



Dear 9th Grade Families,

Welcome to The Franklin School of Innovation! The ninth grade team would like to briefly introduce ourselves, our classes, and a few expectations we have for our grade level. We look forward to guiding and supporting you all in a very important transition year. When we meet in the Fall we will be sending information on how you can access classroom information and assignments in our individual syllabi. In the meantime, here are some basics (and a supply list!) to get you started for each of your child's core academic classes:

General Expectations: It's high school! Leave your middle school experience but take the lessons you learned from that phase. It's time to start a new journey. With expanded freedoms you'll also be challenged with new responsibilities. Communication is key as you the student will be the bridge between home and school.

Fees: There is a one-time \$15.00 consumables fee, which covers things like expedition materials, science labs, supplemental reading books, workbooks and other instructional consumable materials. The school will send out invoices for the consumables fee through email at the beginning of the school year which can be paid online or by cash or check.

Field studies and trips generally require additional fees, so we will provide specific information on those opportunities when we are able to schedule them. If these take place the school will again send out invoices via email which can be paid online or with cash or check.

English I with Dr. Lora Hawkins: Officially, the purpose of English I is to help students navigate the NC State Standards for reading and writing in service of college and career readiness. In practice, I hope that you read a book and love it, that you write something that makes you proud, that you critically interrogate the world around you by asking good questions. Each day, we'll begin class with independent reading, and we'll spend the rest of the period working through ELA-related content. As your teacher, my goal is to make sure that every day you have the opportunity to read, write, discuss, and physically move. I am eager to meet you all.

Please note that Honors students have a summer assignment, which can be found at the end of this document.

Math I with Mr. Clark Wilson: Math I is the first course in college preparatory common core math sequence. This course includes topics like linear functions, quadratic functions, exponential functions, systems of linear equations and statistics and probability. Students will use different technological tools to solve and analyze real world problems. In addition, students will also learn about properties and characteristics of various functions. By the end of this course, students will be able to answer

questions like finding slope, writing linear equations, exponential growth/decay and solving quadratic equations. The North Carolina End of Course test for Math 1 will count as 20% of each student's final course grade.

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

Earth & Environmental Science with Mrs. Jessica Bragdon: Environmental Science will focus on how to analyze and interpret our world through case studies in our environmental systems. Together we will discover the complexities of ecological systems, develop evidence-based perspectives on current environmental issues. We will journey towards these goals by examining environmental topics including:

- The Scientific Method
- Astronomy
- Atmospheric Science
- Climate Science
- Geology & Soil Science
- Ecology

World History with Mr. Jerry Lubos: World History explores the key events and global historical developments since classical antiquity that have shaped the world we live in today. The scope of World History touches on many aspects of the human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will build connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

Required Materials / Crew Supply List:

English I	Math I / II	Earth & Environmental Science	World History
1) Spiral/Composition book with perforated pages.		1) Composition notebook 2) Pen or pencils	❖ Composition journal ❖ 3-ring binder

<p>2) Writing implements</p> <p>3) Current Library Card (all students at FSI are entitled to a Buncombe County library card. I recommend getting it early. The Zoom program is wonderful and kids can get free access to several museums, the arboretum, nature center, etc. Great summer activities.) Fill out this form and bring it to any library branch. You can even show up at a branch and fill out a copy they have there.</p> <p>4) Various art supplies needed for projects.</p>		<p>3) Tape/glue sticks (optional but helpful)</p> <p>4) Colored pencils (optional but helpful)</p> <p>5) Highlighters (optional but helpful)</p>	<p>with at least three dividers (the rest can be used for other classes)</p> <p>❖ Miscellaneous supplies for organizing and creating (stapler, tape, markers, etc.)</p>
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NOTE: Because elective classes may possibly teach all high school grades, please obtain a supply list from elective teachers when you meet on the first days of school.

Summer Assignments

[Dr. Hawkins - English I Honors:](#)

We will begin the year with a series of Socratic Seminars rooted in the ideas of power and control. In order to prepare for this assessment, you have three tasks.

Tasks:

- 1) **Read and annotate/take notes** over **one** of the following: *Blindness* by José Saramago, *Never Let Me Go* by Kazuo Ishiguro, *Oryx and Crake* by Margaret Atwood.
 - a) You will submit your notes during the first week (likely Wednesday) of school.
 - b) Annotations/notes **should neither be** chapter summaries nor random underlines. Instead, think of annotations/notes as a conversation with a book. Consider doing the following:
 - i) What are your thoughts? Reactions?
 - ii) Of what does it remind you? Consider literature/world events/your own experiences.
 - iii) What questions does this raise for you?

- iv) What are repeating ideas, symbols, situations, patterns? What might this tell you about the work and its message?
- 2) [Listen to and take notes](#) over Radiolab's [Unfit](#)
- 3) [Find and annotate or take notes over a nonfiction article/podcast/documentary](#) of your choice that revolves around the ideas of power and control.

You should be ready to discuss all of the above (in addition to submitting your notes) by the time you return to school in August. We will use these for our graded Socratic Seminars.

NB: Each of the aforementioned titles involve mature content. For instance, Chapter 6 of *Oryx and Crake* tells the background of one of the title characters who was sold into the sex industry. Likewise, Chapter 8 of *Never Let Me Go* discusses characters developing physical relationships. While none of this content is tawdry in nature, it also isn't essential to the plot or larger themes. If you come to a passage that makes you (or your family) uncomfortable, you are welcome to skip ahead. Our Socratic Seminars will focus on notions of power, control, hubris, and responsibility.

I encourage you to screen all material via [Common Sense Media](#). If there is a book that conflicts with your family's values, kindly select a different title or skip over the offending passages. You may also reach out to me directly, and we can discuss an alternative text.

Mr. Lubos - World History:

Get organized. It's my #1 tip for this class and a general tip for navigating all aspects of life!

Think of these as strong suggestions as you practice what it means to be organized:

- ❖ Physically - Set up a workspace in your house where you will regularly do your schoolwork. Arrange office supplies and materials where they are accessible and easy to find. Clean your room once in a while and offer to organize a room at your house. Do this occasionally until it becomes a habit without your parent/guardian asking you to do so. The classroom is similar.
- ❖ Mentally - Take inventory of the things you enjoy doing, your strengths and weaknesses, and short-term and long-term goals. Remind yourself what motivates you and what is still challenging that you want to someday overcome. This will translate to a lot of the mental work we do in class.
- ❖ Socially - Think about your circle of family and friends. How did you meet your friends? How often do you interact with them? How do you keep up with communication with your family? What ways do you strengthen your bonds with each? What ways do you resolve conflicts? You'll be collaborating a lot with peers you know and peers you don't know well (yet).