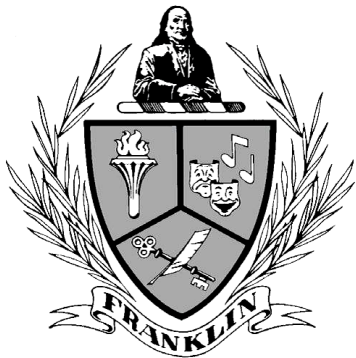


# Franklin High School

## FORECAST GUIDE 2016 - 2017



**FRANKLIN HIGH SCHOOL**

**3905 SE 91st Avenue  
Portland, Oregon 97266  
Phone: 503.916.5140  
Fax: 503.916.2694**



**Shay James,  
Senior Director**

**PORTLAND PUBLIC SCHOOLS**  
Office of School Performance  
Career and College Readiness Program & PIL Athletics  
501 N. Dixon, Portland, OR 97227  
Phone: (503) 916-3565 • Fax: (503) 916-2125

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High School Students and Families,

Creating a schedule that optimizes opportunities for learning is critical to your student's success. Please take time to review the forecasting materials available from your school and to work with your student to build a full schedule tailored to your students' needs and interests.

What are the goals of a carefully planned schedule?

- Preparation for college and/or career
- Exposure to rigorous academic material
- Opportunity to explore a great variety of electives
- A transcript that is competitive for college applications
- The option to secure extra support in academic areas that are challenging
- Opportunity to earn college credit, reducing the cost of college
- Preparation for college admission tests (SATs and ACTs)

Students, the opportunities provided by our eight period schedule should prepare you to earn a high school diploma, ready you for college and career preparation, and help you to pursue your extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood for your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

As you go through the registration process, consult with your school counselor about any questions you may have about either courses available or the forecasting process. They are an excellent resource for your student!

I wish you the best for the new school year!

Sincerely,

A handwritten signature in blue ink that reads 'Shay James'.

Shay James  
Senior Director

# Franklin High School

HOME OF THE QUAKERS



Dear Quaker Community:

At this time in the academic school year we begin looking ahead to next year and the courses we will offer to challenge our students as they work toward fulfilling their high school graduation requirements. The Forecast Guide outlines the academic programs and courses of study offered in the 2015-2016 school year.

The process of forecasting is a way of identifying the courses in which you wish to enroll in the 2015-2016 school year. It is important that you review the guide thoroughly, and are thoughtful in your selections, as classes are set up and teachers assigned based on your collective forecasting requests. Please note that classes are subject to change and cancellations may occur. Finally, electives can also be difficult to change once schedules have been determined, so please make sure you select alternative courses. Remember, too, that your counselor can be of great assistance in guiding your course selections.

We eagerly anticipate the arrival of new students to the Franklin family. And, we affirm our commitment to ensuring equity and high academic rigor for all students regardless of racial, cultural, gender, disabilities, socio-economic, or linguistic background. The entire staff joins me in upholding our mission of "providing excellent instruction in a caring environment."

Go Quakers!  
Juanita Valder  
Principal

**Our Mission:** Franklin High School will help all students prepare for a post secondary education and to successfully meet the challenges and demands of a complex, changing and technological world. In association with our community of businesses, families and students, we are committed to providing excellent instruction in a caring environment. We are dedicated to challenging all students to develop skills, knowledge, and attitudes, and to nurturing them in their growth as life-long learners and positive, responsible participants in life and society as demonstrated by a Franklin High School Diploma.

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and certain art class supplies are examples of classes where your contribution can make a difference in the quality of the class. Franklin is only able to offer these enhanced learning opportunities for students because of your support and contributions.

In some instances, Oregon law does allow school districts to charge a required fee or deposit; optional field trips or extracurricular activities, the use of musical instruments, gym clothes and other non-instructional expenses are such examples.

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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public School Board that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

If you believe that you have been treated unfairly because of your race, color, national origin, gender or sexual orientation you should contact the school's compliance officers: Principal Juanita Valder, Vice Principals Chris Frazier , Dennis Joule and Emily Mather at Franklin High School, 5405 SE Woodward Street, Portland, OR 97206, 503-916-5140. You may also contact:

# FRANKLIN FOUR YEAR PLAN RECOMMENDATION

**\*\*Meets Minimum PPS Requirements (4 year universities may require additional credits in core subjects).**

## **FRESHMAN**

English	English 1-2
Math	Algebra 1-2 or higher
Science	Biology
Physical Education	P.E. and Health 1
World Language	Chinese Mandarin/French/Spanish/Russian/German
College and Career	Exploration
Elective	(2.0)

Franklin High School has a recommended four year plan that can be extremely useful when planning your academic schedule. Please note that these are **only recommendations** and that careful consideration should be taken when mapping out your course schedules. Students are encouraged to use their counselors to guide them. The recommendations listed here for each school year are based on the minimum requirements for Portland Public School graduation.

## **SOPHOMORE**

English	English 3-4
Math	Geometry or higher
Science	Foundations or higher (Chemistry recommended)
Global Studies	Modern World History / AP World History/Spanish Humanities 2
World Language	Chinese Mandarin /French/Spanish/Russian/German
Elective	(1.0) Fine Art credit/CTU/3rd World Language
Elective	(2.0)

(a) Seniors are encouraged to continue a rigorous class schedule with AP and honor courses. We also recommend additional science and math classes.

Most colleges will give you a placement test to determine your math abilities. Math is a “use it or lose it” skill, so keep pushing.

Please be aware that **AP classes grade point averages are weighted**. An advanced and rigorous class schedule will better prepare you for college, trade school or employment.

## **JUNIOR**

English	English 5-6
Math	Algebra 3-4 or higher
Science	See available Science classes (pg. 42)
U.S. History	U.S. History/AP U.S. History/African American History
Physical Education	Health 2 and Pers. Fit., Weight Tr., Adv. PE/Dance
Elective	(3.0)

## **SENIOR**

English	See available senior English classes (pg. 21)
Government and Economics	(0.5) credit Government and (0.5) credit Economics, AP Government
Math suggested	See (a)
Science suggested	See (a)
Elective	(4.0) See (a)

# FUNDAMENTAL FORECASTING INFORMATION RESOURCES

## **MEETING GRADUATION REQUIREMENTS**

Units of credit may be earned in a variety of ways. These include:

- a. Satisfactory completion of courses offered at Franklin High School.
- b. Off-campus programs approved ahead of time by Franklin.
- c. World Language credit by examination.
- d. Approved cooperative work experience programs and volunteer programs.
- e. Satisfactory completion of courses offered at summer or evening high school or colleges.

## **GRADING POLICIES**

A = superior work  
B = better-than-average-work  
C = average work  
D = below average work  
F = does not meet minimum requirements (no credit)  
P = pass  
NP = not passing  
INC = incomplete  
NG = no grade—no basis for grade  
WF = Withdrawal Fail  
WX = Withdrawal No Credit

## **CREDITS OUTSIDE OF FRANKLIN HIGH SCHOOL**

Advanced approval from your Franklin High School counselor is required in order to attend evening school, community colleges or credit recovery program.

## **OFFICE, TEACHER AND LIBRARY/MEDIA AIDES-GRADES 11-12**

A student may be enrolled in only one of the courses at a time. The student is required to complete the T.A. application with their counselor.

## **ADDING AND DROPPING COURSES**

Students will be expected to keep the courses they selected. An exception to this will be made if a student is placed at the wrong level. If a forecast sheet is not received, a counselor will create a schedule for the

student based on credits and course needs. Please check with the Counseling Center for more information.

## **CREDIT BY EXAMINATION (CBE):**

CBE is a process for ascertaining student achievement and awarding credit for a particular course which is normally offered within the student's high school, without the student having to enroll or otherwise participate in the course. See <http://www.pps.k12.or.us/departments/education-options/9115.htm> for more information.

## **VOLUNTEER / WORK CREDITS**

Credit toward graduation may be earned by participating in a number of off-campus programs. 30 hours in a job readiness class, paid job, volunteer work and or/internship are required. Interested students should see their counselors for details and requirements.

## **EARLY GRADUATION**

High school is a four-year experience and "early" exceptions must have prior (minimum 1 year) approval by the Principal. Only a few, very exceptional cases (e.g. family finances are such that the student must get a job, or the student is so accelerated and academically successful that he/she should go to college early) will be approved.

## **RETAKING FAILED CLASSES**

Due to budgetary constraints students who failed courses from previous years will not be allowed to retake the same courses at Franklin.

## **PASS/NO PASS OPTION**

Juniors and seniors may petition during the *first 3 weeks of each semester* to take one class which is not required for high school graduation as Pass/No Pass.

## **MISCELLANEOUS**

A. Students may participate in Outdoor School once per semester. A maximum of 1.5 units of credit is allowed for Outdoor School.

B. If a student has not met the prerequisite for a particular course, but has had an alternative experience that they believe is of equivalent value. Please contact your counselor for the process to have the Curriculum Administrator review.

C. All courses offered in this guide are subject to cancellation due to inadequate student enrollment or insufficient staffing or reduced funding.

D. Study the following course descriptions as you select your courses for next year. If you have any questions, see your counselor who will help you with a plan.

## **TALENTED AND GIFTED (TAG)**

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the State Mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parents; and, professional development for teachers are all a part of a school's TAG Plan. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact your school administrators. Individual student plans are only written upon request. More can be found at PPS website: <http://www.pps.k12.or.us/departments/tag/index.htm>

## **SCHOOL COUNSELORS AND GUIDANCE**

Each student will be assigned a counselor. Counselor's duties include: four-year planning, class scheduling, short-term mental health support, mental health referrals, alcohol/drug referrals, special education referrals, alternative education school options, and college and career planning. We hope that all students will seek out their counselors as they serve as important resources for students. Counselors recommend frequenting the following websites:

**The Franklin website, [www.pps.k12.or.us/schools/franklin/](http://www.pps.k12.or.us/schools/franklin/)** This website contains current updates for students and parents. There are teacher emails and web pages; daily bulletins, and calendars; college visitation schedules, college fair and parent night schedules. There are also pertinent articles about adolescent development and college planning under the Counseling Department tab.

**Naviance: Access through FHS website:**

**<http://connection.naviance.com/franklinhsor>.** This website is also found under the Counseling Department tab of the Franklin website ([www.pps.k12.or.us/schools/franklin/](http://www.pps.k12.or.us/schools/franklin/)). Naviance is an excellent tool available to all PPS high school students. After establishing a personal account through their counselor, students can take interest inventories, research colleges, access their school data (attendance, GPA and test scores), create resumes, request transcripts, and find scholarship information. Trade school and community college information is also available. It is also possible to visit Naviance by using the password **goquakers**. While counselors want Franklin students to have and maintain personal accounts, they encourage parents to explore this Naviance resource as well.

**Synergy-** The Synergy ParentVUE/StudentVUE is a tool to help families stay informed about their high school student's progress. Synergy's ParentVUE/StudentVUE offers the ability to monitor your child's grades and any assignment information securely viewed from your Internet Browser at home.

The Viewer gives families the ability to view their student's current course grades, see upcoming assignments and due dates, send an email to the teacher, and set up alerts notifying them of their student's progress changes.

## **COLLEGE AND CAREER CENTER**

The College & Career Center is dedicated to helping Franklin High School students gain admission to Colleges and Universities while exploring career opportunities where they will find satisfaction and success. Assisting students with college applications, financial aid, scholarship information, resume building, and career search is only part of what we do.

# INFORMATION RESOURCES

## **LIBRARY: SEE THE FRANKLIN TOOLBOX FOR MORE DETAILS**

Mission: to create independent, effective, and responsible learners who become critical readers of the word and world in the 21<sup>st</sup> century. The library media program will provide opportunities for the FHS community to demonstrate and refine their abilities to locate, evaluate, create and communicate ideas and information. Hours are 7:30am-3:30pm.

Our library teams with community partners to host literary events, reading festivals, author lectures and the poetry slam. We will sponsor an FHS team for Oregon Battle of the Books for the first time in 2015-16 and provide a graded Library Aide course for upperclassmen. We celebrate books and stories, coordinate Writers in the Schools, teach sequences and drop in information literacy and digital citizenship lessons. We provide technology support, book talks, classics and high interest titles for students at all reading levels and collaborate with teacher to support student learning. We also provide one to one tutoring to students and access to over 14,000 print books and incredible digital resources. Our library also houses our textbook and novel set services.

## **FRESHMAN FIRST IPAD PROGRAM:**

All Freshman will have the opportunity to check out an iPad for the 2015-16 school year. Students receive a sequence of Digital Citizenship and Information Literacy Lessons, experience teaching and learning that promotes critical thinking, problem solving and connection to real world, get free apps and access to resources beyond the traditional classroom, learn and practice self management and digital citizenship.

## **SUN (SCHOOLS UNITING NEIGHBORHOODS)**

SUN Community Schools are the school-based delivery sites for a comprehensive set of services including educational, enrichment, recreational, social and health services. This nationally recognized system of care works to ensure families are healthy so they can champion and support their children. The SUN Service System collaboration is managed by Multnomah County and this site is funded by Portland Children's Levy and delivered by Impact NW. More information and activity schedules can be found at: <http://www.pps.k12.or.us/schools/franklin/960.htm> or by calling 971-570-1384.

Impact NW SUN staff have an office at Franklin to coordinate:

- \* Before & After school activities (including academic support, enrichment & recreational activities)
- \* Adult educational opportunities
- \* Family and community outreach events
- \* Social service referrals and resources
- \* On-site support staff to help students and parents/guardians navigate school and community arenas

## **STEP UP PROGRAM**

Step Up is an afterschool tutoring, mentoring, and leadership development program for academic priority students in 9<sup>th</sup> – 12<sup>th</sup> grade. Students typically join our program during the summer between 8<sup>th</sup> and 9<sup>th</sup> grade. In a one-week summer leadership academy, Step Up staff challenge youth to identify their dreams and commit to working towards those goals during the school year. Students work closely with their advocate/mentor who engages with parents to share students' progress and provide holistic support. In addition, Step Up partners with teachers and school staff to support students' academic growth. At the end of the year, students receive one elective credit for participating in our program.



## **ENGLISH LANGUAGE DEVELOPMENT**

The English Language Development Department (ELD) has classes in speaking/vocabulary, reading, grammar, and writing for students from beginning to advanced levels. An educational assistant and bilingual parent liaisons are available to help students and families. ELD placement is made on an individual basis following a Portland Public School's evaluation process. The school counselor and ELD staff work together to help students select appropriate classes.

## **NATIVE AMERICAN EDUCATION**

Native American Students are eligible to receive specialized services through federal funds. Each teacher is provided with additional resources to supplement the curriculum to enhance students educational experience.

## **FREE AND REDUCED LUNCH**

We encourage students to apply, even if they do not think they will eat lunch at school. Students who qualify for free and reduced lunch are eligible for PSAT/SAT/ACT test cost waivers, sports fee discounts, college admission fee waivers, some scholarships and other programs that intermittently become available.

## **FRANKLIN SCHOOL-BASED HEALTH CENTER PROGRAM**

The Multnomah County Health Department's Franklin School-Based Health Center Program is here to keep your student healthy and ready to learn by uniting health and education for success in school and life. The clinic is like any medical office, but we specialize in caring for school-aged youth. The Franklin Health Center is open to all students living in Multnomah County from kindergarten through high school graduation.

The Franklin health center provides a wide range of primary health care services, including routine physical exams; sports physicals; diagnosis, and treatment of illness and injury; routine lab tests; emotional health counseling; age appropriate reproductive health care; health education and wellness promotion; and referrals for healthcare services not provided at the health center.

The Franklin School-Based Health Center is located inside of the high school and is open Monday-Friday during the school year. Please call us to make an appointment or to answer any questions you may have about our services - 503-988-3370.

# ADVANCED PLACEMENT AND ACADEMIC HONORS

**AP/ADVANCED PLACEMENT** courses are available in a variety of subject areas and provide students with the opportunity to possibly earn college credit. After successfully completing a rigorous AP course, students may take an exam to demonstrate proficiency. If students receive a 3, 4, or 5 (minimum determined by the college or university), they will receive credit from the college or university they choose to apply to. State universities consider AP to be rigorous and if students do not have the requisite grade point average for the institution, AP may help in acceptance. Most private colleges also consider AP courses to be rigorous and consider AP credits on transcripts to be advantageous in the application process. Please see course offerings. **Be aware that Advanced Placement Courses are weighted (with an A=5.0, B=4.0, C=3.0, D=2.0).**

**ACADEMIC HONORS** courses are designed for students who are interested in expanded academic opportunities. These student-scholars will participate in an enriched and accelerated curriculum. Acceptance for the classes vary, but may include criteria such as academic success, demonstrated academic potential and a sincere desire to be creative and/or successful in rigorous academic pursuits. The teacher will determine the accelerated requirement for meeting this designation. Students presently in the classes and making successful progress may continue without further application or petition. Acceptable grades must be maintained to remain in the Honors Program. Pass/No Pass credit will not be granted for these classes. The transcript will reflect an honors credit for each honors course successfully completed. This must be prearranged with individual teachers at the beginning of the term.

ADVANCED PLACEMENT OFFERINGS
AP Studio Art-2D Design
AP Art History
AP English Language and Composition
AP Literature and Composition (International Voices)
AP Calculus AB
AP Calculus BC
AP Statistics
AP Chinese Mandarin
AP Spanish Language
AP Spanish Literature and Culture
AP Biology
AP Chemistry
AP Environmental Science
AP Physics
AP US Government Politics
AP World History
AP Psychology
AP United States History

## EARN COLLEGE CREDIT IN FRANKLIN'S COURSES

It is possible to earn college credit at Franklin High School through certain high school courses. In the case of the Advanced Placement (AP) classes (see AP offerings page 9), college credit is dependent upon passage of the Advanced Placement examinations. The number of credits and college course for which the credit (s) earned is determined by each individual college or university.

In addition other Franklin High School academic departments also offer courses that allow students the opportunity to earn college credit. In all cases, the teacher of the specific course, based on student performance, will make the final determination if and how many college credits will be granted. A nominal fee may be required.

Franklin High School, in conjunction with the district's Professional/Technical Education Department, has an agreement with Portland Community College to allow students to earn college credit through our Business Technology and Industrial Technology departments. In

Franklin Course	Portland Community College Equivalent	PCC Credit
<b>Accounting 1-2</b>	BA 111- Intro to Accounting	3
<b>Computer Applications 1</b>	CAS 109 - Beginning PowerPoint: WIN CAS 216A – Beginning Word: WIN CAS 121 – Beginning Keyboarding	1 1 3
<b>Computer Applications 2</b>	CAS 133-Basic Computer Skills / Microsoft Office	4
<b>Advanced Accounting and Spreadsheets</b>	CAS 170—Beginning Excel	3
<b>Intermediate Algebra</b>	MTH 95	Varies
<b>Pre-Calculus 1-2</b>	MTH 111 and MTH 112	Varies
<b>World Literature &amp; Film</b>	English 104 Introduction to Fiction	4
<b>Intermediate/Advanced Woods</b>	BCT106 Hand Tool/Power Tool Use and Safety	3
<b>Intermediate/Advanced Metals</b>	MCH 100, MCH 105, MCH 110, MCH 120, MCH 125, MCH 135, MCH 145, MCH 150, MCH 160, MCH 180 and MCH 205	Varies
<b>Intermediate/Advanced Metals</b>	WLD 111, WLD 112, WLD 113, WLD 114, WLD 115, WLD 121, WLD 222, WLD 223, WLD 261, WLD 262 and WLD 271	Varies

# OREGON UNIVERSITY SYSTEM ENTRANCE

**2016-2017 ACADEMIC YEAR** *Requirements for subsequent years are subject to change*

Requirement	Eastern Oregon University	Oregon Institute of Technology	Oregon State University*	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	2.75	3.00	3.00(C)	3.00	2.75(D)	3.00	2.75
Subject Requirement , 15 units (A)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT Reasoning/ ACT Scores (B)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Additional Campus Review Required (Evidence of proficiency, if available, will be considered here.) (D)	If below 2.75, Portfolio may be required	If 2.50 to 2.99	If below 3.00; or fewer than 15 subject units	If below 3.00; or fewer than 15 subject units	If below 2.75	Application essays required of all applicants; applications reviewed through comprehensive review	If below 2.75; or fewer than 15 subject units

- A. All OUS institutions require two years of same high school-level second language with a grade of C– or above, or two terms of a college-level second language with a grade of C– or above, or acceptable performance on proficiency-assessment options. American Sign Language or demonstrated proficiency in an American Indian Language (as certified by the governing body of any federally recognized tribe) can meet all or part of the second language requirement. The second language requirement applies to transfer students graduating from high school in 1997 or thereafter.
- B. Minimum test scores are not set for regular campus admissions, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination. For the Automatic Admission option, minimum test scores are set; for more information go to [www.ous.edu/autoadmission](http://www.ous.edu/autoadmission).
- C. OSU requires the Insight Resume. Completion of math through the level of Algebra II is highly recommended.
- D. All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admissions. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict potential success in college. Academic performance and meeting minimum qualifications are not the sole criteria for admission to an OUS university. A university may evaluate other factors to determine ability to maintain the standards of academic and professional conduct expected at the university.

\*For admission requirements to OSU-Cascades, please see their website, [www.osucascades.edu/admissions](http://www.osucascades.edu/admissions).

NOTE: ALL OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA.

**For more information about minimum OUS requirements, contact the college in which you are interested in enrolling. A great deal of information is available on college websites**

# PORTLAND PUBLIC SCHOOLS DIPLOMA REQUIREMENTS

More details at <http://www.pps.k12.or.us/departments/curriculum/2906.htm>

	All Classes
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health	1
Career & Technical Education, The Arts or World Language	
World Language	2
Career & Technical Education, The Arts or the 3rd year of the same World Language	1
Electives	6
<sup>1</sup> Meet district proficiency for Oregon's Essential skill (ES) standards:	Reading Writing Math
<sup>2</sup> Develop a Personal Education Plan	X
<sup>3</sup> Participate in Career Related Learning Experiences <i>*Class of 2017 and Beyond will need to do two (2) Career Related Experiences</i>	X
<sup>4</sup> Demonstrate Career Related Knowledge and Skills	X
<sup>5</sup> Complete an Extended Application	X
<b>TOTAL CREDITS</b>	<b>24</b>

Essential Skills: Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management and teamwork.

<sup>2</sup> Personal Education Plan: Helps to guide students in pursuing their personal, academic and career interests and post-high school goals.

<sup>3</sup> Career Related Learning Experiences: Educational experiences that connect learning to the world beyond the classroom.

<sup>4</sup> Career Related Learning Standards: Problem solving, personal management, teamwork, employment foundations, communication and career development.

<sup>5</sup> Extended Application: The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals.

# PERSONALIZED LEARNING REQUIREMENTS (PLRs)



## Personalized Learning Requirements (PLRs)

The state requires students earning either a standard, modified, or PPS state diploma to complete Personalized Learning Requirements (PLRs). Students earning an extended diploma are not required to meet this requirement. The District is phasing in these requirements as explained below. For additional explanation, refer to the chart below.

**Graduates in the class of 2016** must complete a Personal Education Plan and Profile, one (1) Career Related Learning Experience (CRLE), and an Extended Application (EA).

**Graduates in the class of 2017 and beyond** must complete a Personal Education Plan and Profile, two (2) Career Related Learning Experience (CRLE), and an Extended Application (EA).

The Personal Education Plan and Profile is fulfilled through forecasting (documented by the student's transcript), completion of a resume (documented in Naviance) and district defined career-related activities/reflections (documented in Naviance). The CRLE may be fulfilled in a variety of ways, including, but not limited to career day events, job shadows, internships, mock and informational interviews, guest speakers, and community service activities. The CRLE must be documented in Naviance.

By graduation year, students will complete Personalized Learning Requirements as indicated:

	Class of 2016		Classes of 2017 & Beyond	
	PLR Requirements	Documentation	PLR Requirements	Documentation
Personal Education Plan and Profile <sup>1</sup>	Forecasting	Embedded in Transcript	Forecasting	Embedded in Transcript
	Resume	In Naviance	Resume	In Naviance
	District defined career-related activities/reflections	In Naviance	District defined career-related activities/reflections	In Naviance
Career Related Learning Experiences (CRLEs) <sup>2</sup>	One (1) CRLE	In Naviance	Two (2) CRLE	In Naviance
Extended Application (EA) <sup>3</sup>	Required	In Naviance	Required	In Naviance

<sup>1</sup> Personal Education Plan & Profile      Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals  
<sup>2</sup> Career Related Learning Experiences      Educational experiences that connect learning to the world beyond the classroom  
<sup>3</sup> Extended Application      The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals  
<sup>4</sup> Naviance      A web-based college and career research planning tool



# NCAA FRESHMAN ELIGIBILITY STANDARDS

## KNOW THE RULES: Divisions I and II Initial-Eligibility Requirements

### Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement
- *Beginning August 1, 2016 it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

### Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements shown on Page No. 2 of this sheet. (see website at [www.ncaa.org](http://www.ncaa.org) for Page No. 2)
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used**

### Grade-Point Average

- **Be sure** to look at your high school’s list of NCAA courses on the NCAA Eligibility Center’s Web site ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling fulltime **before August 1, 2016** should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive **athletics aid and practice on or after August 1, 2016**, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet -see website at [www.ncaa.org](http://www.ncaa.org) for Page No. 2.
- **Division I** GPA required to be eligible for **competition on or after August 1, 2016** is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet-see website at [www.ncaa.org](http://www.ncaa.org) for Page No. 2.
- **The Division II core GPA requirement is a minimum of 2.000.**

#### DIVISION I

##### 16 Core-Course Rule

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area below: foreign language or comparative religion/philosophy).

#### DIVISION II

##### 16 Core-Course Rule

- 3 years of English
- 2 years of mathematics (Algebra 1 or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics, or natural/physical science.
- 2 years of social science
- 4 years of additional courses (from any area below: foreign language or comparative religion/philosophy).

**NOTE: NO ONLINE COURSES ACCEPTED FOR NCAA ELIGIBILITY.**

**If you are a student planning to play college sports please note:** The rules regarding software-based credit recovery, virtual, online, independent study and correspondence courses have changed. These types of courses, which are identified by the NCAA Eligibility Center as nontraditional courses, must meet new guidelines in order to be used for college-bound student-athletes who are planning to attend an NCAA Division I college or university. **Students should check with their counselor prior to taking any a course to be certain your course will qualify under these new rules.**

# Franklin High School's Course Offerings

The courses enclosed are offered and listed in good faith with the intention of teaching them in the 2016/17 school year. However, circumstances may occur which are beyond the control of the administration and staff of Franklin High School which may cause the limiting of courses and course enrollment. Course names and descriptions are also subject to change.

## ART

The mission of Franklin's Art Department is to offer an excellent education in design and the visual arts. The classes offer a solid grounding in the fundamentals and principles of art, multicultural art, art history, perception, organization and self-expression. Courses will prepare students for further education at the college level or a potential career in liberal arts.

### **ART GENERAL 1-2:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

Beginning class explores discipline-based applications of the elements and principles of design. Students will use a variety of art media. Drawing, painting, printmaking and other media are strong foci of this class. Art history will be part of the curriculum. Successful completion of this course (grade of C or higher) is required for students to qualify for other art classes.

### **ADVANCED ART GENERAL 3-4:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite Art General 1-2. Grades 10-12.**

Advanced course with emphasis on continued development of drawing, composition and design skills using a variety of media and will include both two and three-dimensional work. Art history will also be strongly emphasized. Portfolio development will be a part of the curriculum for this class.

### **CERAMICS 1-2:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite Art General 1-2. Grades 10-12.**

This is an exploratory course in clay including hand-built and thrown pottery, surface design and decoration. The student will develop knowledge of tools, equipment and their appropriate uses. Emphasis will be placed upon skills and vocabulary. This is a year-long class.

### **ADVANCED CERAMICS 3-4:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite Ceramics 1-2. Grades 10-12.**

This course in pottery and sculpture will cover higher-level projects and students will follow areas of personal interest. Exploration of glaze and kiln firing will be encouraged.

### **AP ART HISTORY:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 11-12.**

This is a course designed to prepare students for the AP Art history exam for college credit. The demands of this course will be equivalent to a full year introductory course at the college level. AP Art History is designed to allow students to examine major forms of artistic expression relevant to a variety of cultures evident in wide variety of periods from present times into the past. Students acquire an ability to examine works of art critically, with intelligence and sensitivity, and to articulate their thoughts and experiences.



## **AP STUDIO ART: 2-D DESIGN**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite Completion of Art 1-2 and Art 3-4 (grade C+= or better) Grades 10-12.**

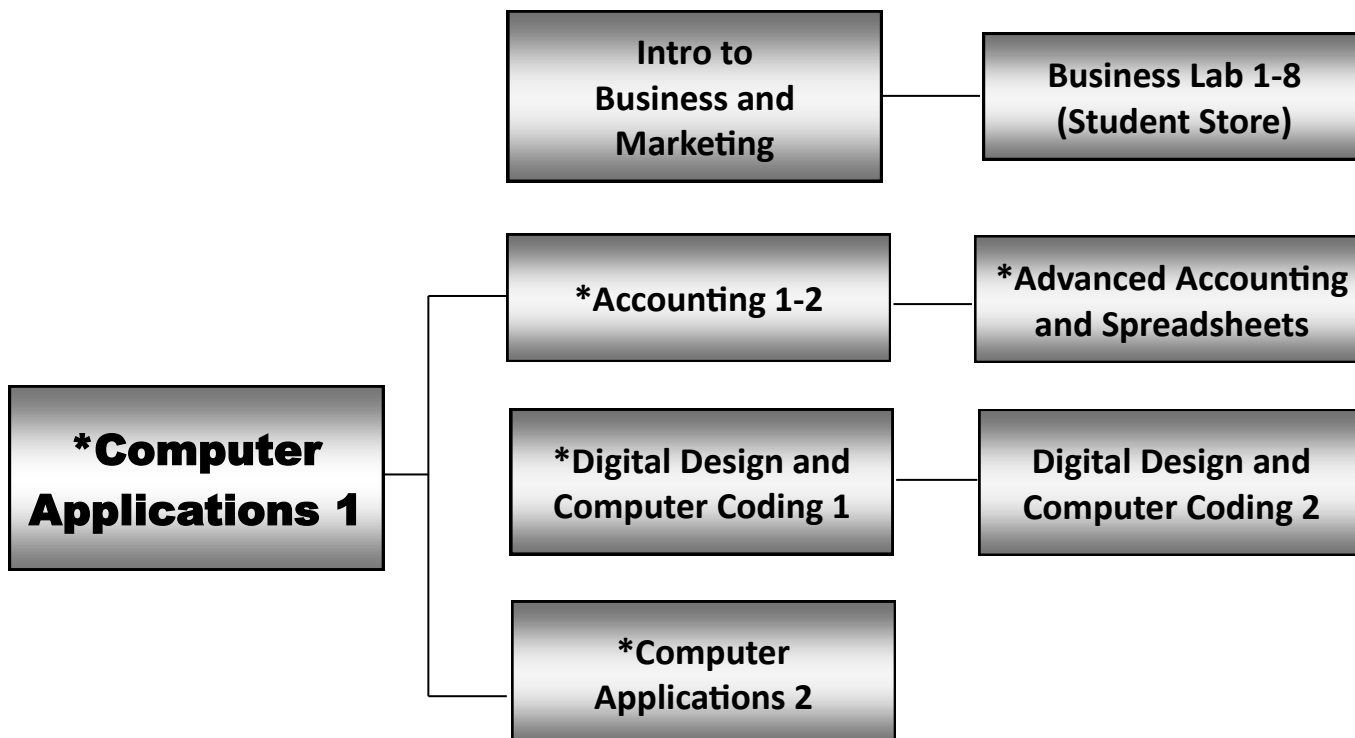
This is a course intended for serious art students who are interested in pursuing the study of art in higher education and as a career. This course will ask students to build a

portfolio of works that demonstrates mastery of 2-D design through any two-dimensional medium or process. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The program spans over the course of 2 years; students interested in taking the AP exam will produce 12 works per year. Working outside of class is critical to developing a strong portfolio.

## **BUSINESS AND INFORMATION TECHNOLOGY**

This Program offers students a variety of business and technology courses and is designed for students of all skill levels. Students learn applications that are transferable to both current and future academic endeavors, as well as, skills required in the work place. Students have the opportunity to earn college credit for many of the business technology courses offered at Franklin High School, through a partnership with Portland Community College. Students also have the opportunity to become a Program of Study completor and earn a honor cord upon graduation after successful completion of a sequence of courses throughout

### **Recommended Business and Technology Sequences**



- College Credit opportunity offered  
Computer Applications 1 is a pre-requisite to Digital Design & Computer Coding and Computer Applications 2

# BUSINESS AND TECHNOLOGY DEPARTMENT

## **COMPUTER APPLICATIONS 1:**

**Course credit earned: Fine Arts or Elective (0.5)**

**May be taken only once for credit.**

**Semester class. No Pre-requisite. Grades 9-12.**

Computer applications course will develop or enhance keyboarding skills, along with introducing many of the Microsoft Office Suite applications; including Word, Excel and PowerPoint. Students learn applications that are transferable to both current and future academic endeavors, as well as, skill required in the work place. **Portland Community College credit available.**

## **COMPUTER APPLICATIONS 2:**

**Course credit earned: Fine Arts or Elective (0.5)**

**May be taken only once for credit. Semester class.**

**Pre-requisite: Computer Apps 1. Grades 9-12.**

This course gives students the opportunity to learn how to use advanced features of Microsoft Word, Excel and PowerPoint, and basic applications of Publisher and Access. Coursework includes formatting, graphing, designing presentations and using spreadsheet formula operations to complete common assignments that relate to the business world.

**Portland Community College credit available.**

## **DIGITAL DESIGN AND COMPUTER CODING 1**

**Course credit earned: Fine Arts or Elective (0.5):**

**Pre-requisite: Computer Apps 1. Grades 9-12.**

This course is structured around projects which will give students a beginning background in digital design and computer programming; and is intended for students who have no programming experience. The first part of this course will cover webpage design, computer hardware and introductory programming using standard languages such as HTML/CSS. The second part of the course will use an introductory programming language to introduce a variety of topics within game design.

**Portland Community College credit available.**

## **DIGITAL DESIGN AND COMPUTER CODING 2**

**Course credit earned: Fine Arts or Elective (0.5):**

**Pre-requisite: Digital Design and Computer Coding 1  
Grades 9-12.**

This course is a continuation from Digital Design and Computer Coding 1. Students will focus again on project based learning, with the first new language being JavaScript. Students will be introduced to a variety of programming problems with an emphasis on applying

mathematics and critical problem solving skills to practical programming activities. Students will have opportunities to create phone apps, games, blogs, and websites with the knowledge gained from this semester course.

## **ACCOUNTING 1-2:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Computer Apps 1 recommended. Grades 10-12.**

Students learn the basic accounting principles and procedures that are applied to accounting records kept for service-oriented and manufacturing businesses. This course uses textbooks, working papers, and simulations that reflect industry applications. Students gain essential knowledge for going into the business world, as well as, important personal financial activities.

**Portland Community College credit available.**

## **ADVANCED ACCOUNTING AND SPREADSHEETS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Accounting 1-2, Grades 10-12.**

This course is designed to provide students with the knowledge necessary to transfer the skills acquired in Accounting 1-2 to an automated environment. The students will use technology to acquire hands-on experience while working with various journals, ledgers, payroll systems and preparation of business financial statements. The course is recommended for students interested in pursuing an accounting career or other business interests.

**Portland Community College credit available.**

## **INTRODUCTION TO BUSINESS & MARKETING:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Computer Apps 1 recommended. Grades 10-12.**

This introductory course to business and marketing will place special emphasis on the global marketplace. Areas of study will include: marketing concepts and practices; management and business practices; finance, foreign exchange and banking; communication, legal and government environments; and, career exploration. Students will develop a marketing strategy, promotional plan and advertising campaign for a product or service. This course will prepare students for entry-level jobs and studies of advanced business.

# BUSINESS AND TECHNOLOGY DEPARTMENT

## **BUSINESS LAB (STUDENT STORE) 1-8**

**Course credit earned: Fine Arts or Elective (0.25—0.5)**

**May be taken more than once for credit.**

**Pre-requisite: Intro to Business & Marketing or Advanced Accounting and Spreadsheets and Teacher Approval.**

**Grades 11-12.**

Students will participate in management and daily operation of the student store . Activities include buying, inventory control, pricing, display, cashiering, sales, customer service, management, employee training and accounting. ***Must get teacher approval to forecast for this course.***

## CAREER DEVELOPMENT

### **LIBRARY/MEDIA ASSISTANT:**

**Course credit earned: Elective (0.5 or 1.0)**

**May be taken more than once for credit.**

**Pre-requisite: See description and Librarian consent required.**

**Grades 10-12.**

The Educational Media Library Program is designed to offer the student actual work experience. The student will become an integral part of the daily operations of the library and textbook room. They will learn procedures for processing books, how to navigate the circulation system, our catalog, the FHS Toolbox, online databases, and Multnomah County Library online resources. The student will hone their own research skills and their own public relations skills by interacting with both students and teachers. They will practice Digital Citizenship and learn to use our current 1:1 platforms to assist staff and students. They will support and promote library events. Students requesting to take this course should have: good attendance, positive attitude, enjoy working on a team. May be taken P/F or for a letter grade if a junior or senior.

### **OFFICE ASSISTANT:**

**Course credit earned: Elective (0.5 or 1.0)**

**May be taken more than once for credit.**

**Staff consent required. Grades 11-12.**

Open to students who are qualified to assist secretaries with various office duties. Appropriate office dress and regular attendance is required. Grade for this class will be Pass/No Pass.

# CAREER DEVELOPMENT

## **SPORTS MEDICINE 1-2:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

Sports Medicine includes the study and practice of prevention and care of athletic injuries. The course will expose interested students to various aspects of the allied health professions including first aid, physical therapy, triage, medical terminology, human anatomy/physiology, and emergency care and transportation of the sick and injured. Specific topics include basic anatomy, tissue types, medical foundations of injuries, preventive taping/wrapping, injury treatment and rehabilitation, and career opportunities.

## **SPORTS MEDICINE 3-4:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Sports Medicine 1-2. Grades 10-12.**

Sports Medicine 3-4 is the further study and practice of prevention and care of athletic injuries. The course will expose interested students to various aspects of the allied health professions including first aid, physical therapy, triage, medical terminology, human anatomy/physiology, and emergency care and transportation of the sick and injured. Specific topics include basic anatomy, tissue types, medical foundations of injuries, preventive taping/wrapping, injury treatment and rehabilitation, and career opportunities.

## **SPORTS MEDICINE 5-8 (CLINIC):**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Sports Medicine 3-4. Grades 11-12.**

Sports Medicine 5-8 is a practicum involving practical work experience with Franklin High School athletic teams as an assistant to the head athletic trainer five to ten hours per week. Duties will include preventive and protective taping/wrapping, medical record keeping, administration and supervision of therapeutic modalities and rehabilitation programs, preparation for and medical coverage of athletic events, and the cleaning and disinfecting of training room appliances.

## **ASB STUDENT GOVERNMENT:**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Application and Teacher consent required. Grades 10-12.**

Students are accepted into this full year class by application, submitted to the Activities Director. Students must be self-motivated, ready to contribute to a variety of events and committees. Those taking this course must display leadership qualities at all times and dedicate themselves to creating an enthusiastic and supportive Quaker community. Student body officers and Class Presidents are automatically enrolled for a full year. Students are expected to maintain a 2.75 GPA, have good attendance and behavior in all classes as well as being a positive role model at all times.

## **LINK CREW CLASS:**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite: Willing to help other students and want them to succeed and feel comfortable at FHS. Grades 10-12.**

Link Crew class is the helping arm of the Link Crew. The Link Crew is a mentoring program from juniors and seniors to freshmen students. Those upperclassmen are Link Leaders who mentor and advocate for their small crew of freshmen. The class helps out with Link Crew events and organizes activities that help the entire school. We serve as ambassadors during school functions and welcome all students to Franklin. In class, we learn leadership skills and how to take initiative and get projects done. Any current freshman, sophomore or junior may elect to take the class. Students who intend to apply to Link Crew are encouraged to take the class. Participation as a Link Leader is not a requirement for the class.

# CAREER DEVELOPMENT

## **ASP Mentor/Leadership:**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Application and Teacher consent required. Grades 10-12.**

Advanced Scholar Leadership provides an opportunity for upperclassmen to create culture and proactive change at Franklin. Students collaborate with peers to implement self-directed programs, activities, fundraisers or projects that will promote equity, scholarship, creativity, and community at Franklin. At its core, this class helps build a community that best empowers all students, so the group must reflect a diversity of race, class, origin, creed, gender, ability, thought, interest and all those parts of us that define our identity. Mentorship is a key part of this process. Most of the students will be mentors to underclassman in a peer to peer intervention program that provides freshmen and sophomores with academic and social support in order to help each student have the best experience possible at Franklin in order to grow into their best self.

# ENGLISH

**English is a skill-building endeavor. Students must meet the standards for each level before moving on to the next. If students do not have the necessary basic skills, success in subsequent years will be difficult to achieve. Therefore, the Franklin High School English Department requires that students demonstrate competency in English courses they are taking prior to moving on to the next level. Students may show their ability by earning a passing grade (D or better in their current course).**

## **ENGLISH 1-2:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 9.**

Freshman language arts students examine the major genres through four themes related to personal identity and heroism. Students make meaningful connections of thematic units and extend understanding beyond the text. They read a balance of contemporary and classic works, including: short stories, essays, novels, poetry, dramas, and nonfiction. This variety encourages them to make inferences and to look at the world through archetypal patterns. Students improve their writing, reading, speaking, listening, viewing, and study skills. Students are also exposed to a variety of pre-AP strategies. Honors option available. Expectations and credit are given on an individual basis. Honors curriculum involves additional reading and book projects. Membership in the Advanced Scholar Program is encouraged.

## **ENGLISH 3-4:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Freshman English. Grade 10.**

Sophomore language arts students develop an appreciation for and understanding about ideas and experiences from around the world. Students read a balance of contemporary and classic works, including: short stories, essays, novels, poetry, nonfiction, drama, and non-print media. These works encourage examination of multiple cultures and points-of-view. Students work to become effective writers, critical thinkers, attentive readers, and engaging presenters. Honors option available: expectations and credit given on an individual basis.

## **ENGLISH 5-6:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: English 3-4. Grade 11.**

The focus of this course is American literature, including regional and multi-ethnic literature. The student will write expository essays on American literary classics and will continue skill development in analyzing various genres. The student will also recognize literary movements and philosophical ideas in American literature. They will follow accepted steps to produce a research paper.

## **AP ENGLISH LANGUAGE AND COMPOSITION:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: English 3-4. Grade 11.**

The AP English Language and Composition course is designed to help students become skilled readers of primarily non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts and become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audiences and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The purpose of the AP English Language and Composition course is to enable students to read

complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. Students gain experience with college level reading and writing. At the end of the course, students will take the AP examination, which makes them eligible for college credits or advanced placement, depending on the university they choose.

## **AP LANGUAGE AND COMPOSITION SUPPORT**

### **LAB:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Must be taken in tandem with AP English Language and Composition.**

Taking AP Language and Composition is an amazing way to challenge yourself, impress colleges, and develop the skills you need to pass the SBAC exam. AP Language Support Lab runs in tandem with the AP Lang class and gives you one-on-one help using the work that you are already doing in class to strengthen your writing skills and do well in AP Language. If "English isn't your best subject" or "you are really bad at grammar" or are just anxious about how you will do in AP Lang because you got a C or lower in your underclassman English classes, you should take this class. The class will be taught by an AP Language and Composition teacher who will be an expert in what you are learning and will know exactly how to help you.

## **ENGLISH 7-8:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: English 5-6. Grade 12.**

Senior English examines the rights and responsibilities of the individual by studying world literature and using literary critical theories. In preparation for post-secondary education, senior English students read challenging dramas, essays, novels, poetry, non-fiction, and short stories. Students review the history, development and politics of literature and language. Students further develop their creative and analytical writing skills by producing a personal/college essay, critical literary analysis, and other writings.

## **ENGLISH 5-6 / 7-8: MEDICAL LITERACY AND COMPOSITION:**

**Course credit earned: English (1.0)**

**May be taken only once for credit. Concurrent enrollment in science course Medical Terminology.**

**Grades 11-12.**

This course is part of the medical career program. Students who have chosen to pursue studies in the medical field are invited to take this English class to help them progress through the tough task of acquiring the skills needed to be successful pre-med candidates in college. Medical Literacy and Composition English must be taken in conjunction with Medical Terminology Science. The emphasis of both classes is to study eight different body systems. The Science section focus on conceptual aspects, while the English class stresses the reading, writing, and vocabulary skills needed to absorb the complex material covered during the science period. The English course culminates with a large research project which deals with a pathology within the cardiovascular unit. Students will study fictional and non-fictional materials concerning the medical field, explore the ethical themes presented within fiction, analyze these themes in a written manner, perform research, footnote, and create a professional quality case study about their assigned pathology.

## **ENGLISH 7-8: MEDICAL NON-FICTION AND ANATOMY AND PHYSIOLOGY:**

**Course credit earned: English (1.0)**

**May be taken only once for credit. Concurrent enrollment in science course Anatomy and Physiology.**

**Grade 12.**

This course is part of the medical career program. Students who have chosen to pursue studies in the medical field are invited to take this English class to help them progress through the tough task of acquiring the skills needed to be successful pre-med candidates in college. Anatomy and Physiology English is the companion to the science course with the same name (Although students may take Anatomy and Physiology Science alone). The English class focuses on reading, writing, and vocabulary. Students will study fictional stories concerning the human body and analyze themes within them. As well, students will learn to draw important information out of non-

fiction sources, write in a technically sound expository or informational manner, and grasp the tools required to digest the daunting vocabulary needs of this field. The English section will use both fictional and non-fictional accounts of this body of knowledge as its curricular source.

## **ENGLISH 7-8: WORLD LITERATURE AND FILM:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: English 5-6. Grade 12.**

This is a year long course. The first semester entails a study of world literature. The second semester combines literature and film studies. Both semesters include writing, culminating in the production of a literary analysis paper. **Students in this class may qualify to earn four Portland Community College credits in English 104 (Introduction to Fiction).**

## **AP ENGLISH LITERATURE AND COMPOSITION** **(INTERNATIONAL VOICES)**

**Course credit earned: English (1.0)**

**May be taken only once for credit. Pre-requisite:**  
**Junior AP Language and Composition English or**  
**English 5-6. Grade 12.**

This advanced placement course, offered at the senior level, engages students in deep analysis of novels, plays and poetry. Students develop their academic vocabulary, learn how to analyze literary works and write essays at the college level. The course literature is international and includes authors from African, Asian, Native American, Latin American, and European heritage. Students engage in reading and annotating outside of the classroom and take on a college level work load. Students meet with the teacher in one-on-one meetings to discuss writing. Instructional methods include group work, Socratic Seminars, note taking, timed writing, essay writing, one-on-one and peer feedback, a poetry colloquium, and several creative projects involving writing and/or artwork. Students are encouraged to take the AP exam at the end of the year so that they may earn college credit. Students are strongly encouraged to take the 11th grade AP Language and Composition course before taking this course. Hard work, participation, completion of outside reading and homework, strong attendance and demonstration of progress as a writer are course expectations.

## **ENGLISH 7-8: SCIENCE FICTION, MYTHOLOGY** **AND MYSTERY:**

**Course credit earned: English (1.0)**

**May be taken only once for credit.**

**Pre-requisite: English 5-6. Grade 12.**

This is a year-long course investigating the genres of science fiction, mythology, and mystery. This seminar-like course is designed to help students hone their academic skills in areas such as reading, writing, and critical thinking requisite to be successful at all levels of education. Through short stories, novels, TV shows, films, classroom discussions, weekly writings, and formal essays, students explore how these genres reflect on societal issues. The first semester is an investigation of science fiction since its inception as a genre. Second semester is divided between mythology and

mystery. Normally, the final quarter centers on mystery. When possible, students get opportunities to create original work for each genre and hopefully publish in the literary magazine *Star Words*.

## **ENGLISH: CREATIVE WRITING ACROSS**

### **THE GENRES:**

**Course credit: Elective (1.0)**

**May be taken only once for elective credit**

**No Pre-requisite: None Grade: 9-12**

This is a course for dedicated young writers or students who want to improve their writing. In this year long course, students will read a variety of complex fiction and nonfiction texts that range from the bizarre to the hilarious, the meditative to the gut wrenching, in order to explore identity and voice, the art of style, deep truth and purpose as well as how writing creates culture and revolution. Students will create their own pieces: essays, narratives, short stories and poems, that they will compile into a comprehensive portfolio that can be used for college application or career development. Most importantly, we will address the question, why do writers write? Answer.

That you are here--that life exists and identity,

That the powerful play goes on, and you may contribute a verse.        -Walt Whitman



# ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is a series of courses designed to teach English Language Learners the oral, reading, and writing skills necessary to succeed in a “mainstream” class. All ELD courses follow the ELD High School Curriculum Guide for English Language Learners. Progress through these courses and attainment of English graduation credits are regularly monitored and evaluated by the ELD and Counseling staff. Students are exited from ELD when testing and other evaluations indicate that they will succeed at a level consistent with other high school students. However, exited students will be monitored and supported.

## **ELD 1**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course focuses on mastering listening, speaking, reading, and writing both vocabulary and sentence forms at the Beginning and Early Intermediate levels of the Oregon English Language Proficiency Standards. This course focuses on the acquisition of listening, speaking, reading, and writing skills at the beginning and early-intermediate levels of the Oregon English Language Proficiency Standards. English grammar is taught through controlled communicative exercises to help students increase their ability to use grammatical structures in natural contexts accurately and fluently. The class is organized through units focused on the acquisition of English grammar. The units include speaking prompts, vocabulary practice, readings, grammar exercises, and writing practice. Various topics are used as vehicles through which to teach the language functions but the course is organized around grammar forms. Units of study include: Imperatives and pronouns; the verb "be": present; the verb "be": past; the simple present; the present progressive; nouns, adjectives, articles, "can/can't"; the simple past; pronouns, quantity expressions, "there is/there are"; modifiers, comparisons, and prepositions; and, the future with "be going to". **This course is taught in conjunction with Language Arts E1.**

## **LANGUAGE ARTS E1**

**Course credit earned: English (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course is designed to develop speaking, listening, reading, and writing skills at the beginning level of English. Students practice reading and comprehending dialogues and short conversations. They then progress to longer controlled readings of several paragraphs. There is an emphasis throughout the course on vocabulary development. A variety of activities and strategies are used to engage learners in mastering high frequency general and content specific vocabulary. Students practice the use of various reading skills such as pre-reading, answering literal and inferential comprehension questions, scanning, identifying main ideas and supporting details, comparing and contrasting, identifying cause and effect, paraphrasing, and summarizing. They build their knowledge of grammar by studying pronoun references, parts of speech, basic verb tenses, and idioms used in reading texts. **This course is taught in conjunction with ELD 1.**

## **ELD 2**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course focuses on mastering listening, speaking, reading, and writing both vocabulary and sentence forms at the Beginning and Early Intermediate levels of the Oregon English Language Proficiency Standards. At the Early Advanced and Advanced Levels, English Language Acquisition focuses on reading, writing, speaking and listening. Students read fiction and non-fiction selections, which include more authentic literary and informational texts. Students begin to read independently. English grammar is taught through listening, speaking, reading, and writing activities to help students increase their ability to speak and write English accurately and fluently. Students will also learn to comprehend and write complex English sentences using sentence combining activities. High frequency academic vocabulary is practiced and learned. Students will use the writing process for a variety of purposes, including response to text. Students will continue to develop speaking and listening comprehension skills for class discussion and prepared speeches. **This course is taught in conjunction with Language Arts 2 E2.**

# ENGLISH LANGUAGE DEVELOPMENT

## **LANGUAGE ARTS E2**

**Course credit earned: English (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course is designed for the advanced-beginner learner of English. Students are immersed daily in reading and writing tasks to develop fluency in listening, speaking, reading, and writing English. Students read a variety of simple texts with gradual and systematic increase in vocabulary and sentence structure. Fiction, non-fiction, poetry, articles, and essays are all used. Students become acquainted with and use various reading skills to develop more awareness of the reading process. When reading literary texts, students are introduced to basic elements of fiction. Guided reading questions help build both literal comprehension and critical analysis. Students use various kinds of informal journal writing to clarify texts and make connections between the text, their own lives and the world around them. There is an emphasis on vocabulary development - especially high frequency academic words. Small group work and cooperative activities allow students to naturally use and develop their speaking and listening skills. Oral presentations are also required. **This course in taught in conjunction with ELD 2.**

## **ELD 3**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course focuses on mastering listening, speaking, reading, and writing both vocabulary and sentence forms at the Intermediate and Early Advanced levels of the Oregon English Language Proficiency Standards. At the High Intermediate and Advanced Levels, English Language Acquisition focuses on reading, writing, speaking and listening. Students read fiction and non-fiction selections, which include more authentic literary and informational texts. Students begin to read independently. Students will use the writing process for a variety of purposes, including response to text. Students will continue to develop speaking and listening comprehension skills for class discussion and prepared speeches.

## **ELD 4**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Placement based on language proficiency. Grades 9-12.**

This course focuses on mastering listening, speaking, reading, and writing both vocabulary and sentence forms at the Early Advanced and Advanced levels of the Oregon English Language Proficiency Standards. This is first and foremost a Grammar class. It is this instructor's hope that students develop skills in English grammar in order to pass the appropriate ELPA standardized test and exit the ELD program. However, focusing primarily on grammar does not make for an entertaining class. Therefore, I have developed this course to help students hone their grammatical fluency while looking at what makes this country what it is. Exploring American Cultures will challenge students to look at other cultures in new ways, understand how mainstream American identity has influenced other cultures, increase awareness on how the American identity has been influenced by other cultures. The course will focus on feature films presenting a variety of American cultures. The films have been carefully selected for the way they depict each culture with insight, care, and authenticity. In addition, students will complete a variety of activities as well as read selected novels to help them gain a better understanding of cultural groups in the United States. Ultimately students will write an academic research paper that will answer the question of how a particular cultural group has both influenced and been influenced by mainstream American identity. It is through this writing assignment that students will show their command of advanced English grammar, sentence structures, vocabulary, and concepts, all of which are requisite in mainstream classrooms.

# CULINARY ARTS

## **INTRODUCTION TO FOODS 1:**

**Course credit earned: Fine Arts or Elective (0.5)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

Foods 1 is a lab class designed for the student who is college bound, living at home or soon to be living on their own. Basic culinary skills, how to manage time and financial resources, and break old habits with new healthy life long living skills are taught. A variety of foods and simple meals will be prepared and tasted in class. All students will earn their Multnomah County Food Handlers Card (**\$10 fee to Multnomah County**) Employment opportunities and internships for three years are available. A sampling of units will include: Quick breads, pastries, fruits and vegetables, local versus global economy, one dish meals and much more! Students design their own personal repertoire of recipes into a cookbook as well as learn etiquette for home and in the work place. A community service segment of the class involves students planning and preparing meals for Portland homeless children through New Avenues, and will crate gingerbread houses for Loaves and Fishes Southeast Senior Center. Some students will be asked to take part in the CARE Foundation mini non profit CommuniCare where students will actually set up and operate a \$10,000 non profit. **(Fee required)**

## **INTRODUCTION TO FOODS 2:**

**Course credit earned: Fine Arts or Elective (0.5)**

**May be taken only once for credit.**

**Pre-requisite: Foods 1. Grades 9-12.**

Foods 2 is a continuation of Foods 1 and will focus on more advanced culinary skills and will introduce students to job opportunities and careers available to them through the number one employer in the world, the food industry! Students will learn how the influence of ethnic food, regional cookery and cultures influence how we market, manage, and brand our food and food products which make up the American diet. A sampling of units will include: egg and dairy cookery, rice, pasta, legumes, BBQ, menu design and special diets for special needs, food preservation, product development, packaging, labeling, event planning, personal branding, job interviewing skills and resume building. Students will study how some of America's most famous food giants, entrepreneurs like Ray Kroch (McDonalds) or

Milton Hershey, took a simple food idea and turned it into a multi-million dollar business. Community service projects for this class include meals for New Avenues, and the YWCA Luncheon where students are selected to work the event. Some students will be asked to take part in the CARE Foundation mini non profit CommuniCare where students will actually set up and operate a \$10,000 non profit. **(Fee required)**

## **FOODS: COMMUNICARE**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Application and Instructor Approval.**

**Student has previously taken and successfully passed Foods 1 and 2. Grades 10-12.**

This class will introduce students to developing their own non-profit organization with guidance from the CARE Foundation, and how one goes about developing a start-up business in the food industry. Students will perfect, and be challenged using, the basic culinary skills acquired in Foods 1 and 2 classes by performing advanced cooking projects. This will require research, planning and creative use of the materials provided in class. Professional guest speakers and tours, and opportunities to see and work first hand in the food industry will be made available. **(Fee required)**

Note: Field trips may need to be scheduled as after school or weekend activities.

## **ADVANCED FOODS STUDENT EDUCATIONAL**

### **ASSISTANT:**

**Course credit earned: Elective (0.5 or 1.0)**

**May be taken more than once for credit. Pre-**

**requisite Foods 1 and 2. Grades 10-12.**

Students who will be considered for this class need to be approved by instructor and have successfully completed the Foods program. A select number of students will be selected for their knowledge of the curriculum taught, their time management skills, and their ability to follow directions. They must demonstrate that they are self motivated and have the flexibility to work well with a variety of different personalities and ability levels. Being bilingual can be useful when assisting ESL Students.

# SPECIAL EDUCATION

The Special Education Department at Franklin offers a continuum of services and a range of classes to support student's Individual Education Plan (IEP) in core academic classes as well as to support general education classes. Franklin offers the full spectrum of Special Education services from self-contained classrooms to full inclusion in general education.

Students' schedules are arranged with their School Counselors and in

conjunction with the students' IEP Case Managers.

Students in Special Education may earn a standard diploma, modified diploma or certificate of completion. This decision must be made by the end of the sophomore year. A student will be placed on a modified diploma track or certificate only if the IEP team and school administration agree and parental consent is given.

## COURSES

### **STRUCTURED LEARNING CENTER-LIFE SKILLS:**

This self-contained community based program concentrates on preparing students to meet the needs of independent community living, social and peer relations, familiarization with community resources, personal hygiene and health, daily living skills, recreational activities, work habits, and job preparation.

### **SLC-STRUCTURED LEARNING CENTER:**

This classroom provides small group instruction designed to address the needs of the individual student as determined by the IEP (Individualized Education Plan) team. Opportunities to participate in general education classes with general education peers are provided throughout the school day. Career exploration, job readiness skills and social skills development are addressed as well.

### **LC-LEARNING CENTER:**

Students served in the Learning Center have learning styles and other special needs, which affect their academic progress. Students receive instruction in areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes.

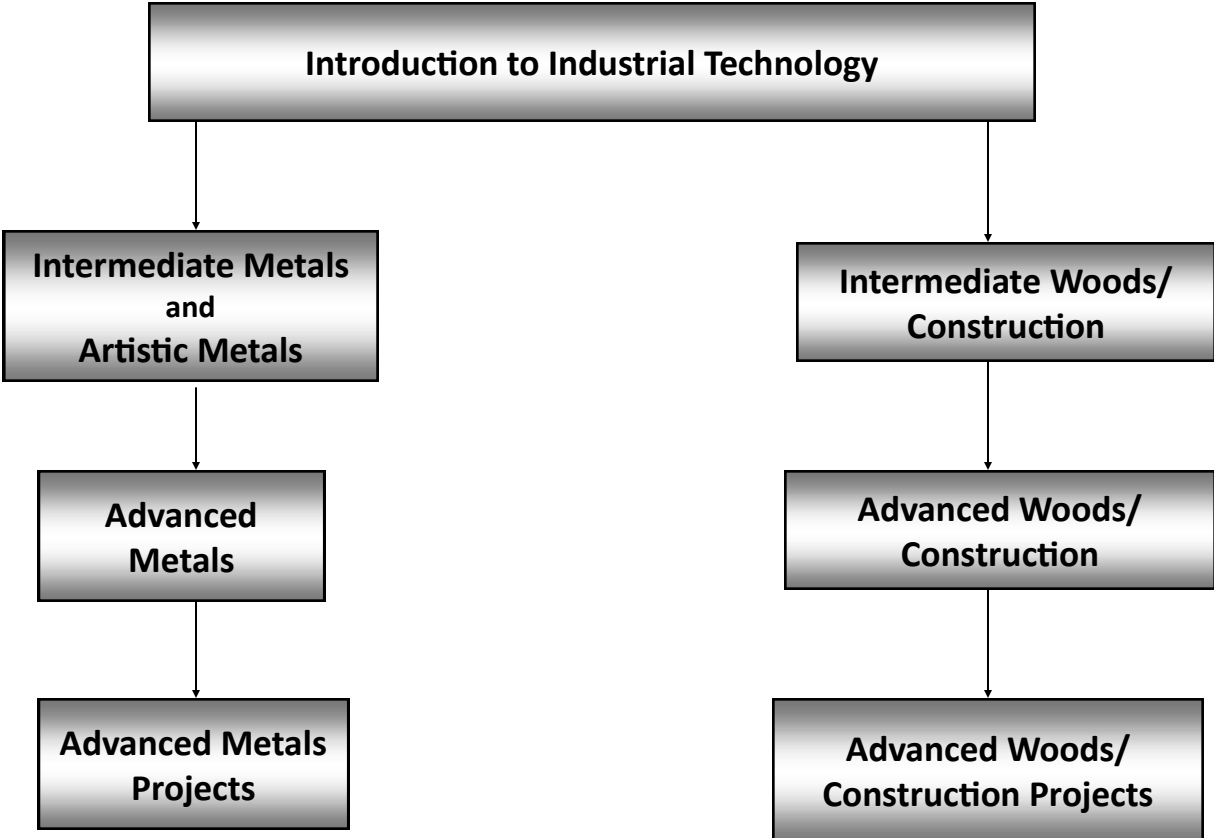
### **ADAPTIVE PHYSICAL EDUCATION:**

This offering would meet district requirement for all students to complete their one year of physical education. The adaptive physical education class would service and be specially designed for handicapped students, students with a temporary disability, or students under the care of a physician for certain limitations, etc.

## Supports Provided

- Speech/Language Pathologist
- School Psychologist
- Push In Support
- Case Management

# INDUSTRIAL TECHNOLOGY



# INDUSTRIAL TECHNOLOGY

## **INTRODUCTION TO INDUSTRIAL**

### **TECHNOLOGY:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 9-12.**

In this one year, one period class, students will explore the many career opportunities industrial technology and engineering can bring. Students will learn metalworking skills (welding, sheet metal, foundry, manual and computer controlled machining), basic woodworking (math, measuring, sketching, hand and power tool use and safety), drafting, building construction and electronics. Students will learn safety habits, career information, and how to work cooperatively with others in the shop. The class is taught using short technical lectures, demonstrations on tools and machines and project building in the shop. **Additional fee for materials.**

## **ARTISTIC METALS :**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 9-12.**

In this one year, one period class, students will explore the many career opportunities industrial technology and engineering can bring, with a focus on women in the trades. Students will learn jewelry making and artistic metal skills. Women in Trades is only one of our speakers on a list of guests who will help encourage our young ladies interested in technical education. Students will learn safety habits, career information, and how to work cooperatively with others in the shop. The class is taught using short technical lectures, demonstrations on tools and machines and project building in the shop. **Additional fee for materials.**

## **INTERMEDIATE METALS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit. Pre-requisite:**

**Intro to Industrial Tech. Grades 10-12.**

In this full year, 2 period class, students will broaden their metalworking skills by building projects in the following areas: foundry mold making and pouring, manual and computer CNC machining on the lathe and mill, electric arc welding including stick, MIG, TIG, oxyacetylene welding and brazing, hand and machine flame cutting, sheet metal layout and projects. First semester students will complete required projects, 3rd quarter students will specialize in an area of their choice, and 4th quarter students will organize into company groups and mass produce and sell a product. Students may receive Portland Community College credit for this class.

## **ADVANCED METALS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Intermediate Metals. Grades 11-12.**

The focus of this full year, 1 period class, is to give students marketable entry-level knowledge and skills common to any occupation within the metals area. These skills can also be used for hobbies and career pursuits. The class is organized similar to Intermediate Metals above but with more advanced projects and skills. Students will also use and improve their skills by working jobs submitted to the shop by faculty, citizens in the community, their own projects and projects to improve the lab. Specialized technical information in all areas of metalworking will be taught by technical lectures and demonstrations. Students may receive Portland Community College credit for this class.

# INDUSTRIAL TECHNOLOGY

## **ADVANCED METALS PROJECTS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit. Pre-requisite: Advanced Metals. Grade 12.**

This class is for students who have completed Intro to Industrial Technology, Intermediate Metals and Advanced Metals and want a fourth year in the metal lab to build projects. Projects can be for the student, the school or the community. Students are expected to be self-motivated and remain on task just like an employee in the metalworking industry. Students may also work on competencies for articulated community college courses. Grades will be based upon how well students fulfill each of their job contracts.

## **INTERMEDIATE WOODS/CONSTRUCTION:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit. Pre-requisite: Intro to Industrial Tech. Grades 10-12.**

This project based class builds upon the foundation of woodworking skills and construction techniques learned in Intro to Industrial Technology. Skills and techniques discussed include: types of materials, joinery, hardware and CNC processes for industry standard furniture and cabinetry. Students will construct a table with a drawer. Second semester students will study basic drafting and building construction. **Additional fee for materials.**

## **ADVANCED WOODS/CONSTRUCTION:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit. Pre-requisite: Intermediate Woods. Grades 11-12.**

In this project based course students will learn to build commercial and residential cabinets. Students also are allowed more freedom to build furniture and cabinetry projects using professionally drawn plans. Emphasis will be on more advanced woodworking skills and techniques. Advanced building construction will also be a part of this class. Students may be eligible to receive Portland Community College credit for this class. **Additional fee for materials.**

## **ADVANCED WOODS/CONSTRUCTION PROJECTS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Teacher consent. Grades 10-12.**

This class is for students who have completed Introduction to Industrial Technology, Intermediate Woods and Advanced Woods and want a fourth year in the woods/construction lab to build projects. Projects can be for the student, the school or the community. Students are expected to be self-motivated and remain on task just like an employee in industry. Students may also work on competencies for articulated community college courses. Grades will be based upon how well students fulfill each of their job contracts.

## **ENGINEERING ROBOTICS 1-2:**

**Course credit earned: Fine Arts or Elective (1.0)**

**Pre-requisite: Intro to Industrial Tech Grades 10-12.**

MESA (Mathematics Engineering Science Achievement) and Robotics combine to provide an understanding of inquiry based learning using the Engineering by Design curriculum. Students will take on a variety of projects and learn basic programming, mechanics, pneumatics, and design principles.

## **ENGINEERING ROBOTICS 3-4:**

**Course credit earned: Fine Arts or Elective (1.0)**

**Pre-requisite: Engineering Robotics 1-2 Grades 11-12.**

Continuing the principles of first year, second year tackles the same issues and projects while students are expected to take on leadership roles. Students act as mentors to first year students in the same section. Problem-solving, trouble-shooting, and advanced design skills will be assessed.

# JOURNALISM AND PUBLICATIONS

## **INTRODUCTION TO JOURNALISM:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken only once for credit.**

**Grades 9-12**

This class will focus heavily on writing skills. Students will write every day, learning to adjust their tone and style based on the topic, purpose, and intended audience of their writing. They will also evaluate articles for structure, objectivity, detail, etc. Students will read and create stories in the categories of news, feature, opinion, and sports. Students will also learn about journalistic ethics, design, and interviewing as they prepare to be effective and responsible journalists.

## **ADVANCED JOURNALISM:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite: Intro to Journalism or instructor consent.**

**Grades 10-12**

This class serves as the staff for the Franklin High School student newspaper, The Franklin Post. Students will learn and practice journalistic writing and production skills as they produce a monthly newspaper. They will also learn the leadership, business, advertising, and production aspects of running a newspaper. Professionalism will be an emphasis of the course, as students are expected to conduct themselves as professional journalists. Introduction to Journalism is highly recommended. Consent of instructor and completion of recommendation form is required.

## **YEARBOOK:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite: Teacher consent. Grades 11-12**

Members of this class plan and organize materials and complete all duties pertaining to the publication of the Franklin High **Almanac**. Duties include designing layouts, taking photographs, and writing copy for all of the events occurring at Franklin. Consent of teacher and completion of recommendation form required.



# MATHEMATICS

## Entering 9<sup>th</sup> grade students:

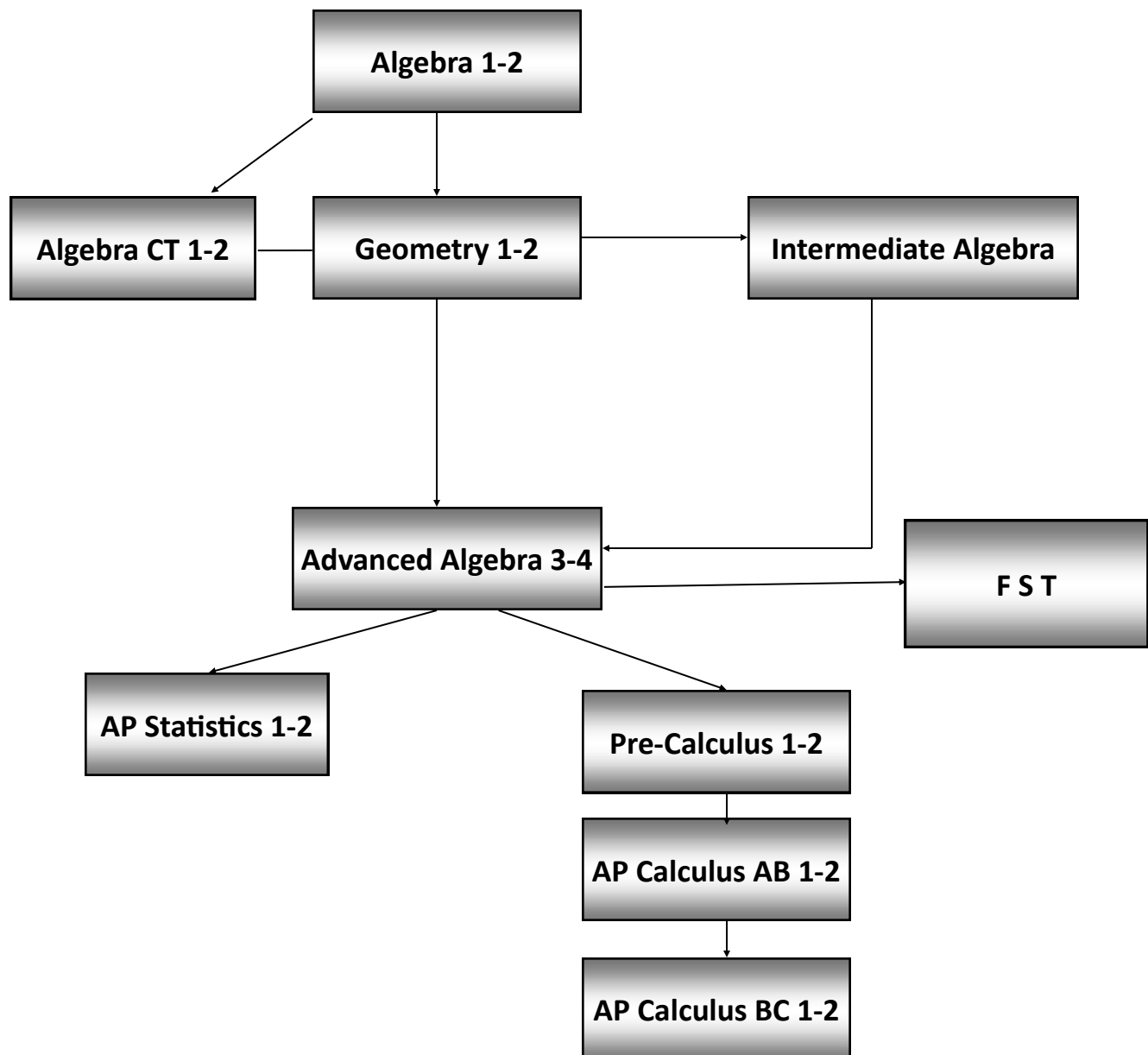
The district directive is that all 9<sup>th</sup> grade students will take an Algebra (or higher) course. All students must earn 3 math credits in Algebra or above to graduate.

## Honors:

Honors credit is available in Algebra 1-2, Geometry, Algebra 3-4 and Pre-Calculus by contract. All students earning an A or B in one of these classes is eligible to complete the necessary enrichment activities and semester project to earn honors credit.

## Note:

Selection of math classes requires current or most recent teacher recommendation.



# MATHEMATICS

## **ALGEBRA 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 9.**

In the first year course in algebra the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using hands on activities, TI-84 Plus calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively. After successful completion of this course, students should move on to Geometry.

## **ALGEBRA CT 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Failure in Algebra 1-2. Grades 10-12.**

This course is for students who failed Algebra 1-2 freshman year. Classes may incorporate direct instruction, group learning and project learning. After successful completion of this course, students should move on to Geometry.

## **GEOMETRY 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Algebra 1-2. Grades 9-12.**

In this course students study 2 and 3 dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications. Students use the software available with the TI-84 Plus calculator. After successful completion of this course, students should move on to Advanced Algebra.

## **INTERMEDIATE ALGEBRA:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit. Pre-requisite: D in Algebra 1-2 and/or teacher approval.**

**Grades 11-12.**

This course is designed for students who struggled in Algebra 1-2 and wish to develop a stronger understanding of algebraic concepts so they can proceed to more advanced math classes. The focus in the first semester will be on functions and rational equations. The focus in the second semester will be on quadratic relationships and radical equations. After successful completion of this course, students should move on to Advanced Algebra. **This class may be offered for dual credit at PCC in MTH 95.**

## **ADVANCED ALGEBRA 3-4:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Algebra 1-2 and Geometry 1-2. Grades 9-12.**

This course emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, rational, radical and logarithmic functions. The course also introduces students to complex numbers and problems in trigonometry. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply mathematics and to communicate their reasoning. Students will use the TI-84 Plus graphing calculator in class to study these topics. After successful completion of this course, students move on to Pre-Calculus, AP Statistics, or FST.

## **FUNCTIONS, STATISTICS, AND TRIGONOMETRY**

### **(FST) 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Advanced Algebra 3-4. Grades 11-12.**

This course is intended for students who struggled in Advanced Algebra 3-4. The first semester covers introductory topics in statistics, such as understanding and organizing data, combinations and permutations, probability, and normal distributions. The second semester covers an introduction to pre-calculus topics such as exponential, logarithmic, polynomial, and trigonometric functions and graphs.

### **PRE-CALCULUS 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Advanced Algebra 3-4. Grades 10-12.**

This course is intended for students who demonstrated a strong understanding in Algebra 3-4. This course extends the concepts of Advanced Algebra to include more topics such as extensive study of trigonometry, analytic geometry, function analysis and applications. After successful completion of this course, students should move on to AP Calculus AB and/or AP Statistics. **This class may be for offered dual credit at PCC in MTH 111 and 112.**

**Note: A TI graphing calculator is highly recommended for this course.**

### **AP CALCULUS AB 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Pre-Calculus. Grades 11-12.**

The content of this course will include such topics as limits, derivatives, applications of derivatives, modeling and optimization, integration, numerical integration, applications of integration and an introduction to differential equations. Upon the completion of this course, students will be prepared to take the AB Calculus Advanced Placement test. Students should move on to AP Calculus BC.

**Note: A TI graphing calculator is required for this course.**

### **AP CALCULUS BC 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: AP Calculus AB. Grades 11-12.**

This class will begin with a review of derivatives and integrals, applications for derivatives and integrals, differential equations and modeling. The class will cover L'Hopital's Rule, Relative rates of growth, Improper integrals, Partial fractions and Integral tables. The next section will cover infinite series, power series, Taylor Series, Taylor's Theorem, Radius of convergence, and testing convergence at endpoints. Lastly covering Parametric, vector, and polar functions. The goal of the class will be to prepare the students to take the BC Calculus AP exam.

**Note: A TI graphing calculator is required for this course.**

### **AP STATISTICS 1-2:**

**Course credit earned: Mathematics (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Advanced Algebra 3-4. Grades 11-12.**

This course will cover topics including: exploring data, planning a study/experiment, anticipating patterns and probability theory and statistical inference. Upon completion of this course, students will be prepared to take the Statistics Advanced Placement test. AP Statistics may be taken in conjunction with an AP Calculus course.

**Note: A TI graphing calculator is required for this course.**

# PERFORMING ARTS

## **BEGINNING ACTING:**

**Course credit earned: Fine Arts or Elective (0.5 or 1.0). May be taken only once for credit. No Pre-requisite. Grades 9-12.**

This performance-based class will explore the craft of acting through theatre games, improvisation, energy, and scene work. Students will work on vocal and physical expressions, becoming comfortable on stage, practicing theatre vocabulary and performing in front of others.

## **INTERMEDIATE ACTING:**

**Course credit earned: Fine Arts or Elective (0.5 or 1.0). May be taken only once for credit. Pre-requisite: Full year Beginning Acting or teacher consent. Grades 10-12.**

Students will further explore the craft of acting in a conservatory approach to scene work. Students will build a basic understanding of the audition process, choosing monologues that best showcase their talents. Student will learn characterization techniques and broaden their skills as an actor.

## **ADVANCED ACTING:**

**Course credit earned: Fine Arts or Elective (0.5 or 1.0). May be taken more than once for credit. Pre-requisite: Full year of Intermediate Acting or teacher consent. Grades 11-12.**

This advanced course will allow students to implement their acquired knowledge of scene work, the audition process, and the process of choosing monologues that best showcase their talents. Students will advance their characterization techniques and broaden their skills as an actor.

## **PLAY PRODUCTION/STAGE CRAFT :**

**Course credit earned: Fine Arts or Elective (0.5 or 1.0). May be taken more than once for credit. Pre-requisite: Teacher Consent. Grades 9-12.**

Students will learn the aspects of technical theatre: lights, sound, costuming, and set-building, by caring for an actual theatre and working on productions. This class requires some out-of-class time commitment. Students will work every day maintaining the operation of Franklin High School's auditorium.

## **BEGINNING STRINGS:**

**Course credit earned: Fine Arts or Elective (1.0) May be taken more than once for credit. No Pre-requisite. Grades 9-12.**

This course will provide Franklin its own beginning strings study from which student can go on to the more advanced ensembles. Instruments may have to be rented from the district (if available) or from local music stores.

## **SYMPHONIC BAND:**

**Course credit earned: Fine Arts or Elective (1.0) May be taken more than once for credit. Pre-requisite: 2 years prior training. Grades 9-12.**

The Symphonic Band is the most advanced ensemble at FHS. Students will study all types of band music. Pep band, popular, film music, symphonic music, as well as marching music. Extra-curricular activities are required. Good attendance, cooperative and respectful attitude, love of music and personal and musical integrity as well as a skill level beyond intermediate are basic requirements for membership in the FHS Symphonic Band. Activities: Pep band performances at home varsity football and basketball games, FHS formal concerts, concerts and parades in Portland and out of Portland and sometimes out of Oregon, festivals and community service events.

## **JAZZ ENSEMBLE:**

**Course credit earned: Fine Arts or Elective (1.0) May be taken more than once for credit. Pre-requisite: Concurrent enrollment in Symphonic Band and conductor consent. Grades 9-12.**

The FHS Jazz ensemble is a prestigious group that enjoys a very well deserved reputation. Students in this ensemble must be able to read music at an individual skill level on their instrument that is beyond intermediate. All types of jazz music are studied, rehearsed and performed. Improvisation is taught and students are encouraged to participate in trying this difficult area of music as called for by the repertoire. Activities: All formal concerts at FHS, concerts in and out of Portland and Oregon, community and recruiting concerts, as well as public service appearances.

# PERFORMING ARTS

## **STRING ENSEMBLE/FHS ORCHESTRA:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite: Prior string instruction. Grades 9-12.**

This is one of the finest offerings at FHS. Few schools offer instruction in violin, viola, cello and double bass. At FHS we have orchestra during the school day, a fact about which we are very proud! Instruction goes from the very beginning to intermediate and advanced levels, and music is studied from Mozart to Scott Joplin. Activities: All formal concerts at FHS, community and recruiting concerts, concerts in and out of Portland and sometimes Oregon, solo and ensemble playing, festivals and public service concerts.

## **QUAKER CHORUS:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Grades 9-12.**

Quaker Chorus is Franklin's introductory choir. Attention will be given to developing each singer's voice, with an emphasis on developing a good ensemble sound through focus on rhythm and pitch while developing background musical skills..

## **CONCERT CHOIR:**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Grades 9-12.**

Concert Choir is Franklin's mixed choir. Basic knowledge and skills, along with a good ear are essential. Attention will be given to continuing to develop each singer's voice, improving technique with breath control, tone production, extension of range, clear diction, expressive singing, accurate pitch, and further development of musical knowledge and skills. This group will be introduced to a wide range of styles, languages and historical periods in repertoire.

## **RISING SOUND (ADVANCED ENSEMBLE):**

**Course credit earned: Fine Arts or Elective (1.0)**

**May be taken more than once for credit.**

**Pre-requisite: Audition. Grades 10-12.**

Rising Sound is Franklin's elite choir. Students must audition for the group, which will require extra rehearsals to prepare additional musical pieces of greater difficulty for performance at various community and school functions. Special attire may be required for members who are accepted into the group following their auditions.

# PHYSICAL EDUCATION

The goal of the Physical Fitness program is to develop a physically-educated person who has learned the skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and the benefits from involvement in physical activity, has developed social skills resulting in respect for individual differences, and values the contributions of physical activity to a healthy lifestyle and a healthy community. Health will focus on healthy habits and behaviors, goal setting and refusal skills. There will be an emphasis on planning and developing skills for a healthy lifestyle.

## **PHYSICAL EDUCATION:**

**Course credit earned: Physical Education (0.5)**

**May be taken only once for credit. No Pre-requisite. Grade 9.**

Students will be involved in a variety of team, individual, and dual sport activities such as flag football, badminton, volleyball, floor hockey, and softball. There will be an emphasis on improving fitness levels through activities such as jogging, aerobics, fitness stations, sprinting and walking.

# PHYSICAL EDUCATION

## **HEALTH 1:**

**Course credit earned: Health (0.5)**  
**May be taken only once for credit.**  
**No Pre-requisite. Grade 9.**

Class discussion and instruction center on wellness and health promotion in the areas of nutrition, physical fitness, safe living, stress and risk taking management, decision making, refusal skills and goal setting. There will be an emphasis on planning and skills for a healthy lifestyle. This class also involves CIS (Career Information System).

## **HEALTH 2:**

**Course credit earned: Health (0.5)**  
**May be taken only once for credit.**  
**Pre-requisite: Health 1. Grade 11.**

Students learn about prevention of drug abuse, sex education, environmental health and disease prevention. Students will participate in a one week CIS project involving computers.

## **PE: PERSONAL FITNESS:**

**Course credit earned: Physical Education (0.5 or 1.0)**  
**May be taken more than once for credit.**  
**Pre-requisite: Physical Education. Grades 10-12.**

Students will learn to identify the benefits of cardiovascular fitness for life long health. Personal fitness assessment and improvement will be stressed. Students will workout in the cardio room on such equipment as stationary bikes and treadmills. Aerobic activities such as walking and jogging will be included.

## **ADVANCED PE:**

**Course credit earned: Physical Education (0.5 or 1.0)**  
**May be taken more than once for credit.**  
**Pre-requisite: Physical Education. Grades 10-12.**

The students will be involved in a variety of lifetime activities such as karate, golf, tennis, bowling, basketball, ultimate Frisbee and soccer. Emphasis will be placed on skill development, teamwork, and improving fitness levels through activities such as jogging, fitness stations, sprinting and walking. This class is for the student that enjoys any kind of physical activity.

## **PE: STRENGTH TRAINING:**

**Course credit earned: Physical Education (0.5 or 1.0)**  
**May be taken more than once for credit.**  
**Pre-requisite: Physical Education. Grades 10-12.**

This elective course is open to all sophomores, juniors, and seniors, male or female, who have a strong interest in improving and maintaining a physically-fit lifestyle. A variety of strength and fitness building programs are introduced and developed. This course is strongly recommended for men and women student/athletes. This advanced level course highlights student development in the following areas: physical development/fitness, self-confidence, self-image, social interaction and diversity

# PHYSICAL EDUCATION

## **BEGINNING DANCE:**

**Course credit earned: Fine Arts or Elective (1.0 or 0.5) or Physical Education (once Freshman PE credit has been satisfied) (0.5)**

**May be taken only once for credit.**

**No pre-requisite. Grades 9-12.**

This course is an entry level class for students with little or no previous dance experience. It consists of instruction in the basic concepts of proper alignment and kinesthetic awareness. Students will learn strengthening exercises to improve flexibility, balance, rhythm, stamina, coordination and more. As the year progresses, students will be exposed to ballet, modern, jazz, tap, hip-hop and ethnic styles of dance. All dance styles will include movement combinations and vocabulary necessary to communicate this art form. Skill and vocabulary tests, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and also give parents an opportunity to view the sequential learning process. Lab fee required. \*No prerequisite

## **INTERMEDIATE DANCE:**

**Course credit earned: Fine Arts or Elective (1.0 or 0.5) or Physical Education (once Freshman PE credit has been satisfied) (0.5)**

**May be taken more than once for credit.**

**Pre-requisite Two Semesters of beginning dance or prior dance experience approved by instructor. Grades 9-12.**

This class is designed for students wishing to explore dance on a more expansive level. Technique will continue to incorporate proper body alignment, strengthening exercises, and movement sequences. Emphasis at this level is on the use of ballet as a foundation for all styles of dance. Modern, jazz, tap, and ethnic styles will layer in the students' schedule as they progress. Skill and vocabulary tests, research papers on dance history, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and also give parents an opportunity to view the sequential learning process. Lab fee required. \*Prerequisite: Two semesters of beginning dance or prior dance experience approved by instructor \*Course is year-long course only or first semester only.

## **ADVANCED DANCE:**

**Course credit earned: Fine Arts or Elective (1.0 or 0.5) or Physical Education (once Freshman PE credit has been satisfied) (0.5)**

**May be taken more than once for credit.**

**Pre-requisite Two semesters of beginning dance and two semesters of intermediate dance or prior dance experience approved by instructor. Grades 9-12.**

This higher level course is for the serious student who wishes to continue with technical training. Emphasis is on refining technique and skills learned in previous courses. Students will be expected to execute more advanced exercises and demonstrate knowledge of different dance styles and dance terminology. Ballet, modern, jazz and tap will continue as the styles of focus. Students will also experiment with choreography. Skill and vocabulary tests, research papers and nutrition logs will be regularly incorporated in curriculum. Evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and also give parents an opportunity to view the sequential learning process. Lab fee required. \*Prerequisite: Two semesters of beginning dance and Two semesters of intermediate dance, or prior dance experience approved by instructor. \*Course is year-long course only or first semester only.

# FRANKLIN HIGH SCHOOL SCIENCE

Franklin High School takes great pride in offering our students a wide variety of science classes that students can take while achieving their educational goals. We have a science staff of competent and experienced teachers who have broad backgrounds in many interesting scientific endeavors. You'll find that our science teachers are most willing to help you decide upon your sequence of classes to sign up for and help you achieve success

Most science content and performance standards can be earned by successfully completing the Academy Science class, Biology and an additional science

class. All entering students will need to complete three years of science for current PPS graduation requirements. Many of our students take four or five Franklin science classes throughout their high school career because they enjoy them so much.

Students who want to take advanced science electives, such as AP Classes or Anatomy, will need to plan ahead to ensure they have the prerequisites required to enter those classes. We suggest the following progression:

## **SCIENCE CLASSES AVAILABLE AT FRANKLIN:**

- **9th** All students will take Biology
- **10th-12th** Chemistry, Foundations of Chemistry and Physics, Conceptual Physics, Environmental Science, Anatomy and Physiology Science, Physics, Advanced Classes including AP Courses, Medical Terminology (in conjunction with English Medical Terminology)

**ADVANCED COURSES OFFERED:** Anatomy and Physiology Science, Medical Terminology

**ADVANCED PLACEMENT COURSES (AP):** AP Biology, AP Physics, AP Chemistry , AP Environmental Science

*"The rapid progress true science now makes, occasions my regretting sometimes that I was born so soon..."*

~Benjamin Franklin



# SCIENCE

## **BIOLOGY 1-2:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

Biology is the science component of the Freshman Academy program. It is part of the schedule for all freshmen. Biology is the study of life and how living organisms survive on this planet. Students will develop an appreciation of the life processes that surround, interact, and affect us. In this class, students will learn about the scientific method, biochemistry, cells, genetics, microbiology, protists, fungi, plants, animals, and more. Students will be involved with laboratory experimentation.

## **GEOLOGY AND ASTRONOMY:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Freshman Biology  
Grades 10-12.**

This two-semester course will cover the major topics in the fields of geological and astronomical science. It is a rigorous, lab-oriented class, designed to focus students on the application of scientific inquiry and the use of the basic principles of the physical and biological sciences. Students will have the opportunity to complete the Oregon State Science Inquiry Work Sample as part of this course. Coursework is planned to insure that students reach or exceed PPS and Oregon State, and Next-Generation Science Standards in the areas of geology (earth science) and astronomy (space science). Students will be guided towards developing a greater understanding of our planet and its relationship to the cosmos.

## **FOUNDATIONS OF PHYSICS AND CHEMISTRY**

### **1-2:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 10-12.**

Foundations of Physics and Chemistry is designed so that hands-on activities guide the development of ideas. The class also emphasizes the development of successful student skills and science skills that will support students in other Franklin science classes.

Foundations of Physics and Chemistry is a lab-oriented, rigorous science class designed to develop students' understanding of fundamental scientific knowledge and the ability to think like scientists. Topics studied will include science skills, properties of matter, states of matter, atomic structure, the periodic table, chemical bonds, chemical reactions, solutions, acids and bases, motion, forces and motion, work, power and machines, energy, thermal energy and heat, mechanical waves and sound, the electromagnetic spectrum, optics, Earth's interior, Earth's surface, weather and climate, the solar system, and exploring the universe.

## **AP BIOLOGY:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Chemistry or concurrent Chemistry enrollment. Grades 10-12.**

This is a second-year biology class that will examine the principles of biology in much greater detail than what students learned in the first year. Students will need to work independently as needed and will be expected to be prepared to take the Advanced Placement exam. This class is designed to be the equivalent of a college introductory biology course. Topics covered include molecular biology, DNA and biotechnology, cellular structure and function of plants and animals.

## **CHEMISTRY 1-2:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: See note below. Grades 10-12.**

Chemistry is the study of matter and this course emphasizes experimentation. Through hands-on scientific activity, students will explore the nature of matter. From laboratory experiences, students will gain an understanding of the theories that help explain the real world and solve real world problems.

This course is essential for college bound students as well as students considering science, engineering, medical, nursing or technical careers. Honors credit is available.

**Note:** Biology or concurrent biology enrollment, Algebra 1-2 (C or better). Completion or concurrent enrollment in Algebra 3-4 is recommended.

**AP CHEMISTRY:****Course credit earned: Science (1.0)****May be taken only once for credit.****Pre-requisite: See note below. Grades 10-12.**

Students in this course will pursue advanced topics in chemistry as well as solidify and deepen their understanding of chemical principles. The course is based heavily on experimentation and emphasizes use of advanced scientific apparatus and makes use of scientific instrumentation. This course provides full coverage of Advanced Placement chemistry topics and students may receive college credit for successful scores on the AP exam.

**Note:** Biology or concurrent biology enrollment, Algebra 1-2 (C or better). Completion or concurrent enrollment in Algebra 3-4 is recommended.

**ANATOMY AND PHYSIOLOGY SCIENCE :****Course credit earned: Science (1.0)****May be taken only once for credit.****Pre-requisite: C or better in Biology and Health 1-2  
Grades 11-12.**

This is an upper division elective science course covering basic human anatomy, physiology and embryology. Students will study each human body system from the cellular to system level and interaction between these systems. It is a rigorous course intended for students who enjoy science and will be valuable for those interested in medical or health related careers such as medicine, veterinary science, dentistry, nursing, physical therapy, para-medicine, or athletic training. A major portion of this course will be devoted to lab work, including dissection of preserved materials. Lab skills will be developed. Honors credit is available.

**CONCEPTUAL PHYSICS :****Course credit earned: Science (1.0)****May be taken only once for credit.****Pre-requisite: Biology  
Grades 10-12.**

Conceptual Physics is designed for students with limited experience with mathematics beyond algebra. In Physics, students learn essential concepts of physics through demonstrations, laboratory work, and discussion. Careful gathering and analysis of quantitative data is stressed. This course provides a conceptually-based exposure to the fundamental principles and processes

of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples of applications of the principles studied. This course will have three areas of emphasis. Activities will include lecture, discussion, demonstrations, laboratory experiments and outside readings.

**PHYSICS 1-2:****Course credit earned: Science (1.0)****May be taken only once for credit.****Pre-requisite: See note below. Grades 10-12.**

The goal of this class is to open your eyes to a new and powerful way of understanding the natural world. The basic principles of motion, for example will give you new insights on everyday things such as driving a car on an icy road or throwing a football or softball. You will also learn about some not-so-everyday things such as black holes, traveling near the speed of light, and nuclear physics. The teaching approach will challenge you to ask new kinds of questions and find new ways of learning answers.

**Note:** Algebra 3-4 (or concurrent enrollment) and Biology (or concurrent enrollment). Chemistry recommended.

**AP PHYSICS 1:****Course credit earned: Science (1.0)****May be taken only once for credit.****Pre-requisite: See note below. Grades 11-12.**

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; electrostatics; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills and explore subjects including the law of motion, force, conservation of energy, and electric charge. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

**Note:** Student should have completed or be concurrently enrolled in Algebra 1-2.

## **AP PHYSICS 2:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: See note below. Grades 11-12.**

Advanced Placement Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills and explore subjects including entropy, the behavior of gasses and fluids, the behavior of light, and the structure of the atom. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

**Note:** AP Physics Part 1 is required.

## **MEDICAL TERMINOLOGY:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit. Pre-requisite: Passing grade in Biology and Health with concurrent enrollment in English-Medical Lit. Grades 11-12.**

Available to Juniors and Seniors, must be taken in conjunction with corresponding English class (English: Medical Literacy and Composition). The course is intended for those students who are interested in pursuing a medical or health-related field. Other courses within this strand include Sports Medicine and Anatomy and Physiology.

This Science course will expose students to the technical aspects of material covered in English: Medical Terminology, including structures and functions of body systems pathology of medical conditions, laboratory equipment and procedures, diagnostic and treatment procedures. The course will include frequent lab work as well as assignments, quizzes, and examinations.

## **ENVIRONMENTAL SCIENCE:**

**Course credit earned: Science (1.0)**

**Pre-requisite: Biology**

**Recommendation: Foundations of Physics and Chemistry, or Chemistry Grades 10-12.**

This course provides students with a foundation of understanding, knowledge and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species and invasive plants and animals. Physical science, Chemistry and Biology are all incorporated into the curriculum. The course incorporates both academic and hands on laboratory skills. The structure and function of natural ecosystems, the history of the environmental movement, impact of legal, economic and political systems on environmental concerns is taught. The course will also incorporate current environmental issues and underlying cause of these issues. Students also gain a broad awareness of environmental science and technological career opportunities. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment.

## **AP ENVIRONMENTAL SCIENCE:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Biology, Chemistry or concurrent Chemistry enrollment, Algebra Grades 10-12.**

AP Environmental Science is a year-long class designed to be the equivalent of a one-semester, introductory college course. This class approaches environmental problems, risks, and solutions from a multi-disciplinary perspective. Class work draws from chemistry, biology, geology, geography, economics and law. Outdoor fieldwork, labs, discussion, basic environmental concepts. Major topics covered include ecology, population, energy, pollution, atmosphere and climate change, conservation, and land use. Labs will include toxicology, soil analysis, and waste analysis. Specific skills for success:

- Ability to analyze and synthesize information from multiple science disciplines
- Ability to express ideas clearly in writing
- Strong basic calculation & mathematical problem solving skills (the AP Environmental Science test involves environmental calculations and does not allow calculators)
- **Active participation in outdoor field work and activities is mandatory.**

# SCIENCE: HEALTH AND MEDICAL CAREER PREP

## **INTRODUCTION TO PSYCHOLOGY 1-2:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

This course will expose students to the study of human behavior and mental processes. Students will learn psychological principals and participate in numerous learning activities and demonstrations. Topics will include sleep, dreams, love, relationships, personality profiling, communication and behavior disorders. This class will prepare students for AP Psychology. However, students are not required to take the course prior to AP Psychology.

## **AP PSYCHOLOGY:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Intro to Psychology. Grades 10-12.**

This is a course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with psychology. They also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience **equivalent** to that obtained in most college introductory psychology courses. You can receive college credit for this course.

## **SPORTS MEDICINE 1-2:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

Sports Medicine training includes the study and practice of prevention and care of athletic injuries. The course will expose interested students to various aspects of the allied health professions including first aid, physical therapy, triage, medical terminology, human anatomy/physiology, and emergency care and transportation of the sick and injured. Specific topics include basic anatomy, tissue types, medical foundations of injuries, preventive taping/wrapping, injury treatment and rehabilitation, and career opportunities.

## **SPORTS MEDICINE 3-4; 5-8 (CLINIC):**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit. Pre-requisite: Sports Medicine 1-2 for level 3-4; Sports Medicine 3-4 for level 5-6; and Sports Medicine 5-6 for level 7-8. Grades 10-12.**

Sports Medicine training is the further study and practice of prevention and care of athletic injuries. The course will expose interested students to various aspects of the allied health professions including first aid, physical therapy, triage, medical terminology, human anatomy/physiology, and emergency care and transportation of the sick and injured. Specific topics include basic anatomy, tissue types, medical foundations of injuries, preventive taping/wrapping, injury treatment and rehabilitation, and career opportunities.

## **ANATOMY AND PHYSIOLOGY SCIENCE:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit.**

**Pre-requisite: C or better in Biology 1-2 and Health 1-2.**

**Grades 11-12**

This is an upper division elective science course covering basic human anatomy, physiology and embryology. Students will study each human body system from the cellular to system level and interaction between these systems. It is a rigorous course intended for students who enjoy science and will be valuable for those interested in medical or health related careers such as medicine, veterinary science, dentistry, nursing, physical therapy, para-medicine, or athletic training. A major portion of this course will be devoted to lab work, including dissection of preserved materials. Lab skills will be developed. Honors credit is available.

## **ENGLISH 7-8: ANATOMY AND PHYSIOLOGY:**

**Course credit earned: English (1.0)**

**May be taken only once for credit. Concurrent enrollment in science course Anatomy and Physiology. Grade 12.**

This course is part of the medical career program. Students who have chosen to pursue studies in the medical field are invited to take this English class to help them progress through the tough task of acquiring the skills needed to be successful pre-med candidates in college. Anatomy and Physiology English is the companion to the science course with the same name (Although students may take Anatomy and Physiology Science alone). The English class focuses on reading, writing, and vocabulary. Students will learn study fictional stories concerning the human body and analyze themes within them as well as learn to draw important information out of non-fiction sources, write in a technically sound expository or informational manner, and grasp the tools require to digest the daunting vocabulary needs of this field. Anatomy and Physiology's subject matter in the anatomy and physiology of the human being and the English section will use both fictional and non-fictional accounts of this body of knowledge as its curricular source.

## SCIENCE: HEALTH AND MEDICAL CAREER PREP

### **MEDICAL TERMINOLOGY:**

**Course credit earned: Science (1.0)**

**May be taken only once for credit. Pre-requisite: Passing grade in Biology and Health with concurrent enrollment in English-Medical Literacy.**

**Grades 11-12.**

Available to Juniors and Seniors, must be taken in conjunction with corresponding English class (English: Medical Literacy and Composition). The course is intended for those students who are interested in pursuing a medical or health-related field. Other courses within this strand include Sports Medicine Training and Anatomy and Physiology.

This Science course will expose students to the technical aspects of material covered in English: Medical Terminology, including structures and functions of body systems pathology of medical conditions, laboratory equipment and procedures, diagnostic and treatment procedures.

The course will include frequent lab work as well as assignments, quizzes, and examinations.

### **ENGLISH 5-6 / 7-8 MEDICAL LITERACY AND COMPOSITION:**

**Course credit earned: English (1.0)**

**May be taken only once for credit. Pre-requisite: Concurrent enrollment in Science-Medical Terminology. Grades 11-12.**

This course is part of the medical career program. Students who have chosen to pursue studies in the medical field are invited to take this English class to help them progress through the tough task of acquiring the skills needed to be successful pre-med candidates in college. Medical Terminology English must be taken in conjunction with Medical Terminology Science. The emphasis of both classes is to study eight different body systems. The Science section focus on conceptual aspects, while the English class stresses the reading, writing, and vocabulary skills needed to absorb the complex material covered during the science period. The English course culminates with a large research project which deals with a pathology within the cardio-vascular unit. Students will study fictional and non-fictional materials concerning the medical field, explore the ethical themes presented within fiction, analyze these themes in a written manner, perform research, footnote, and create a professional quality case study about their assigned pathology.

## SOCIAL STUDIES: LAW AND MEDIATION PROGRAM

### **“Democracy must be learned by each generation”**

**Believing that democracy must be learned by each generation, the Franklin High School Law and Public Service (LPS) Program provides knowledge and instills an interest in government and law. Activities are designed to encourage students to become active participants. The program provides a variety of opportunities for all grade levels both in the classroom and in the community. Students interested in any law career or just interested for the sake of learning will find the following courses inviting and challenging.**

### **MOCK TRIAL/PARLIAMENTARY DEBATE:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit. Pre-requisite: Law & Your Rights. Grades 10-12.**

This is a year-long opportunity for students to gain understanding in the judicial process. Students work with mock criminal and civil cases both in class and in various demonstrations. Students will sharpen their critical thinking skills, debate techniques, public speaking, and be challenged as self-motivated leaders working in team situations. Guest speakers and judges will work with this class.

The final quarter of the year is devoted to the fastest rising academic competition in America: Parliamentary Debate. Students work in teams to research and argue the hot topics of the day.

# SOCIAL STUDIES: LAW AND MEDIATION PROGRAM

## **ADVANCED MOCK TRIAL/PARLIAMENTARY**

### **DEBATE:**

**Course credit earned: Elective (1.0)**

**May be taken more than once for credit. Pre-requisite: Mock Trial/Parliamentary Debate and Law & Your Rights. Grades 11-12.**

Similar to Mock Trial and Parliamentary Debate, students will role-play witnesses and lawyers in both civil and criminal actions relating to contemporary topics. As an advanced student, you will take on a leadership role in class to assist those new to the challenges. Again, class time is devoted to preparations for various competitions held at the Multnomah County Courthouse and the Mark O. Hatfield Courthouse. Parliamentary Debate will be the emphasis at the end of the year. The goal of this class is to continue to increase confidence in public speaking and critical thinking

## **AP U.S. GOVERNMENT AND ECONOMICS**

**Course credit earned: AP Government (0.5)**

**Course credit earned: Economics \* (0.5)**

**\*2nd semester does NOT receive AP credit.**

**May be taken only once for credit. Pre-requisite: Law & Your Rights. ALERT: Students will be expected to attend weekly evening meetings lasting up to three hours during the first semester. Grade 12.**

This senior level course is an alternative to the senior social studies class Political Science: Government and Economics. College Credit is available for this course. Students are encouraged, but not required to have previous experience in Franklin Law and Public Services Classes.

This Advanced Placement Course is an intensive study of the formal and informal structures of government and the processes of the American political system. Students will prepare to participate in the We the People oral competition on the constitution by working with volunteer lawyer coaches once a week after school as well as the regular class time. Extensive reading, research, writing and authentic assessment are used to prepare students for the AP exam. Critical thinking, public speaking, knowledge of the Constitution and strategies of teamwork will be emphasized.

During the second semester, the students will study the role of government in Economics in preparation for the AP exam. In addition, the students will look at micro and macro economics, comparative economic systems, economic theory and practice and personal finance.

## **LAW & YOUR RIGHTS**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

This course is an introduction to the field of law. It is a full-year course, which will include study of criminal, civil, family, juvenile, consumer and tort law. The class will examine the Constitution and its relation to our daily lives. Inquiry will include the role that law, law-enforcement officers, lawyers and the courts play in society. Local and national law-related issues will be discussed. The class will also have law-related guest speakers and participate in field trips. This class is a prerequisite for other classes in the Law and Public Service program.

### **MEDIATION:**

**Course credit earned: Elective (0.5)**

**May be taken only once for credit. Grades 9-12.**

Mediation class is a one semester class focused on training and developing a group of Franklin High School students to become peer mediators. The class will train students on the steps of mediation, conflict resolution strategies, verbal and non-verbal communication skills, ways in which different cultural groups resolve conflict and anti-bullying strategies. Students who take the class will be expected to be peer mediators for Franklin High School for the remainder of their high school experience. Students who take the class will be expected to participate in peer mediations as mediators between other Franklin students who are experiencing conflict.

### **PUBLIC SPEAKING:**

**Course credit earned: Elective (.5)**

**May be taken only once for credit. Grades 9-12.**

Recognizing the unique challenges of public speaking, this course will guide students through topic selection, organization, language, and delivery. Working independently and with peer groups, students will be actively involved in every step of the process of public speaking preparation and execution. Assignments include formal speeches (to inform, to persuade, and to pay tribute), brief extemporaneous speeches, monologues, speech analysis, and evaluations. The overriding goal of the course is for the student to become a better public speaker, with improved skills in researching, organizing, developing, and delivering speeches.

## **GOVERNMENT AND ECONOMICS:**

**Course credit earned: Global Studies (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 10.**

This course fulfills the requirement for graduation. The Modern World history course will promote an awareness of the interconnected nature of the world community. Core studies will include, geography, culture, modern history, political and economic structures and world issues. Honors credit available on an individual project basis.

## **AP WORLD HISTORY:**

**Course credit earned: U.S. History (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 10-12.**

This course fulfills the requirement for graduation. AP World History is a rigorous study of all human history. This course will prepare you for the AP test in World history. The AP World History course develops student' capacity and ability to think and reason in a deeper, more systematic way, better preparing you for subsequent college courses. Students will study history both chronologically and thematically, and be expected to complete regular critical analyses of historical events. Sophomores who feel up to the challenge are encouraged to push themselves by taking AP World History.

## **UNITED STATES HISTORY:**

**Course credit earned: U.S. History (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 11.**

This course will look at our nation's past in relation to the present. History is an interpretation, and thus, social, economic and political institutions will be examined from various historical and contemporary viewpoints. Students will improve and utilize their persuasive skills in writing and speaking. This course satisfies state requirements for graduation. Honors credit available on an individual project basis

## **AP UNITED STATES HISTORY:**

**Course credit earned: U.S. History or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 11-12.**

This U.S. History program will prepare you to take the AP U.S. History exam for advanced placement in college and for college credit. The demands of this course are equiva-

lent to a full year introductory course in college. Acquisition of historical information and document based essay writing is the heart and soul of this class. Any junior who feels up to the challenge is encouraged to substitute AP History for their requirement in U.S. History.

## **AFRICAN AMERICAN HISTORY**

**Course credit earned: U.S. History or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 10-12.**

This US History course studies American History through the lens of African-American history, and with a strong emphasis on the contributions and experiences of African-Americans. This course fulfills the requirements of US History.

## **GOVERNMENT AND ECONOMICS:**

**Course credit earned: Government (0.5)**

**Course credit earned: Economics (0.5)**

**May be taken only once for credit.**

**No Pre-requisite. Grade 12.**

**Government:** This course will focus on the government of the United States and its political system based on rules and principles of the Federal Constitution. State and local units of government will be studied in terms of similarities in form and conduct of the Federal Constitution. Students will recognize their role and responsibilities as citizens in a democratic society.

**Economics:** This course will focus on both Micro and Macro economics. Study areas include comparative economic systems, resource allocation, income distribution, role of government, and labor in a free market economy, economic growth and stability, and basic theories related to economic principle.

## **CURRENT EVENTS:**

**Course credit earned: Social Studies or Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 10-12.**

This course investigates what is happening in the world today, including significant events, behind-the-scenes-causes, who's who, and future trends. This course teaches students how to effectively gather accurate information by studying the primary sources the more you know about current events the better you can understand what is happening in the world and what your reaction should be.

## **INTRODUCTION TO PSYCHOLOGY 1-2:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

This course will expose students to the study of human behavior and mental processes. Students will learn psychological principles and participate in numerous learning activities and demonstrations. Topics will include sleep, dreams, love, relationships, personality profiling, communication and behavior disorders. This class will prepare students for AP Psychology. However, students are not required to take the course prior to AP Psychology.

## **AP U.S. GOVERNMENT (CONSTITUTIONAL LAW)**

### **AND ECONOMICS**

**Course credit earned: AP Government (0.5)**

**Course credit earned: Economics \* (0.5)**

**\*2nd semester does NOT receive AP credit.**

**May be taken only once for credit. Pre-requisite: Former experience in Franklin's Law and Public Service program recommended. ALERT: Students will be expected to attend weekly evening meetings lasting up to three hours during the first semester. Grade 12.**

This senior level course is an alternative to the senior social studies class Political Science: Government and Economics. College Credit is available for this course. Students are encouraged, but not required to have previous experience in Franklin Law and Public Services Classes.

This advanced Placement Course is an intensive study of the formal and informational structures of government and the processes of the American political system. Students will prepare to participate in the We the People oral competition on the constitution by working with volunteer lawyer coaches once a week after school as well as the regular class time. Extensive reading, research, writing and authentic assessment are used to prepare students for the AP exam. Critical thinking, public speaking, knowledge of the Constitution and strategies of teamwork will be emphasized.

During the second semester, the students will study the role of government in Economics in preparation of the AP exam. In addition, the students will look at Micro and Macro economics, comparative economic systems, economic theory and practice and personal finance.

## **AP PSYCHOLOGY:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit. Grades 10-12.**

This is a course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with psychology. They also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience **equivalent** to that obtained in most college introductory psychology courses. You can receive college credit for this course.

## **FILM AND UNITED STATES HISTORY:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: U.S. History. Grades 11-12.**

This elective credit in social studies is designed to enrich students' successful attempts at understanding themes in US History by analyzing events as portrayed through the eyes of Hollywood. This is an elective course and is not a substitute for U.S History. This elective credit may be taken in either the 1st or 2nd semester, or as a year long class.

## **FILM AND WORLD HISTORY:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: U.S. History. Grades 11-12.**

This elective credit in social studies is calculated to enrich student learning about various historical events of the world. World history will be analyzed through the use of motion pictures, both U.S. and international films. This elective may be taken in either the 1st or 2nd semester, or as a year long class.



# SOCIAL STUDIES : HUMANITIES

## **SPANISH HUMANITIES 1:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit. Grades 9-12.**

This class introduces the different Latino cultures and the place of Latinos in the American culture through a study of ideas, thought, literature, history and geography. It contrasts and compares the Native Language societies where students came from to American Society. The class introduces Literature as well as Social Studies in the Native Language.

## **SPANISH HUMANITIES 2:**

**Course credit earned: Global Studies or Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite: Completion of Spanish Humanities 1 and concurrent Spanish Immersion 7-8 enrollment. Grades 9-12.**

This class continues the exploration of the American culture, ideas, thought, history and geography. It contrasts and compares the Native Language societies where students came from to American Society. The class introduces Literature as well as Social Studies in the Native Language.

# VIDEO PRODUCTION

## **Video Production 1:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**No Pre-requisite. Grades 9-12.**

This class is for students who want to better their skills in making videos and pursue video production as a professional career. This class has a strong focus on screen writing and formatting; students must be ready to communicate their ideas verbally and in writing as well as be willing to peer edit each other's work.

We will also explore storyboarding, cinematography, video editing and sound. We will study various film genres and periods, including film noir, documentary, drama, action and horror. Projects will be highly dependent on group work; success will depend on daily participation.

## **Video Production 2:**

**Course credit earned: Elective (1.0)**

**May be taken only once for credit.**

**Pre-requisite Completion of Video Production 1 (C+ or better). Grades 9-12.**

This course is a continuation of Video Production 1 with a stronger emphasis and exploration of the technical aspects in producing video. Students are expected to produce longer videos at a higher quality, evaluated on technical skills as well as visual and artistic style. Students explore advanced concepts on lighting, sound design, composition and storytelling. Working with groups is required and success depends highly on daily participation and cooperation.

## **SPANISH FOR HERITAGE SPEAKERS 1-6:**

Do you already speak or understand Spanish? Do you wish to grow and improve those skills? Do you want to be a solid reader and writer as well? Spanish for Heritage Speakers is a course that focuses on adding the parts you may be missing, such as building a strong vocabulary, reading a variety of texts, and accurate written communication. Based on the level you achieve in this course, when you complete this course you can be placed in a course appropriate for your abilities. Spanish for Heritage Speaker is meant to build on the gifts you already have and fine those skills that will make you truly bilingual. ¿Ya hablas y entiendes el español? ¿Te gustaría crecer y mejorar estas habilidades? ¿También desearías ser lector y escritor firme? El Español para Hispanohablantes es un curso que se enfoca en añadir las partes que tal vez te faltan, como por ejemplo un vocabulario amplio, leer una variedad de textos, y comunicación escrita precisa. Según el nivel que logras en este curso, al terminarlo se te puede ubicar en un curso apropiado para tus habilidades. El Español para Hispanohablantes intenta aumentar un don que ya tienes y darte las destrezas que te hacen verdaderamente bilingüe.

## **SPANISH 1-2:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Grades 9-12.**

The first step in a four-year progression in Spanish designed to develop language skills: oral comprehension, speaking, reading, and writing. Students learn to comprehend relatively simple questions, commands and statements and to respond to them orally. Attention is given to accurate pronunciation and intonation as well as to the structure and vocabulary of the language. Sufficient skills are developed to be of aid in travel and in the study of culture.

## **SPANISH 3-4:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Prerequisite: Spanish 1-2. Grades 9-12.**

Second-level course continues to develop skills acquired in first-level course. Emphasis is still on the spoken language with increasing amounts of reading and writing. General knowledge of the language and of the culture of countries in which Spanish is spoken is extended.

## **SPANISH 5-6:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Spanish 3-4. Grades 9-12.**

This class continues with the oral approach with emphasis on task performance and communicative activities in preparation for successful oral proficiency. An intensive study of grammar is included, with classes conducted completely in Spanish. More emphasis is given to reading short stories and to answering questions based on material contained in the short stories. Students are also expected to write paragraphs of several hundred words based on vocabulary themes presented in each chapter.

## **SPANISH 7-8:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Prerequisite: Spanish 5-6. Grades 9-12.**

This course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. Extensive training in the organization and writing of compositions will be emphasized as well as oral skills. Grammar themes are strengthened and amplified and an increasing vocabulary becomes important.

Linguistic functions are continued through the reading of classic and authentic literature. Presentational skills are enhanced through project based learning

## **SPANISH IMMERSION 5-6**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit.**

**Pre-requisite: Concurrent enrollment with Spanish Humanities 1. Grade 9.**

This course is designed to increase the proficiency of Spanish immersion students in all modalities of the Spanish language: speaking, reading, writing skills, listening and to develop and reinforce specific language skills that are typically problematic for language immersion students. The fundamentals of critical thinking and literary analysis are taught through the reading, writing and presentation of short stories, plays, poetry, short-novels and/or excerpts of longer novels.

This is a content-based class that follows Language Arts and Social Studies grade level standards. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, human rights, current events, personalities and influential people of Spain and the Latin countries, and the various Latin communities in the United States. Additional readings enhance the study of the literature and culture of these countries and communities. Grammar studies will focus on: the study of spelling, accentuation and punctuation rules, *ser/estar*, preterit/imperfect, the sequence of tenses, the compound tenses and the subjunctive mode.

Students are encouraged to: read newspaper and online articles published in Spanish speaking countries, go to Spanish speaking plays, the Latin Film festival and culturally relevant events. Students are expected to speak only in Spanish in class.

## **SPANISH IMMERSION 7-8**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Concurrent enrollment with Spanish Humanities 2. Grade 12.**

This course is designed to increase the proficiency of Spanish immersion students in all modalities of the Spanish language: speaking, reading, writing, listening and to develop and reinforce specific language skills for immersion students and native speakers. With this course students continue to expand their skills established in the previous year. Skills in writing and speaking forms will continue to be emphasized. Students are expected to read more, develop critical analy-

sis of literary works and write using more complex structures. Oral presentation will also be an expectation and all students will speak solely in the target language.

## **AP SPANISH LANGUAGE:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit.**

**Pre-requisite: Spanish 7-8, Spanish Immersion 7-8**  
(*AP Spanish is the next class in sequence for Spanish Immersion students.*) **Grade 12.**

AP Spanish is offered as a continuation of the Spanish curriculum. It is to be taken after the fourth level Spanish course. All grammar studied in the previous four levels is reviewed and further applications are taught. The student is expected to read novels and short stories that require a more sophisticated knowledge of grammar and increased vocabulary. Students engage in numerous vocabulary activities in addition to studying grammar and write increasingly difficult compositions in Spanish.

## **AP SPANISH LITERATURE AND CULTURE:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit.**  
**Pre-requisite: AP Spanish Language (or equivalent). Grades 9-12.**

AP Spanish Literature and Culture introduces students to the formal study of a representative body of texts and accompanying art and media from Peninsular Spanish, Latin America, and U.S. Hispanic literature. Emphasis is placed on approaching the study of literature through understanding, summarizing, and relating texts to global, historical and contemporary cultural contexts. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communications, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. Special attention is provided to critical reading, analytical writing, and investigative research skills, and students are encouraged to reflect on the many voices and cultures included in the linguistically and thematically challenging AP Literature and Culture's reading list.

## **FRENCH 1-2:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Grades 9-12.**

This is the first of a four-year sequence designed to develop language skills: oral comprehension, speaking, reading and writing. In this course, a solid grammar foundation is laid. Students learn to comprehend and form relatively simple questions, commands and statements. Attention is given to accurate grammar pronunciation and intonation as well as to the structure and vocabulary of the language. Students are introduced to the various cultures of French speaking countries.

## **FRENCH 3-4:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: French 1-2. Grades 9-12.**

Second-level course continues to develop skills acquired in first-level course. Emphasis is still on the spoken language and grammar acquisition with increasing amounts of reading and writing. General knowledge of the language and of the culture of countries in which French is spoken is extended as well as a study of the History of France.

## **FRENCH 5-6:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: French 3-4. Grades 9-12.**

This class provides extensive reading opportunities; varied writing practice; continuing vocabulary and language development; and a wide range of communication activities. Course includes an introduction to literature through short stories, poems, and brief introductions to important works by French and francophone authors. Global awareness developed through presentation of the culture of France and the French-speaking world. Emphasis on building and reinforcing active communication skills. Mt. Hood Community College Credit Available.

## **FRENCH 7-8:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: French 5-6. Grades 9-12.**

This fourth-level course continues to develop skills acquired in second and third-level courses. Emphasis is still on the spoken language with increasing amounts of reading and writing. General knowledge of the language and of the culture of countries in which French is spoken is extended as well as a study of the History of France. Mt. Hood Community College Credit Available.

## **RUSSIAN 1-2:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. No Pre-requisite. Grades 9-12.**

This is an introductory course to the Russian language. All four skills: listening, speaking, reading and writing, as well as Russian culture are introduced. Students learn vocabulary and expressions to communicate about familiar topics. Correct pronunciation and intonation is emphasized in daily practice. Students learn about key aspects of Russian society, family life and traditions through authentic materials.

## **RUSSIAN 3-4:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Russian 1-2 Grades 9-12.**

This second level course continues to develop the skills acquired in first year. Emphasis is still on the spoken language and grammar acquisition with increased reading and writing. Knowledge of the language and of the history and culture of Russian and other Russian-speaking countries is expanded.

## **GERMAN 1-2:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. No Pre-requisite. Grades 9-12.**

Do you know that German is considered the sister language to English? Did you know we share many common words, and some are identical such Hand, Arm and Finger? It is not as hard to learn to speak and write German. Semesters 1-2 focus on hearing and understanding the language, learning to say and write things for basic expression in interpersonal situations. We use many ways to get there, including remaining 100% in German during class, active dialoging, music, storytelling, and creative play. Our goal will be to make learning go smoothly by making it enjoyable, and you can count on growing your speaking skills.

## **CHINESE MANDARIN 1-2:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Grades 9-12.**

This class is the first level of a four-year sequence designed to develop language skills in Mandarin Chinese. We emphasize speaking, reading and writing comprehension. Simple questions, commands and statements are taught. Students will use the English alphabet to write “Pinyin” which represents Mandarin sounds. They will learn to type “Pinyin” on the keyboard to retrieve the Simplify Chinese Characters from a computer.

## **CHINESE MANDARIN 3-4:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Chinese Mandarin 1-2. Grades 9-12.**

This second level course continues to develop skills acquired in first level course. Students engage in conversations, reading and writing characters that students have learned, provide and obtain information, express feelings and emotions, likes and dislikes, personal preferences and abilities. They demonstrate an understanding of the practices and perspectives of the second language and the culture studied.

## **CHINESE MANDARIN 5-6:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Chinese Mandarin 3-4. Grades 9-12.**

This class provides reading, writing paragraphs and wide range of communication practice that requires high level of recognizing Chinese vocabularies and can demonstrate reading and writing Chinese characters fluently. Demonstrate comprehension of likes and dislikes, abilities, location, frequency expressions, and simple descriptions. Students in level 2 have to get B or above to promote to level 3. Teacher’s signature required.

## **CHINESE MANDARIN 7-8:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Chinese Mandarin 5-6. Grades 9-12.**

This is a preparation course for the AP Chinese. Students will be provided authentic and wide range of reading, writing and communication practice. Throughout the course, students hone their language skills across the three communicative modes: interpretive, interpersonal, and presentational. They develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures. The course engages students in an exploration of both contemporary and historical Chinese Culture.

## **AP CHINESE MANDARIN:**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Chinese Mandarin 7-8. Grade 10-12.**

This course is a preparation course for students who want to take the AP Chinese Language and Culture exam. Students will develop language skills that can be used in real life activities and situations. Extensive training in reading comprehension, organization and writing skills will be emphasized as well as oral skills. This course is designed to prepare students to the Chinese flagship program in the UO and other programs in universities that require Chinese language proficiency.

## **MANDARIN ONLINE COURSE 1:**

### **GLOBAL SUSTAINABILITY**

**Course credit earned: World Language or Elective (1.0). May be taken only once for credit. Pre-requisite: Chinese Mandarin Intermediate Mid Level on the ACTFL scale. Grades 9-12.**

This course is beyond the advanced placement Chinese language and culture level. It is ideal for students who want to continue their Chinese language after the AP Chinese language and culture class. The course is designed to help students with Mandarin proficiency of intermediate-mid to advanced-low move up to advanced-low to advanced-high level on the ACTFL proficiency scale. Students will use computer with internet access and headsets as a tool to participate in the course online, and periodically meet with the teacher for “face to face” discussions and presentations. Authentic materials from a variety of sources are used throughout the course, including (but not limited to) internet, news reports, movies advertisements, online magazines, and occasional textbook materials. Stu-

dents will use materials on social issues for practice and development of language skills; acquire critical appreciation of the concepts of sustainable development, stewardship and conservation; and, use drama and problem solving debates to express attitudes and perspectives on global issues.

## **MANDARIN ONLINE COURSE 2:**

### **EXPLORING CHINESE HISTORY THROUGH FILM**

**Course credit earned: World Language or Elective (1.0).**

**May be taken only once for credit.**

**Pre-requisite: Chinese Mandarin Intermediate Mid Level on the ACTFL scale. Grades 9-12.**

This course is beyond the advanced placement Chinese language and culture level. It is ideal for students who want to continue their Chinese language after the AP Chinese language and culture class. The course is designed to help students with Mandarin proficiency of intermediate-mid to advanced-low move up to advanced-low to advanced-high level on the ACTFL proficiency scale. Students will use computer with internet access and headsets as a tool to participate in the course online, and periodically meet with the teacher for “face to face” discussions and presentations.

Authentic materials from a variety of sources are used throughout the course, including (but not limited to) internet, movies and films. Student will acquire critical appreciation of historical relevancy of Chinese film; examine the changing historical portrayal of heroes and villains in Chinese film; use drama, role-play and problem solving debates to express attitudes and perspectives on contemporary and historical issues.



*“An investment in knowledge always pays the best interest.”*

~BENJAMIN FRANKLIN



Franklin High School is located in the South Tabor neighborhood of southeast Portland and was designed in a distinctive Colonial Revival style . The 18-acre campus included the original classroom and school office building and boiler building from 1915, a manual arts (west) wing built a year later, an auditorium dating to 1924, a field house from 1950, a gymnasium built in 1954, and an industrial arts building from 1981. As the building turns 101 years old, it has come time to modernize and repair our great school. Franklin will begin a remodel and modernization beginning June 2015. The Franklin students and staff will move to the Marshall Building for two years and return to a beautiful and modern Franklin High School in September of 2017.