

# Course Guide 2017-2018



**Franklin Academy High School  
2017-2018 Course Guide**



## **School Mission**

The mission of the Franklin Academy Charter High School maintains and continues those qualities of the Franklin Academy Elementary/Middle Schools. In addition, our mission is to have all students complete their high school studies successfully, possessing the knowledge, skills, and character to become productive, responsible, and caring citizens who will meet the challenges and experience the successes of their future.

## **School Goals**

- A safe environment conducive to learning will be provided.
- The basic character traits of honesty, self-discipline, responsibility, kindness, respect for students, and authority will be emphasized daily.
- Students will communicate effectively in modalities.
- Students will be qualified to enter academic or vocational post secondary educational programs.
- Students will be competent in the use of current technology and will successfully demonstrate this in the courses they take.
- Students will become lifelong learners.
- Students will be empowered to become self-motivated and self-directed learners that envision their future opportunities.
- Work ethic and professionalism will be integrated into the curriculum.
- Technology will be implemented in all areas of study affording students' proficiency in related skills.

## Local Graduation Requirements

All students at the Franklin Academy are expected to meet the graduation requirements as prescribed by the North Carolina Department of Public Instructions for Future-Ready Core. In addition to these requirements are several other local requirements for graduation. We do serve, at all grade levels, many Exceptional Children with IEPs. We have designated staff which coordinates our work with Exceptional Children Program.

- Accumulate at least 100 hours of community service over the four years.
- Take the PSAT during the 9th and 10th Grades.
- Pass the additional classes of Public Speaking and Research & Writing courses by the end of their senior year\*.
- As a college preparatory school, all students should take at least 2 years of a foreign language while in high school, preferably during their 9th and 10th grade years.
- Complete and pass the Senior Project as prescribed in the Franklin Academy Senior Project Handbook.

\* It is required that Research & Writing and Public Speaking be taken during the sophomore year

## Community Service

Students who attend Franklin Academy will be required to complete a total of 100 hours participating in community service as a graduation requirement. The students will be required to complete a minimum of 25 hours per school year with the option of completing all of their community service hours at any time. Students who enter the Franklin Academy in the middle of their high school career will need to complete a minimum of 25 hours per school year until their senior year. The requirement may be fulfilled in a variety of ways, however students are encouraged to gain pre-approval of activities prior to completing them. Students will need to provide documentation of service hours by filling out a community service form. Students should be involved in activities that are volunteer opportunities only. In addition, community service is the most popular requirement of many scholarships closely following a student's grade point average. The academy hopes to promote a feeling of community, citizenship, and growth in character through this requirement.

Students should count activities that involve direct service to the community through independently arranged activities or through participation with established agencies. Non-performing activities with church youth groups, cultural organizations, and established non-profit agencies are good choices. Any community service activity that may be in question should be preapproved before completing the activity to ensure it would satisfy the requirements for the school. All hours must be submitted to the office within 6 months of completion and all hours must be completed by the end of May of a student's senior year.

# PSAT

In mid-October each year the PSAT is given at the Franklin Academy. PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT which measures Reading, Writing, Language, and Mathematics. It also gives you a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs. The PSAT/NMSQT measures:

## **Evidence-Based Reading and Writing**

- Reading Test
- Writing and Language Test

## **Math**

## **Academic Courses\***

Public Speaking and Research & Writing courses must be passed prior to graduating from the Franklin Academy. Each is a semester course earning the student .5 credit hours. Through evaluation of expectations of many major colleges and universities, these courses have proven to be invaluable when completed during high school.

*Public Speaking* – This course prepares students for important moments in their lives: when they interview; when they are trying to persuade a group to see their point of view; or when interacting in a professional environment. It also teaches them to organize thoughts and to present them effectively.

*Research & Writing* – This course is designed to have students explore their understanding of the world through questioning the basis of knowledge. The analysis and articulation of cultural perspectives will provide the students with a seamless understanding of important issues from the classical era of great thinkers to the modern theories in our world.

*Foreign Language*—As a college preparatory school, all students should take at least 2 years of a foreign language. Franklin Academy expects all students to complete 2 consecutive years of a foreign language during grades 9-12.

## **Senior Research Project**

The purpose of the senior project is to allow every graduating senior to exhibit the skills and knowledge that he or she has gained in high school. This project encourages the three “R’s” identified by the State Board of Education: Rigor, Relevance, and Relationships. Students develop and explore a rigorous research topic, establish a relationship with an expert mentor outside the school community, demonstrate relevance by presenting to a panel of judges, and create a culminating product that is a tangible and scholarly manifestation of the research.

## The Components of the Senior Project

- **The Paper:** Every senior will develop an Essential Question and Thesis Statement which is the foundation of the research. The paper must prove the thesis, answer the Essential Question, and reflect the student's knowledge of the Modern Language Association's (MLA) research format using a variety of credible and scholarly sources.
- **The Presentation:** After submitting and passing the research paper, each student will present his or her findings to a panel of judges. This is a formal and professional opportunity for the student to explain and elaborate on the information in the paper and answer questions from the judges. The presentation must be accompanied by a Power Point.
- **The Product:** Preferably, the product will be one that will benefit the greater community; however, this is not a requirement. All products must be completed outside of the school environment. The product is a physical manifestation of the results of the research.
- **The Portfolio:** The final assignment is to create a professional portfolio for the judges. The portfolio will include: the final paper, mentor and product logs, project proposal and letter of intent, mentor verification form, and the reflection on the research process.

## State Graduation Requirements

The Franklin Academy High School offers coursework to meet the requirements of the Future-Ready Core course of study. Students must satisfy all course, credit and testing requirements to earn a diploma. Students must also meet established state competency criteria. All students must demonstrate proficiency of computer skills and complete all local graduation requirements.

Future-Ready Core :

English—4 Credits (English I, II, III, IV)

Math—4 Credits (Algebra I, Geometry, Algebra II, and a fourth course that requires Algebra II as a prerequisite)

Science—3 Credits (Biology, Earth Science, a Physical Science)

History— 4 Credits (World HistoryA, World History B, Civics & Economics, and U.S. History)

Health/PE— 1 Credit

Electives\*— 6 Credits—2 elective credits of any combination from either: Career and Technical Education, Arts Education, or Foreign Languages. The remaining 4 credits from Career and Technical Education, Arts Education, or any other subject area.

\*As a college preparatory school, all students at Franklin Academy should take at least 2 years of a foreign language, preferably during their 9th and 10th grade years. Some colleges and universities may require more than two years. Students and parents should research carefully potential colleges and

universities to ensure necessary courses are completed in high school.

## **State Assessment Requirements**

Passing Scores must be obtained on the following End of Course Tests to earn a high school diploma in the state of North Carolina:

Algebra I (Math I EOC)

Biology

English II

These Additional Standardized Tests are given to all students in the specified grades per state requirement:

Pre-ACT - 10th Grade Students

ACT – 11th Grade Students

## **Repeating Course Policy**

If a student does not pass a course and does not earn credit for that course, he/she may retake the course. Thereafter, if the course is passed, both grades are factored into the student's overall GPA, and credit is earned. Any course required for graduation must be taken again if not passed the first time.

If a student passes a course, he/she may decide to retake the course to improve his/her grade. In this case, the new grade will replace the old grade, and no new credit is earned. Retaking of class is subject to availability and scheduling constraints. Please discuss with the Dean of Students prior to considering this option to ensure it is the best option.

## **Withdrawal From A Course**

Students can withdraw from a chosen class within the first ten (10) days of school- with advisor permission and availability of another class. There will be no withdrawals after the first ten (10) days of school. The ten (10) day rule also applies for semester courses. Withdrawal after the ten day period would result in the class being recorded on the student's transcript as either a withdrawn passing (WP) or withdrawn failing (WF). No credit is earned if a student withdraws from a class mid-year.

## **Pass/Fail Courses**

Certain courses may be offered as a Pass/Fail option. Please consult the Dean of Students to determine

which courses may qualify for this designation. Pass/Fail option is designated on the transcript and no grade or quality points are awarded. Students must declare a pass/fail status for a qualifying course within the first 10 days of class. This notification should be in writing, signed by both parents and student, and submitted to the Dean of Students.



# Course Grading Details

All students at the Franklin Academy are expected to meet the graduation requirements as prescribed by the North Carolina Department of Public Instructions for Future-Ready Core. In addition to these requirements are several other local requirements for graduation. Students are expected to take a math class all four years of high school regardless of position within the math course sequence and the credits required by the state for graduation.

A “credit” is given for the successful completion of competencies required by a given course. To receive credit, three criteria must be met. These criteria include:

1. A minimum 130 hours of instructional time per credit earned (semester courses must have 65 hours). Any course where the minimum seat time has fallen short due to absences must have time made up outside of school hours or the course will receive a grade of 59 (F) due to the missed instruction.
2. “A”, “B”, “C”, or “D” on as a final grade in the class
3. Competencies are passed

## GRADING SCALE

A.....	90 - 100
B.....	80 - 89
C.....	70 - 79
D.....	60 - 69
F.....	0 - 59

If the final grade in any class is an “F”, that class must be retaken if necessary for graduation unless taken at another approved location during the summer break. The grade for ANY class taken during the summer break must result in the student earning state credit for the class in order to not be required to take the class again during the normal school year.

## Semester & Final Exams

Fall Semester & Final Exams will be given at the end of each semester respectively. All exams count 25% of the student’s final Fall or Spring Semester average. All Fall Semester Exams are created by the instructor of the course. Final exams include both state End of Course Tests as well as teacher issued exams. AP Exams and State Writing Assessments are not counted as final exams for any class. Some courses require exams tied to performances, long-term projects, and other non-traditional exam types.

## Promotional Requirements

Students will be promoted at the end of each academic year provided they have earned adequate credits through successful completion of required courses. Five credits must be earned each academic year, one

of which must be English, in order for a student to continue to the next grade level.

### **Implementation of the New NC Grading Scale and Grade Point Averaging Process:**

Effective in the fall of 2015, all courses for students in grades 9-12 use a ten-point grading scale. Freshmen entering in 2015 and 2016 will be using the converted weighting system that allows an additional .5 extra quality point for all honors level courses, and one extra quality point for all college level courses (AP) for a maximum of five quality points. Grades 11-12 will continue to use the current 5/6 point weighting system.

### [GPA Scale\(1\)](#)

## **GPA, Class Rank, and Scholars of Excellence Calculations:**

Grade Point Averages are calculated based on final course grades, dividing total quality points earned by the number of units of credit attempted, and rounding the results to three decimal places. Franklin Academy uses the graduated GPA scale as posted on our [school website](#). This assigns stepped quality points for each numerical average a student earns for their final grade. Senior honors will be calculated through the first semester of the senior year for the purpose of reporting with transcripts sent in conjunction with college applications. GPA for actual awarding of senior honors will be calculated through the end of the entire school year and based upon their weighted GPA. No student who is suspended from school at any time during his or her senior year will be eligible for senior honors.

The Franklin Academy recognizes its top students through the Board of Valedictorians.

### **- Policy Change Rationale and New Adopted Standards -**

The State of North Carolina adopted a new grading scale and GPA weighting policy that went into effect with the 2015-2016 school year. In order to fairly account for these grading differences while still recognizing superior achievement, a student's GPA for Valedictorian consideration will be calculated based on the scale that was in effect during his/her 9th grade year. This will reflect consistency of achievement throughout the high school career. A weighted 4.7 GPA will continue to be the recognition indicator for the Class of 2017 and 2018. In addition, first semester averages for all senior year courses will be included in the final recognition of the Board of Valedictorians in January.

### **Beginning with the Class of 2019, a 4.4 weighted GPA will be the recognition indicator. (No rounding up)**

This policy will only be for Franklin Academy's determination of the Board of Valedictorians. Official transcripts will continue to always include a student's actual calculated GPA and class rank based on current state standards. This method of recognition acknowledges the challenging and rigorous nature of our academics and facilitates students taking a broad range of courses, especially their final two years of high school. This method fosters a strong work ethic and educationally sound decision-making

regarding the courses a student can take while in high school. All students who attain this recognition will be listed as "Top of the Graduating Class", with an equivalent ranking of "1".

## **Taking Classes Pass/Fail**

Certain courses may be offered as a Pass/Fail option. Please consult the Dean of Students to determine which courses may qualify for this designation. Pass/Fail option is designated on the transcript and no grade or quality points are awarded. Students must declare a pass/fail status for a qualifying course within the first 10 days of class. This notification must be in writing, signed by both parent and students, and submitted to the Dean of Students.

## **NC Academic Scholars Program:**

In March 1983, the State Board of Education initiated the North Carolina Scholars Program. In March 1990, it was revised and designated the North Carolina Academic Scholars Program. Again, the State Board of Education revised the requirements in August 2002 to make it more consistent with graduation requirements and promote rigorous academic study. Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition: Students will...

- Be designated by the State Board of Education as North Carolina Academic Scholars.
- Receive a seal of recognition attached to their diplomas.
- May receive special recognition at graduation exercises and other community events.
- May be considered for scholarships from the local and state business/industrial community.
- May use this special recognition in applying to post-secondary institutions.

Required Credits for NC Scholars Program: (24 minimum credits)

- Overall 4 year unweighted GPA of 3.5
- 4 English Credits (I, II, III, IV)
- 4 Mathematics Credits (Algebra I, Geometry, Algebra II and at least one higher level math class)
- 3 Science Credits (Physics or Chemistry, Biology, Earth/Environmental)
- 4 History Credits (World History, Civics, US History)
- 2 Foreign Language Credits
- 1 Health/PE Credit
- 4 Elective Credits constituting a concentration in any specific content area
- Taken at least 3 Honors or AP level courses in junior and senior year combined

## **Global Languages Endorsement**

The requirements for this endorsement include:

- Student earns an unweighted 2.5 GPA or above for the four English courses required for graduation.

- Student establishes proficiency in one or more languages in addition to English by completing a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.

*Additional proficiency documentation for endorsement is available from the NC Department of Public Instruction.*

The Franklin Academy provides each currently enrolled student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$3.00 charge for each additional transcript. Transcripts can be requested electronically through Parchment, SendEDU, and Common App.

In order for a transcript to be “official”, it must be sent from the high school office or through an approved electronic portal to the college, university, or organization without the student or parent handling it. An official transcript must include the school seal and authorizing signature.

In addition to the three free transcripts, there is no charge for the following:

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

The goal of the Franklin Academy High School AP Program is to offer any student who exhibits exceptional ability or the promise of exceptional ability the opportunity to reach his or her maximum potential. These rigorous and demanding courses are intended to develop students capable of completing college-level coursework and to help those students recognize, as well as attain, earlier access to more advanced opportunities.

In order to encourage placement in the most productive learning environment, the AP faculty recommend that students fulfill certain prerequisites before enrolling in a Franklin Academy AP course. Please see course descriptions for prerequisite considerations specific to the individual courses. The AP faculty strongly urges students and their parents to attend an orientation meeting and/or speak personally with the appropriate instructor in order to be fully informed of the expectations associated with an AP course before enrolling. All students are expected to take the AP exam for that course when administered in the Spring. Currently, the state is covering the cost associated with taking the exam for all students. Any student who fails to take the AP Exam will only receive honors credit for the completed course.

## **English I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This required year-long course is an exploration of language, literature, and composition. Students will think critically about written and oral communication as a means of personal expression. The course is meant to develop student skill in reading, writing, speaking, listening, and thinking. Students will accomplish these goals through vocabulary development, written expression, and interpretation of a wide variety of literature.

## **English I Honors**

- Credit 1.0
- Level: 9th
- Prerequisites: Teacher Recommendation

This year-long course is an exploration of language, literature, and composition, and is designed for the accelerated student who desires an intensive and challenging course of study. Students enrolling in Honors English I should already possess the ability to work independently and think critically and analytically. The course emphasizes communication as a means of personal expression, and is meant to sharpen and enhance higher-level skills in reading, writing, speaking, listening, and thinking. The course includes vocabulary development, challenging writing assignments, and a rigorous study of a wide variety of literature.

## **English II**

- Credit 1.0
- Level: 10th
- Prerequisite: English I

This course is an exploration of classic and contemporary literature from a wide range of world cultures. Students will investigate world literature in a cultural context, and examine the way that artistic and personal expression is often a reflection of cultural experience and nuance. Nearly all of the fictional texts read in this course have been translated into English. Students will also read historical documents or nonfiction texts paired with literary texts. Students will work in class and independently on critical thinking and reading skills through a variety of writing and reading assignments. Students will take the NC End of Course English II Exam at the end of the year.

## **English II Honors**

- Credit 1.0

- Level: 10th
- Prerequisites: English I; Teacher Recommendation

This required year-long course is an exploration of ancient, classic, and modern literature from a range of world cultures, typically based on significant world events. Students will read literature in a cultural and historical context and examine how it shapes our understanding of history. Students will continue to sharpen critical reading and thinking skills, hone writing abilities, and build vocabulary. As an honors level course, students will be required to meet higher standards of performance and quality of work over the course of the class. All English II students will take the North Carolina End of Course Exam.

## **English III**

- Credit 1.0
- Level: 11th
- Prerequisites: English II

This required year-long course is an exploration of American literature from a social and cultural perspective. Students will continue to develop their critical reading and thinking skills as well as their writing abilities and vocabulary acquisition skills. The course places emphasis on critical analysis in writing and the effective use of argument.

## **English III Honors**

- Credit 1.0
- Level: 11th
- Prerequisite: English II; Teacher Recommendation

English III Honors is a survey of American literature from the 1600s to the present. Students will analyze American literature as it reflects social perspective and historical significance by continually using language for expressive, expository, argumentative, and literary purposes. This course places emphasis on critical analysis in writing, the effective use of argument, and the evaluation of rhetoric.

## **AP English III**

- Credit 1.0
- Level: 11th
- Prerequisites: English II, Teacher Recommendation

This year-long course combines an advanced American literature curriculum with a rigorous study of composition and rhetoric. It is designed for accelerated students desiring a highly challenging course of study. Students must be prepared for a college-level work load of reading and writing assignments. Students will sharpen their higher-level critical reading/thinking skills, writing abilities, and vocabulary acquisition skills. The course places emphasis on critical analysis in writing and the effective use of argument. Near the conclusion of the course, students will have the opportunity to take the AP Exam in Language and Composition (prepared and scored by the College Board). Students who score well on



this exam may be able to earn credit for a required composition course at a college or university.

## **English IV**

- Credit 1.0
- Level: 12th
- Prerequisites: English III

This required year-long course focuses on a survey of the major genres represented in British literature. Students use an historical approach to analyzing the relationship between the literature and its importance to the British literary canon as well as its impact on the American literary traditions. The writing component of the course includes literary response essays, creative writing, and continued vocabulary and grammar development. In addition, all seniors are required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a lengthy research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.

## **English IV Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: English III, Teacher Recommendation

English IV Honors is a survey of British Literature from its origins in the Anglo-Saxon tradition through contemporary British literature. As we read, we will study each work as an independent work of literary merit. We will also look at these works through the historical, religious, and political lens from which they were written. Students should be prepared for a rigorous course schedule of readings and assignments. They will refine their critical writing skills through literary response essays, creative writing, and continued vocabulary and grammar development. In addition, all seniors are required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a lengthy research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.

## **AP English IV**

- Credit 1.0
- Level: 12th
- Prerequisites: English III, Teacher Recommendation

This year long course prepares students who intend to take the English Literature and Composition Advanced Placement Exam. The readings for this course include, but are not limited to, selections from the British, American, and World literary canons. In addition, students will revisit works previously explored in high school, and will read prose and poetry selections from college level texts. Students are expected to demonstrate mastery of higher level vocabulary, critical thinking, and advanced

composition skills through college level writing assignments. This class is reading-intensive. For example, students may read novels from Fyodor Dostoyevsky, Ernest Hemingway, Virginia Woolf, James Joyce, George Orwell and others. In addition, all seniors are required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a lengthy research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.

## **Research and Writing**

- Credit 0.5
- Level: 10th
- Prerequisites: None

This required semester course is intended to sharpen students' written communication skills and their knowledge of good research techniques across all core academic disciplines. Students will review and practice the elements of effective writing for English, history, science and math courses, develop advanced vocabulary, and practice citation and documentation of source material in MLA and APA formats. This course places emphasis on how the audience, purpose, and organization of one's writing can vary from one assignment to the next and thus equips students with the skills they need to successfully navigate those differing requirements in their high school and college careers.

## **Public Speaking**

- Credit 0.5
- level: 10th
- Prerequisites: None

This is a required one semester class designed to enrich effectiveness of verbal and nonverbal communication and overall public speaking abilities. Students will study speech communication as a process that includes speaking, listening, and perception by creating, delivering, and evaluating public speaking.

## **Yearbook I, II, III, IV**

- Credit 1.0
- Level: 11th & 12th Grades - 9th & 10th Grades by Recommendation only
- Prerequisites: Teacher Recommendation & Application

This year long elective course creates the Franklin Academy yearbook. Students are expected to learn professional graphic design software, gather photographs and information for the yearbook, write copy text, create and edit pages in the yearbook, and learn the business aspects of creating a publication. Students are expected to meet tight deadlines. Students and parents must understand that this class requires dedication and responsibility and is a 12 month time requirement. Students are required to attend school activities both during and after school as well as occasional track out events. Additionally,

students will be required to come to class during the 1st week of school with at least half of their business ad sales quota.

## **Film Studies**

Credit: 1.0

Level: 11th - 12th

Prerequisite: None

Movies and video are the most popular form of entertainment in the modern era, but they've come a long way in the past 100 years. In this class, we will view a selection of important films throughout its development and learn how movies evolved to be the way they are today. We will use a combination of writing about film, and video creation to explore concepts and themes throughout Film History.

## **Shakespeare's Comedies & Tragedies**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This semester long elective course explores the world of William Shakespeare's Comedies and Tragedies. Lectures, discussions and writing assignments will focus on helping students gain a rich knowledge and comprehension of Shakespeare's language, how his plays were performed, the history and culture of his world as well as the continuing importance of Shakespeare's work in our time. No previous coursework on Shakespeare is necessary or expected for students enrolled in the course. Some possible works that will be read during this course include: King Lear, Hamlet, Othello, The Comedy of Errors, Much Ado About Nothing, and The Merchant of Venice. As a class, we will also view plays and movies that have been adapted from these works.

## **Shakespeare's Histories & Romances**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This semester long elective course explores the world of William Shakespeare's Histories and Problem Plays. Lectures, discussions and writing assignments will focus on helping students gain a rich knowledge and comprehension of Shakespeare's language, how his plays were performed, the history and culture of his world as well as the continuing importance of Shakespeare's work in our time. No previous coursework on Shakespeare is necessary or expected for students enrolled in the course. Some possible works that will be read during this course include: Henry IV, Henry V, A Winter's Tale, and Pericles. As a class, we will also view plays and movies that have been adapted from these works.

## **Algebra I**

- Credit 1.0
- Level: 9th
- Prerequisites: Completion of Pre-Algebra

Algebra I is a comprehensive first year Algebra course. Topics for emphasis include: real number concepts, solving equations and inequalities, graphs, and systems of equations. Additionally, linear, exponential, polynomial, quadratic, radical and rational equations and functions will be covered. Students will also be applying algebraic concepts to real world situations. This course has a state final exam.

## **Geometry**

- Credit 1.0
- Level: 9th-10th
- Prerequisites: Algebra I

Geometry will develop students' ability to think clearly, logically, critically, and creatively within mathematical and non-mathematical situations. Students will acquire an understanding of the logical structure of Geometry through definitions, postulates, theorems, and deductive/inductive reasoning skills. The proof is the keystone to learning these geometric concepts. Students will apply geometric concepts through various activities and projects.

## **Geometry Honors**

- Credit 1.0
- Level: 9th-10th
- Prerequisites: Algebra I/Teacher Recommendation

Honors Geometry will develop students' ability to think clearly, logically, critically, and creatively within mathematical and non-mathematical situations. Students will acquire an understanding of the logical structure of Geometry through definitions, postulates, theorems and deductive/inductive reasoning skills. The proof is the keystone to learning these geometric concepts. Students will complete rigorous activities, problem sets and projects. This course is for the student who is willing to rise to the challenge of a more rapid pace of learning in order to have an opportunity for application and extension activities.

## **Algebra II**

- Credit 1.0
- Level: 10th-11th
- Prerequisites: Algebra I/Geometry

Algebra II is the extension and deeper development of the topics learned in Algebra I. Topics for emphasis include: real number concepts and skills involving fundamental operations with numbers, equations, polynomials, and rational expressions. Additionally, linear, quadratic, exponential, and logarithmic relationships and functions are further developed.

## **Algebra II Honors**

- Credit 1.0
- Level: 10th-11th
- Prerequisites: Geometry/Teacher Recommendation

Honors Algebra II is the extension and deeper development of the topics learned in Algebra I. Topics for emphasis include: real number concepts and skills involving fundamental operations with numbers, equations, polynomials, and rational expressions. Additionally, linear, quadratic, exponential, and logarithmic relationships and functions are further developed. Honor students will be expected to learn at a faster pace and will have the opportunity to extend the concepts through real-world applications in subjects such as physics and chemistry through activities, projects, and problem sets.

## **Pre-Calculus Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Algebra II & Teacher Recommendation

Honors Pre-Calculus is a rigorous mathematics course that builds upon topics from Algebra I, Geometry and Algebra II. This course is designed to adequately prepare each student for success in college-level mathematics courses and is a prerequisite for AP Calculus. Topics for emphasis include but are not limited to: functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, conic sections, systems of equations and inequalities, and a preview of calculus including limits, derivatives and integrals.

## **Calculus Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Pre-Calculus & Teacher Recommendation

Honors Calculus is the last portion of an accelerated mathematics program for students who intend to take Calculus in college but are not quite ready for the rigors of an AP course. It continues the work begun in previous honors courses, with primary emphasis on differential calculus. Objectives will include pre-calculus review, limits and derivatives of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima, minima, and curve sketching. Prerequisites include the successful completion of Pre-Calculus and a teacher's recommendation.

## **AP Calculus AB**

- Credit 1.0
- Level: 11th-12th
- Prerequisites- Pre-Calculus & Teacher Recommendation

AP Calculus is designed for students who desire college credit for successful passage of the Advanced Placement Calculus AB exam. Objectives follow the AP syllabus developed by the College Board for Advanced Placement (AP) Calculus Examination. This is a college-level course and is taught with college-level expectations. Curriculum includes: limits, derivatives and integrals of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima, minima, curve sketching, integration formulas, applications of the definite integral and methods of integration.

## **AP Calculus BC**

- Credit 1.0
- Level: 12th
- Prerequisites: AP Calculus AB & Teacher Recommendation

This course continues the study of all topics covered in AP Calculus AB. AP Calculus BC is designed for students who desire college credit for successful passage of the Advanced Placement Calculus BC exam. In addition to the AB topics, the following topics will be covered: parametric, polar and vector functions, Euler's Method, L'Hopital's Rule, integration by parts, partial fractions, improper integrals, solving logistic differential equations, polynomial approximations, sequences and series.

## **Discrete Math**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Algebra II

Discrete Mathematics introduces the students to the study of networks, decision-making and probability. Applications and real world modeling will be an integral part of this course. Course content includes sequences, series, and a focus on probability. Studying and using different methods of data collection, students will graphically display data to help with the investigation of real-world situations and calculate the likelihood of outcomes of events. Technology will be used on a daily basis, thus requiring students to have a graphing calculator at school and home.

## **Essentials For College Math**

Credit: 1.0  
Level: 12th

Prerequisites: Algebra II

This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. Units of study will include exponentials, quadratics, equations, measurements, number operations, systems, linear functions, statistics. Hands-on learning and appropriate technology applications will be used regularly.

## **Advanced Functions & Modeling**

- Credit 1.0
- Level: 11th - 12th
- Prerequisite: Completed Algebra II

AFM provides students an in-depth study of modeling and applying functions. The prerequisite of this course is successful completion of Algebra 2 with a C or better. This course is designed for Juniors who are interested in taking Pre-Calculus as a Senior or Seniors who will take Calculus at the college level. Topics will include data analysis, linear models, recursion, trigonometric, logarithmic, exponential and polynomial functions, and conic sections.

## **AP Statistics**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Algebra II & Teacher Recommendation

Advanced Placement Statistics covers the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: exploratory data analysis, observing patterns and departure from patterns, planning a study and deciding what data to measure and how to measure it, producing models using probability and simulation, and applying techniques for statistical inference and confirming models. Projects, collaborative group problem solving, and writing are part of the concept-oriented instruction and assessment. This course prepares students for the College Board Advanced Placement Exam in Statistics.

## **AP Computer Science Principles**

Credit 1.0

Level: 11th-12th

Prerequisites: Completed Algebra II with a B or higher

Course Description: AP Computer Science Principles (CSP), is a new offering from the College Board, it is designed as a broad based introduction to computer science. Topics include: internet communication, security, databases, collaborative application development, and programming. The course includes a programming element but has a broader focus of computer science as "the engine that

powers the technology, productivity, and innovation that drives the world". CSP gives students the opportunity to create two computational artifacts that are used for 40% of their College Board AP score, with the remaining 60% through a traditional AP exam.



## **Earth Science**

- Credit 1.0
- Level: 9th
- Prerequisites: None

Understanding the awareness of earth's systems and the human impact on those systems will be the main focus of this course. Emphasis will be placed on understanding the lithosphere, the hydrosphere, the atmosphere, the biosphere, and global climate change. One of the main goals of this course is to provide the student with the means to understand the interrelatedness of Earth's systems. Students will make inquiries and analyze data through guided laboratory investigations.

## **Earth Science Honors**

- Credit 1.0
- Level: 9th
- Prerequisites: Teacher Recommendation

Students will learn an enriched version of the standard earth science course. Emphasis will be placed on the lithosphere, the hydrosphere, the atmosphere, the biosphere, and global climate change. The human impact on these systems will be a main focus for this class. Students will participate in guided as well as open investigations. Supplemental readings and independent learning and review are expected. All honors students will complete an independent science based project each semester.

## **Biology**

- Credit 1.0
- Level: 10th
- Prerequisites: None

The main topics of the course include cell biology, ecological relationships, genetics, evolution and adaptations, organismal classification systems, and biological molecules. This class is designed to give students an opportunity to participate in hands-on activities and labs that focus on enhancing learning of basic biological standards. Conceptual knowledge of structure and function relationships found in biology will be highlighted. Students are required to take an End of Course exam for this class.

## **Biology Honors**

- Credit 1.0
- Level: 10th
- Prerequisites: Teacher Recommendation

Students will learn an enriched version of the standard biology course that will prepare them to have an

opportunity to take AP Biology. Themes covered include the chemical basis of life, cellular structure and function, modern and applied genetics, environmental change and evolution of populations, and plant and animal systems. This class is suited for highly motivated students with accelerated reading comprehension and study skills. Students will be expected to have a greater analytical ability as well as to function independently with laboratory investigation. In addition, all honors students will complete independent scientific based research projects each semester. Students are required to take an End of Course exam for this class.

## **AP Biology**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Biology/Teacher Recommendation

AP Biology is designed to offer students a solid foundation in introductory college-level biology. The course is structured around the four Big Ideas: the process of evolution, utilizing free energy, responding to biological information, and cell communication. The goal is to identify and understand unifying principals within a diversified biological world. Science is a way of knowing. Therefore the process of inquiry in science and developing critical thinking skills is the most important part of the course.

## **Introduction To Chemistry & Physics (Formerly named Physical Science)**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: None

The Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in the practice of science begun in earlier grades. The Physical Science course will provide a rich knowledge base to provide a foundation for chemistry and physics for the continued study of science. The investigations should be approached in a qualitative manner in keeping with the mathematical skills of the students.

## **Chemistry**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Enrolled in Algebra II

Chemistry is an introductory study of the composition and properties of matter. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics covered include atomic structure, electron structure,

bonding, chemical nomenclature, chemical quantities, chemical reactions, stoichiometry, gas laws, thermochemistry, electrochemistry, solutions, and nuclear chemistry

## **Chemistry Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Teacher Recommendation/Enrolled in Algebra II

Honors Chemistry is an introductory study of the composition and properties of matter. Students will have additional problem-solving opportunities throughout the year. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics covered include atomic structure, electron structure, bonding, chemical nomenclature, chemical quantities, chemical reactions, stoichiometry, gas laws, thermochemistry, electrochemistry, solutions, and nuclear chemistry. An additional project component is required for honors science courses.

## **Physics**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Completed or Enrolled in Algebra II

Physics is the mathematical and motion oriented study of matter and energy. This course provides an understanding of the scientific method as well as the physical principles and laws that deal with kinematics, mechanics, light, sound, waves, and electromagnetism. Students are provided with various laboratory experiences that are designed to enhance and reinforce the concepts and principles studied in physics. In the academic/standard course, more time is taken to explore the concepts and tie those in mathematically. Students are expected to have taken Algebra II or currently be taking Algebra II while taking physics

## **Physics Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Completed or Enrolled in Algebra II/Teacher Recommendation

Honors Physics is the in depth mathematical and motion oriented study of matter and energy. The honors version of Physics provides the student with a more mathematically detailed exploration of the topics mentioned above as well as the opportunity to do several additional lab activities. Students are expected to have taken Algebra II or currently be taking Algebra II while taking physics. An additional project component is required for honors science courses.

## **AP Chemistry**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Chemistry/Teacher Recommendation

AP Chemistry is a comprehensive chemistry course covering all introductory topics. The curriculum of the AP Chemistry course is equivalent to the first-year chemistry curriculum of a college or university. All topics, including review topics, are covered in depth and with rigor. Topics not covered in the first-year chemistry course include kinetics, chemical equilibrium, acid-base chemistry.

## **AP Physics I**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Teacher Recommendation/B Average or Better in Math Classes

AP Physics I is Algebra-Based and equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

## **AP Physics C: Mechanics**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: AP Physics I *and* currently or previously enrolled in Honors or AP Calculus

AP Physics C: Mechanics is a calculus-based course in physics, which is equivalent to the pre-engineering introductory physics course for the university student. This course is designed to prepare students for the AP Physics C Mechanics Exam. Students will be expected to employ a basic understanding of calculus concepts when solving physics problems. Laboratory work is an integral part of this course and should be expected once a week. Students should expect to work in teams to collaborate on laboratory experiments and problem solving techniques. Upon completion of the course, students will be knowledgeable in Mechanics concepts, including kinematics, Newton's Laws of Motion, work, power, energy, linear momentum, circular and rotational motion, oscillations, and gravitation. They should also be able to apply their understanding to approach and solve problems that are both conceptual and mathematical.

## **AP Environmental Science**

- Credit: 1.0
- Level: 11th-12th
- Prerequisites: Biology/Teacher Recommendation

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles,

concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Attempts will be made to work out in the field to carry out laboratory investigation.

## **AP Computer Science Principles**

Credit 1.0

Level: 11th-12th

Prerequisites: Completed Algebra II with a B or higher

Course Description: AP Computer Science Principles (CSP), is a new offering from the College Board, it is designed as a broad based introduction to computer science. Topics include: internet communication, security, databases, collaborative application development, and programming. The course includes a programming element but has a broader focus of computer science as "the engine that powers the technology, productivity, and innovation that drives the world". CSP gives students the opportunity to create two computational artifacts that are used for 40% of their College Board AP score, with the remaining 60% through a traditional AP exam.

## **Anatomy Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Completed Biology with a C or Better; Teacher Recommendation
- Offered Alternate Years - 18-19, 20-21, 22-23, 24-25

Anatomy is a course where students learn and explore human anatomy on both macroscopic (i.e., gross anatomy) and microscopic (using slides) levels. Students will learn the 11 body systems and how those systems work independently and cooperatively. Anatomy is an in-depth course that covers a large amount of material and will require strong memorization and application skills. Plastic models, real organs, cat dissection and internet linkages will be used as tools to facilitate the understanding of human anatomy.

## **Forensics**

Credit: 1.0

Level: 11th-12th

Prerequisites: Complete Biology with a C or Better

Offered Alternate Years - 17-18; 19-20, 21-22, 23-24

Forensic science is the application of basic biological, chemical and physical science principles and

technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are pathology, anthropology, odontology, ballistics, trace evidence, biological fluids, DNA, fingerprints, impression evidence, questioned documents and forensic psychiatry/psychology.

## **Engineering Fundamentals**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: None

Engineering Fundamentals engages students in authentic engineering practices using a project-based environment. Students collaborate and compete in a series of design challenges as they learn to apply common engineering tools and techniques; generate and select concepts; test and verify designs; and document and communicate their work. A team of University of Texas faculty and NASA engineers developed the curriculum with funds from the National Science Foundation.

## **Marine Biology**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: Biology

From the smallest plankton to the largest whales, embark upon a journey to the world of marine biology by exploring the environments of the deep ocean, open ocean, kelp forests, coral reefs, tide pools, rocky shores, sandy beaches and salt water marshes. This course is for who are motivated to learn more about the oceans of the world and organisms that live in them. Students will explore the following topics (1) Earth's Oceans, (2) Marine Invertebrates, (3) Marine Plankton, (4) Marine Algae and Plants, (5) Fish and Sharks, (6) Marine Reptiles and Birds, (7) Marine Mammals, (8) Marine Ecosystems.

## **Medical Law & Ethics**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This course will provide an overview of health care ethics and laws that apply throughout the medical profession. We will examine some of the ethical issues faced by medical professionals, the various ethical decisions we make as a society that affect medical practice and the fundamental moral principles and ethical values that underlie our view of the place of medical practices in our lives. It will provide the students with a solid base for understanding current laws and ethics in the field of medicine as they relate to the medical practitioners and patients.

## **World History A**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This course is designed to trace the birth of civilization to the present age. Students explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course and students will use historical tools and practices. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world.

## **World History A Honors**

- Credit 1.0
- Level: 9th
- Prerequisites: Teacher Recommendation

This course is designed to trace the birth of civilization to the present age. Students explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course and students will use historical tools and practices. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis, and application and reflective thinking.

## **World History B**

- Credit 1.0
- Level: 10th
- Prerequisites: World History A

This course is a continuation of World History A. Students will start with an investigation into the Renaissance period in European History and follow these developments into the post 911 world. Students will continue to follow various cultural and political systems throughout the world while contrasting them with the Western democratic tradition. Students will learn the difference between various forms of human societies over time and how they interacted with one another.

## **World History B Honors**

- Credit 1.0
- Level: 10th
- Prerequisites: World History A/Teacher Recommendation

This course is a continuation of World History A. Students will start with an investigation into the Renaissance period in European History and follow these developments into the post 911 world. Students will continue to follow various cultural and political systems throughout the world while contrasting them with the Western democratic tradition. Students will learn the difference between various forms of human societies over time and how they interacted with one another. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis, application, and reflective thinking. Although the goals and objectives are the same as those found in the North Carolina Standard Course of Study (NCSCS), the material is taught with greater complexity and reflects a differentiated curriculum.

## **AP World History**

- Credit 1.0
- Level: 10th - 12th
- Prerequisites: World History A/Teacher Recommendation

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Students are expected to take the AP World History Exam.

## **American History**

- Credit 1.0
- Level: 11th
- Prerequisites: None

Standard United States history involves a detailed study of United States history from the first presidency of George Washington through the early 21st century. Themes of study include the



development of the United States presidency over time, the impact of reform movements and change over time, the impact of technology and economic changes through United States history and the changing role of the United States in world affairs. Standard level students are expected to master basic concepts, develop critical thinking and master the basics of historical thinking at a strong level. There is some emphasis on analytical writing with some standard level assignments. All United States History students take a common exam at the end of the year generated by the Franklin Academy social studies teachers, which assesses skills and content of study.

## **American History Honors**

- Credit 1.0
- Level: 11th
- Prerequisites: Teacher Recommendation

Honors United States history involves a detailed study of United States history from the first presidency of George Washington through the early 21st century. Themes of study include the development of the United States presidency over time, the impact of reform movements and change over time, the impact of technology and economic changes through United States history and the changing role of the United States in world affairs. Honors level students are expected to demonstrate a higher level of historical thinking through an emphasis on essay writing (both on timed exams and outside of class, their participation in socratic seminars, and a thorough approach to evaluate history beyond just a factual level. The quality of work completed and a willingness to demonstrate an understanding of history at a higher level are essential expectations of this honors level course. All United States History students take a common exam at the end of the year generated by the Franklin Academy social studies teachers, which assesses skills and content of study.

## **AP US History**

- Credit 1.0
- Level: 11th
- Prerequisites: Teacher Recommendation

Advanced Placement United States History is a course designed to resemble a sophomore level college survey of American history. The course centers around the study of 9 time period from the study of exploration through the impact of the United States in the present. The course moves at a fast pace, requiring students to commit to evaluating secondary and primary sources consistently. A strong work ethic, love for history, and an interest to critical thinking are all essential elements to perform well. This is a redesigned course, which emphasizes seven key themes with the study of American history, which include the development of America's identity over time, politics and power, the impact of ideas, beliefs, and culture on American development, among others. Historical thinking skills such as synthesis, comparison and contextualization of history, and periodization. All areas of assessment

(multiple choice, short response, analytical writing) center around both understanding themes of history and historical thinking skills. Students are expected to take the Advanced Placement Examination in May. The course essentially challenges the student of history to master the following when completed, “can you think like a historian?”

## **Civics**

- Credit 1.0
- Level: 12th
- Prerequisites: None

Civics and Economics has been developed as a course that for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. It provides a framework. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students’ increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together these three strands should help to prepare students

## **Civics Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: Teacher Recommendation

Civics and Economics has been developed as a course that for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. It provides a framework. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students’ increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together these three strands should help to prepare students.

## **Psychology**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This survey course is designed to provide students with an introductory look at behavior and experience. Topics for this course include development, learning, cognition, biological foundations, perception, motivation, personality, behavior abnormalities, measurement of individual differences, and social processes

## **Sociology**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This course is designed to allow students to examine the basic concepts, methods, and principles used in the scientific study of human interaction. It will also serve as an examination of social dynamics and the consequences of social life. The particular subject areas that will be focused on in this course include culture, social groups, socialization, deviance, social stratification, race relations, gender, and family. The course will seek to explain social behavior, and at the same time, to examine sociology as social science, and importantly, as an agent in improving human welfare

## **Economics**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: None

Economics is the study of the actions and interactions of optimizing individuals. This course consists of a broad survey of the discipline, with attempts to establish fundamental concepts, introduce the subject matter of introductory level college courses, and explore connections with other disciplines. The first semester will consist of a study of Microeconomics (individuals' decision-making) and the second semester will be a study of Macroeconomics (governmental policy-making and measurement of the national economy) along with a unit on personal finance. This course will introduce concepts that will help students better analyze and comprehend global events, past and current, and better understand the economic life in their own local community.

## **AP Micro-Economics**

- Credit 1.0

- Level: 11th-12th
- Prerequisites: None

The purpose of this AP course in microeconomics is to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency in the economy

## **AP Psychology**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Teacher Recommendation

The purpose of the AP course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Juniors and seniors who have taken the academic Psychology course and earned a B or better may take the course. If you have not taken academic Psychology, you may still take the AP course if you earned a B or better in your last social studies course and have a recommendation from that teacher. The AP exam is given in May for this class

## **AP Human Geography**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: World History

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **French I**

- Credit 1.0
- Level: 9th
- Prerequisites None

Introduction to the French language and francophone cultures. Emphasis on listening, speaking, reading, and writing skills. Content focuses on students' daily lives and experiences, includes exposure to customs, lifestyles, French history, art and music. Speaking French is the primary goal. By course end, students will have acquired the confidence and skills to continue to French Level II. Class is conducted 50% in French initially, progressing to 100%. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as well as the National French Exam.

## **French II**

- Credit 1.0
- Level: 9th-10th
- Prerequisites: French I

Continuation of students' listening, speaking, reading and writing skills as well as the study of francophone cultures. Emphasis is on simple conversation, basic survival skills and everyday life. Students will interact and understand the main ideas in the present, past and future tenses. Emphasis is on oral proficiency. By course end, students will have acquired additional confidence in their skills to continue on with French Level III. Class is conducted 100% in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as well as the National French Exam

## **French III Honors**

- Credit 1.0
- Level: 10th-11th
- Prerequisites: French II

Further strengthening of listening, speaking, reading and writing skills, using increasingly complex structures. Emphasis is on oral proficiency. Students will have acquired an advanced command of the key vocabulary and structures necessary for personal communication, as well as an appreciation of the breadth and variety of the francophone cultures of the world. Class is conducted 100% in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as well as the National French Exam

## **French IV Honors**

- Credit 1.0

- Level: 11th-12th
- Prerequisites: French III honors/Teacher Recommendation

Students will be consistently involved in listening, reading, writing and speaking activities to apply the achieved grammar -and vocabulary knowledge throughout the chapters. Content-based instructional units, and reading of authentic literature. The instruction is held 100% in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as well as the National French Exam.

## **AP French Language and Culture**

- Credit 1.0
- Level: 12th
- Prerequisites: French IV and Teacher Recommendation

The course emphasizes the use of language for active communication and helps students develop the ability to understand spoken and written French in various contexts, to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The instruction is held 100% in French by both instructor and students. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as well as the National French Exam. AP French students must take the AP French Language and Culture exam.

## **German I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This course will provide an introduction to the basic grammar and vocabulary of the language with emphasis on the acquisition of the four language skills: listening, speaking, reading, and writing. Students will also be introduced to important aspects of life, customs, culture, and history of the German-speaking countries.

## **German II**

- Credit 1.0
- Level: 10th
- Prerequisites: German I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. The student will engage in conversation and exchange information and opinions orally and in writing. The student will understand and follow oral and written directions, commands, and requests from a variety of sources as well as draw main ideas from simple oral and written passages. Through culture studies the students are asked to give oral and written presentations about people, places, things, and events (simple sentences/paragraphs in present and past tense).

## **German III Honors**

- Credit 1.0
- Level: 11th
- Prerequisites: German II

Students will continue to refine their knowledge and understanding of the target language and the German speaking countries and their cultures. The students will be prepared to give presentations and read and interpret authentic materials, narrate and describe in paragraphs using present, past and future tenses and compose messages, announcements, notes, advertisements postcards, or simple letters. History and geography studies will be-come main focal points for projects. The students will be given opportunities to participate in school/community competitions.

## **German IV Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: German III Honors

Honors students will continue in their study of German using —Deutsch Aktuell Book 3 and other supplemental materials. This advanced level covers celebrations, traditions, arts, history, geography, and literature in Germany and other German speaking countries. Instruction will be given following the above mentioned textbook outline. Several novels and articles will be chosen to reflect the subjects covered through class instruction. The students will participate in competitions with other high schools.

## **Spanish I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

Spanish I is an introductory study of the language and culture of the Spanish-speaking world. The course strives to help the learner acquire knowledge by integrating the four skills of reading, writing, listening, and speaking. By the end of this course, students will have acquired skills in basic communication, vocabulary, and grammar, and will have a beginning knowledge of Hispanic culture. Instruction will gradually change from English to Spanish and by midyear students will be expected to understand basic Spanish instructions for assignments and classroom tasks.

## **Spanish II**

- Credit 1.0
- Level: 9th-10th
- Prerequisites: Spanish I

The course strives to help the learner acquire knowledge by integrating the four skills of reading, writing, listening, and speaking. Therefore, the use of Spanish in the classroom will be our primary goal. An effort to use the language at all times is expected. By the end of this course, students will have solidified their understanding of Spanish key vocabulary and sentence structures necessary for limited personal communication, as well as learned how to communicate in past, future, and perfect tenses. They gain an understanding of the cultural aspects of the countries where Spanish is spoken.

## **Spanish III Honors**

- Credit 1.0
- Level: 10th-11th
- Prerequisites: Spanish II

Honors students can continue their study of the spoken and written language in Spanish III. This fast paced course will include advanced grammar structures, vocabulary, extensive listening, speaking, reading, writing, and culture activities. Instruction and assessment are almost entirely in Spanish and students are expected to communicate in Spanish as well. This course is not appropriate for students who did not complete Spanish II with at least a B average

## **Spanish IV Honors**

- Credit 1.0
- Level: 11th-12th
- Prerequisites: Spanish III Honors/Teacher Recommendation

This high-intermediate level Spanish class is for those students who have completed Spanish III and wish to pursue a greater understanding of the Spanish language. There will be an in-depth study of vocabulary and advanced grammatical structures including the subjunctive and compound verb tenses. Students will watch videos, listen to music, read articles in Spanish and they will also use their knowledge of the language in speaking and writing as well. This class is not appropriate for students who did not finish Spanish III with a grade of B or higher.

## **Spanish V Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: Spanish IV Honors/Teacher Recommendation

This advanced level Spanish class is for those students who have completed Spanish IV and wish to pursue spoken and literary fluency in the language. There will be an intensive study of vocabulary and a review of all grammatical structures students have learned in levels I – IV with an emphasis on mastery. The class will focus on authentic language in the context of current events, news broadcasts, articles, and a year-long novela (continuing story) entirely in Spanish. This course is suitable for those students who enjoy the study of Spanish but, for personal or scheduling reasons, are not able to take AP Spanish.



This class is not appropriate for students who did not finish Spanish IV with a grade of B or higher

## **AP Spanish**

- Credit 1.0
- Level: 12th
- Prerequisites: Spanish IV Honors/Teacher Recommendation

This intensive advanced Spanish class is for those students who have completed Spanish IV and wish to pursue spoken and literary fluency in the language. There will be a detailed study of vocabulary and a review of all grammatical structures students have learned in levels I – IV with an emphasis on mastery. The class will focus on authentic language in the context of current events, news broadcasts, articles, and a year-long novela (continuing story) entirely in Spanish. Students will do weekly writing assignments, bi-weekly speaking assessments, intensive listening practice, and weekly readings. These required readings include literary classics from Spain and Latin America in the form of short stories, poems, and theater. The class is intended to prepare students for the AP Spanish Language Test, which is a requirement of the course. Because of the intensity and demand of the coursework, students will have assignments to complete over the summer and during track-out. Students must have the recommendation of their Spanish IV teacher to register for this class.

## **Latin I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This course will provide an introduction to the basic grammar and vocabulary of the language. Students will review grammar topics previously studied in English, such as parts of speech and verbs. Material covered will include all five noun declensions (including all six cases) and all four verb conjugation families with all six tenses for each plus irregular verbs. Additionally, students will be introduced to Roman culture and basic classical mythology. During 3rd quarter, students will be responsible for material and will be required to take the National Latin Exam for Latin I.

## **Latin II**

- Credit 1.0
- Level: 10th
- Prerequisites: Latin I

This course is designed for students who have successfully completed Latin I. Students will continue their study of the language in the areas of vocabulary and grammar as well as speaking activities. More emphasis will be placed on reading the language as students read historical accounts of daily life as well as cultural themes and various lessons on the fall of the Roman Republic and the longevity of the Roman Empire. During 3rd quarter, students will be required to take the National Latin Exam - Level II.

## **Latin III Honors**

- Credit 1.0
- Level: 11th
- Prerequisites- Latin II

This course is designed for students who have excelled in Latin I & II. Students will focus on the literature and its translation while constantly reviewing basic Latin grammar. This is an honors level course and will require a little more time and effort than a regular course. This course will be more of what beginning Latin students in college will encounter. During 3rd quarter, students will be required to take the National Latin Exam - Level III.

## **Latin IV Honors**

- Credit 1.0
- Level: 12th
- Prerequisites- Latin III/Teacher Recommendation

This course is designed for students who have excelled in Latin I, II & III. Students will focus on the literature, especially poetry and historical texts while constantly reviewing basic Latin grammar. Authors will include Ovid, Horace, Catullus, Cicero and Caesar. During 3rd quarter, students will be required to take the National Latin Exam - Level III/IV Poetry.

# Visual Arts

## **Visual Arts I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This course is the foundational level for art study throughout high school. Students learn the curriculum through teacher directed hands-on projects that emphasize art production, art history, art criticism, and aesthetic awareness. Students will explore the subject through a variety of media of media in two-dimensional and three-dimensional works. A required studio fee is collected for supplies and materials.

## **Visual Arts II**

- Credit 1.0
- Level: 10th
- Prerequisite: Visual Arts I

This course exposes students to a higher learning of the fine arts and design. Students continue a more advanced study to create works of art in a variety of media, focusing on the elements of art and principles of design. The course will challenge students to creatively solve problems and prompts more independently. A required studio fee is collected for supplies and materials.

## **Visual Arts Honors**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites: Visual Arts II & Teacher Recommendation

This course is the third/fourth level of art in the progression of the visual arts classes. It will allow students to further develop their art portfolio. The course focuses on refining technical skills, creative problem-solving and independent thinking in a choice-based environment. Students will develop their personal style and artistic voice, including choosing specific media for artistic expression. The course will challenge students to creatively solve problems and prompts more independently. Students will continue incorporating the elements of art and principles of design effectively into their work.

## **Advanced Drawing I/Portfolio Development Honors**

- Credit 1.0

- Level: 11th - 12th
- Prerequisites: Art II and Teacher Recommendation

This course exposes students to a variety of drawing materials, techniques, and approaches. Students will create works of art using graphite, pen and ink, charcoal and other mediums. Students will explore techniques and mediums through exercises before moving on to larger works. The larger works will involve still life, landscapes, portraits and drawing from models, to name a few.

## **Advanced Drawing II/Portfolio Development II Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: Advanced Drawing I

This course builds upon the drawing skills developed in Advanced Drawing I. Colored pencil, graphite powder, pen and ink and watercolor techniques will be explored, as well as specific techniques to render a range of textures. Students will create more personal works of art using the skills they have acquired.

## **Advanced Placement Studio Art**

- Credit 1.0
- Level: 12th
- Prerequisites: Art III & Teacher Recommendation

This course is a collegial level class designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. Students choose a path of study: drawing, 2D design, or 3D design. This course is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, and ideation.

## **Ceramics I**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: None

This course introduces students to basic construction in clay accomplished through hand building, throwing on the potter's wheel, and experimental techniques. Creative problem solving, proper use of tools and equipment, safety, and discovery of ceramics in culture and art history are emphasized. Students will be challenged through a variety of hands-on projects. They will explore various surface decoration methods such as glazing, painting, and staining. A required studio fee is collected for supplies and materials.

## **Ceramics II**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: Ceramics I

This course builds upon Ceramics I by enhancing students' learning and practice of basic construction of clay accomplished through hand building, throwing on the wheel, and experimental techniques. Problem solving, proper use of tools/safety, and discovery of ceramics in culture and art history are emphasized. Students will discover ways to express ideas more effectively through clay manipulation.

## **3D Design & Sculpture**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: None

This course allows students to explore three-dimensional design and modeling methods through a variety functional and decorative sculpture. Students will discover sculptural themes and artists through traditional and contemporary approaches used in the sculpture community. The course is centered on teacher-directed hands-on projects using various mediums such as metal, clay, plaster, papier-mâché, wood, wire, paper, cardboard and other materials. Students will incorporate the elements of art and principles of design effectively into their work. Creativity, problem solving and critical thinking are emphasized.

## **Painting**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: None

This course introduces students to a foundational approach to wet media, covering traditional and contemporary painting theory and techniques. Students will explore a variety of painting methods and subject matter using watercolor, acrylic, and ink. The course will focus on depicting realistic imagery as well as more expressive depictions. Color theory will be emphasized. Some drawing experience is helpful, but not required. A required studio fee is collected for supplies and materials.

## **Visual Journaling I**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: None

This will be a semester long course. Each week a different art journaling technique will be presented

and then explored by the student. We will manipulate found and created images, as well as using paint, pastels, and pen and ink in new ways. The goal will be to learn techniques as well as tap into self expression. Students will be required to bring in their own images. We will create an “image bank” to copy and manipulate. A final project will be required that incorporates the techniques learned during the semester.

## **Visual Journaling II**

- Credit 0.5
- Level: 11th - 12th
- Prerequisites: Visual Journaling I

This will be a semester long course. The students will be building upon the skills learned in Visual Journaling I. Additional image manipulation, calligraphy, printing and painting techniques will be learned as well as book binding. As in Visual Journaling I, the student will be learning techniques, as well as tapping into self expression. A final project will be required that incorporates writing and the new techniques learned during the semester.

# **Theater Arts**

## **Theater Arts I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This class is an introduction to the elements and terminology of theatre. Students will explore beginning acting techniques, theater vocabulary, production techniques and basic theatre history.

## **Theater Arts II**

- Credit 2.0
- Level: 10th
- Prerequisites: Theater Arts I

This class will explore in more depth the basic skills learned in Theater Arts I. Students will focus on learning and employing specific techniques in both acting and theatre production. Collaboration, focus, and commitment are essential qualities to continue the creative work that will be expected of a level II student. Students will explore a range of theatrical styles through performance.

## **Theater Arts III Honors**

- Credit 1.0
- Level: 11th
- Prerequisites: Theater Arts II

This course is for the advanced Theatre Arts student. As a part of this class, students will function as a theatre company and will produce two one-act shows. Students will partake in one acting role and one technical position. Students in this class will be expected to be self-motivated workers and to work collaboratively to create fully-realized theatrical works.

## **Theater Arts IV Honors**

- Credit 1.0
- Level: 12th
- Prerequisites: Theater Arts III

This course is for the advanced Theatre Arts student. As a part of this class, students will function as a theatre company and will produce two one-act shows. Students will partake in one acting role and one technical position. Students in this class will be expected to be self-motivated workers and to work collaboratively to create fully-realized theatrical works.

## **Musical Theater I, II, III, IV**

- Credit 1.0 each - **Only Offered Zero Period**
- Level: 9th - 12th
- Prerequisites: Auditions

Auditions are required for this class. More details about auditions will be announced in May of 2015. We will cast students in specific roles based on the results of the audition. Our production will be held in the spring. Students will also explore all aspects of musical theater, including history, staging, choreography, music, publicity, and Tech Theater. Emphasis will be placed on vocal production and techniques, acting techniques, movement and blocking. Attendance at all after-school rehearsals and performances are required.

## **Scenic Design & Technical Theater**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites: None

In this course, students will learn the basics of scenic design, painting, and construction through the creation of set elements for the Musical Theatre and Actor's Ensemble classes. Students will also be introduced to lighting and sound design and will receive basic training on audio-visual equipment. Students may earn the opportunity to run events in the FAHS Auditorium. This class is open to Juniors and Seniors.

# Chorus

## **Chorus I**

- Credit 1.0
- Level: 9th
- Prerequisites: None

This introductory course is open to all students who love to sing, and have an interest in learning how to read music. In this class, choral literature is studied in both classical and contemporary fields, in a variety of different genres of music. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Students may also spend some time learning about composers, music history, music listening, ear training and sight-singing. Participation in after-school performances and rehearsals is required. Concert attire for performances is required.

## **Chorus II, III, & IV**

- Credit 1.0
- Level: 10th - 12th
- Prerequisites: Chorus I, II, or III

Students will study and perform a variety of choral literature. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Students may also spend some time learning about composers, music history, music listening, ear training and sight-singing. Participation in after-school performances and rehearsals is required. Concert attire for performances is required.

## **Ensemble Chorus III & IV Honors**

- Credit 1.0 each
- Level: 11th - 12th
- Prerequisites: Chorus II & Teacher Recommendation

Ensemble will focus on advanced proficiencies in choral technique, performance, conducting, listening, sight-singing, appreciation, history, analysis, and music theory. There may be several opportunities for small ensemble performances, competition and travel, which will require dedication and time outside of class. Proper choral attire is required for performances. Participation in after-school performances and rehearsals is required.

## **Men's Ensemble I, II, III, & IV**

Credit 1.0

Level: 9th - 12th



Prerequisite: None

This course is open to all male vocal students who love to sing, and have an interest in learning how to read music and to be a part of an ensemble. In this class, choral literature is studied in both classical and contemporary fields, in a variety of different genres of music. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Students may also spend some time learning about composers, music history, music listening, ear training and sight-singing. Participation in after-school performances and rehearsals is required. Concert attire for performances is required.

## Band

### **Concert Band I**

- Credit 1.0
- 9th
- Prerequisites: Prior experience equal to at least 2 years of middle school band curriculum.

This is a performance based class offering continued development of introductory high school music vocabulary, instrumental playing techniques and musical expression. Students will participate in full ensembles as well as small ensemble performance opportunities. Performances and related band activities are required of all students and will involve limited additional commitments outside of class.

### **Concert Band II, III & IV**

- Credit 1.0 each
- Level: 10th - 12th
- Prerequisites: Concert Band I, II, or III

This is a performance based class offering continued development of high school intermediate and proficient music vocabulary, intermediate and proficient instrumental playing techniques and musical expression. Students will participate in full ensembles as well as small ensemble performance opportunities. Performances and related band activities are required and will involve additional commitments outside of class.

### **Concert Band III & IV Honors**

- Credits 1.0 each
- Level: 11th - 12th
- Prerequisites: Concert Band I & II/ Director Approval

Honors level students must demonstrate continued serious commitments. Success at the honors level requires rigorous practice and musical experiences outside of class. Students will be expected to

participate in the All-District and All-State audition events as well as attend professional concerts including written evaluation and opinion papers. Students will mentor younger band students twice each quarter and apply for participation in the local Tri-M Music Honor Society at The Franklin Academy.

## **Percussion Ensemble I**

- Credit 1.0
- Level: 9th - 12th
- Prerequisites: Instructors Permission

This course will offer students through Percussion Ensemble introductory and levels of technique, rhythm and style with a variety of percussion instruments (battery percussion, mallets and timpani). Students will explore the use of body percussion, world drumming and standard percussion music with the concert band. Performances and related band activities are required and will involve additional required commitments outside of class.

## **Percussion Ensemble II, III, IV**

- Credit 1.0
- Level: 10th - 12th
- Prerequisites: Instructors Permission

This course will offer students through Percussion Ensemble intermediate, proficient and selected elements of advance levels of technique, rhythm and style with a variety of percussion instruments (battery percussion, mallets and timpani). Students will have the opportunity to explore the use of body percussion, world drumming and standard concert band literature. Performances and related band activities are required and will involve additional required commitments outside of class.

## **Percussion Ensemble Honors**

Credit: 1.0

Level: 11th - 12th

Prerequisites: Instructors Permission

This course will sequentially continue to expand and develop through Percussion Ensemble in proficient and advanced level of technique, rhythm and style with a variety of percussion instruments (battery percussion, mallets and timpani). Students will continue to explore the use of body percussion, world drumming and standard concert band literature. Performances and related band activities are required and will involve additional required commitments outside of class. Students will be required to audition at the District and State Band events, attend 2 professional level concerts with 1 page written evaluation and mentor 1 younger band student 2 lessons per quarter.

## **Jazz Band I, II, III, IV**

- Credit 1.0 each - **Only Offered Zero Period**
- Level: 9th - 12th
- Prerequisites: Instructors Permission

This course is a selective performance based ensemble in introductory, intermediate and proficient jazz, pop, Latin and rock music styles. Participation in the Concert and Symphonic Bands is a requirement. Students will study introductory/Intermediate/Proficient level idioms and their origins in jazz, pop, rock and Latin style music, ear training and related vocabulary. Performances and related band activities are required and will involve additional required commitments outside the class. This group will perform outside the school environment and parents will need to be prepared to assist with limited performance outside the school.

## **Jazz Band III & IV Honors**

- Credit 1.0 each - **Only Offered Zero Period**
- Level: 11th - 12th
- Prerequisites: Instructors Permission

This course is open for students who understand the additional components over and beyond the performance based ensemble in jazz, pop, rock and Latin styles of music. Participation in the Concert and Symphonic Bands is a requirement. Students will study proficient and advanced level idioms and their origins in jazz, rock, pop and Latin styles, as well as associated ear training and related vocabulary. Performances and related band activities are required and will involve additional required commitments outside of class. Honors level students must demonstrate continued serious commitments. Success at the honors level requires rigorous practice and musical experiences outside of class. Students will be expected to participate in the All-District and All-State Jazz events as well as attend professional concerts including written evaluation and opinion papers. Students will lead in-class small group combos and apply for participation in the local Tri-M Music Honor Society at The Franklin Academy.

# **Dance**

## **Dance I, II, III(H), IV(H)**

- Credit 1.0 each - **Only Offered Zero Period**
- Level: 9th - 12th
- Prerequisites: None or Dance I for Dance II

This course will provide students an opportunity to explore dance as an art form separate from theatrical movement. The focus of these areas will include both ballet and modern dance. Students will develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument. Dance elements, basic principles of composition and elements of color guard fundamentals are studied and practiced. Additionally, students will become familiar with the history of choreography especially during the 20th century. Since this is a performance-based class, please be

aware that some rehearsals will be required outside of the regular class time. Attendance at all performances is mandatory. No prerequisite or experience is necessary.

## Electives

### **Piano I, II, III, & IV**

- Credit 0.5 each
- Level: 11th - 12th
- Prerequisites: None or Piano I for Piano II

This class is offered to any student that has had no previous experience in piano as well as those students who have had prior outside study in piano. Those with no experience will learn the beginning levels of basics note, rhythm and music vocabulary while playing the piano. Those who have had prior study in piano will move forward to learn and experience new skills and additional piano literature through scales, etudes and piano music. Each student is required to perform in the semester final-exam public recital demonstrating skills acquired and practiced during the semester. Students will perform for their class and receive feedback from class members on successful skills as well as skills to work for improvement. All students will work with the evaluation rubric and use to evaluate student performances during class and the public recital that is part of the semester exam.

### **Music Pathways**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites: Instructor Permission

Students will explore musical concepts and careers on a deeper level, in order to reveal the practices of a life centered on music. A variety of topics will be covered; ranging from music history, ear training, theory, performance skills, keyboard application, auditions, career paths and more.

### **Digital Music Production**

Credit 0.5

Level: 11th - 12th

Prerequisites: None

Whether you play an instrument and want to record your own music or have dreams of making fire beats for your mixtape, digital music production is a necessary element in making music today. Learn how music is made ready for the radio and your phone and then make your own tracks as close to professional quality over the course of the semester.



# Media Production

## 9th Grade

Digital Media

## 10th Grade

Media Prod II

Sports Media I

## 11th & 12th Grade

Media I, II

Media Prod III/IV (can be Honors)

Sports Broad I or II (II can be Honors)

Media –Special Projects

Photography

## **Digital Media**

- Credit 1.0
- Prerequisites: None

Students learn how to write, design and create media for digital audio and video broadcasts as well as media for online consumption. Students will also explore the role of media in the world, as well as, learn appropriate writing techniques for digital journalism.

**\*\* This class counts as a prerequisite for Media Production II.\*\***

**\*\*Time outside of class is required for taping and interviewing.\*\***

## **Media Production I**

- Credit 1.0
- Prerequisites: None Grades 10-12

Students focus on writing and producing content for TV and online news. They learn the basics of camerawork, lighting, editing and storytelling through video and basic techniques of recording and editing audio. They will also learn how to format files for upload on the website. Students are required to participate in all aspects of production. Students also contribute to The HighSchool Experience (THE) News Show, our website and work on other media projects throughout the year.

**\*\*Time outside of class is required for taping school events and interviewing.\*\***

## **Media Production II**

- Credit 1.0
- Prerequisites: Media Production I or Digital Media

Media Production II students focus on planning, writing and producing for video and online media outlets. This course builds on the performing, writing, editing and technical skills learned in Digital Media/Media I. \*\*\*\*TIME OUTSIDE OF CLASS IS REQUIRED FOR TAPING SCHOOL EVENTS AND INTERVIEWING\*\*\*\*\*

## **Advanced Studies in Media Production III & IV Honors**

- Credit 1.0 each
- Prerequisites: Media II and Instructors Permission

Students begin to take on leadership roles in the news broadcast by filling the roles of assistant producer or segment producers. They also work on longer format new stories to be aired on FA Today or independently. Students continue to build on their performing, writing, editing and technical skills from Media I & II and are expected to teach and mentor new media students. Level III/IV can be taken for honors credit with teacher permission. As with any honors class, the honors level would require more time outside of class.

## **Sports Broadcasting I, II, & III**

- Credit 1.0 each
- Prerequisites: Digital Media or Media Production I

The course provides experience in the announcing, production, direction and editing sports events. Students learn skills associated with camera operation, digital switching, floor direction and digital editing and announcing for live sports. Students will live broadcast and videotape sports events and then will produce a weekly sports show incorporating game highlights, commentary and interviews.

**\*\* Time outside of class is required for taping school events and interviewing.\*\***

**\*\*We live broadcast of all home volleyball and basketball games. Students will be required to be at most home games for basketball season.\*\***

## **Media Special Projects**

- Credit 1.0
- Prerequisites: Instructor Permission & Grades 11 & 12 only

Media Special Projects is for students who have progressed through the Media or Arts program and desire to create high quality, specialized media content. Throughout the course, we will study films and various productions and analyze what makes a compelling video project, and work to incorporate that into longer term media such as short films, episodic content, and web video.

## **Digital Music Production**

Credit 0.5

Level: 11th - 12th

Prerequisites: None

Whether you play an instrument and want to record your own music or have dreams of making fire beats for your mixtape, digital music production is a necessary element in making music today. Learn how music is made ready for the radio and your phone and then make your own tracks as close to professional quality over the course of the semester.

## **Photography & Visual Storytelling**

Credit: 0.5

Level: 11th - 12th

Prerequisite: None

Photography and Visual Storytelling is a semester course designed to look at the ways we use images to convey stories, thoughts, and emotions. We will learn the mechanics of the camera and photo editing technology early on, then quickly move on to projects like photo essays, video essays, and sequential art (comics and storyboards) to explore how we tell stories through our images.

## **Film Studies**

Credit: 0.5

Level: 11th - 12th

Prerequisite: None

Movies and video are the most popular form of entertainment in the modern era, but they've come a long way in the past 100 years. In this class, we will view a selection of important films throughout its development and learn how movies evolved to be the way they are today. We will use a combination of writing about film, and video creation to explore concepts and themes throughout Film History.

# **Technology**

**9th - 12th Grades**

Graphic Design

**10th - 12th Grades**

Multimedia Web Design

## **Graphic Design**

- Credit 1.0



- Level: 9th - 12th
- Prerequisites: None

The class develops the student in the aspects of planning and visualization, then works toward building an archival understanding of the history of graphic design, past and present. Working with design archetypes established throughout the creative industry, the student learns about composition and content. They are then introduced to a rapid-fire, day-by-day development of skills utilizing current graphic design software technology. Students work in groups and execute advertising/design campaigns for a variety of real-world projects that reflect the needs and direction of various products, companies and enterprises.

## **Multimedia Web Design**

- Credit 1.0
- Level: 10th - 12th
- Prerequisites: Graphic Design

This class is a follow-up to the Graphic Design course and continues to develop the students understanding of the basic processes of creativity in a digital framework. The students once again focus on the principals of planning and visualization, then review the various design archetypes that constitute creativity in the modern digital age. Students will further develop their graphic design software skills and again work within a group context. The course begins with a focus on traditional graphic design assignments and evolves into the evaluation and execution of digital, web and display media utilizing current applications within a digital structure.

# **Business**

## **9th Grade**

Principles of Business

## **10th**

Marketing

## **11th - 12th Grades**

Personal Finance

Economics

AP Economics

Small Business Entrepreneurship/DECA Club

Social Media & Sports Entertainment Marketing

Senior Internship

## **Principles Of Business**

Credit 1.0

Level: 9th

Prerequisites: None

This course introduces the basic major principles and concepts that are the foundation for future study of personal and business financial management. The course covers career planning, budgeting and cash-flow management, banking, credit use, planned borrowing, taxes, and managing major expenditures such as automobiles, insurance, and housing. Topics of study include basic business principles, personal finance, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Simulations, projects, teamwork, meetings, and competitions provide opportunities for application of instructional competencies.

## **Marketing**

Credit 1.0

Level: 10th

Prerequisites: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced.

## **Personal Finance**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites: None

This course introduces the advanced major principles and concepts that are the foundation for future study and mastery of personal financial management. The course covers career planning, budgeting and cash-flow management, banking, credit use, planned borrowing (including student loans), taxes, and managing major expenditures such as automobiles, insurance, and housing. Topics of study include personal finance, financial planning concepts, budgeting, and a deep understanding of research and investing in a multitude of investment vehicles with extra emphasis placed on traded stocks..

Communication skills and basic mathematical concepts are reinforced in this course. Simulations, projects, teamwork, meetings, and competitions provide opportunities for application of instructional competencies. Spreadsheet competency is highly recommended (Excel or Numbers).

## **Economics**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites: None

Economics is the study of the actions and interactions of optimizing individuals. This course consists of a broad survey of the discipline, with attempts to establish fundamental concepts, introduce the subject matter of introductory level college courses, and explore connections with other disciplines. The first semester will consist of a study of Microeconomics (individuals' decision-making) and the second semester will be a study of Macroeconomics (governmental policy-making and measurement of the national economy) along with a unit on personal finance. This course will introduce concepts that will help students better analyze and comprehend global events, past and current, and better understand the economic life in their own local community.

## **AP Micro-Economics**

- Credit 1.0
- Level: 11th - 12th
- Prerequisites:None

The purpose of this AP course in microeconomics is to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency in the economy.

## **Small Business Entrepreneurship/DECA Club**

- Credit 1.0
- Level: 12th
- Prerequisites: None

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem solving are reinforced as each student prepares his/her own business plan. This class operates as a functioning in school business and will actively create, design, market, and sell products. This class is an extension of the DECA club and DECA membership is required to be in this class.

## **Internship**

Credit 1.0  
 Level: 12th  
 Prerequisites: Seniors Only

The FA Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

## **Social Media & Sports/Entertainment Marketing**

- Credit 1.0
- Level: 11th - 12th
- Prerequisite: None

This course examines the use of Social Media for Marketing (SMM) and the arena of Sports & Entertainment Marketing (SEM). We will understand the landscape of social media in which marketers operate. We will understand the most influential tools in social media marketing. We will develop strategies and communicate using various social media tools. We will audit the competitive scope and the effectiveness of social media strategies and evaluate best practices. Sports & Entertainment Marketing will be examined from many different aspects. We will examine what SEM is and all the possibilities for careers in these industries. Although not required, DECA Club membership is highly recommended to get the most out of this class.

## **Health & Physical Education**

- Credit 1.0
- Level: 9th
- Prerequisites: None - Required for 9th Grade

This course exposes students to both physical education and health requirements for a full year. In the Health portion, students will learn how to make informed decisions regarding their well-being and maintain healthy behaviors. Students will be exposed to topics such as making healthy decisions, nutrition, mental disorders, building healthy peer relationships, lifelong fitness, effects of alcohol, and sexually transmitted infections. In physical education, students will gain knowledge and skill in sports literacy, personal fitness, and develop an appreciation for diversity.

## **Life Skills & Career Readiness**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: None

This course will teach students basic life skills and give them the tools to function independently. The course will focus strongly on career preparedness. Other skills taught in this course include basic sewing, reading recipes, keeping a budget, laundry, ironing, writing resumes, interviewing skills, basic car maintenance, and more. This class will be project based, and will provide many hands-on opportunities. Students may be asked to purchase items for projects such as fabric, thread, and ingredients.

## **Personal Fitness & Sports Performance**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: Health & PE

This conditioning class will focus on optimizing physical fitness and performance in sport in each of the 10 recognized fitness domains in exercise science. They are: Strength, Power, Agility, Balance, Flexibility, Speed, Local Muscle Endurance, Cardiovascular Endurance, Strength Endurance and Coordination. Students will engage in a variety of activities utilizing the 10 components to promote physical fitness and performance in a variety of sports. Students will learn fundamental concepts and functional movements that can be incorporated in day to day activities or can be applied to any sport.

## **Lifetime Sports & Health**

- Credit 0.5
- Level: 11th-12th

- Prerequisites: Health & PE

This course will focus on the development of basic sports skills, learning of rules, and providing students with a better understanding of the lifelong benefits that are received from participation in sports. This course aims to instill confidence, knowledge, and desire in each student so they can enjoy an active and healthy lifestyle.

## **Sports Medicine & Performance**

- Credit 0.5
- Level: 11th-12th
- Prerequisites: Health & PE/10th Grade Science

Sports medicine is an introduction to the prevention, diagnosis and treatment of injuries related to athletic activity. This class focuses on human anatomy and muscle function and motion, as well as rehabilitative and preventative care. Classroom discussions will examine relevant moral and legal challenges, as well as issues related to the use of supplements, gender differences, and the environmental, physiological and psychological effects of sports injuries.

## **Basic Woodworking:**

Credit: 0.5

Level: 11th-12th

Prerequisites: Transportation - Course Offered @FA3 Campus Zero Period only

This is a semester long elective open to juniors and seniors only. This is offered at FA3 so student transportation to FA5 is required. Course will involve all facets of woodworking from hand tool use and care, power tool use and safety, basic blueprint/plan skills and will require the completion of 5 projects. Students will be required to provide their own wood for projects.

## **Survival**

Credit: 0.5

Level: 11th-12th

Prerequisites: Transportation - Course Offered @FA3 Campus Zero Period only

This is a semester long elective located at FA3 campus. Subjects covered include hunting skills, primitive fire skills, kayaking, map skills and camping. Hands on activity based learning. Field trips are required.

## **Drivers Education**

- Credit 0
- Prerequisites: See Information Below

Drivers Education is offered to students in high school who are at least 14 1/2 years of age by the first day of the class. Classes are offered the first week of the Fall and Spring track outs. We also run a class the last week of the Winter track out. The class runs Monday - Friday from 8:00am until 2:30pm. Students must be present for every day of the course. Registration for the course can be completed by following the steps below. Please print off the registration form once completed with your online payment and submit to the front office.

**Process to Pay Fee, Register, and Be Assigned to Driver Education Classes:**

- Check the web site [www.jordandriving.com](http://www.jordandriving.com) to see the dates available for the classes at Franklin Academy.
- Obtain a registration form from the [www.jordandriving.com](http://www.jordandriving.com) website. This can be printed off after paying the fee online. Please return the completed form to the front office.

Please see the student handbook for details about the state laws and school policies that apply to students who obtain their license.