: None

This course is designed for people interested in honing their skills as creative writers, while also cultivating and encouraging a community of writers. Students will explore different genres of writing, including poetry, fiction, drama, and creative nonfiction/memoir writing. Students will accomplish this through reading, writing every day, revision, and workshopping. Over the course of the semester, each student will build his/her own unique style and gain a thorough understanding of writing as an intricate and organic process. Students will be involved in literary events in the local and larger communities. The final culminating project for the course will be a portfolio of all the revised work done throughout the semester.

Journalism & Yearbook

Prerequisite: None

This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper and the High School Yearbook. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management, fundamentals of publishing, photojournalism, and design. Students will learn the skills to write, edit, and produce each of these news sources, as well as the ethics and legalities of being a journalist.

The Art of the Argument

Prerequisite: English I OR a 90% in 8th grade English

Have you ever wondered why your brother wins all of your arguments? Or why Martin Luther King Jr.'s speeches still resonate with us today? Or why Adolf Hitler was so, frighteningly, persuasive? This class will explore questions like these through the entertaining, nuanced, and incredibly relevant art of rhetoric. In the first semester of the class, we will delve into the history of rhetoric, its appearance in historical propaganda, and its applications in current news, politics, and social media. In the second semester of the course, we will shift our focus to an introduction of competitive debate through the development of research skills and structured debate writing. Students wishing to join the debate team are strongly encouraged to take this class first.

Senior Project

Prerequisite: required for 12th grade students enrolled in AP Lit

This course is designed in conjunction with AP Literature and Composition. Students will complete a research paper, receive guidance with their internship and community service requirements, have the opportunity to complete internship and service hours during the class, and complete a presentation for school and community members, to be presented at the end of the year as their Senior Capstone Project. All seniors are required to complete a Senior Project. Students enrolled in English IV will complete the project as a component of their English IV course.

Current Affairs/Model UN

Prerequisite: None

This course focuses on modern global issues with the intent of learning how to navigate the differing perspectives available. The course would include an exploration of the roots/history of modern global issues, current efforts at resolution, and would engage students in problem-solving and critical thinking about new or different approaches. Additionally, students will be asked to write articles and publish them for the school newspaper on certain topics we cover in class. Lastly, the course will culminate in a multi-day trip to a Simulated Model United Nations Conference on a college campus (location to be determined); students will be expected to help raise funds to support the trip.

Support Electives

Math Lab

Prerequisite: None

This course is designed for Math 1 students who want to build more confidence in math, have some gaps in their math skills, or who seek additional support to achieve mastery of grade level math standards. The course is aligned to the Math 1 curriculum. This course provides elective credit but does not count toward the specific math graduation requirements.

Academic Strategies

Prerequisite: None

This elective course is designed for students who need to develop further the organizational talents, often called “Executive Skills,” from time management to goal setting. Under the guidance of a special educator, students develop the key executive skills and habits of work that will help them be successful in rigorous, mainstream core classes, especially humanities and math. Students also have an opportunity to receive additional academic support. The executive skills standards include: goal-directed action, task initiation & completion, flexibility, time management, work organization, emotional management, using an agenda, and thinking before acting.

Literacy and Numeracy Support

This elective course is for students with IEP's who need additional support and skill development to meet the reading, writing and math standards in core content courses. Half of the focus will be on cultivating the literacy and writing skills required most frequently in ELA and Social Studies courses, and the other half will focus on developing the numeracy and problem-solving skills needed to be successful with high school math. The course is taught by a special educator.

Independent Study

Independent Research Project

.5 Credit

Prerequisite: Open to 11th & 12th grade or with approval of principal. Two independent studies may be approved to provide a full credit.

The Independent Research Project is an opportunity for juniors and seniors to study in-depth a topic that is not available through our regular courses. It requires significant responsibility on the part of the student, and interested students must have their Independent Study proposals approved in advance by a selected mentor teacher. Participating students will initiate and complete thoughtful, challenging, and in-depth independent study that results in significant learning and will meet learning standards agreed upon by the student and the mentoring teacher. Students will work actively, efficiently, and responsibly to meet individually tailored semester goals as designated by a timeline. Students will design their own rubric(s) – or do so in consultation with their teacher – that will guide assessment. Ultimately, students will produce a comprehensive product representing their accumulation of study and present it to/share it with a public audience. They will also complete a 3-5 page “learning paper” that answers two questions: What are my most important learnings about my topic? About myself? Independent studies typically last one semester (.5 credit), but may be extended with teacher approval.

