



2024-2025

**High School
Course Offerings and
Planning Guide**

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Dear Students, Parents, and Guardians:

I am pleased to welcome you to the high school registration process for the 2024 - 2025 school year. Our goal is to ensure that you grow and thrive during your high school years by exploring and engaging in all that high school has to offer! During these four years, we will work to move all students to a higher level of academic performance, making them college and career ready.

In order to avoid confusion, and to guarantee that all graduation requirements are being met, careful academic planning is key. This 2024-2025 Graduation Checklist and Course Selection Guide are tools to help you select appropriate courses as you collaboratively design and update a four-year plan. Whether you are a rising 9th grader or a senior, the classes you take have short term and long term implications. Each year, I encourage you to reflect on current courses, your progress, and what lies ahead in the years to come.

If you have any questions or would like to review your plans for graduation, please contact JaneAnne Tager, our college and career counselor, to make an appointment. We are here to help!

Sincere regards,

Peter Tromba

Peter Tromba

FSI High School Principal

COURSE SELECTION AND DROP POLICY

- Please choose your classes wisely.

Student Course Paper Registrations - Week of April 8th

Schedules Finalized by Week of May 27nd

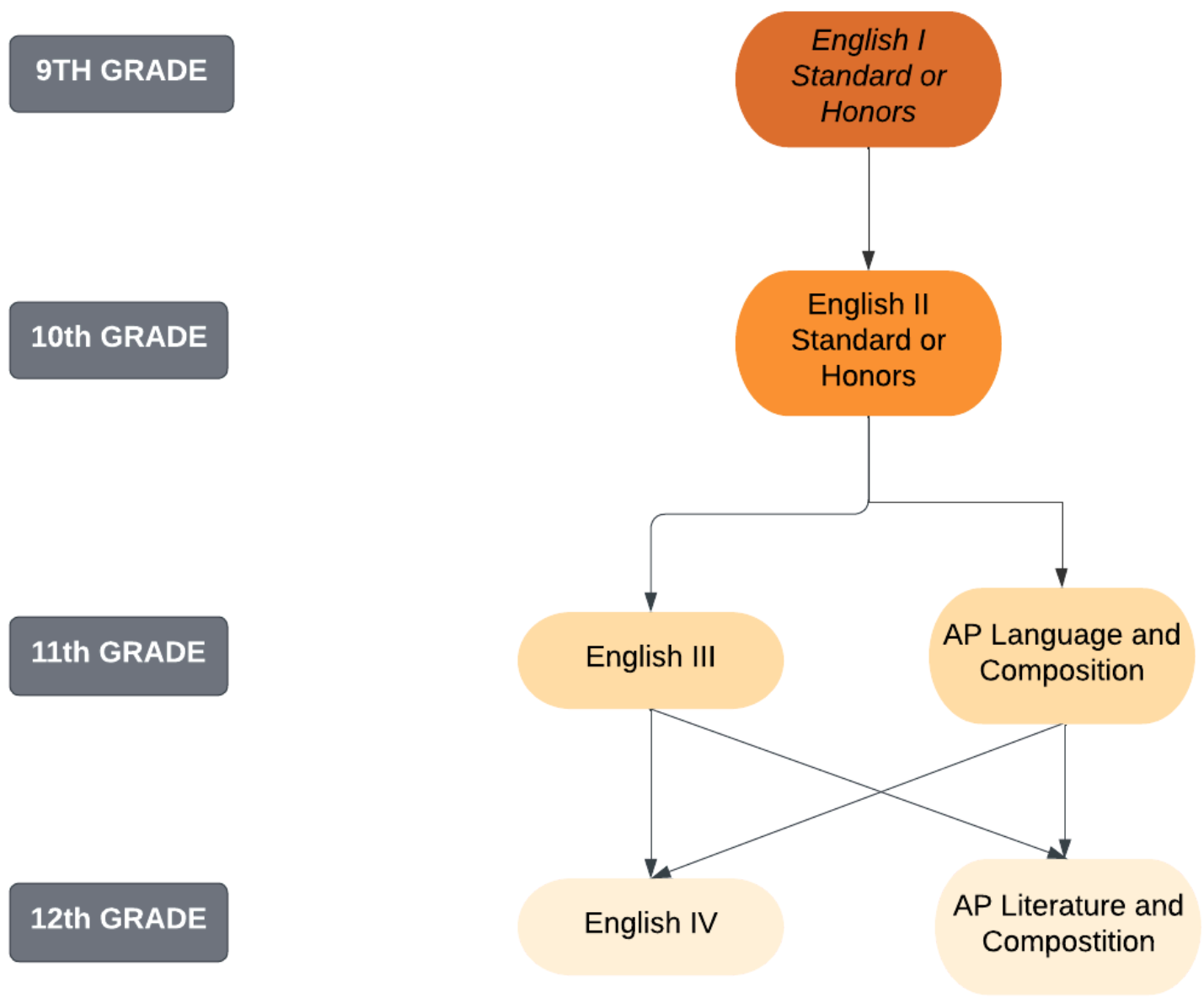
- Every effort will be made to honor all course requests prior to the start of school. However, due to class sizes, your request might not be granted. **Course changes after the start of school will be very limited.**

Generally, schedule changes to original requests will only be considered under special circumstances:

1. Student has previously earned credit for a course and did not intend to retake the course.
2. Student is missing a course in their schedule. For example, a student has a hole in 3rd period.
3. Student requires a different course in order to meet graduation requirements.
4. Student has not fulfilled a required prerequisite for a scheduled course.

- All course changes will be approved or denied by high school counselor, JaneAnne Tager and/or high school principal, Peter Tromba. Students WILL NOT be able to change their schedule because they no longer wish to take a course they requested, they prefer to have a different teacher, or because they received a course that was not one of their top choices. So again, PLEASE CHOOSE WISELY!
- Students are allowed to drop from a honors to a non honors core class within the first first ten days of school. Students who wish to change from a non honors to an honors class, may also do that within the first ten days of school. For AP and AB Tech classes(11th and 12th grade only) students have 15 days to drop their course.
- 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.

ENGLISH GRADUATION REQUIREMENTS



- English Graduation Requirements**
- English I
 - English II
 - English III or AP Language
 - English IV or AP Literature

English I or 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 or 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) - (Previous 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.

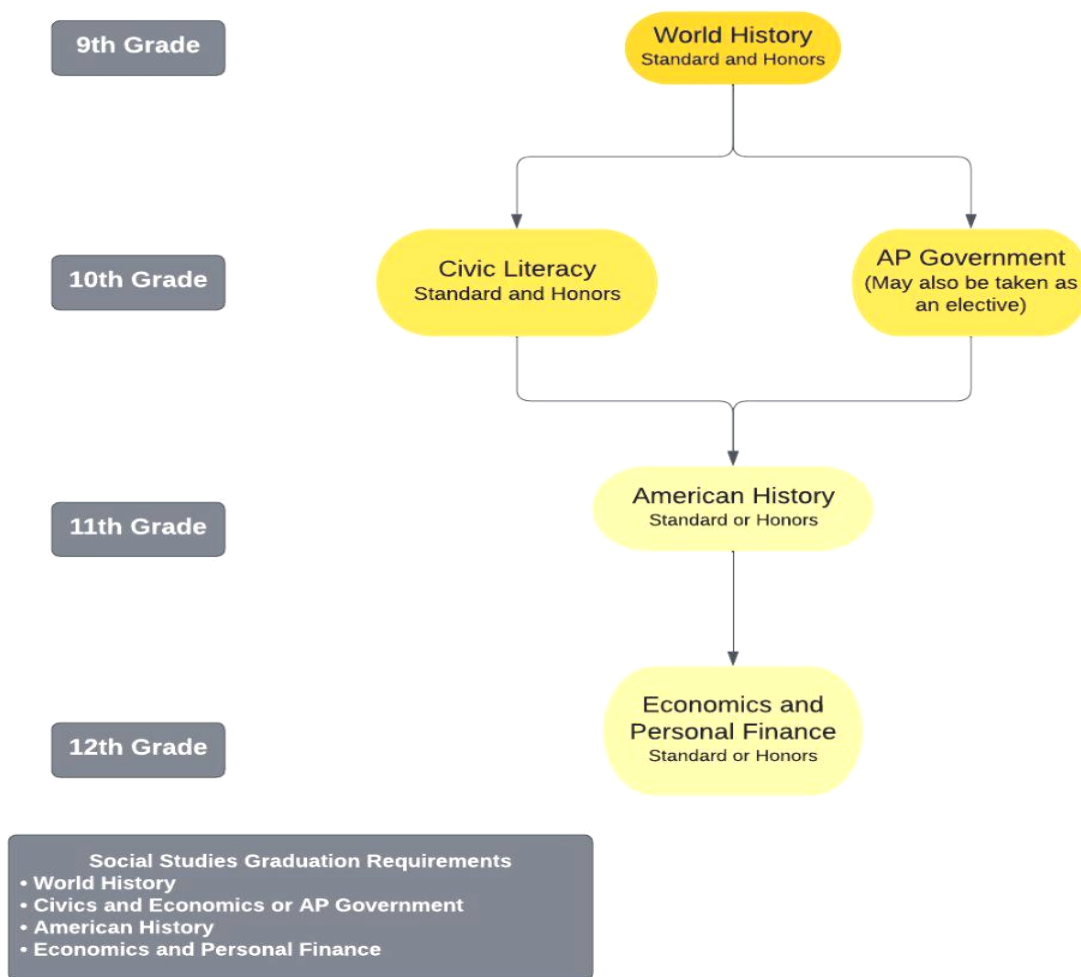
English IV

(Prerequisite: English III or AP Language) - 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

(Prerequisite: English III or AP Language) *(Previous 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 GRADUATION REQUIREMENTS



World History or 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.

Civic Literacy or Civic Literacy Honors

(Prerequisite: None) Civics 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.

AP US Government & Politics

(Open to 10th and higher as an alternative 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 facet 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 facet of American politics, socialization, and individual liberty.

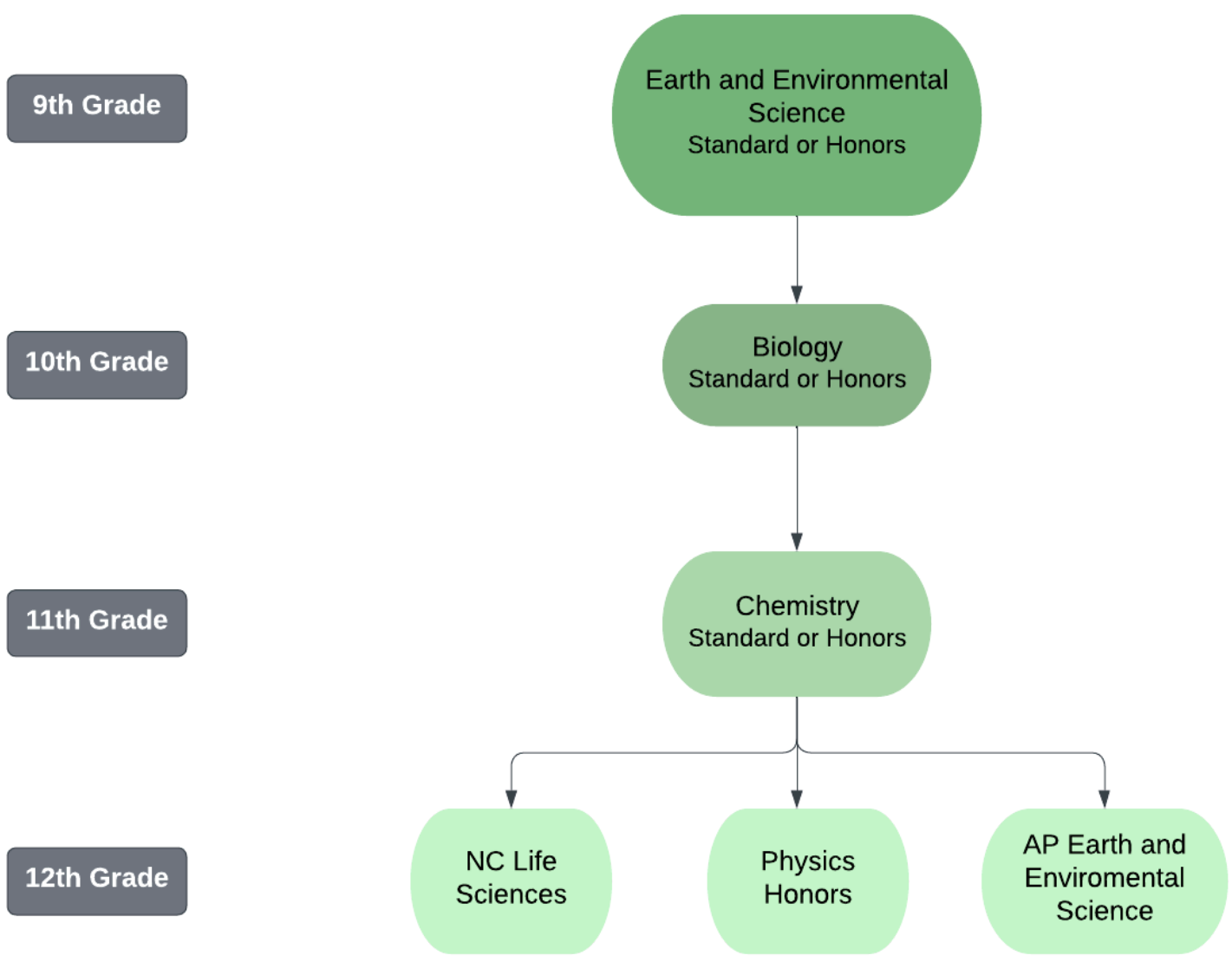
American History or American History Honors

(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"?

Economics & Personal Finance & Economics & Personal Finance Honors

(Prerequisite: None) The Economics & Personal Finance course 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.

SCIENCE GRADUATION REQUIREMENTS



- Science Graduation Requirements**
- Earth And Environmental Science
 - Biology
 - Chemistry
 - 4th Science

Earth & Environmental Science or 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 of 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 thing 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 or Chemistry Honors

(Prerequisite: 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 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: Earth, Biology and Chemistry) This class will explore the phenomena of motion in our world, from 1-D and 2-D motion, to forces, relativity, waves, electricity, magnetism, and more! We will explore the concepts and equations behind core physics ideas, and learn modern applications.

NC Life Sciences

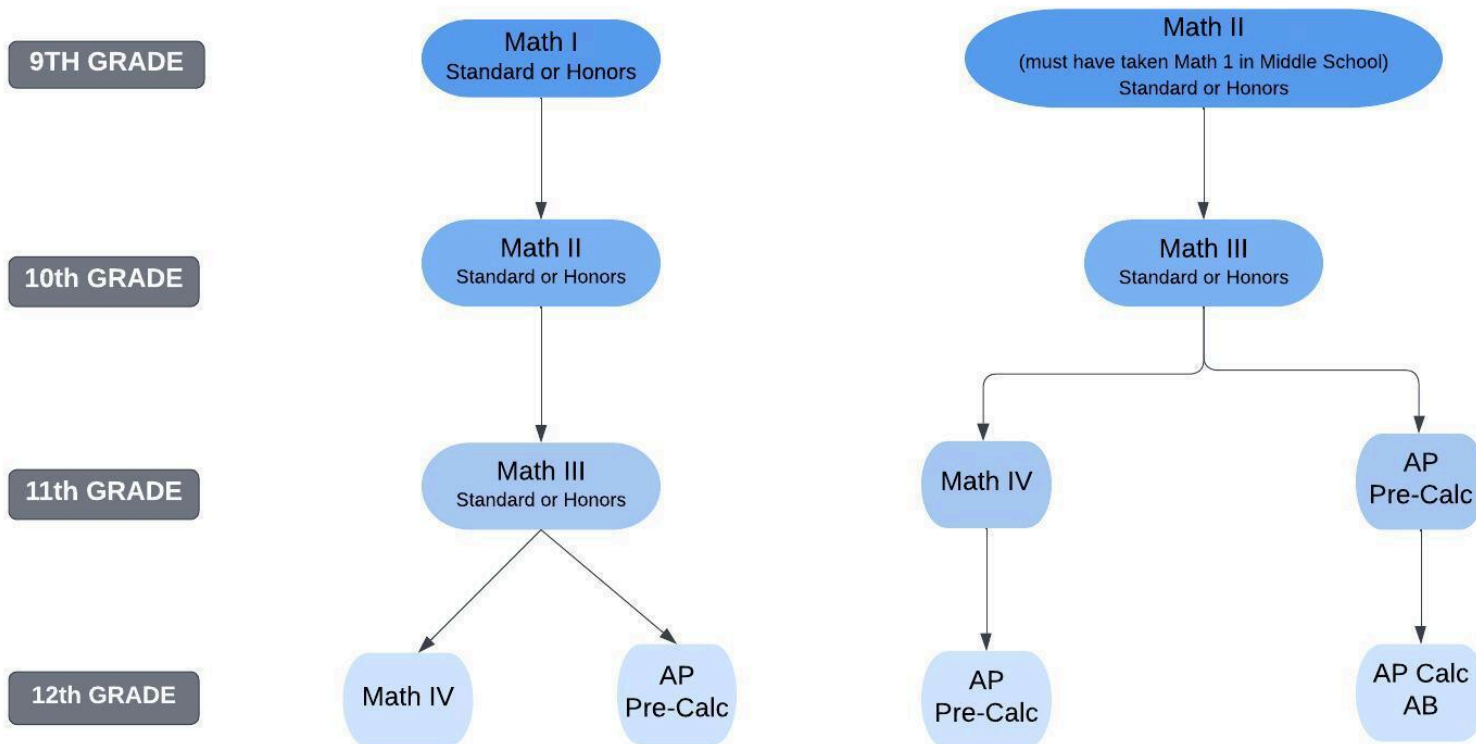
(Prerequisite: Earth and Environmental Science, Biology, Chemistry)

This class focuses predominantly on plant biology - including concepts such as structure and function, ecology and evolution, diversity and explores the connections between plants and people. Other topics include fauna, wilderness ethics, and conservation. Multiple field trips are incorporated into the curriculum as well as guest speakers and labs.

AP Earth and Environmental Science

(Prerequisite: Earth and Environmental Science and Biology) Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made.

MATHEMATICS GRADUATION REQUIREMENTS



Math Graduation Requirements

- Math I
- Math II
- Math III
- A Fourth Math Class
 - Math IV
 - Pre-Calc
 - AP Calculus

*AP Statistics-is only offered every other year, and will NOT be offered for the 2024-2025 school year.

Math 1 or Math 1 Honors

(Prerequisite: Proficiency in Math 8 or Pre-algebra standards) Math 1 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 or 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 or 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.

AP Precalculus

(Prerequisite: Math 3 or Math 4) This course centers on functions that model dynamic phenomena, and these functions are explored using multiple representations. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types (polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, matrix, and vectorial) that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

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.

YEARLONG ELECTIVES

Visual Art 1- Beginning (Grades 9-12)

(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 2- Intermediate (Grades 10-12)

(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(Honors) (Grades 11-12)

(Prerequisite: Visual Art 2) 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 - Advanced(Honors) (Grades 11-12)

(Prerequisite: Visual Art 3 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 (Grades 9-12)

(Prerequisite: None) 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 (Grades 10-12)

(Recommended Prerequisite: Visual Art 2) Please note: 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.

Theatre Arts 1 (Grades 9-12)

(Prerequisite: None) 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 and 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.

Advanced Theatre Arts Honors (Grades 10-12) (multiple levels(2 - 4)

(Prerequisite - Theatre Arts 1, 2, or 3 Honors) 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 that 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.

Intro to Computer Science (Grades 10-12)

(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.

Spanish I (Grades 9-12)

(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 the 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 or Spanish V Honors (Grades 9-12)

(Prerequisite Successful completion of Spanish 2-4): 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 (Grades 9-12)

(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 (Grades 9-12)

(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 (Grades 10-12)

(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 (Grades 11-12)

(Prerequisite: French I, II, and III) Students enrolled in French IV Honors will have successfully completed or placed out of French I, II, and III. 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.

Health and PE (Grade 9-12)

(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.***

AP Seminar (Grade 11)

(Prerequisite: None) 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 (Grade 12)

(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.

AP Computer Science Principles (Grades 10-12)

(Prerequisite: None) 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.

Independent Study Independent Research Project (Grades 11 - 12)

(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.

Semester Long Electives**Choir (Grades 9-12)**

(Prerequisite: None) 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.

Modern Orchestra (Grades 9-12) Multiple levels (1 - 4)

(Prerequisite: None) 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.

Student Written and Produced Plays (Grades 9-12)

(Prerequisite: some theatre experience is preferred; if none, then permission from the instructor.)

This course will lead students through creating and producing short performance pieces. Step one of the process will include some devising activities to generate story and character ideas. Script writing or scenario writing will follow. Students will then be directors and/or actors and designers as we work to rehearse and mount a public performance of these original pieces.

Improv (Grades 9-12)

(Prerequisite: None) Improv is the art of making things up on the spot—characters, scenes, and stories. Course activities will include all sorts of warm ups and games that develop focus, quick creative thinking and collaboration, Theatre Sports, Long Form Improv, and more. This is a very fun and active class that will build your ability to listen carefully and think on your feet.

Forensics Honors (Grades 11-12)

(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.

Sustainability (Grades 10-12)

(Prerequisite: Earth and Environmental Science)

This class focuses on local and global environmental issues. The project based service learning approach utilizes a students ability to recognize ecological issues, understand their impacts and explore solutions. Areas of focus include sustainable agriculture, waste management, and habitat restoration. Please note this class involves physical activity and ½ of class time spent outside.

Adventure Education (Grades 9-12)

(Prerequisite: None) 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.*

Advanced Physical Education(Advanced PE) (Grades 10-12)

(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.

Advanced Physical Education II(Advanced PE) (Grades 11-12)

(Prerequisite: Completion of Advanced Physical Education) 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.

Weightlifting and Conditioning (Grades 10-12)

*(Prerequisite: PE/Health)*The Strength & Conditioning course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques and equipment used will allow students to experience many different ways to exercise and workout, which will likely lead to them finding exercises they enjoy and want to continue performing after completing the course. Students will also learn how to create their own Health and Fitness plans that work towards specific health and fitness goals.

Poetry (Grades 9-12)

(Prerequisite: None) Poetry is a semester-long course rooted in the careful examination, discussion, and creation of text. It focuses on a range of writers, both classic and contemporary, and throughout the course students can expect to lead and participate in various writing workshops. The culminating semester project will be the publication of an anthology.

Youth-Led Participatory Action Research (Grades 10-12)

*(Prerequisite: None)*Youth-led Participatory Action Research (Y-PAR) positions youths as important leaders in social justice and reform. It is based in a recursive cycle in which students identify the communities in which they participate

along with the issues, problems, or points of growth that exist in these spaces. Next, they design and implement solutions, before evaluating the impact and beginning again. This semester-long course will feature daily writing and a long-term research project that culminates in a final publication or presentation for the school community.

Creative Writing (Grades 10-12)

(Prerequisite: None) Students will explore the art of storytelling and develop their writing skills in a supportive and collaborative environment. Emphasis will be placed on the crafting of compelling original characters, creating believable dialogue, and the wonder of worldbuilding. Students will also participate in peer feedback sessions and writing workshops to hone their skills and improve their work.

Journalism (Grades 10-12)

(Prerequisite: None) Within this course, students will gain the skills and knowledge necessary for reliable, accurate, and independent news reporting. They will explore the fundamental skills of journalistic writing and learn about how to present opinions and factual information regarding pressing current issues and events. Students will have the opportunity to cover a variety of topics and formats including school events, local events, art, and informative and opinionated issues affecting the school and local community. By the end of the course, students will have a solid foundation in journalistic writing and an understanding of the important role that journalism plays in society.

Public Speaking (Grades 9-12)

(Prerequisite: None) This course is an introduction to the art of public speaking: how to build engaging speeches (whether persuasive, informative or entertaining) and how to give strong speech performances. Through lots of informal as well as formal speaking challenges, students lose anxiety around public speaking and find confidence in their verbal communication skills.

Yearbook I (Grades 9-12)

(Prerequisite: None) Students will develop and grow their digital design, photography, and communication skills as they collaborate to create the school yearbook. Throughout the year, members will photograph school events, interview students and staff, and arrange all of the highlighted moments in a final printed book that is the ultimate reward of your hard work!

Yearbook II (Grades 10-12)

(Prerequisite: Yearbook I) Yearbook 2 is a comprehensive yearlong course designed for students who have completed yearbook 1. Yearbook 2 students will act as editors or project managers, delving deeper into the advanced techniques and processes involved in creating a high-quality yearbook publication. This course aims to develop students' skills in design, layout, photography, journalism, and project management while fostering teamwork and leadership.

Multicultural Studies (Grades 9-12)

(Prerequisite: None) Multicultural Studies is an exploration into the various cultural groups that have shaped America into the country we know today. Through research, discussion, reading, and writing, the class will examine history, art, literature, music, and sports, as well as the emergence and development of social movements throughout American history. This course is designed to be inquisitive, rigorous, and exploratory. We will grapple with complex concepts surrounding racial identity, cultural development, and national belonging at a high academic level.

Mindfulness and Mindful Movement (Grades 9-12)

(Prerequisite: None) Mindfulness has scientific support as a means to reduce stress, improve attention and focus, boost the immune system, reduce emotional reactivity, and promote a general sense of health and wellbeing. This course explores mindful practices through mindful movement, breathing, and meditation. Participation is required and students will be encouraged to practice techniques outside of class. Students will keep a journal reflecting on classroom experiences.

Academic Strategies (9-10)

(Pre-requisite: None) This class is designed to help students manage the academic rigor in high school. This course covers various study skills, note-taking, test-preparation, research procedures, and reading and writing strategies. Students will learn and practice organizational skills to be successful in high school.

Film Studies (Grades 9-12)

(Prerequisite: None) In this introductory course to the world of film, students will learn the basic elements that comprise film and survey the history of cinema from the 1890s to present day. Students should expect a great deal of collaboration in activities in analyzing and studying choice films, fishbowl discussions, and learning how to draw storyboards and write screenplays. Consistent attendance is highly encouraged due to many of the short videos and films shown in class that may be hard to seek on your own. The selection and frequency of films we'll watch and study depends on the interests of the students and the productivity of the class! The end-of-the-semester project is creating an independent short film, a precursor to a filmmaking class if you students choose to continue in the Spring.

Filmmaking Honors (Grades 9-12)

(Prerequisite: Film Studies fall semester) As a follow-up to Film Studies, the Spring Semester will incorporate short-term and long-term filmmaking projects. Students will learn the steps of filmmaking from pre-production to post-production and will incorporate some of the knowledge and skills they learned in the previous semester (storyboarding, screenwriting, a basic knowledge of cinematic history). Every month or so will focus on a certain filmmaking technique that they will apply. This is designated as an Honors-level course due to it requiring commitments inside and outside of class and a good command of communication and time management skills. The end-of-semester/course project is creating a short film that will be shown during a Screening Day/Night to a broader audience.

Psychology (Grades 9-12)

(Prerequisite: None) This course includes a basic introduction to what psychology is and its relationship to learning, personal and social adjustments, and behavioral disorders and treatments. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology.

Current Affairs/Model UN 1 and 2 (Grades 9-12)

(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.

Intro to Drafting (9-12)

Intro to Drafting will encompass a variety of drawing, sketching, and CAD principles. We will learn to scale drawings, interpret blueprints, how to create blueprints and build scale models of our designs. Drafting principles can also be applied to a variety of crafts like set building, fashion design, and other maker fields. The final project will be the choice of the student and will incorporate drafting into a building or sewing design.

NCSSM Connect

North Carolina School of Science and Mathematics Connect program provides distance education courses to schools across the state. NC public high school students at participating partner schools can supplement the curriculum offered in their home high school by taking tuition-free, honors-level, and AP courses in STEM and humanities from NCSSM via interactive video conferencing. FSI students can sign up to take an NCSSM Connect course during the first elective slot. Only courses taught in Block 1 align with the FSI schedule.

Click to view the [NCSSM Connect course catalog](#).

If you are interested in enrolling in one of these courses you must email Ms. Tager, the academic counselor: jtager@thefsi.us.

DUAL ENROLLMENT AT AB TECH

A-B Tech's Career & College Promise (CCP) Program allows eligible high school students to enroll in college classes tuition free. Students who successfully complete college courses can use that credit towards further study at A-B Tech or, in many cases, can transfer credits to a four-year college or university of their choice. Some courses are offered online, while others require a student to be able to drive to campus for their class.

- To qualify for Dual Enrollment at AB Tech, you must have a 2.8 unweighted GPA and be a rising junior or senior to apply.
- AB Tech course registration opens at the beginning of April.
- If you are participating in this program, please schedule a meeting with JaneAnne Tager

VIRTUAL COURSE OFFERINGS - NCVPS

North Carolina Virtual Public School (NCVPS)

- 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, JaneAnne Tager. Students are generally not permitted to enroll in NCVPS or other online courses that are offered directly by FSI.

ADVANCED PLACEMENT COURSES (AP)

AP (Advanced Placement) is a program of classes developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school. These courses are more difficult than the usual high school class and also require passing an AP exam at the end of the year to gain college credit.

- AP exams are administered during two weeks in May
- If students pass the end of year AP exam with a 3 (out of 5) or higher, students will earn college credit at most institutions across the country. North Carolina public universities are required to accept any score of 3 or higher on the AP exam for college credit.
- Benefit - You'll potentially earn college credits without paying college tuition and also get a head start on your college requirements. Simply taking an AP course looks great on your college resume. Universities expect students to challenge themselves and will look at a student's course load to see if students have taken AP courses.
- **Please Note: The workload of AP courses is heavy. AP courses are on another level of difficulty and complexity as well as how much time they consume. Although honors courses help to prepare students for AP work, they are not equally comparable. AP courses will challenge all students to elevate the quality of work, study habits, organizational skills, time management skills, as well as academic progress.**

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.

FSI GRADUATION REQUIREMENTS(meets state requirements for Future Ready Core)

The Franklin School of Innovation High School Graduation Checklist

	9th grade	10th grade	11th grade	12th grade
English 4 credits	<input type="checkbox"/> English 1 <input type="checkbox"/> English 1 Honors	<input type="checkbox"/> English II <input type="checkbox"/> English II Honors	<input type="checkbox"/> English III <input type="checkbox"/> AP Language	<input type="checkbox"/> English IV <input type="checkbox"/> AP Literature
Mathematics 4 credits	One of the following: <input type="checkbox"/> Math I <input type="checkbox"/> Math I Honors <input type="checkbox"/> Math II (took MS Math 1) <input type="checkbox"/> Math II Honors (took MS Math 1) <input type="checkbox"/> other	One of the following: <input type="checkbox"/> Math II <input type="checkbox"/> Math II Honors <input type="checkbox"/> Math III <input type="checkbox"/> Math III Honors <input type="checkbox"/> other	One of the following: <input type="checkbox"/> Math III <input type="checkbox"/> Math III Honors <input type="checkbox"/> Pre-Calculus or AP Pre-Calc <input type="checkbox"/> Math IV <input type="checkbox"/> other	One of the following: <input type="checkbox"/> Math IV <input type="checkbox"/> AP Pre-Calculus <input type="checkbox"/> AP Statistics <input type="checkbox"/> other
Science 4 credits	<input type="checkbox"/> Earth Science <input type="checkbox"/> Earth Science Honors	<input type="checkbox"/> Biology <input type="checkbox"/> Biology Honors	<input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry Honors	<input type="checkbox"/> NC Life Sciences <input type="checkbox"/> Physics Honors <input type="checkbox"/> AP Earth Science
Social Studies 4 credits	<input type="checkbox"/> World History <input type="checkbox"/> World History Honors	<input type="checkbox"/> Civics <input type="checkbox"/> Civics Honors	<input type="checkbox"/> American History <input type="checkbox"/> American History Honors	<input type="checkbox"/> Econ & Personal Finance <input type="checkbox"/> Econ & Personal Finance Honors
Health/PE 1 credit	<input type="checkbox"/> REQUIRED			
Second Language 2 consecutive credits for college readiness	<input type="checkbox"/> French I <input type="checkbox"/> French II (took MS French) <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish II (took MS Spanish)	<input type="checkbox"/> French II <input type="checkbox"/> French III Honors <input type="checkbox"/> Spanish II <input type="checkbox"/> Spanish III Honors	<input type="checkbox"/> French III Honors <input type="checkbox"/> French IV Honors <input type="checkbox"/> Spanish III Honors <input type="checkbox"/> Spanish IV Honors	<input type="checkbox"/> French IV Honors <input type="checkbox"/> French V Honors <input type="checkbox"/> Spanish IV Honors <input type="checkbox"/> Spanish V Honors
Additional Electives 4 credits (can take more)	<input type="checkbox"/> # 1 _____ <input type="checkbox"/> Language Alternative - *if no language taken	<input type="checkbox"/> # 2 _____ <input type="checkbox"/> # 3 _____ <input type="checkbox"/> Language Alternative - *if no language taken	<input type="checkbox"/> # 4 _____ <input type="checkbox"/> # 5 _____	Additional Electives _____ _____ _____
Crew - 2 credits	<input type="checkbox"/> Crew .5 credit	<input type="checkbox"/> Crew .5 credit	<input type="checkbox"/> Crew .5 credit	<input type="checkbox"/> Crew .5 credit
	Total credits	Total Credits	Total Credits	Total Credits
Cumulative GPA	End of 9th -	End of 10th -	End of 11th -	End of 12th -

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.

OCS Graduation Requirements

English - 4 credits	English I, II, III, IV
Mathematics - 3 credits	Intro to Math, Math 1*, and Financial Management
Science - 2 credits	Applied Science and Biology
Social Studies - 2 credits	American History 1, American History 2(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	
Crew - 2 credits	
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	
Community Service - 50 hours	
Career Portfolio & IEP Objectives	

Total Required: 24 Credits

**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.*

STUDENTS TRANSFERS

Students transferring from a public school or an accredited private school:

- Credit for all courses approved by the sending school

Students transferring from a home school(must provide a NC Homeschool registration card) 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(Examples include: California Achievement Test(CAT), Woodcock Johnson or Iowa Achievement 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.

GRADING

90-100 = (A) = 4.0	80-89 (B) = 3.0	70-79 (C) = 2.0	60-69 (D) = 1.0	≤ 59 and below (F) = 0.0
Withdraw Fail WF = 0.0	INC = 0.0			

Honors Courses receive an additional .5 credit hours

AP Courses receive an additional credit hour

CONTACT INFORMATION

If you have questions about course registration:

- College and Career Counselor - JaneAnne Tager jtager@thefsi.us
- High School Counselor - Peter Tromba ptromba@thefsi.us