THE FRANKLIN SCHOOL OF INNOVATION
An EL Education School

2022-2023
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.

Future Ready Core Graduation requirements for students 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)	Earth/ Environmental Sciencs, Biology, Chemistry, Physics or Physical Science**
Social Studies: 4 Credits *Note: NC social studies graduation requirements are changing; FSI's courses will be revised to meet new standards*	World History, Founding Principles: Civic Literacy or AP Government , American History, Economics & Personal Finance
Health/PE: 1 Credit	Health Foundations
Specific Electives: 6 Credits	<u>6 Credits required</u> 2 Elective credits of any combination from either: ● Career and Technical Education (CTE) ● Arts Education ● **World Languages (required for UNC enrollment)** 4 Elective credits (four-course concentration strongly recommended) from one of the following: ● 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	Students will earn .5 credit each year. To earn Crew credits, students will: ● Participate in Crew coursework ● Successfully present Student Led Conferences, 10th Grade Passage, Senior Project ● Complete required service hours (50 hours are required for graduation)
Total Credits Required: 25	Students typically earn 7.5 credits per year. To complete 24 credits, students must earn minimum of 6 credits/year

**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 high school principal.*

Here is the science policy:

Students are required to complete 4 credits of Science in order to graduate. However, a student may be granted a science exemption, which would allow them to graduate with 3 science credits, under the following circumstances:

1. Students that come in after their freshman year from a school system that only requires 3 science credits.
2. Students that were previously studying in a home school.
3. Students that had health issues that kept them from completing a year of science.

*No student may be exempt from Biology or Earth Science.

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: ● Participate in Crew coursework ● Successfully present Student Led Conferences, 10th Grade Passage, Senior Project
Community service:	● Complete required service hours (50 hours minimum required for graduation)
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**
College	● 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 ● Benchmark score for reading on nationally normed test: ○ 22 on ACT ○ 480 on SAT
College/UNC	● 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 ● Complete US History or equivalent ● 2 credits in one world language (other than English) ● Weighted GPA of at least 2.5 ● Benchmark score for reading on nationally normed test: ○ 22 on ACT ○ 480 on SAT
NC Academic Scholars	● 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	● 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: ○ 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	● FSI recognizes all students 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 & Test Scores	Information on GPA and test score minimums can be found on the UNC System minimum admission requirements page

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 complete 6 credits (including the specified English course) each year, plus Crew, to be promoted. 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 recommended courses that will ensure a student stays on track for graduation:

Grade	Minimum Promotion Criteria	Credits Required[1]	Additional Requirements
9	English I, Math, Earth/Environmental Science, World History, 2 electives*, Crew	6	
10	English II, Math, Biology, Civics, two electives*, Crew	12	10th Grade Passage
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 or French 1 in middle school will be placed in Spanish 2 or French 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 2021-22 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 in the student's grade point average.

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

AP, Dual Enrollment, & Honors Courses

AP Courses

Franklin is continuing to expand our AP course offerings. For 2021-22, we 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 Statistics. 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 Studio Art. This course requires two elective periods.
- AP Seminar: This course is the 1st course in the AP Capstone certificate.
- AP Research: This course completes the AP Capstone certificate.
- AP Computer Science Principles: This course is offered in partnership with Edhesive. Students complete the course through online content with support from an FSI teacher.

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 enrolled in AP classes are required to take the AP Exam. These courses are rigorous and fast-paced. Students must anticipate intensive homework and heavy workloads.

AP Capstone Diploma

AP Capstone is an AP diploma program based on two key classes: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work. The Capstone Diploma requires students to take both AP Seminar and AP Research, and four other AP courses, with an AP exam or portfolio score of 3 or higher for all six AP courses.

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; dual enrollment courses may not replace FSI core courses. Students interested in dual enrollment courses must meet GPA eligibility requirements as established by AB Tech, must have their own transportation to and from AB Tech (if applicable), 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. The Honors level option for English III is AP Language & Composition. The Honors level option for English IV is AP Literature & Composition.

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. Students are generally not permitted to enroll in NCVPS or other online courses that are offered directly by FSI. Please refer to the school policy regarding enrollment in online courses for more specific information: Guidelines for Enrolling in Online Courses

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.
- NCVPS courses may not be taken as an alternative to courses that FSI offers except in very rare circumstances, with prior written approval of the Executive Director.
- Workload demands vary across courses 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. Courses available to students are those offered which fit the FSI bell schedule. 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 may be permitted a study hall in recognition of the higher work expectations associated with those classes.

Course Withdrawal Penalty
Students are not allowed to drop a course after the first ten days of school, for non-AP classes, or first 20 days for AP classes. If a student withdraws after the drop/add 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

Transcripts must be reviewed by the student and the parent prior to sending the transcript to institutions of higher learning. Seniors are presented with a copy to review in the fall and return the transcript with a signed form stating that all of the information on the transcript is accurate or indicating changes that need to be made.

The Franklin School of Innovation will use the Common Application as the primary method of sending senior transcripts to institutions of higher education in North Carolina. Most North Carolina colleges, universities and community colleges accept the Common App. The counseling department will email transcripts directly to admissions offices if the school does not take the Common App. Additionally, FSI will be using student Scoir accounts as a means of transferring student data. After receiving a written request from students, these transcripts will be sent to any college, university, or organization requested. 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 Course		.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
- Math 3
- English II
- Biology

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

Core Academic Courses

Overview

The typical core course offerings for 2021-2022 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 or AP Earth & Environmental Science), Math 1 or Math 2
10th Grade	English II, Civics or AP Government & Politics, Biology, Math 2 or Math 3
11th Grade	English III or AP English Language & Composition; American History; Chemistry or Physical Science; Math 3 or Pre-Calculus
12th Grade	English IV or AP English Literature; AMerican History, Physics or Physical Science; Math 4, Pre-Calculus, or AP Calculus

College Entry and Advanced Placement Exams: Accommodations, Fees, and Assistance

The Franklin School of Innovation administers the PreACT for all 10th grade students, and the ACT for all 11th grade students. These exams are part of the State Accountability program, and are offered during school days, in accordance with the test dates established by the State Department of Public Instruction.

The school also administers all AP exams associated with AP courses taught by FSI faculty members, and for AP and CTE courses completed by FSI students who were enrolled by FSI in these courses through NCVPS.

The school may elect, at its sole discretion, to offer additional exams on campus, such as the PSAT, the SAT, or AP exams for courses other than those taught by FSI.

Accommodations

The school will assist students and families in the process of requesting accommodations for AP, SAT, and ACT exams. Parents also have the option of requesting accommodations directly from The College Board for AP and SAT exams. Please note that accommodations approved by the school for IEPs or

504 plans do not guarantee accommodations for AP, ACT, or SAT exams. The ACT and The College Board have their own procedures for review of requests, and may require extensive documentation. Often, parents or students have information that is not available to the school that may be useful in the application process.

Students or parents must request that the school assist with applying for accommodations at least 4 weeks (20 school days) prior to the deadline established by The College Board or the ACT. This allows the school sufficient time to work with families to obtain documentation for the requested accommodations. School counselors are not available during the summer to assist with accommodation requests.

These dates can be found on The College Board and ACT websites:

- The College Board (AP, PSAT, and SAT exams): https://accommodations.collegeboard.org/
- The ACT: https://www.act.org/content/act/en/products-and-services/the-act-educator/accommodations.html (ACT accommodations must be submitted through the school)

For example, if requests for accommodations for AP exams are due to The College Board by January 15, 2021, students who want school assistance requesting accommodations must notify the AP Coordinator no later than Monday, December 7. This allows 4 weeks when school is in session to work together to collect any documentation needed to support the accommodation request.

Students who plan to take the ACT or SAT In August, September or October must submit their request to the school no later than May 15 of the prior school year. The deadlines to request accommodations for these fall test dates occur either over the summer, or too early in the school year to provide time for the school to assist with documentation.

Note that requests for accommodations may take up to 7 weeks for The College Board or ACT to process, and may be denied. The earlier you can submit requests, the better the chance of receiving accommodations in time for your planned test date.

Tests Not Administered by FSI

If you plan to take a test that is not administered by FSI, please note the following:

- Parents or students are responsible for registering for the test, paying the test fees, and ensuring that the test site provides any accommodations approved by The College Board or the ACT.

Fee Waivers

Certain students may qualify to have test fees waived. Fee waivers must be requested by the school counselor on behalf of students. If you wish to apply for a fee waiver, please contact the school counselor at least 2 weeks (10 school days) prior to registering for the test. There is not a fee for the school-administered PreACT or ACT. Currently, North Carolina also covers the fee for AP exams for any exam taken by a student who is enrolled in the AP course in an NC school. The State does not cover the AP fee exam for retakes or for AP exams taken by a student who is not enrolled in the AP course.

Learn more by visiting The College Board: https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers or the ACT: http://www.act.org/content/act/en/products-and-services/the-act/registration/fees.html#:~:text=You%20cannot%20request%20a%20fee,or%20if%20requesting%20Special%20Testing).

Retaking AP Exams/Taking Exams Without Enrolling in the AP Course

In rare circumstances, students may request taking an AP exam without taking the AP course. This will generally not be approved for any AP course that FSI offers directly; rather, this option is designed to allow students to take an exam in an area of interest for a course not provided by FSI. This option may also be used to request a retake of an exam if a student passed the AP course at FSI but was not satisfied with their AP exam score.

Students who take the AP exam only will not receive high school credit for the AP course. The AP exam score may allow them to obtain credit for a college course. Students are strongly advised to check with their college of choice to determine whether they can receive credit if they pass the exam, or whether the exam will be of value in the college application process.

Students are fully responsible for preparing for the AP exam on their own. **Families are responsible for paying the full cost of the exam,** which includes the fee charged by the College Board as well as the cost of a proctor to administer the exam. Students may not request that FSI teachers or staff members assist them in preparing for the exam during school hours.

Students should meet with the College and Career Counselor to determine whether this is a good option for them. Students must submit a written application to the AP Coordinator by the date established by the school each year; this date will generally be no later than October 1st to ensure that exams can be ordered in a timely manner. The date may be earlier; late requests will not be considered.

2022-2023 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 & Composition **1**

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 & World History Honors

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 & Civics Honors

Prerequisite: None

Civics (official course title: Founding Principles of the United States and North Carolina: Civic Literacy) 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.

Economics & Personal Finance

Prerequisite: None

The Economics & Personal Finance course (a new NC Social Studies required credit starting in 2021) will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Major concepts explored are Economics, Income and Education, Money and Credit Management, Financial Planning, and Critical Consumerism. This course is intended to prepare students regarding economic decision-making, using money wisely, and understanding education and career choices, in order to develop into financially responsible citizens.

American History & American History Honors

Prerequisite: None

American History examines the origins of the United States to the present. The course allows students to develop an understanding of the relationship between past and present events; placing emphasis on the ability to examine issues from multiple perspectives, and to discuss and debate issues within the framework of civil discourse. Throughout the year, students will focus on America's struggle to form a more perfect union; exploring the history of the United States through major themes that include striving for balance between democracy and authority and the struggle for human equality and U.S. foreign policy. Students will explore the history of the United States by asking and answering three major questions: what is the changing role of the United States in world affairs? What is the changing role of the United States government in citizens' lives? And how has the United States changed to become "a more perfect union"?

AP US Government & Politics

(open to 10th and higher as an alternate to Civics and Government)

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. This course will also cover the United States legal system. Students will analyze how the decisions made in landmark Supreme Court cases continue to impact every faucet of American politics, socialization, and individual liberty. This course will also cover the United States legal system. Students will analyze how the decisions made in landmark Supreme Court cases continue to impact every faucet of American politics, socialization, and individual liberty.

Sciences

Earth & Environmental Science & Earth & Environmental Science Honors
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 & Biology Honors
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.

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: Department recommendation
Chemistry Honoris 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
Prerequisite: Department recommendation
This class will introduce Physics by explaining the concepts and principles through observable phenomena in the world around us. 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 laws of motion and forces, the conservation of energy, electricity, and waves. Students will practice mathematical skills in the applications of these science concepts.

Physics - Honors
Prerequisite: Department recommendation
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.

Mathematics

Math 1 & Math 1 Honors
Prerequisite: Proficiency in Math 8 or Pre-algebra standards
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 & Math 2 Honors
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 & Math 3 Honors
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. The North Carolina End of Course test for Math 3 will count as 20% of each student's final course grade.

Math 4

Prerequisite: Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra functions, trigonometry and statistical concepts previously experienced in NC Math 1, 2, and 3. Upon completion of this course, students will be prepared for college level algebra and statistics, Precalculus, or other advanced math courses. This course meets high school graduation and UNC minimum admission requirements for the 4th math credit.

Pre Calculus Honors

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.

AP Statistics

Prerequisite: Math 3

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This course meets high school graduation and UNC minimum admission requirements for the 4th 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. 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 1- Beginning
No Prerequisite
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 2- Intermediate
Prerequisite: Visual Art 1 - 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 3- Proficient
Prerequisite: Visual Art 2 - 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 4

*Prerequisite: Visual Art 3 - Proficient **or** AP Studio Art*

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.

3D Art: Sculpture & Ceramics

No Prerequisite

Sculpture & Ceramics explores a variety of materials used to create three-dimensional art, with an emphasis on ceramic processes and techniques. Students will practice and develop sculpture skills including but not limited to: additive, subtractive, assemblage and casting. In addition to clay, students will experiment with materials such as wire, wood, plaster, paper mache, and found objects. Students study and use the elements of art and principles of design to create, invent, experiment, take risks, and solve artistic problems.

AP Studio Art: 2D Design

Recommended Prerequisite: Visual Art 2 - Intermediate

This course requires two elective periods to ensure students sufficient time to complete the portfolio requirements. Students will be enrolled in AP Studio Art in two elective class periods, though not necessarily in consecutive periods.

The AP Studio Art course culminates in a 2D Design portfolio exam, corresponding to the college foundation courses. Portfolios allow flexibility of content and materials while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. This course requires a high level of independence and ability to complete selected projects.

Film Studies Honors(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.

High School Choir
This performance based course will allow singers to sing and perform a wide range of music from a variety of genres, time periods, and cultures including Classical, Pop, Jazz, Broadway, A Cappella, World Music, Earth Songs, etc. Students will learn and develop proper vocal techniques and music theory techniques including melody, form, rhythm, harmony/texture, and expressive devices. Students' skills will be sharpened through activities and performances designed to improve student abilities in sight singing, intonation, pitch memory, diction, phrasing, and memorization. Performance is required for this course. Please see Mrs. Wilson with any questions.

High School Modern Orchestra
Band
Multiple levels (1 - 4)
This is not your traditional band or orchestra class. All instruments are welcome and music is arranged based on our instrumentation. While this is a performance based course, students have an opportunity to arrange, compose, and direct. This course allows students to explore, perform, arrange, and compose music in multiple genres and styles while also continuing to grow upon their previously learned performance techniques and music theory skills. Performance is required for this course. Please see Mrs. Wilson with any questions.

Theatre Arts I
This course introduces students to the basic elements of acting: using movement, vocal expression, focus and collaboration to portray character, relationship and setting. Activities are very active/participatory and include theatre games, improv, scene work and more. Ensemble work, performance and constructive feedback are emphasized. In addition, students will be introduced to other theatre arts through some focus on scriptwriting, and design. The course strives to give students an appreciation for the global and historical significance of theatre through fun challenges that develop skills necessary for success in the 21st century: confidence, communication, creative problem solving and teamwork. Participation in after school productions is encouraged but not required.

Intermediate and Advanced Theatre Arts (II/III/IV)
This course provides students the opportunity to continue beyond the introductory level, further developing vocal and physical acting skills (including in-depth character development and script analysis), playwriting, and production (costumes, set, lighting, sound). Learning activities include more advanced acting challenges (i.e. Shakespeare, Acting Theorists, Theatre Sports), directing, and theatre production (costumes, lighting, makeup, scenery, and sound), including an independent project that allows students to focus on an area of special theatre interest. These courses continue to provide students an appreciation for the global and historical significance of theatre through fun challenges that develop skills necessary for success in the 21st century: confidence, communication, creative problem solving and teamwork. Participation in after-school productions is strongly encouraged but not required.
Prerequisite: Theatre Arts I or permission from teacher

Theatre Incubator
A new offering for students interested in creating original works of theatre. One semester will focus on the process of devising performance pieces through techniques based in improvisation and collaboration. Devising includes acting, directing, dramaturgy, and design. From a single word or simple image or a big idea, student will work together to construct unique performance pieces. The second semester will focus on playwriting. Using different prompts, students will learn to build a monologue, a scene, and a Ten Minute Play incorporating dramatic elements, playing with structure, and formatting correctly. Participation in the SWAPPs (Student Written and Produced Plays) production is encouraged.

Speak Up *(formerly Art of the Argument)*
This course is designed to develop the skills necessary to be an effective communicator with an emphasis on public speaking content and performance. Students will begin to understand the different types of speeches, identifying distinct purposes and getting practical experience in successful public speaking techniques. Students will understand how planning, preparation and revision contribute to good public speaking. Within the context of a safe, supportive group dynamic, students will experiment with persuasive, informative, and entertaining public speaking challenges.

STEM

Intro to Computer Science
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.

AP Computer Science Principles
Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

Science Olympiad 1 and 2
Prerequisite: For Level 1, none; for Level 2, Science Olympiad 1
The first recorded Science Olympiad was held on Saturday, November 23, 1974 at St. Andrews Presbyterian College in Laurinburg, North Carolina. Fifteen schools from North and South Carolina participated in this event. This Olympiad was a day-long affair, with competitions and demonstrations for high school students in the areas of biology, chemistry, and physics. Events have included activities such as: beaker race or paper airplane construction, demonstrations of glassblowing and holography, and a periodic table quiz or Science Bowl. Science Olympiad is a fantastic way to explore your passions in Science, Technology, Engineering, and Mathematics. Students in this class will compete in the regional and state competitions.

Introduction to Engineering Design
Have you ever wanted to take an idea and turn it into a viable product? In this course students will be shown how to use an engineering design process to answer questions, solve problems and make decisions. Using industry standard 3D modeling software, students will create and document their solutions to a myriad of problems. As the year progresses, students will be given the opportunity to choose the problems they wish to work with as they document their use of the design process to come up with unique and interesting solutions to problems.

Forensics Honors
Prerequisite: Biology
Students will learn the science behind forensics using a hands-on approach that integrates chemistry, biology, mathematics, technology, history, and political science. Through their study of forensics methods, students will develop laboratory, presentation, and technical writing skills. Subtopics include DNA profiling, forgery and counterfeiting, ballistics and forensic toxicology, entomology, and anthropology.

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 Honors, Spanish IV Honors, Spanish V Honors
Spanish II Prerequisite: Spanish I
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 and build ongoing relationships with French peers who live in Asheville's Sister City, Saumur, France. Students acquire insight into the intricate relationship of languages and cultures by comparing diverse Francophone cultures to their own. French I students have the opportunity, every other year, to travel to Saumur and stay with a host family and/or to host a student from Saumur in their own home.

French II

Prerequisite: French I

Students enrolled in French II will have successfully completed or placed out of French I. In this course, students continue to develop their conversational skills past the most basic level and begin 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. Students interact and build ongoing relationships with French peers who live in Asheville's Sister City of Saumur, France through written and spoken sharing of projects, cultural observations, and basic conversation. French II students have the opportunity, every other year, to travel to Saumur and stay with a host family and/or to host a student from Saumur in their own home.

French III Honors

Prerequisite: French I and II

Students enrolled in French III Honors will have successfully completed or placed out of French I and II. This course continues the development of listening, speaking, writing, and reading skills with emphasis on using the target language to receive the majority of classroom communication and instruction in French. French III students must be willing to challenge themselves to communicate in French in the classroom every day. The French III course of study continues to examine Francophone perspectives and practices by comparing and contrasting Francophone cultures and contemporary issues with our own through the lens of music, film, visual art, and media. French III adds a more intense emphasis on reading and writing by reading, discussing, and writing about a classic work of Francophone literature. Students interact and build ongoing relationships with French peers who live in Asheville's Sister City of Saumur, France through written and spoken sharing of projects, cultural observations, and conversation. French III students have the opportunity, every other year, to travel to Saumur and stay with a host family and/or to host a student from Saumur in their own home.

French IV Honors

Prerequisite: French I , II, and III H

Students enrolled in French IV Honors will have successfully completed or placed out of French I, II, and III H. French IV courses are taught in French, and French IV students use the French language to deepen their understanding of cultural perspectives and contemporary cultural phenomena.

American Sign Language I and II

Prerequisite for ASL I: None

Prerequisite for ASL II: Successful completion of ASL I

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. Both ASL I and II are immersion courses. Students must demonstrate the maturity to learn in a fully immersive classroom.

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
Prerequisite: Completion of PE/Healthful Living
Calling all students who love to be outdoors, want to learn the skills to survive in the wilderness, and enjoy a challenge! In Adventure Ed class, students develop leadership, collaboration and persistence by leading team building initiatives, practicing wilderness first aid, stewarding our outdoor campus spaces, and learning outdoor skills. 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 semester.

Home Economics and Health Living:
Prerequisite: Completion of PE/Healthful Living
More info to come!

Advanced Physical Education
Prerequisite: Completion of PE/Healthful Living; Must be an FSI Student-athlete
In this course, Advanced PE, students will participate in physical activities for specific purposes. Student-athletes will have sport specific goals and workouts geared toward their specific sport(s). Other areas of concentration include: individual fitness plans, lifelong fitness activities, yoga, weight training and conditioning, speed, agility and quickness, mental training, nutrition etc.

Humanities/Social Science Electives

Poetry and Philosophy

Pre-requisites: None

Poetry and Philosophy is a year-long paired class rooted in the careful examination, discussion, and creation of text. The first semester will focus on poetry and will feature works from a range of writers, both classic and contemporary. In this first semester, students will be asked to analyze and discuss various pieces in addition to creating and sharing their own. The culminating semester project will be the publication of an anthology. The second semester will focus on philosophy, during which students will explore the writings of seminal scholars who have helped shape modern thought. Special attention will be paid to the fields of metaphysics, ethics, and epistemology.

Current Affairs/Model UN 1 and 2

Prerequisite: For Model UN 1, none; for Model UN 2, Model UN 1

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.

Mock Trial

Prerequisite: None, but enrollment preference given to students that have completed Civics or AP Government

Mock Trial is the perfect course for those interested in the legal system, and especially those interested in a career in the legal field. As a class, we will compete in mock trial competitions against other schools. Students will have the opportunity to act as an attorney, a witness, and a judge in a "mock" criminal court case. We will also spend time looking at controversial court cases, evaluating social justice issues created by our current judicial system, and will compare and contrasting our legal system to others across the globe.

Poetry and Philosophy (pair)

Poetry and Philosophy is a year-long paired class rooted in the careful examination, discussion, and creation of text. The first semester will focus on poetry and will feature works from a range of writers, both classic and contemporary. In this first semester, students will be asked to analyze and discuss various pieces in addition to creating and sharing their own. The culminating semester project will be the publication of an anthology. The second semester will focus on philosophy, during which students will explore the writings of seminal scholars who have helped shape modern thought. Special attention will be paid to the fields of metaphysics, ethics, and epistemology.

AP Capstone Research Certificate (part of AP Capstone Diploma)

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

Learn more about the AP Capstone Program here. FSI is the only school in Buncombe County that offers this competitive program.

AP Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. In the AP Research course, students learn to: Apply research methods Employ ethical practices Access, analyze, and synthesize information The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

Support Electives

Math Lab

Prerequisite: Approval by EC director or HS principal

This course is designed for math 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 each student's core Math curriculum. This course provides elective credit but does not count toward the specific math graduation requirements.

Academic Strategies

Prerequisite: Approval by EC director

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. *This class is graded pass/fail; students who pass receive elective credit, but the grade is excluded from GPA.*

Literacy & Numeracy Support

Prerequisite: Approval by EC director

This elective course is for students with IE'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. *This class is graded pass/fail; students who pass receive elective credit, but the grade is excluded from GPA.*

Independent Study

Independent Research Project **.5 /1 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 10-15 page "culmination 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 to the academic year with teacher approval.