

Franklin Academy High School

2020-2021 Course Guide



Table of Contents

School Mission and Goals	3
Graduation Requirements	4-7
State & Local Graduation Requirements	4
State Assessments	5
Community Service	6
PSAT Administration for Grades 9-11	6
Senior Research Project	6
Diploma Endorsements	7
Course and Grading Information	8-10
Earned Credits	8
Pass/Fail Courses	8
Repeating a Course	8
Withdrawal from a Course	8
Promotion Requirements	9
Advanced Placement (AP) Courses by Grade	9
Honors/AP Course Recommendation Process Overview	9-10
GPA, Class Rank and Board of Valedictorians	11
10-Point Grading Scale	11
GPA Calculation	11
Board of Valedictorians	11
Recommendation Criteria & Course Descriptions	12-49
English	12-14
Mathematics	15-18
Science	19-25
History	26-31
World Languages	32-36
Arts: Performing, Visual, Graphic & Business	37-49
Health, Physical Education & Semester-Long Electives	50
Driver's Education Courses at FAHS	54

School Mission & Goals

Franklin Academy 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.

Franklin Academy 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.

High School Graduation Requirements

State and Local Requirements for all FAHS Students

All students at the Franklin Academy are expected to meet the graduation requirements as prescribed by the North Carolina Department of Public Instruction for the Future-Ready Core Course of Study. In addition to these requirements are several other Local Requirements for graduation. Please see the chart below for these requirements.

State Graduation Requirements Future Ready Course of Study	Local (Franklin Academy) Additional Graduation Requirements
<ul style="list-style-type: none"> • 4 Credits in English including I, II, III, and IV • 4 Credits in Math including Math I, II, III, and a fourth math course aligned with the student's post-graduation plans • 3 Credits in Science including Biology, a physical science, and earth/environmental science • Class of 2021-2023 Graduates: 4 Credits in Social Studies including World History, American History I and American History II, and Civics and Economics • Class of 2024 Graduates and Beyond: 4 Credits in Social Studies including World History, American History, Founding Principals of the United States and North Carolina: Civic Literacy and Economics and Personal Finance • 1 Credit of Health and Physical Education • 6 Credits of Electives made up of: <ul style="list-style-type: none"> • 2 Credits from any combination of CTE, the Arts, or World Languages • 4 Credits from one of the CTE, the Arts, or any other subject area (A four course concentration in one of these areas is highly recommended) <p>(Please note that credits in world languages are not required for high school graduation, but they are required as part of the University of North Carolina System's minimum admission requirements.)</p>	<p>Courses:</p> <p>Research & Writing (.5 credit) Public Speaking (.5 credit) <i>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.</i></p> <p>History Sequence/Required Courses Class of 2021-2023 Graduates: 4 Credits in Social Studies including World History A & B, American History, and Civics and Economics Class of 2024 Graduates and Beyond: 4 Credits in Social Studies including World History, American History, Founding Principals of the United States and North Carolina: Civic Literacy and Economics and Personal Finance</p> <p>World Languages <i>All students are required to take at least 2 consecutive years of a World Language (2 of the 6 elective credits specified in the State requirements)</i></p> <p>Senior Project:</p> <ul style="list-style-type: none"> • The Paper: Every senior will develop an Essential Question and Thesis Statement which is the foundation of the research presented in a formal paper product. • The Presentation: After submitting and passing the research paper, each student will present his or her findings to a panel of judges. • The Product: Preferably, the product will be one that will benefit the greater community. 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. <p>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 should complete a minimum of 25 hours per school year, but have the option of completing all of their community service hours at any time.</p> <p>Please Note: Franklin Academy's Academic Program requires that students will take the PSAT during 9th, 10th and 11th Grades.</p>
<p>NC Graduation Required Credits: 22 (minimum)</p>	<p>FAHS Graduation Required Credits: 23 (minimum)</p>

Graduation Requirements

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
- Algebra 2 (Math III EOC)

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

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. Please note the following with regard to service hours:

- 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 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.
- 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 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.
- A maximum of 8 hours may be earned in one day unless prior administrative approval is given.
- 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.
- Hours submitted after the 6 month deadline will only be worth ½ the credit.

Graduation Requirements

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. Most four-year universities in the State of North Carolina require students to complete a MINIMUM of two years of a Foreign Language thus our requirements provide all students with that opportunity just through completion of our program.

Math—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.

Senior Project

Purpose: The Franklin Academy Senior Project is a capstone; culminating assignment requiring that graduating seniors employ and improve upon previously acquired skills and knowledge, and then apply these skills in a manner that creates a solution to a real world problem. These skills include, but are not limited to, inquiry, analysis, synthesis, technology, employability skills, information retrieval, language - both written and spoken - collaboration and problem solving.

Objectives for Students:

- Develop, organize, and write a rigorous academic research paper with a topic of their choice that answers a real world problem (e.g. scientifically, politically, economically, or religiously) for faculty to review and assess.
- Collaborate by networking with an expert mentor outside the school community, who supports the research, writing, and product phase of the project.
- Practice professionalism by collecting a portfolio that collects accomplished project work, logs of communication between faculty, mentor, and students, and demonstrates student's competence for maintaining deadlines.
- Create a culminating product that applies the research paper's conclusion in a manner that employs a solution(s) to a real world problem (e.g. scientifically, politically, economically, or religiously).
- Demonstrates relevance of product, as an application of the research paper's conclusion, by presenting research and product to a panel of judges.

Diploma Endorsements

College Endorsement

The student shall complete the Future Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, (Math I, II, III or Integrated Math I, II, II); and a fourth mathematics course aligned with the student's post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy. The student shall earn an unweighted grade point average of at least 2.6, as well as an ACT reading score of at least 22 OR an SAT Reading score of at least 480.

College/UNC Endorsement

- Student has completed the Future Ready Core mathematics sequence of Algebra I, Geometry, Algebra II (NC Math 1, NC Math 2, NC Math 3) and a fourth math course that meets the University of North system Minimum Admission Requirements.
- Student has completed three units of science including at least one physical science, one biological science and one laboratory science course.
- The student shall complete U.S. History or equivalent coursework
- Student has completed two units of a world language.
- Student has earned an unweighted GPA of at least 2.5, as well as an ACT reading score of at least 22 OR an SAT Reading score of at least 480.

NC Academic Scholars

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 recommended from one of the Arts Education, Second Languages, any other subject area
- Taken at least 3 Honors or AP level courses in junior and senior year combined

Global Languages Endorsement

- Student earns an unweighted 2.5 GPA or above for the four English Language Arts 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.

Course and Grading Information

Earned Credits

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:

- 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.
- "A", "B", "C", or "D" on as a final grade in the class
- Competencies are passed

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 and 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. The instructor of the course creates all Fall Semester Exams. Final exams include both state End of Course Tests as well as teacher issued exams. AP Exams 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.

Taking Classes Pass/Fail

Certain courses may be offered as a Pass/Fail option. Please consult the Student Success Coordinator 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 Student Success Coordinator.

Please understand that changes to grades from standard to pass/fail cannot be made after the fact so a request for a course to be graded as Pass/Fail MUST be made within the first 10 days of class. No exceptions. Courses taken for a grade WILL factor into the students overall GPA regardless of the year taken and may impact class rank.

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 a class is subject to availability and scheduling constraints. Please discuss with the Student Success Coordinator prior to considering this option to ensure it is the best option.

Withdrawal From A Course

Withdrawal from a class after the first ten days of school 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.

Drop/Add for NCVPS Courses

Students who have maintained a passing grade for the time that they have been enrolled in the NCVPS course may drop at anytime within the first 20 days without repercussion. Once the 20 days have passed the student must provide the Online Learning Supervisor with an official report of his or her current grade. The student will then receive a "WP" on their transcript reflecting that they withdrew from the course while maintaining a passing grade. Students who are not passing a course and wish to withdraw may withdraw at any time for a "WF" on their transcript reflecting that they withdrew while they were failing the course. If a student wishes to bring the course up to a passing grade for withdrawal purposes, the student must maintain a passing grade until the end of the quarter and provide the Online Learning Supervisor with an official report of the passing grade. Regardless of a student's reason for dropping an NCVPS course, the student must enroll in new class during the period in which they were originally taking the NCVPS course. These course options will likely be limited and semester-long in length. Students must consult the Online Learning Supervisor or Student Success Coordinator for more information about their course options.

Promotion 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.

Courses Taken By Grade Level

Below is a sample 4-year course progression that outlines when certain courses are typically taken at FAHS. It is important to note that high school students generally follow an individualized plan of instruction when it comes to course progressions based upon previously completed high school level courses and individualized interests. As a result, this chart should serve as a general guide for students.

Sample Course Progression By Grade Level			
9th Grade	10th Grade	11th Grade	12th Grade
Required Courses Standard or Honors Level	Required Courses Standard or Honors Level	Required Courses Standard/Honors/AP Level	Required Courses Standard/Honors/AP Level
English I	English II	English III OR AP Composition	English IV OR AP Literature
Algebra 1 or Geometry	Geometry and/or Algebra 2	Algebra 2 or Upper Level Math	One 4th Year Math Course
World History 9	World History B	American History	Civics/Economics
Earth & Environmental Science	Biology	Physical Science	Four Elective Courses
One World Language	One World Language	Three Elective Courses	
Physical Education/Health	Research & Writing/Public Speak		
One Elective Course	One Elective Course		

Senior Exam Exemptions

Graduating Seniors may qualify for final exam exemptions at teacher discretion. To qualify the student must have a 90 or above for overall for the year AND have no more than 4 absence (excused or unexcused). Please note: College visits (no more than 4) and school activities (games, field trips) are not to be counted toward absences. Teachers may opt to give and require students to complete an exam in accordance with the requirements of the course. Please see your teacher for specific information for their class.

Advanced Placement Classes

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 expect that students will 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.**

AP Course Availability by Grade

Please Note: Students are required to meet recommendation and established prerequisite criteria for AP Course placement as outlined in our Course Guide.

Grade 9	Grade 10	Grade 11	Grade 12
AP World History, AP Human Geography, AP Earth & Environmental Science	AP World History, AP Human Geography, AP Earth & Environmental Science, AP Biology	AP World History, AP Human Geography, AP US History, AP Psychology, AP English, AP Earth & Environmental Science, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Microeconomics. See the full list of courses throughout this course guide!	AP World History, AP Human Geography, AP US History, AP Psychology, AP English, AP Earth & Environmental Science, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Microeconomics. See the full list of courses throughout this course guide!

Honors and AP Recommendation Process Overview

Teacher recommendations are required in order for students to enroll in an advanced-level course. Recommendations are required as a means of ensuring students who demonstrate a need for acceleration are placed in an academic setting with the appropriate level of challenge and rigor. Please consider the recommendation of your child's teacher respectfully. Students seeking an Honors or Advanced Placement must meet the following criteria in order to receive a recommendation for the course. Students will not be permitted to enroll in an Honors or Advanced Placement course without a teacher recommendation signifying successful achievement of this criteria.

Requests for Reconsideration

Students who do not meet the established requirements for an Honors/AP course but who still wish to be considered for a recommendation to enroll in the course may submit a Request for Reconsideration as outlined below:

- Requests for Reconsideration must be submitted via the Google form link in order for placement recommendations to be reconsidered.
- Students may obtain the link after FIRST seeking feedback from their teachers in order to understand areas in which they need to grow and focus their efforts for improvement during the 2nd semester.
- Following their meeting, the teacher will share the link with the student who will then need to complete and submit it.
- Requests for Reconsiderations must be submitted no later than the last day of the Spring track at 3:30p.
- At the conclusion of the school year, the teacher will review the student's performance in relation to the criteria. Teachers will then have the ability to submit a recommendation change, only if the student's performance in semester 2 consistently meets the criteria for the course, thereby warranting a change.
- Results of Requests for Reconsideration will be sent to the student via email/Canvas once determined in June.
- Once the Reconsideration process is completed, all placement recommendations will be considered final, and overrides will not be permitted.

GPA, Class Rank, and Board of Valedictorians

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 2015 and later 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.

GRADING SCALE

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

Grade Point Averages (GPA)

GPA's 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. No student who is suspended from school at any time during his or her senior year will be eligible for senior honors.

Board of Valedictorians

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. Effective for the 2018-2019 and beyond, a 4.4 weighted GPA will be the recognition indicator. (No rounding up). **Please Note:** Zero-Period classes, whether taken for a grade OR pass/fail are not calculated when determining BoV placements. Zero-Period classes taken for a grade WILL factor into the students overall GPA regardless of the year taken.

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".

English

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

English: All Courses

Standard to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Maintains a MINIMUM course average of 90%

AND

a MINIMUM in-class assessment average of 90%

Note: Continued placement at the honors level will require students maintain an overall course average of 88% or higher

Honors to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Maintains a MINIMUM course average of 88%

AND

a MINIMUM in-class assessment average of 88%

Note: Continued placement at the honors level will require students maintain an overall course average of 88% or higher

Standard to AP Placements

Demonstrates an interest in studying and an ability to write various kinds of analytic or persuasive essays

AND

Demonstrates an interest in studying literature of various periods and genres and using this wide reading knowledge in discussions of literary topics

AND

Maintains a 96% overall average

AND

a MINIMUM in-class assessment average of 96%

Note: Continued placement at the AP level will require students maintain an overall course average of 85% or higher

Honors to AP Placements

Demonstrates an interest in studying and an ability to write various kinds of analytic or persuasive essays

AND

Demonstrates an interest in studying literature of various periods and genres and using this wide reading knowledge in discussions of literary topics

AND

Maintains a 93% overall average

AND

a MINIMUM in-class assessment average of 90%

Note: Continued placement at the AP level will require students maintain an overall course average of 85% or higher

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

English Course Descriptions

English I

Credit 1.0

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

Prerequisite: 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

Prerequisite: Completion of 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

Prerequisite: Completion of English I and 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. 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. 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

Prerequisite: Completion of 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

Prerequisite: Completion of English II and 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: Language & Composition

Credit 1.0

Prerequisite: Completion of English II and 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

Prerequisites: Completion of English III or AP Language & Composition

This required year-long course focuses on a survey of the major genres represented in British literature. Students use a historical approach to analyzing the relationship between the literature and its importance to the British literary canon. 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 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

Prerequisites: Completion of English III/AP Language & Composition and 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 research paper, a presentation to a panel of judges, and a product which is an outgrowth of the research focus.

AP English IV: Literature

Credit 1.0

Prerequisites: Completion of English III/AP Language & Composition and Teacher Recommendation

This year long course prepares students who intend to take the English Literature and Composition AP Exam. The readings for this course include selections from the British, American, and World literary canons. Students will also 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. Students may read novels from Fyodor Dostoyevsky, Hemingway, Virginia Woolf, James Joyce, George Orwell and others. All seniors are also required to complete a comprehensive Senior Research Project which involves the exploration of a scholarly topic through a 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

Required Course: 10th Grade

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 various genres, learn about and implement elements of rhetoric, and practice 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

Required Course: 10th Grade

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.

Mathematics

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

Mathematics: All Courses

Standard to Honors Placements

Students must hold and maintain a MINIMUM course average of 93%

AND

a MINIMUM in-class assessment average of 93%

Additional Course Clarifications

Students must maintain a minimum weighted score of 92 (65% Algebra 1 + 35% Geometry) to be recommended to Honors Algebra 2.

Honors to Honors Placements

Students must hold and maintain a MINIMUM course average of 88%

AND

a MINIMUM in-class assessment average of 88%*

Additional Course Clarifications

Students must maintain a minimum weighted score of 90 (65% Algebra 1 + 35% Honors Geometry) to be recommended to Honors Algebra 2.

Students must maintain an 85% or higher to be recommended from Honors Pre-Cal to Honors Calculus

Students must maintain an 88% or higher to be recommended from Honors Pre-Cal to AP Statistics

Standard to AP Placements

Students must hold and maintain a MINIMUM course average of 93%

AND

a MINIMUM in-class assessment average of 93%

Honors to AP Placements

Students must hold and maintain a MINIMUM course average of 90%

AND

a MINIMUM in-class assessment average of 90%

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

Mathematics Course Descriptions

Algebra I

Credit 1.0

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.

Algebra I Honors

Credit 1.0

Prerequisites: Teacher Recommendation

Algebra I Honors is a comprehensive course designed for students who have excelled at 8th grade math or who have taken Algebra I but want to strengthen their Algebra I skills. See Algebra I description for topics of emphasis. In addition to foundational skills, Honors students will be expected to demonstrate a deeper level of thinking and understanding and apply these skills to advanced real world problems. This course has a state final exam.

Note to Students Who Completed Algebra 1 in 8th Grade: *If a student's 8th grade performance in Algebra 1 was a 79% or below, we recommend the student repeat Algebra 1 at the high school level. We are aware that this can be a difficult decision for students and parents. However, it is our experience that students who do not obtain at least an 80% in 8th grade Algebra 1 will struggle as well in Algebra 2.)*

Geometry

Credit 1.0

Prerequisites: Completion of Algebra 1

Geometry will develop students' ability to think clearly, logically, critically, and creatively within mathematical and non-mathematical situations and will preview foundational concepts for Algebra II. Students will acquire an understanding of the logical structure of Geometry through definitions, postulates, theorems, and deductive/inductive reasoning skills. Application to real life scenarios is the keystone to learning these geometric concepts. Students will apply geometric concepts through various activities.

Geometry Honors

Credit 1.0

Prerequisites: Completion of Algebra 1 and Teacher Recommendation

Honors Geometry will develop students' ability to think clearly, logically, critically, and creatively within mathematical and non-mathematical situations and will preview foundational concepts for Algebra II. Students will acquire an understanding of the logical structure of Geometry through definitions, postulates, theorems and deductive/inductive reasoning skills. Application to real life scenarios is the keystone to learning these geometric concepts. Students will complete rigorous activities and problem sets. 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

Prerequisites: Completion of Geometry

Algebra II is the extension and deeper development of the topics mastered in Algebra I as well as preparing for basic Pre-Calculus concepts. 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. This course has a state final exam.

Algebra II Honors

Credit 1.0

Prerequisites: Completion of Geometry and Teacher Recommendation

Honors Algebra II is the extension and deeper development of the topics mastered in Algebra I as well as preparing for basic Pre-Calculus concepts. 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. Honors 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. This course has a state final exam.

Discrete Mathematics

Credit 1.0

Prerequisites: Completion of Algebra II

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

NC Math 4

Credit 1.0

Prerequisites: Completion of Algebra II

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in Algebra I, Geometry, and Algebra II. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

NC Math 4 Honors

Credit 1.0

Prerequisites: Completion of Algebra II and Teacher Recommendation

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in Algebra I, Geometry, and Algebra II. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. NC Math 4 honors explores content at a rigorous level in preparation for advance college level algebra and statistics courses. NC Math 4 honors also serves as a bridge to prepare students for Precalculus or other advanced math courses .

Pre-Calculus Honors

Credit 1.0

Prerequisites: Completion of Algebra II and 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

Prerequisites: Completion of Honors Pre-Calculus and 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.

AP Calculus AB

Credit 1.0

Prerequisites: Completion of Honors Pre-Calculus and 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 the 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

Prerequisites: Completion of AP Calculus AB and Teacher Recommendation

This course builds upon 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. Curriculum includes review of AP Calculus AB topics and includes: parametric, polar and vector functions; Euler's Method, L'Hopital's Rule, integration by parts, partial fraction decomposition, improper integrals, solving logistic differential equations, polynomial approximations, sequences and series.

AP Statistics

Credit 1.0

Prerequisites: Completion of Algebra II and 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

Prerequisites: Completion of 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.

Science

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

Science Honors/AP Course Requirements by Course

Environmental Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall course average of 90% or above

Biology Standard to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall course average of 90% or above

Biology Honors to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall course average of 85% or above

Chemistry Standard to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall course average of 90% or above

AND

Attains an Algebra 1 course grade of 80% or higher and is enrolled/enrolling in Algebra 2

Chemistry Honors to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall course average of 85% or above

AND

Attains an Algebra 1 course grade of 80% or higher and is enrolled/enrolling in Algebra 2

Science

Honors/AP Recommendation Criteria

Physics
Standard to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development
AND
Demonstrates an ability to independently read and analyze scientific texts
AND
Maintains an overall course average of 85% or above
AND
Attains a math grade of 90% or higher and will be enrolled in/completed Algebra 2

Physics
Honors to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development
AND
Demonstrates an ability to independently read and analyze scientific texts
AND
Maintains an overall course average of 80% or above
AND
Attains a math grade of 85% or higher and will be enrolled in/completed Algebra 2

AP Earth and Environmental Course Requirements
11th and 12th Grade Students

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development
AND
Demonstrates an ability to independently read and analyze scientific texts
AND
Maintains an overall Science course average of 90% or above

AP Biology Course Requirements
11th and 12th Grade Students

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development and demonstrates an ability to independently read and analyze scientific texts
AND
Completed Chemistry with an 80% or better
OR
Scored at a Level 4 or higher on the Biology EOC
OR
Scores 90% or higher on school-created Entrance Test

AP Chemistry Course Requirements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development
AND
Demonstrates an ability to independently read and analyze scientific texts
AND
Maintains an overall course average of 90% or above in Honors Chemistry

AP Physics 1 Course Requirements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development
AND
Demonstrates an ability to independently read and analyze scientific texts
AND
93% or higher in Standard Algebra II or 90% or higher in Honors Algebra II or 85% or higher in Honors Pre Calculus

Science

Honors/AP Recommendation Criteria

AP Physics C: Mechanics Course Requirements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

95% or higher in Pre Calculus and enrolling in Calculus AB/BC or
90% or higher in AP Calculus AB or
90% or higher in AP Physics 1

AP Earth and Environmental Course Requirements Rising 9th Grade Students

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Maintains an overall 8th Grade Science course average of 95% or above

AND

Completed Algebra 1 with an 85% or higher

AND

Scores at or above the 93rd Percentile on the 8th Grade Science EOG Test

AP Biology Course Requirements Rising 10th Grade Students

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Demonstrates an ability to independently read and analyze scientific texts

AND

Completed Previous Science Course with a 95% or higher

AND

Scores 90% or higher on school-created Entrance Test

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

Science Course Descriptions

Earth Science

Credit 1.0

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

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.

Biology

Credit 1.0

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

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. Students are required to take an End of Course exam for this class.

AP Biology

Credit 1.0

Prerequisites: 10th Grade Biology, Additional Course Prerequisites & 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.

Physical Science: Introduction to Chemistry & Physics

Credit 1.0

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

Prerequisites: 80% or higher in Algebra I, enrolled in Algebra II

Chemistry is an introductory study of the composition and properties of matter. Students will use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics to be studied include atomic structure, the periodic table, moles/stoichiometry, chemical bonding, the physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acid-base chemistry, and nuclear chemistry.

Chemistry Honors

Credit 1.0

Prerequisites: Teacher Recommendation and 80% or higher in Algebra I, enrolled in Algebra II

Honors chemistry is designed for students who have shown a proficiency in studying science and who have exhibited interest in and enthusiasm for science. Students will use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Laboratory experiments are incorporated throughout the curriculum to enhance and reinforce chemistry concepts, as well as to learn and develop laboratory skills. Topics to be studied include atomic structure, the periodic table, moles/stoichiometry, chemical bonding, the physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acid-base chemistry, and nuclear chemistry. Critical thinking, inquiry and science ethics are stressed in this class. An additional project component is required for honors science courses

AP Chemistry

Credit 1.0

Prerequisites: 90% or higher Chemistry Honors or Standard Chemistry, 80% or higher Algebra I and Algebra II.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The goal is for students to take the AP Exam to receive college credit or placement. AP Chemistry is designed to be taken only after the successful completion of high school chemistry. The course centers around six big ideas including the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics and chemical equilibrium. Students, who take AP Chemistry, will develop a deep understanding of the concepts within the big ideas through the application of the science practices in the required laboratory component of the course. Students must complete a minimum of 16 hands-on laboratory investigations, which include guided inquiry, to support the learning objectives in the curriculum framework. At the completion of the course, students will be ready for the study of advanced topics in subsequent college courses.

Physics

Credit 1.0

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. Due to necessary math understanding it is recommended that students hold an 85% or better in Algebra II if taking Physics.

Physics Honors

Credit 1.0

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 Physics I

Credit 1.0

Prerequisites: Teacher Recommendation and 85% 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

Prerequisites: Completion or Currently Enrolled AP Physics 1 and currently/previously enrolled in AP Calculus with a grade of 90% or better along with Instructor approval

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. 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 Computer Science Principles

Credit 1.0

Prerequisites: Completion of Algebra II with a B or better

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.

AP Environmental Science

Credit: 1.0

Prerequisites: Additional Course Prerequisites and 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.

Anatomy Honors

Credit 1.0

Prerequisites: Completed Biology with a C or Better and Teacher Recommendation

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 a 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.

Engineering Fundamentals

Credit 1.0

Prerequisites: Completion of Algebra 1 (Standard or Honors) with an 80% or better

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. Students may take this course at the Standard OR Honors level. Honors students will be required to participate in additional independent learning and challenging projects/activities.

Forensics

Credit: 1.0

Prerequisites: Complete Biology with a C or Better

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.

Introduction to Computer Science and Programming

Credit 1.0

Prerequisites: Complete Algebra 1 (Standard or Honors) with an 80% or better

Programming I is designed to introduce the concepts of programming, application development, and writing software solutions in the Python development environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Python programs including event-driven input, logical decision-making and processing, and useful output. Students will use their computers daily as a learning and assessment tool. Upon successful completion of the course, students will be prepared to move on to AP Computer Science. Students may take this course at the Standard OR Honors level. Honors students will be required to participate in additional independent learning and challenging projects/activities.

Engineering Design & Data Analysis

Credit 1.0

Prerequisites: Completion of Algebra, Geometry, and Earth Science (Standard or Honors) and Teacher Recommendation

Students learn the basics of technological systems and engineering processes in mechanical, electrical, civil, and industrial engineering fields through a series of design challenges. The design process is introduced to solve problems and understand the influence of creative and innovative design on daily life. The course will emphasize computer aided design, advanced solid modeling, and 3D printing of parts and assemblies. An introduction to basic part fabrication and assembly into complex systems will be conducted. Students will apply statistical methods to design of experiments, process control, and engineering cost/benefit alternative selection. Students may take this course at the Standard OR Honors level. Honors students will be required to participate in additional independent learning and challenging projects/activities.

Marine Biology

Credit 0.5

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

Prerequisites: Must be a Junior or Senior

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.

History

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

History: All Courses

Standard to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Regularly and meaningfully contributes to classroom discussions and activities

AND

Demonstrates an ability to write essays that are well organized, reflect thought and planning, and show evidence of critical thinking

AND

Demonstrates an ability to independently read and analyze historical texts and primary source documents

AND

Has an accurate understanding of historical events, demonstrates an analytical ability in regard to content exploration through having a deep understanding of topics, and an ability to reflect on events of the past and understand their influence on the modern world

AND

Maintains a 93% or higher overall average

Honors to Honors Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Regularly and meaningfully contributes to classroom discussions and activities

AND

Demonstrates an ability to write essays that are well organized, reflect thought and planning, and show evidence of critical thinking

AND

Demonstrates an ability to independently read and analyze historical texts and primary source documents

AND

Has an accurate understanding of historical events, demonstrates an analytical ability in regard to content exploration through having a deep understanding of topics, and an ability to reflect on events of the past and understand their influence on the modern world

AND

Maintains a 88% or higher overall average

History

Honors/AP Recommendation Criteria

Standard to AP Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Regularly and meaningfully contributes to classroom discussions and activities

AND

Demonstrates a commitment to document analysis through careful completion of document analysis work throughout the year and understands clearly how context influences the content of primary source documents

AND

Shows exemplary skills in analyzing primary and secondary source documents and the ability to make clear connections between the sources and the content

AND

Demonstrates an ability to connect information to the larger themes in history. Makes connections in essays and responses not directly made in class writing and reflects analytical skill. Advanced writing skills are required

AND

Maintains a 96% or higher overall average

Honors to AP Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Regularly and meaningfully contributes to classroom discussions and activities

AND

Demonstrates a commitment to document analysis through careful completion of document analysis work throughout the year and understands clearly how context influences the content of primary source documents

AND

Shows exemplary skills in analyzing primary and secondary source documents and the ability to make clear connections between the sources and the content

AND

Demonstrates an ability to connect information to the larger themes in history. Makes connections in essays and responses not directly made in class writing and reflects analytical skill. Advanced writing skills are required

AND

Maintains a 93% or higher overall average

AP to AP Placements

Understands and demonstrates consistent command of written language skills including mechanics, organization, and idea development

AND

Regularly and meaningfully contributes to classroom discussions and activities

AND

Demonstrates a commitment to document analysis through careful completion of document analysis work throughout the year and understands clearly how context influences the content of primary source documents

AND

Shows exemplary skills in analyzing primary and secondary source documents and the ability to make clear connections between the sources and the content

AND

Demonstrates an ability to connect information to the larger themes in history. Makes connections in essays and responses not directly made in class writing and reflects analytical skill. Advanced writing skills are required

AND

Maintains a 85% or higher overall average

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

History Course Descriptions

World History (B)

Credit 1.0

Prerequisites: World History A

World History explores key events and global historical developments since dawn of recorded history that impact the events of our modern world. Students will examine the historical roots of significant events, movements, ideas, economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, contextualize, and evaluate information; write clearly and convincingly; express facts and opinions orally that analyze causation, change, and continuity over time; and use technology appropriately to present information. Themes will also be applied to the course content; these themes include governance, geography, culture, economics, social, and interactions.

World History (B) Honors

Credit 1.0

Prerequisites: World History A and Teacher Recommendation

World History explores key events and global historical developments since dawn of recorded history that impact the events of our modern world. Students will examine the historical roots of significant events, movements, ideas, economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, contextualize, and evaluate information; write clearly and convincingly; express facts and opinions orally that analyze causation, change, and continuity over time; and use technology appropriately to present information. Themes will also be applied to the course content; these themes include governance, geography, culture, economics, social, and interactions. The Honors Level 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.

AP World History

Credit 1.0

Prerequisites: World History A and 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

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

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

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?"

Civic Literacy

Credit 1.0

Civic Literacy, a 12th grade course, is the study and understanding of citizenship and government. This course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home. **Topics:** Colonial Government, Foundations of Constitutionalism, US under the Articles of Confederation, The US Constitution, Congress, The Presidency, The Federal Courts, Federal Bureaucracy, The Federal Budget, Federal Taxes and Spending, Economic Policy, Social Policy, Foreign Policy, National Defense, Environmental Policy, Civil Liberties, Civil Rights, Public Opinion, Mass Media, Political Parties, Campaigns and Nominations, Elections, Voting Behavior, Interest Groups, Comparative Government, NC Constitution, State Legislature, State Executive, State Legislature, State Bureaucracy, State Courts, State Economic Policy, State Social Policy, State Budget, Spending, and Taxes, Types of Local Government (County & Municipalities), Local Government Services and Revenue, Local Law Enforcement, Comparative State Government.

Civic Literacy Honors

Credit 1.0

Prerequisites: Teacher Recommendation

Civic Literacy, a 12th grade course, is the study and understanding of citizenship and government. This course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home. **Topics:** Colonial Government, Foundations of Constitutionalism, US under the Articles of Confederation, The US Constitution, Congress, The Presidency, The Federal Courts, Federal Bureaucracy, The Federal Budget, Federal Taxes and Spending, Economic Policy, Social Policy, Foreign Policy, National Defense, Environmental Policy, Civil Liberties, Civil Rights, Public Opinion, Mass Media, Political Parties, Campaigns and Nominations, Elections, Voting Behavior, Interest Groups, Comparative Government, NC Constitution, State Legislature, State Executive, State Legislature, State Bureaucracy, State Courts, State Economic Policy, State Social Policy, State Budget, Spending, and Taxes, Types of Local Government (County & Municipalities), Local Government Services and Revenue, Local Law Enforcement, Comparative State Government. 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.

Economic and Personal Financial Literacy

Credit 1.0

Economic and Personal Financial Literacy provides 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. Economics introduces fundamental issues in economics including the importance of competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, gross domestic product, fiscal and monetary policy, and the determination of prices. This will allow student to investigate different theories of Economics and how that impacts the economic system of the United States in comparison to other countries. Personal Finance explores the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will create budgets, simulate use of checking and savings accounts, understand the importance of investing, the power of compounding interest, and demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. ****NOTE: This course will not begin until the 2021-2022 school year.****

Economic and Personal Financial Literacy Honors

Credit 1.0

Prerequisites: Teacher Recommendation

Economic and Personal Financial Literacy provides 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. Economics introduces fundamental issues in economics including the importance of competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, gross domestic product, fiscal and monetary policy, and the determination of prices. This will allow student to investigate different theories of Economics and how that impacts the economic system of the United States in comparison to other countries. Personal Finance explores the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will create budgets, simulate use of checking and savings accounts, understand the importance of investing, the power of compounding interest, and demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. The Honors Level 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. ****NOTE: This course will not begin until the 2021-2022 school year.****

Psychology

Credit 0.5

Prerequisites: Enrolled in Grades 11 OR 12

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

Prerequisites: Enrolled in Grades 11 OR 12

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.

AP Micro-Economics

Credit 1.0

Prerequisites: Teacher Recommendation

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

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

Prerequisites: World History and Teacher Recommendation

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.

World Languages

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

World Languages: All Courses

Standard to Honors Placements

Honors to Honors Placements

88% average overall

AND

Satisfactory score on the national exam

AND

Demonstrates enthusiastic participation and desire to learn the language

85% average overall

AND

Satisfactory score on the national exam

AND

Demonstrates enthusiastic participation and desire to learn the language

Honors to AP Placements

90% average overall

AND

Satisfactory score on the national exam

AND

Demonstrates enthusiastic participation and desire to learn the language

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

World Languages Course Descriptions: French

French I

Credit 1.0

Introduction to the French language and francophone cultures. Students focus on all modes of communication: listening, speaking, reading, and writing. 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 with a Novice Low range. 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 is the National French Exam.

French II

Credit 1.0

Prerequisites: Completion of 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 with a Novice Medium to Novice High range. Class is conducted in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as is the National French Exam.

French III Honors

Credit 1.0

Prerequisites: Completion of French II and Teacher Recommendation

Further strengthening of listening, speaking, reading and writing skills, using increasingly complex structures. Emphasis is on oral proficiency. Students will acquire 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. By course end, students will reach the Novice High to Intermediate High range. Class is conducted in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as is the National French Exam.

French IV Honors

Credit 1.0

Prerequisites: Completion of French III Honors and Teacher Recommendation

Students will be consistently involved in listening, reading, writing and speaking activities to apply the achieved grammar and vocabulary knowledge throughout the course. Students are exposed to this through content-based instructional units, and reading of authentic literature. Class is conducted in French. Preparation for and attendance at the Wake County French Festival is a graded element of this course, as is the National French Exam.

AP French Language and Culture

Credit 1.0

Prerequisites: Completion of French IV Honors and Teacher Recommendation

Provides students with opportunities to demonstrate their proficiency in each of the three modes of communication (Interpretive, Interpersonal, Presentational) in the Intermediate to Pre-Advanced range. Students will 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 course engages students in an exploration of culture in both contemporary and historical contexts. Instruction is delivered exclusively in French. Students are also required to communicate exclusively in French. Taking the National French Exam is a graded element of this course. AP French students must take the AP French Language and Culture exam.

World Languages Course Descriptions: German

German I

Credit 1.0

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

Prerequisites: Completion of 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

Prerequisites: Completion of German II and Teacher Recommendation

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 become main focal points for projects. The students will be given opportunities to participate in school/community competitions.

German IV Honors

Credit 1.0

Prerequisites: Completion of German III Honors and Teacher Recommendation

Honors students will continue in their study of German using —Deutsch Aktuell III 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.

World Languages Course Descriptions: Latin

Latin I

Credit 1.0

This course will provide an introduction to the basic grammar, vocabulary, history, and culture of the ancient Roman civilization. Although some speaking will be involved, we will focus on reading, translating, and writing. Students are expected to gain competent facility of basic grammar and linguistic tools that are useful not only for Latin but also designed to increase their understanding of English and other languages. During the 3rd quarter students will be required to take the National Latin Exam for Latin I.

Latin II

Credit 1.0

Prerequisites: Completion of Latin I

This course is designed for students who have successfully completed Latin I. Students will continue to build on the foundation learned in Latin I and develop a strong foundation of the majority of Latin grammar. More emphasis will be placed on reading texts in Latin along with primary literature in translation. The history and themes of the late Republic and the rise of the Roman Empire are emphasized. During the 3rd quarter students will be required to take the National Latin Exam for Latin II.

Latin III Honors

Credit 1.0

Prerequisites: Completion of Latin II and Teacher Recommendation

This course is designed for students who have excelled in Latin I and II. While constantly reviewing previous grammar, vocabulary and advanced grammar will continue to be learned along with the history of the end of the Republic. The class will begin with some adapted Latin texts but quickly move to authentic Latin, beginning with Eutropius and continuing with Caesar's *De Bello Gallico*. Additionally we will explore the philosophical foundations of classical Greek and Roman civilization. During the 3rd quarter students will be required to take the National Latin Exam for Latin III.

Latin IV Honors

Credit 1.0

Prerequisites: Completion of Latin III Honors and Teacher Recommendation

This course is designed for students who have excelled in Latin I, II, and III. Students will be expected to be familiar with the vast majority of basic and intermediate grammar and mastery of core Latin vocabulary. Vocabulary will continue to be expanded along with grammar that is particular to various authors. Focus will be placed on reading unadapted Latin literature with a focus on poetry and Vergil's *Aeneid*. During the 3rd quarter students will be required to take the National Latin Exam for Latin IV.

Latin V Honors

Credit 1.0

Prerequisites: Completion of Latin IV Honors and Teacher Recommendation

This course is designed for students who have excelled in Latin I, II, and III. Students will be expected to be familiar with the vast majority of basic and intermediate grammar and mastery of core Latin vocabulary. Vocabulary will continue to be expanded along with grammar that is particular to various authors. Focus will be placed on reading unadapted Latin literature with helps given to aid in reading and translation. During the 3rd quarter students will be required to take the National Latin Exam for Latin V.

AP Latin

Credit 1.0

Prerequisites: Completion of Latin III Honors and Teacher Recommendation

This course is designed for those who have excelled in Latin III Honors and have mastered core grammar and vocabulary. Students will be working through Vergil's *Aeneid* along with sight-reading other Latin texts. Additionally, students will be expected to review Caesar's *De Bello Gallico* and be able to relate themes found in Caesar and to those found in Vergil. These themes include Roman values, their view of non-Romans, Leadership, the Romans' view of the gods, among others. Students will be expected to take the National Latin Exam at the end of 3rd quarter and the AP exam in May.

World Languages Course Descriptions: Spanish

Spanish I

Credit 1.0

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

Prerequisites: Completion of 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 key vocabulary in the Spanish language and sentence structures necessary for limited personal communication in past, future, and perfect tenses. Using these they will continue to gain a better understanding of the cultural aspects of the countries in which Spanish is spoken as a primary language.

Spanish III Honors

Credit 1.0

Prerequisites: Completion of Spanish II and Teacher Recommendation

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 a grade of 90 or higher.

Spanish IV Honors

Credit 1.0

Prerequisites: Completion of Spanish III Honors and 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 90 or higher.

Spanish V Honors

Credit 1.0

Prerequisites: Completion of Spanish IV Honors and 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 90 or higher.

AP Spanish

Credit 1.0

Prerequisites: Completion of Spanish IV Honors and 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.

Arts: Performing, Visual, Graphic & Business

Honors/AP Recommendation Criteria

Honors/AP candidates must demonstrate the following:

Academic Integrity

Demonstrates consistent work completion and submission that reflects their own words, thoughts, and skills, as well as a high level of personal effort that results in proficiency in content knowledge. Regularly participates in class activities and seeks meaningful interactions with peers. Consistently displays behavior which demonstrates a desire to work collaboratively to support a productive learning environment **AND**

Attendance

Demonstrates regular attendance (no more than 3 absences per quarter with the exception of school-related activities) throughout the year with limited absences and an ability to stay current with assignments missed when absences occur **AND**

Content Area Proficiency

Arts Honors/AP Course Requirements by Course

Honors Theater

Meets all prerequisite requirements (Theatre Arts I and II) and meets the following Honors benchmarks:

Works collaboratively as an ensemble and company to produce, promote, and perform fully-realized theatrical productions

AND

Sets goals for themselves and their teams pertaining to timeliness, focus, and quality of product

AND

Analyzes text for performance and design

AND

Conduct research for performance and design

AND

Design and build set pieces, props, costumes, lighting, and sound to support storytelling

AND

Develop judgment and evaluation skills through critique of self, peers, and other performances

AND

Understand the roles and functions of theatre professionals and the hierarchy in which they work to create professional theatre

Honors Dance

Maintains a choreographic notebook throughout the course to document choreographic processes as well as peer, teacher, and self critiques

AND

Attends and potentially choreographs for local and community events

AND

Demonstrates the use of proper technique frequently and consistently incorporates the foundations of dance.

AND

Prepares for dance at the pre-college level

AND

Collaborates with teacher to create choreographic work to teach to the class. Choreographs for school concerts

Arts: Performing, Visual, Graphic & Business

Honors/AP Recommendation Criteria

Honors Visual Arts

Demonstrates an ability to work more independently in a teacher-directed environment

AND

Demonstrates an ability to sustain focus for extended periods of time

AND

Displays excellent technique and skill with media while also demonstrating a willingness to take artistic risks and challenge oneself

AND

Exhibits strong creative thinking skills as well as demonstrating higher level thinking skills, critical thinking skills, and advanced problem solving skills

AND

Demonstrates an ability to accept and implement constructive criticism from teacher and peers

Honors Chorus

Community Service/Outside Element for Honors Students: Each student will sing/play solo, duet, and small group selections at either the HOA Christmas Party or at the Carolina House.

AND

Attend One Professional or Local Concert: students will turn in a program and a one-page evaluation of the concert, using appropriate vocabulary to support how the performance's strengths and weaknesses to the overall evaluation of the performance.

AND

Students will learn the NC Honors Chorus audition piece, and perform it for the class and peer critique. Students will learn a standard classic repertoire solo for Solo/Small Ensemble and perform it for an adjudicator to receive feedback and a rating.

AND

Attend 4 of 5 Tri-M Music Honors Society Meetings. Usher at least one Concert/Performance at FAHS

Honors Band

Students must master Intermediate Essential Standards and receive teacher approval of mastery before electing to participate in any of the honors classes in Instrumental Music

AND

Complete the Community Service/Outside Element: Each student will sing/play solo, duet, and small group selections at either the HOA Christmas Party or at the Carolina House

AND

One Professional or Local Concert: students will turn in a program and a one-page evaluation of the concert, using appropriate vocabulary to support how the performance's strengths and weaknesses to the overall evaluation of the performance.

AND

Attend 4 of 5 Tri-M Music Honors Society Meetings

AND

Usher at least one concert/performance at FAHS

Honors Media

Has established basic media production skills

AND

Demonstrates an ability to instruct and direct peers in various aspects of the production process, maintaining a professional attitude even during stressful times

AND

Demonstrates an ability to provide leadership during the production process.

Assumes section/segment-editor roles in order to plan and create content and to edit peer work. They may also lead staff meetings and planning and production teams

AND

Show a willingness to do extra deadline and business work beyond what regular staff members are asked to produce

Arts: Performing, Visual, Graphic & Business

Honors/AP Recommendation Criteria

Honors Graphics

Has established basic graphic design skills

AND

Has the ability to work independently and remain focused during class periods

AND

Demonstrates the ability to instruct and direct peers in the use of planning, preliminary design and graphic design software

AND

Understands a variety of design principles and styles and applies them when applicable to graphic design projects

AND

Has prepared and printed business cards, a portfolio or other collateral to use in promoting themselves

AND

Has established relationships and done work for area businesses, events and/or charitable organizations

Note About Recommendations

All recommendations will be reviewed again by teachers at the conclusion of the school year. Students recommended for AP/Honors courses are expected to maintain their performance in order to maintain their recommendation. If a student's performance declines during this time, his/her recommendation may be changed. If a student's performance improves during this time, his/her recommendation may also be changed.

Arts Course Descriptions: Visual Arts

Visual Arts I

Credit 1.0

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

Prerequisite: Completion of 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

Prerequisites: Completion of Visual Arts II and 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

Prerequisites: Completion of 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

Prerequisites: Completion of Advanced Drawing I

This course builds upon the drawing skills developed in Advanced Drawing I. A wide range of materials and 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

Prerequisites: Completion of Art III and 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 with an accompanying written component 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

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.

Ceramics II

Credit 0.5

Prerequisites: Completion of 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, combining techniques, and mixed media approaches.

3D Design & Sculpture

Credit 0.5

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 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

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, ink and wax. The course will focus on depicting realistic imagery as well as more expressive abstract depictions. Color theory will be emphasized. Some drawing experience is helpful, but not required.

Visual Journaling I

Credit 0.5

This will be a semester long course. Different art journaling techniques will be presented every two weeks and then explored by the student. We will manipulate found and created images, as well as using paint 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 into an accordion book.

Visual Journaling II

Credit 0.5

Prerequisites: Completion of Visual Journaling I

This will be a semester long course. The students will be building upon the skills learned in Visual Journaling I. As in Visual Journaling I, the student will be learning techniques, as well as tapping into self-expression. This course focuses on 3D elements of the page. A final project will be required that incorporates altered book techniques.

Arts Course Descriptions: Theater Arts

Theater Arts I

Credit 1.0

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 1.0

Prerequisites: Completion of 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

Prerequisites: Completion of Theater Arts II and Teacher Recommendation

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 may participate in the North Carolina Theater Conference High School Play Festival in the Fall (late October/early November). This will require travel. 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

Prerequisites: Completion of Theater Arts III Honors and Teacher Recommendation

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 may participate in the North Carolina Theater Conference High School Play Festival in the Fall (late October/early November). This will require travel. Students in this class will be expected to be self-motivated workers and to work collaboratively to create fully-realized theatrical works.

Scenic Design & Technical Theater

Credit 1.0

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.

Musical Theater I, II, Honors III, Honors IV

Credit 1.0 each

Only Offered Zero Period

Prerequisites: Auditions

Auditions are required for this class. More details about auditions will be announced in May of the previous year. 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. **Please Note: This course may be taken for a grade OR as a pass/fail. Zero-Period classes taken for a grade WILL factor into the students overall GPA regardless of the year taken and may impact class rank. Students must declare a pass/fail status for a qualifying course within the first 10 days of class and it must be done in writing with parent permission. No exceptions.**

Arts Course Descriptions: Choral Music

Chorus I

Credit 1.0

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 each

Prerequisites: Completion of 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

Prerequisites: Completion of Chorus II and 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 each

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.

Music Pathways

Credit 1.0

Prerequisites: Instructor Permission

Students will explore musical concepts and careers on a deeper level, in order to reveal the practices of life centered on music. A variety of topics will be covered; ranging from advanced music theory, ear training, sight singing, performance skills, keyboard application, auditions, careers paths, and more. This class will only be offered every other year.

(2018-19, 2020-21, 2022-23)

Arts Course Descriptions: Instrumental Music/Band

Jazz Band I, II, III, IV

Credit 1.0 each

Only Offered Zero Period

Level: 1st and 2nd year participation

Prerequisites: Instructors Permission

Students will study introductory and intermediate skills in performing jazz, pop, Latin and rock styles music. All jazz ensemble members must be enrolled in a concert band class or the percussion ensemble class. Performances and related band activities are required of all students and will involve limited additional commitments outside of class.

Please Note: This course may be taken for a grade OR as a pass/fail. Zero-Period classes taken for a grade WILL factor into the students overall GPA regardless of the year taken and may impact class rank. Students must declare a pass/fail status for a qualifying course within the first 10 days of class and it must be done in writing with parent permission. No exceptions.

Jazz Band III & IV Honors

Credit 1.0 each

Only Offered Zero Period

Level: 3rd and 4th year in Jazz Ensembles

Prerequisites: Instructors Permission

Students will study advanced skills in performing jazz, pop, Latin and rock styles music. All jazz ensemble members must be enrolled in a concert band or percussion ensemble classes. Performances and related band activities are required of all students and will involve limited additional commitments outside of class. Honors level students must demonstrate continued serious commitments. Success at the honors level requires musical experiences outside of class. Honors level requires that all students must be members of our Tri-M Music Honor Society and meet the national requirements as set forth by the Tri-M sponsors.

Concert Band I

Credit 1.0

Prerequisites: Prior experience equal to at least 2 years of middle school 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 ensemble as well as small ensemble performance opportunities. Performance and related band activities are required of all students and will involve limited additional commitments outside of class.

Concert Band II, III & IV Standard

Credit 1.0

Prerequisites: Prior experience equal to one, two and three years of high school 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 ensemble as well as small ensemble performance opportunities. Performance and related band activities are required of all students and will involve limited additional commitments outside of class.

Concert Band III & IV Honors

Credit 1.0

Prerequisites: H.S. Concert Band I and II and directors approval

This is a performance based class at the honors level of individual and ensemble playing skills. Honors level students must demonstrate continued serious commitments. Success at the honors level requires rigorous practice and musical experience in and outside of class. Honors level students will participate in the Tri-M Music Honor Society and complete requirements under the national guidelines.

Percussion Ensemble I, II

Credit 1.0

Prerequisites: Instructors Permission

This course will offer students through percussion intermediate and proficient levels of technique, rhythm and style with a variety of percussion instruments. Performance and related band activities are required of all students and will involve limited additional commitments outside of class.

Percussion Ensemble III and IV Honors

Credit 1.0

Prerequisites: Instructors Permission

This course will sequentially continue to expand and develop at the proficient and honors level offer of technique, rhythm and style with a variety of percussion instruments. Performance and related band activities are required of all students and will involve limited additional commitments outside of class. Honors level students will participate in the Tri-M Music Honor Society and complete requirements under the national guidelines.

Piano I, II, III and IV (Semester-Long)

Credit 0.5

Prerequisites: Juniors and Seniors only

This class is offered to any student that has had no previous experience in piano or music training. Those who have had formal training through private lesson may also participate in piano. (Instruction will start at the individual's skills.) All students will perform in class and the end-of-semester recital. A student may be able to take four semesters of piano.

Beginning Music: Winds/Percussion

Credit 1.0

Learning to read music while playing a percussion instrument, electric bass guitar, woodwind or brass instrument. This class is open to all 9th and 10th grade percussion ensemble members and any student who would like the opportunity to play an instrument with NO requirements. Students will have opportunities to perform with the 9th and 10th grade Percussion Ensemble.

Arts Course Descriptions: Dance

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

Credit 1.0 each

Only Offered Zero Period

This class will provide students an opportunity to explore dance as an art form. The focus of this course will be on the following genres of dance: jazz, lyrical, hip-hop, and ballet, with an emphasis on technique. The course will also develop awareness of proper body alignment, physical strength, flexibility, and endurance. Additionally, students will consistently learn and perform choreography throughout the year. Students will even have an opportunity to showcase their own choreography. Since this is a performance-based class, please be aware that some time will be required outside of regular class time. Attendance at all performances and rehearsals is mandatory. No pre-requisites or experience is necessary for this class. **Please Note: This course may be taken for a grade OR as a pass/fail. Zero-Period classes taken for a grade WILL factor into the students overall GPA regardless of the year taken and may impact class rank. Students must declare a pass/fail status for a qualifying course within the first 10 days of class and it must be done in writing with parent permission. No exceptions.**

Arts Course Descriptions: Graphic Arts

Graphic Design

Credit 1.0

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.

Advanced Graphic Design

Credit 1.0

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 and marketing skills and again work within a group context. The course advances knowledge 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. Students will learn how to work with clients inside and outside the school community.

Arts Course Descriptions: Media Arts

Intro to Media Production I

Credit 1.0

9th Grade Only

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. 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 News Show and work on other media projects throughout the year. *Time outside of class is required for taping school events and interviewing.

Media Production II-IV

Credit 1.0 Each

Prerequisites: Media Production I

Media Production II students focus on planning, writing and producing for video and online media outlets including the school news show. 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.

Media Production III & IV 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 news 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. * Time outside of class is required for taping school events and interviewing.

Photography/Photojournalism

Credit: 0.5

Students learn camera handling, f-stops, shutter speeds, depth of field, and composition. All units are digital and will be completed on the computer. Other assignments include portrait, sports, and a variety of composition shots. Being a part of this class means you will learn the history of photography/photojournalism, how to take quality photos, how to edit photos via Adobe Photoshop software, how to write captions and how to produce a photo story. Because this is a journalism class, deadlines are enforced.

Arts Course Descriptions: Business

Business Innovation & Design

Credit 1.0

This course builds on previous concepts to outline strategies and tactics for forming, financing and launching a new venture (business). Students are expected to establish their own business by the end of this course through a formal business plan. Topics to be addressed will include building a management team, identifying and reaching out to early customers, developing financial plans, raising startup and initial growth financing, and preparing for and managing rapid growth (Grades 11-12).

Introduction to Financial Planning

Credit 1.0

This course introduces the advanced major principles and concepts that are the foundation for future study and mastery of financial planning. 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) (Grades 11-12).

Introduction to Sales & Marketing

Credit 1.0

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 (Grades 9-10).

Digital Marketing & Sports Media

Credit 1.0

This course helps students develop an extensive understanding of marketing concepts and theories that apply to sports, entertainment and business. Students will dive into the world of digital marketing with a focus on sports media specifically. Areas covered in this course include: the basics of marketing, target marketing and segmentation, sponsorship, event marketing, promotion and marketing plans. It also includes college and amateur sports marketing, professional sports marketing, public image, the entertainment industry, entertainment marketing, and legal issues for sports and entertainment. (Grades 9-12).

Business Economics & Operations

Credit 1.0

The purpose of this course is to give students an understanding of the principles of business and economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system as well as the types of economic systems and how they function. The class will include introductory units on Accounting, Business Management, Finance, and Marketing. 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. It will serve to give students an opportunity to begin exploring the world of economics and business operations as well as expose them to topics covered in other business classes to pique their interest in the business program at FAHS. (Grades 10-12).

Principles of Law & Leadership

Credit 1.0

This course introduces the basic principles of law in society and the importance of ethics in corporate leadership. It will focus areas of the law related to business and criminal law that effects society in the United States. The class will introduce students to the American legal system and the legal process relating to constitutional law. Topics of study include administrative law including contracts, torts and the relationship of principles and agents. Employment law, which will focus on the history of labor relations, labor employee-management relations, and federal laws will also be covered. Corporate law, which will focus on business formations, securities, and antitrust laws, will be another focus. Ethics are examined from many diverse perspectives and applied to real world scenarios. Specific importance is placed on the application of ethics in business. This class also will examine the impact of leadership on the operations of business and organizations. Students will be asked to complete self-examinations to determine current strengths and weaknesses and how to utilize or improve upon them. (Grades 9-12).

Tactical Marketing and Selling

Credit 1.0

This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Entrepreneurship courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Tactical Marketing and Sales course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, retail operations, fashion, hospitality/tourism, sports/entertainment and global marketing. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. DECA membership is highly recommended (Grades 11-12).

Career Shadowing

Credit 1.0

Prerequisites: Seniors Only

The FA Career Shadowing allows for additional development of career and technical competencies within a general career field. Shadowing allows 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 a shadow, regardless of whether it is an unpaid or paid.

AP Micro-Economics

Credit 1.0

Prerequisites: Teacher Recommendation

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.

Health & Physical Education Course Descriptions

Health & Physical Education

Credit 1.0

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.

Introduction to Sports & Fitness

Credit 1.0

Prerequisites: Completion of Health & PE

This yearlong course will serve as an introduction to both Personal Fitness and Lifetime Sports. The first half of the course will focus on physical conditioning and introducing the 10 recognized fitness domains. The second half will focus on the development of sports skills and participation in sports that students can play for a lifetime. Both of these will provide foundational skills to move forward to Personal Fitness and Lifetime Sports. (Grades 10-12)

Lifetime Sports & Health

Credit 0.5

Prerequisites: Completion of Health & PE

This semester long 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. (Grades 11-12)

Nutrition for Life and Performance

Credit 0.5

Prerequisites: Completion of Health & PE/Biology

This is an introductory class that covers the importance of Nutrition and how the body interacts with food we eat. Topics covered include the following but not limited to: How carbohydrates, fats, protein, vitamins, minerals and other nutrients work; How food becomes energy for maintenance, physical work and repair ; How exercise affects nutritional needs and how nutrition affects exercise; Weight management, diets and health; How food is absorbed within the body and the digestive system; Understanding metabolism/Eating for life /Grocery store savvy; Food Safety and understanding Food labels. (Grades 11-12)

Personal Fitness & Sports Performance

Credit 0.5

Prerequisites: Completion of 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. (Grades 11-12)

Sports Medicine

Credit 0.5

Prerequisites: Completion of Health & PE/Biology

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. (Grades 11-12)

Semester-Long Elective Course Descriptions

3D Design & Sculpture

Credit 0.5

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.

Ceramics I

Credit 0.5

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

Prerequisites: Completion of 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.

Life Skills & Career Readiness

Credit 0.5

It is the goal of the Life Skills course to help provide students with an introduction to important social, personal, organizational, and vocational skills that will give them tools to function independently. This will be done through applicable hands-on projects and activities, lectures, and guest speakers. Topics may include but are not limited to cooking, sewing, communication skills, problem solving, vehicle maintenance, college & career planning, finances, etc. Students may be required to purchase their own materials for some assignments.

Lifetime Sports & Health

Credit 0.5

Prerequisites: Completion of 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.

Marine Biology

Credit 0.5

Prerequisites: Completion of 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

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.

Nutrition for Life and Performance

Credit 0.5

Prerequisites: Completion of Health & PE/Biology

This is an introductory class that covers the importance of Nutrition and how the body interacts with food we eat. Topics covered include the following but not limited to: How carbohydrates, fats, protein, vitamins, minerals and other nutrients work; How food becomes energy for maintenance, physical work and repair ; How exercise affects nutritional needs and how nutrition affects exercise; Weight management, diets and health; How food is absorbed within the body and the digestive system; Understanding metabolism/Eating for life /Grocery store savvy; Food Safety and understanding Food labels.

Painting

Credit 0.5

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.

Personal Fitness & Sports Performance

Credit 0.5

Prerequisites: Completion of 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.

Photography

Credit: 0.5

This course uses a digital camera to build basic skills in students who have an interest in photography, but no prior experience. Using a combination of lecture, demonstration, and hands-on exercises, this course will explore the basic photographic techniques and artistic concerns involved in making photographs. These include camera handling, composition, effective use of light, file management, digital image manipulation and developing a photographic vision.

Piano I, II, III, & IV

Credit 0.5 each

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.

Psychology

Credit 0.5

Prerequisites: Enrolled in Grades 11 OR 12

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

Prerequisites: Enrolled in Grades 11 OR 12

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 serves 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.

Sports Medicine

Credit 0.5

Prerequisites: Completion of Health & PE/Biology

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.

Visual Journaling I

Credit 0.5

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

Prerequisites: Completion of 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.

Driver's Education Course Description & Information

Drivers Education

Credit 0

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 to earn credit for completion. 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 to see the dates available for the classes at Franklin Academy.

Obtain a registration form from the 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.