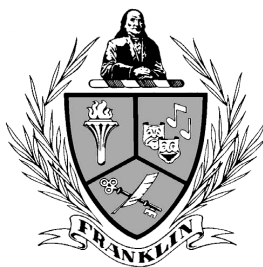


Franklin High School

FORECAST GUIDE

2018-2019



FRANKLIN HIGH SCHOOL

5405 SE Woodward Street

Portland, Oregon 97206

Phone: 503.916.5140

Fax: 503.916.2694



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 work with your student to build a full schedule tailored to your student's 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)

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. Starting with the 2018-19 school year, all 9th through 11th graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and 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 of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

Additionally, this year, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February, 2018. As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

Joe LaFontaine

Joe LaFontaine

Interim Senior Director of High Schools

Franklin High School

HOME OF THE QUAKERS



Dear Franklin 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 2018-2019 school year.

The process of forecasting is a way of identifying the courses in which you wish to enroll in the 2018-2019 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 that you desire. 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 to “prepare our students for a strong future and appreciation for lifelong learning and service.”

Go Quakers!

Juanita Valder
Principal

FHS Vision Statement

Franklin
Tradition, Community, Future
Strong

FHS Mission Statement

Franklin High School engages each and every student with instruction based on both tradition and innovation that broadens and deepens knowledge, increases skills, and inspires confidence. Providing a diverse and supportive environment, our educators, families and community prepare our students for a strong future and appreciation for lifelong learning and service.

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 503-916-5140.

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FRANKLIN FOUR YEAR PLAN RECOMMENDATION

FRESHMAN

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

SOPHOMORE

English	English 3-4
Math	Geometry or Higher
Science	Chemistry
Global Studies	Modern World History/AP World History *Modern World History: Dual Language Spanish (pending district approval)
World Language	Spanish/French/Russian/German/Mandarin Chinese
Elective	(1.0) credit Fine Art /CTE/World Language
Elective	(2.0)

JUNIOR

English	English 5-6
Math	Algebra 3-4 or Higher
Science	See available Science classes (pg. 51)
U.S. History	U.S. History/AP U.S. History *African America U.S. History/Asian American/U.S. History Latino (pending district approval)
Physical Education	Health 2 and Personal Fitness, Weight Training, Advanced PE, or Dance.
Elective	(3.0)

SENIOR

English	See available Senior English classes (pg. 31)
Government and Economics	(0.5) credit Government /AP Government and (0.5) credit Economics
Math suggested	See (a)
Science suggested	See (a)
Elective	(4.0) See (a)

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. 4 year universities may require additional credits in core subjects.

(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.

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 the District. See your counselor.
- c. World Language credit by examination.
- d. Approved work/volunteer experiences.
- e. Satisfactory completion of courses offered at summer, evening high school or virtual scholars.

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 www.pps.net/page/2330 for more information.

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. See your counselor.

Secondary Grading, Course Change, and Credit/Transcript Guidelines

PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

Grading

All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students.

Grade Notations and Guidelines

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D = 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move onto the next level.
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester:**
If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

Incomplete

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade required prior building administrator approval.

FUNDAMENTAL FORECASTING INFORMATION RESOURCES

If there is agreement between the teacher, and the family, and the building administrator approves:

- ***The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the “I” will revert to the initial grade earned.***
- ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the “I” with a grade.***
- ***If an Incomplete is given at the end of second semester in June, the nine week time period to replace the “I” begins with the start of school the following academic year.***

Pass/No Pass

Core credits earned from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
 - ***Written in the course syllabus***
 - ***Clearly communicated to students and families***
 - ***Chosen by a student as a grading option within the timeline mentioned above***
- To receive a “Pass”, a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student’s GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

No Grade (NG)

- When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrative approval.

Dropping a Class

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class **within the first 15 school days of the semester** (date set by district) without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

Guidelines for using notations WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if he/she drops a class:

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15-day withdrawal period.
- A “WF” is factored into the student’s GPA.
- **Withdraw No Pass (WN):** Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
- A “WN” is **not** factored into the student’s GPA.
- **Withdraw No Grade (WX):** A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.)

FUNDAMENTAL FORECASTING INFORMATION RESOURCES

and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file. A “WX” **is not** factored into the student’s GPA.

Repeated Courses

- A student may receive credit for a course only once unless it is designated a multi-semester course.
- Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain noted on the transcript even though it will no longer be factored into the GPA.

Grade Changes

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

INFORMATION RESOURCES

MISCELLANEOUS

- A. Students may participate in Outdoor School once per semester. A maximum of 1.5 units of elective 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 the equivalent value, contact your counselor for the process to have the 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: www.pps.net/page/3884

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.net/Domain/116
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.net/Domain/116). 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 (parentvue.pps.net) StudentVUE (student.pps.net) 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 MEDIA SERVICES:

See <http://franklintoolbox.wordpress.com>

Mission: to create independent, effective, and responsible learners who become critical readers of the word and world in the 21st 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 have an FHS team for Oregon Battle of the Books and provide a graded Library Intern course for upperclassmen. We celebrate books and stories, coordinate Writers in the Schools, teach information literacy and digital citizenship lessons. We provide technology support, book talks, and collaborate with teachers to support student learning. We also provide one to one tutoring to students and access to over 12,000 print books and incredible digital resources. Our library also houses our textbook and novel set services. Hours are 7:30am-3:30pm.

SUN (SCHOOLS UNITING NEIGHBORHOODS):

SUN stands for Schools Uniting Neighborhoods. SUN Community Schools in Multnomah County are full-service neighborhood hubs where the school and partners from across the community come together to make sure kids and families have what they need to be successful - in school and in life. Impact NW is the lead agency for Franklin's SUN School, which mobilizes and strategically organizes community resources to provide :

- * Strong core instructional program
- * Educational support and skill development for youth and adults
- * Enrichment and recreation activities, including student clubs
- * Family involvement and support
- * Social, health, and mental health resources
- * Family and community events

For more information visit the SUN page of the FHS website <<http://www.pps.net/domain/1165>> or call 971-570-1384

STEP UP PROGRAM:

Step Up is an afterschool tutoring, mentoring, and leadership development program for academic priority students in 9th – 12th grade. Students typically join our program during the summer between 8th and 9th 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.

INFORMATION/RESOURCES

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.

CLASS FEES

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.

FRANKLIN SCHOOL-BASED HEALTH CENTER

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. Most colleges 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	
Art	AP Studio Art-2D Design
	AP Art History
English	AP English Language and Composition
	AP Literature and Composition (International Voices)
Leadership	AP Seminar
Math	AP Calculus AB
	AP Calculus BC
	AP Statistics
Performing Art	AP Music Theory
Science	AP Biology
	AP Chemistry
	AP Environmental Science
	AP Physics 1 and 2
Social Studies	AP US Government Politics
	AP World History
	AP Psychology
	AP United States History
World Languages	AP Chinese Mandarin
	AP Spanish Language
	AP Spanish Literature and Culture

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.

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 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.

DEPARTMENT	FRANKLIN COURSE	COLLEGE COURSE EQUIVALENT	COLLEGE / UNIVERSITY	NUMBER OF CREDITS
Business Administration	Accounting 1-2	BA 111- Intro to Accounting	PCC	3
	Computer Applications 1	CAS 109 - Beginning PowerPoint	PCC	1
		CAS 216A – Beginning Word	PCC	1
		CAS 121 – Beginning Keyboarding	PCC	3
	Computer Applications 2	CAS 133-Basic Computer Skills / Microsoft Office	PCC	4
Introduction to Business Marketing	BA 101 Introduction to Business and World Affairs	PSU	4	
Personal Finance and Investing 1-2	CAS 170 Beginning Excel (FIN 218 - pending) Personal Finance	PCC PSU	3 (4)	
Computer Science	Digital Design and Computer Coding 1	CAS 106—Introduction to HTML	PCC	4
	PC Hardware	CIS 145—Microcomputer Hardware and Troubleshooting	PCC	4
Education	Introduction to Education	Education 100	PCC	3
English	College Writing	WR 121	PCC	4
Industrial Technology	Architectural Design and Drafting	BCT 102	PCC	Varies
	Intermediate/Advanced Woods	BCT106 Hand Tool/Power Tool Use and Safety	PCC	3
	Intermediate/Advanced Metals	MCH 100, MCH 105, MCH 110, MCH 120, MCH 125, MCH 135, MCH 145, MCH 150, MCH 160, MCH 180 and MCH 205	PCC	Varies
	Intermediate/Advanced Metals	WLD 111, WLD 112, WLD 113, WLD 114, WLD 115, WLD 121, WLD 222, WLD 223,	PCC	Varies

EARN COLLEGE CREDIT IN FRANKLIN'S COURSES

DEPARTMENT	FRANKLIN COURSE	COMMUNITY COLLEGE	COLLEGE / UNIVERSITY	NUMBER OF
Math	Pre-Calculus 1-2	MTH 111 and MTH 112	PCC	5
Performing Dance	Dance 1 – Beginning Dance	Modern Dance 1 – 130A, 130B	PCC	1
	Dance 2 – Immediate Dance	Modern Dance 2 – 131A, 131B	PCC	1
	Dance 3 – Advanced Dance	Modern Dance 3 – 230A, 231B	PCC	1
	Dance 4 – Performance	Modern Dance	PCC	1
Science Department	AP Chemistry	CHE 221/222	Oregon Institute of Technology	10
	AP Environmental Science (APES)	Biology 111-Intro to Environmental Science	Oregon Institute of Technology	3
World Language	French 5-6	French 101, French 102	MHCC	5
	French 7-8	French 103 French 201	MHCC	5 4

CAREER TECHNICAL EDUCATION (CTE)

Program of Study:

- Business Management
- Culinary Arts
- Construction
- Education
- Finance
- Health Services
- Information Technology
- Manufacturing
- Video Production

COLLEGE ENTRANCE REQUIREMENTS

Entrance Requirements: The minimum standards for admission to Oregon’s colleges and universities are subject to change – be sure to check with the university about all current requirements.

1. Minimum of 15 credits in core college preparatory courses – see list below.

Note: Students need to earn a C or higher in these courses for them to count toward this requirement.

English (4 credits)

Mathematics (3 credits)

Shall include first year algebra and two additional years of college preparatory mathematics such as Geometry, Algebra 3-4 or above.

Science (3 credits)

Shall include two years of core laboratory science such as Biology, Chemistry, or Physics.

Social Studies (3 credits)

Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics.

Second Language (2 credits)

Two years of the same second language: Mandarin Chinese, Spanish, French, German and Russian are offered at Franklin High School.

2. Minimum High School GPA – Requirements vary year to year based on applications. It is important to check with each school for all requirements when making application.

Eastern Oregon University	2.75 GPA	Western Oregon University	2.75 GPA
Southern Oregon University	3.0 GPA	Portland State University	3.0 GPA
Oregon Institute of Technology	3.0 GPA	Oregon State University	3.0 GPA
University of Oregon	3.0 GPA		

PORTLAND PUBLIC SCHOOLS DIPLOMA REQUIREMENTS

More details at <http://www.pps.net/page/735>

	ALL CLASSES
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health	1
World Language	2
Career & Technical Education, The Arts or the 3rd year of the same World Language	1
Electives	6
¹ Meet district proficiency for Oregon's Essential skill (ES) standards:	Reading Writing Math
² Develop a Personal Education Plan	X
³ Participate in 2 Career Related Learning Experiences	X
⁴ Demonstrate Career Related Knowledge and Skills	X
⁵ Complete an Extended Application	X
TOTAL CREDITS	24

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

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

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

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

⁵ 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.



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 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). Only courses that appear on your 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 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 for Page No. 2.
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

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.**

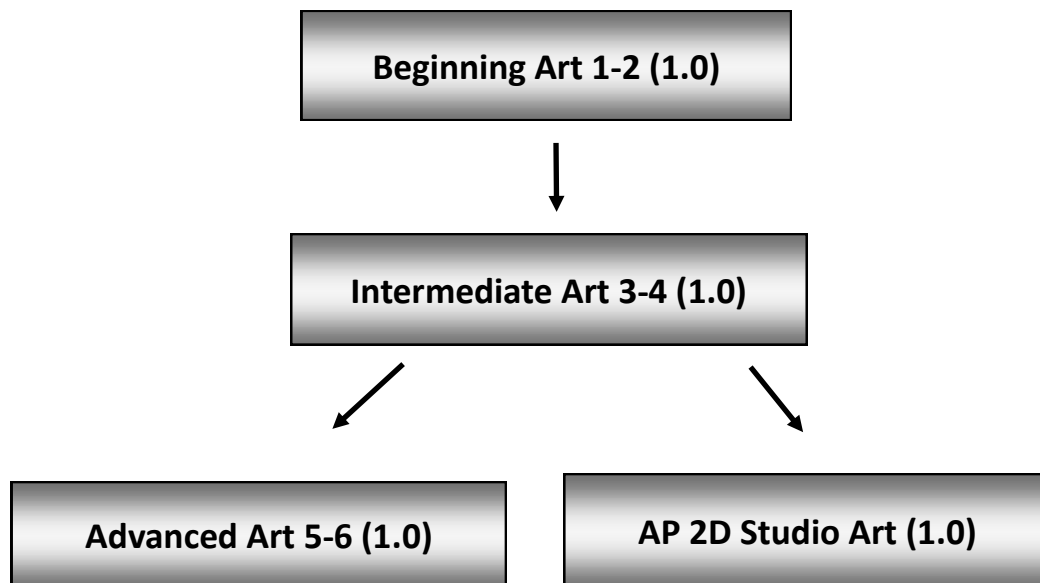
Franklin High School's Course Offerings

The courses enclosed are offered and listed in good faith with the intention of teaching them in the 2018/19 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.

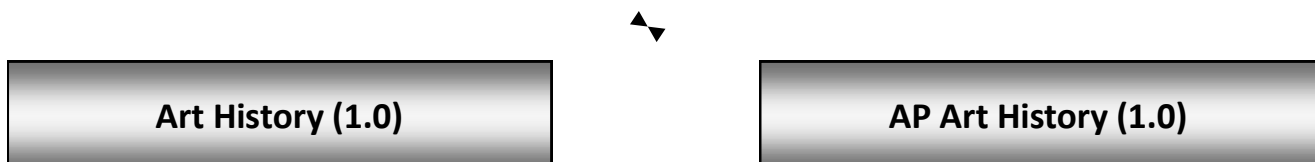
ART

The mission of Franklin's Visual Arts 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 Scope and Sequence



Art History



Photography Scope and Sequence

Foundations of Photography (1.0)



Intermediate Photography (1.0)

Ceramics Scope and Sequence

Beginning Ceramics 1-2 (1.0)



Intermediate Ceramics 3-4 (1.0)



Advanced Ceramics 5-6 (1.0)

Beginning Art 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 Art and Design. Students will use a variety of media. Drawing, painting, printmaking and other media are strong foci for this class. Art History will be included in the curriculum. Successful completion of this course is required for students to qualify for other art classes.

Intermediate Art 3-4:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Pre-requisite: Beginning Art 1-2 Grades 10-12**

This intermediate course will continue the emphasis on composition and design skills using a variety of media. This course will continue the study of drawing, painting and printmaking. Art History will have a stronger emphasis in this course. Portfolio development will also be introduced in this course.

Advanced Art 5-6:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Pre-requisite: Intermediate Art 3-4 Grades 11-12**

This course is for students who want to continue their study deeper into the Principles of Design, Art History and portfolio development. Students will work on independent projects, and learn to photograph art.

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 2.0 Art credits (not including ceramics). Grades 11-12**

This is a course intended for students who are interested in pursuing the study of art in higher education and as a career. This course will have students build a portfolio of work that demonstrates the mastery of 2-D design

through any two dimensional process. Design involves purposeful decision making in using the elements and principles in an integrative way. The program is a one year program developing twelve Breadth (Range) pieces and twelve Concentration pieces. Working outside of class is critical for the success of developing a strong portfolio. There will also be summer homework required for this class.

Art History:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****No Pre-requisite. Grades 10-12**

This Art History Course will introduce students to Art History as a discipline. It can stand alone or be used as a prep course for continuing on to AP Art History. Students will follow the evolution of humanity's search for meaning from Cave art to the present, while coming to understand how art is influenced by science, philosophy and culture. Focus will also be on 20th and 21st century artists through writing and videos.

AP Art History:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****No Pre-requisite. Grades 10-12**

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 cave paintings to present. Students acquire an ability to examine work of art critically, with intelligence and sensitivity, and to articulate their thoughts and experiences.

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

The camera and computer are simply a different format for achieving the same course goals as in a traditional art studio. Students will become familiar with their DSLR camera and with the Elements and Principles of design that serve as a foundation for all works of art. Students will learn to use Adobe Lightroom and Photoshop for editing and manipulating their photographs. Students also survey the history of photography and discuss photographers and their work.

Intermediate Photography:**Course credit earned: Fine Arts or Elective (1.0)****Pre-requisite: Foundations of Photography.****Grades 10-12**

This course will build upon what students learned in Foundations of Photography. The emphasis will still be on the Elements and Principles of Art, Lightroom and Photoshop techniques. Students will also participate in critiques of their work and the work of others. Art History related to photography will have a larger emphasis in this course as well.

Beginning Ceramics 1-2:**Course credit earned: Fine Arts or Elective (1.0)****No Prerequisite Grades 9-12**

The emphasis of this course is to develop skills in designing and creating works in clay. Students will practice hand-building techniques (slab, slab cylinder, pinch, coil, drape construction) and familiarize both safety and best practice protocols in the ceramics lab. Students will also practice wheel-throwing techniques with a variety of glazing and firing processes with sculptural and functional forms.

Intermediate Ceramics 3-4:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Prerequisite: Ceramic 1-2. Grades 10-12**

This course emphasizes understanding already learned in either Introduction to Handbuilding and Introduction to Wheel Throwing. Projects include practice in creating Wheel Throwing and Handbuilt forms. Students will further investigate firing and glazing techniques in the ceramic arts.

Ceramics: Advanced Ceramics 5-6:**Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Prerequisite: Ceramics 3-4. Grades 11-12**

This course is for students who've already studied ceramics and want to enhance their skills in both wheel throwing, handbuilding and glazing. This class is for serious ceramic artists.

BUSINESS DEPARTMENT

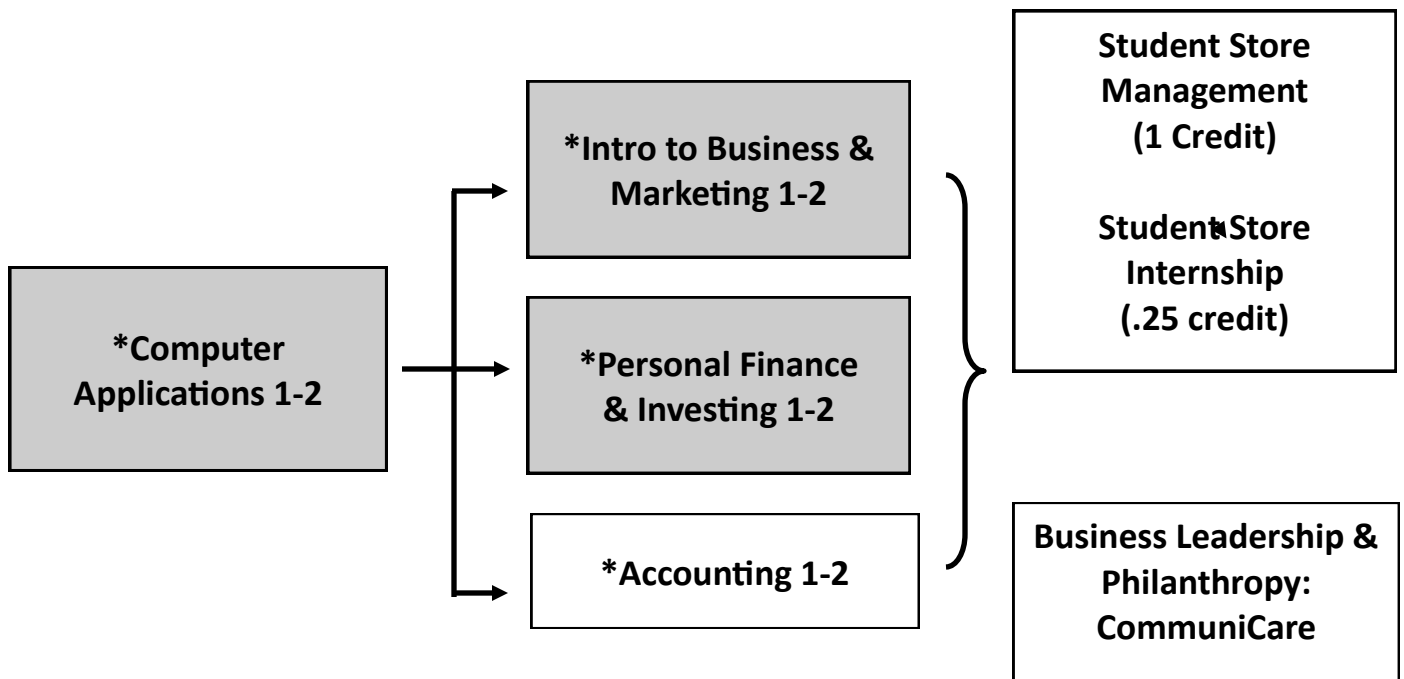
Career & Technical Education
Making Education Work

BUSINESS MANAGEMENT & ADMINISTRATION PROGRAM

Program completion = 3 credits & demonstrates business leadership

Students have the opportunity to earn college credit for many of the business courses offered at Franklin High School through a partnership with Portland Community College.

Gray indicates **required** courses. White indicates program electives.



This program offers students a variety of business courses. 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 become a program of study completer and earn a honor cord upon graduation for successful completion of the required sequence of courses and demonstrate leadership in business.

***Dual credit with PCC available upon successful completion**

BUSINESS DEPARTMENT

Computer Applications 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

No Prerequisite. Grades 9-12

Computer Applications 1 will develop or enhance keyboarding skills, file management and introduce some 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, skills required in the workplace. **Computer Applications 2** 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.

This course is required to complete a Business Management & Administration Program Study.

Introduction to Business & Marketing 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Computer Apps 1-2 recommended. Grades 10-12

Introduction to Business is designed to expose the interested student to many functions of modern business. The course shows the student how these functions exist in an ever changing global society and the type of decisions which must be made within that environment. Areas of study will include: marketing, small business management and entrepreneurship, business organization and ethics, finance, foreign exchange, banking and investing, basic accounting, business communication, basic economics, the business legal environment and career exploration. Students will develop a business plan with emphasis on a marketing strategy for a product or service, research a multinational corporation and participate in an investment simulation. This course will prepare students for entry-level jobs and studies of advanced business.

Portland Community College Credit Available (BA 101).

This course is required to complete a Business Management & Administration Program Study.

Accounting 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Computer Apps 1-2 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 in **Accounting 1**. 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.

In Accounting 2, the students will use computers to acquire automated accounting experience while working with the various journals, general ledgers, accounts receivable ledger, accounts payable ledger, payroll accounting systems, and in the preparation of financial statements. In addition, students will gain experience working with spreadsheets. This course will introduce the basic features of Microsoft Excel and spreadsheet concepts. Students will learn how to create and manipulate spreadsheets for various applications, including both the academic and business environment.

Portland Community College credit available (BA 111).

Personal Finance & Investing 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Computer Apps 1-2 recommended. Grades 10-12

This course will help you become a financially literate and financially independent citizen through an increased understanding and awareness of the financial world, including planning and managing money wisely. Areas of study will include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, taxes, investment vehicles and strategies, banking instruments such as saving and checking and living independently. Specific emphasis will be placed on the topic of investing, with a focus on investment principles, planning and risk/return analysis. You will also develop a solid working knowledge of Microsoft Excel, to help create personal budgets, financial statements, personal investments portfolios and checking account registers to name just a few.

Portland Community College credit available (CAS-170)

This course is required to complete a Business Management & Administration Program Study.

BUSINESS LEADERSHIP OPPORTUNITIES

Student Store Management 1-2 & 3-4:

Course credit earned: Fine Arts or

Elective (1.0) May be taken more than once for credit.

Prerequisite: Intro to Business & Marketing and/or Accounting 1-2. Grades 11-12

This course is limited to students that are on track to complete the Business Management & Administration Program of Study and have demonstrated professional/ethical behavior at all times.

This is an advanced business capstone class where students will utilize previously acquired business program skills and knowledge. Students will participate in the management and daily operation of the Franklin student store. Business activities include purchasing, pricing, promotion, cashiering, sales, inventory control, customer service, management, employee training and accounting. Emphasis will be placed on small business management and entrepreneurship.

Students will be simultaneously enrolled in Student Store Internship when enrolled in this class.

Student Store Internship 1-2 & 3-4:

Course credit earned: Fine Arts or Elective (.25)

May be taken more than once for credit.

Prerequisite: Intro to Business & Marketing, and/or Accounting 1-2. Grades 11-12

This course is limited to students that are on track to complete the Business Management & Administration Program of Study and have demonstrated professional/ethical behavior at all times.

Students will share in the responsibility of operating the Franklin student store (Quaker Nation Station) daily during lunch. In addition, students will open the store for a few evening community events such as Back to School Night, parent conferences and Discover Franklin. It is during this time that students will gain 'hands-on' experience running a small business and have an opportunity

to demonstrate many of the business skills acquired while participating in the Franklin High School Business Management and Administration program of study.

Students will be simultaneously enrolled in the Student Store Management class when enrolled in the Student Store Internship program.

Business Philanthropy (CommuniCare) 1-2 & 3-4:

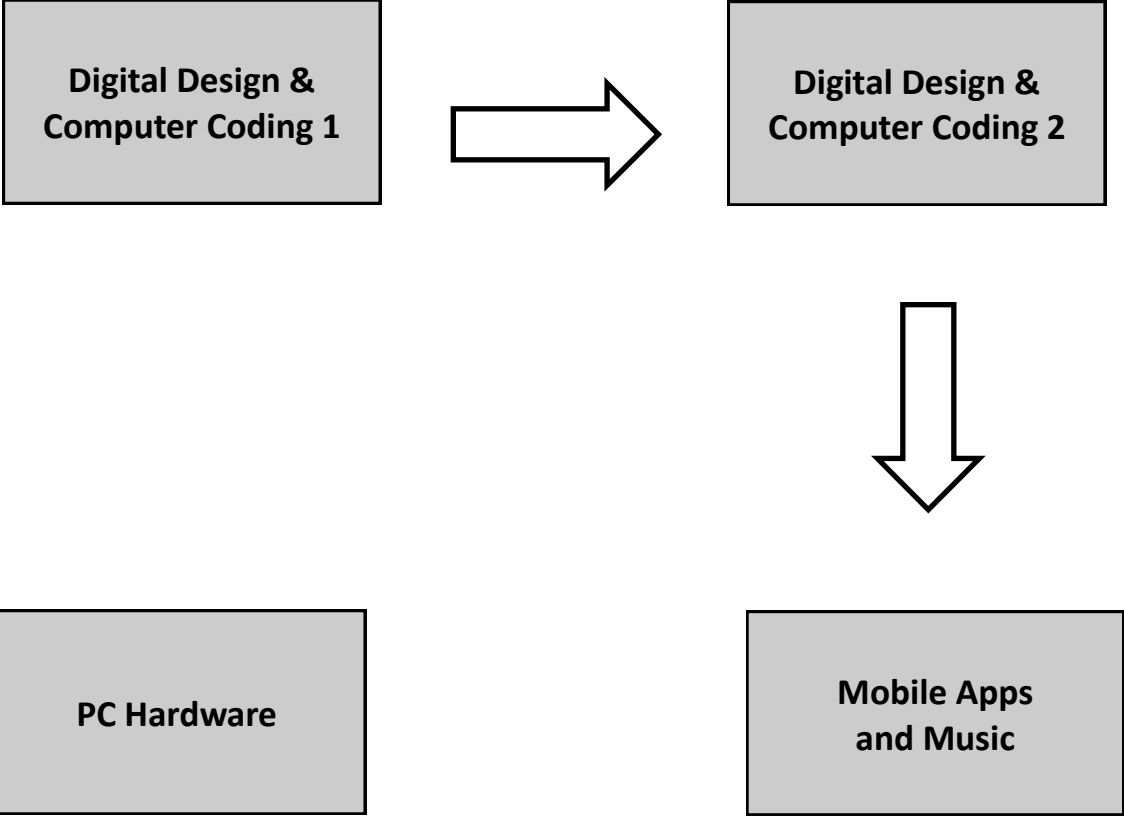
Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Grades 11-12

Our CommuniCare program provides students a unique opportunity to serve their community, through philanthropy work, fundraising and leadership opportunities. This student-directed program emulates those traits of a nonprofit business providing services, support and generates revenue that will later be distributed, in the form of grants, to local nonprofit organizations. With the support of the Harold and Arlene Schnitzer CARE Foundation, funds are matched to a substantial amount if class monetary goals are met. Students will grant awards based upon their class derived mission statement.

COMPUTER SCIENCE DEPARTMENT



COMPUTER SCIENCE DEPARTMENT

Digital Design and Computer Coding 1:

Course credit earned: Fine Arts or Elective (0.5)

Maybe taken only once for credit.

Pre-requisite: None. Grades 9-12

This is a project based course in computer programming; and it is intended for students who have no programming experience. The first part of this course will cover webpage design with HTML and CSS. The second part of this course allows students to pick any coding language and design a final project or educational game.

Provides PCC Dual Credit with PCC CAS106.

Digital Design and Computer Coding 2:

Course credit earned: Fine Arts or Elective (0.5)

Maybe taken only once for credit.

**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 the coding language they pick or JavaScript. The whole semester is project based with one final project they design. We use a variety of programming methods with an emphasis on applying problem solving and critical thinking skills. Students pick a custom final project and use the code they've learned to make something fun and interactive.

Mobile Apps and Music:

Course credit earned: Fine Arts or Elective (0.5)

May be taken only once for credit.

**Pre-Requisite Digital Design and Computer Coding 2.
Grades 10-12**

Code mobile apps for phones, tablets and touch screens. We will use the development tools from Adobe, Google and Apple. We will run our apps on several operating systems: iOS, Android, Windows, Unity and Steam. Students must have completed Digital Design and computer Coding 2. We also focus on digital music projects in Ableton, Garageband, and other cloud based audio editing tools.

PC Hardware:

Course credit earned : Fine Arts or Elective(0.5)

May be taken only once for credit.

No Pre-requisite. Grades 9-12

Work with the parts inside computers and devices. We will use motherboards, WiFi, Video Cards, CPUs, Memory, hard drives, power supplies and more. Test what's broken and rebuild working computers. Know how it all works inside, and know how to keep it working or best replace it. You'll be able to identify, remove, set-up, update and install it.

Provides PCC Dual Credit with PCC CIS 145

CULINARY ARTS

Introduction to Culinary Arts 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

No Prerequisite Grades 9-10

Students will be introduced to the world of restaurants and careers in the Culinary Arts. Students will spend 9 weeks learning about Safety, Sanitation, Knives and Knife Skills and earning their Food Handlers Card. Once students are qualified to enter the kitchen they will learn basic food skills and preparation. Subjects include: Soups and Stocks, Quick Breads and Yeast Breads, Plating and Presentation, Fruits and Vegetables, Salads and Starters. Students will also begin to learn effective Management Skills as well as the Business of running a food related enterprise.

Intermediate Culinary Arts 3-4:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

**Prerequisite: Introduction to Culinary Arts.
Grades 10-12**

This course will introduce students to foods eaten in various countries throughout the world. They will understand how location, religion and culture affect the cuisine of these various regions. Teams will be presented with food challenges related to the regions being studied.

Students will also take part in the operation of a food related business; creating product, marketing, selling and keeping track of inventory.

Advanced Culinary Arts 5-6:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Intermediate Culinary Arts Grades 11-12

This class will explore the science of food. Chemical reactions of food, Psychology of food, Innovations in food, Physical Properties of food, and Sensory Reactions to food.

These students will assume the role of Management in the class food related business. Tracking Inventory, Scheduling Work Hours, and Maintaining a Crew of Employees.

Advanced Culinary Arts: Baking/Pastry

Course credit earned: Elective (1.0)

Prerequisite: Advanced Culinary Arts 5-6 Grades 11-12

Fourth Year students will explore Internship opportunities in local food related businesses; spending time in the field fine tuning their culinary skills. These students will create a new business in the school setting, independent of the current business. The year will culminate with students creating and recording a Cooking Show TV Pilot.

Introduction to Education:

Course credit earned: Career Technical Education (1.0)

May be taken only once for credit.

No Prerequisite. Grades 9-12

Students will explore the history of the education system in the United States from colonial times through today, with a focus on the impact the legal system and our society's ideas of what education should be and for whom has had on classrooms and students. They will also explore how our community sees teaching and learning. Students will then explore ethical dilemmas in the educational system today. Finally, students will explore their own philosophy of education's future as based on the legal and societal requirements they have studied.

PCC Dual Credit (Education 100) is available. This course is required to complete the Educator Preparation CTE Program of Study.

Special Note: Students will be expected to participate in activities outside of their school day.

Advanced Educational Strategies:

Course credit earned: Career Technical Education (1.0)

May be taken only once for credit. Honors credit available. Introduction to Education recommended. Grades 10-12

Are you interested in the education field and/or working with others? Students will learn about how they, as well as other students, learn through a variety of educational theories. Then students will learn about barriers that makes learning harder, and how they can support students that have those challenges. They will then apply that learning to the realities of the classroom, such as meeting standards and regulations.

This course is required to complete the Educator Preparation CTE Program of Study.

Special Note: Students will be expected to participate in some activities outside of their school day.

Elementary/Middle School Internship:

Course credit earned: Career Technical Education (1.0)

May be taken more than once for credit.

Introduction to Education and Advanced Educational Strategies recommended. Grades 11-12

Students in this course will work alongside a certified teacher in a primary or middle school while exploring the field of education or child development as a future profession. Students will be asked to work with children 1 on 1, in small groups or with the whole group. They will write reflective papers and/or journal entries about the work they are doing. Students will create a lesson or project per semester that reflects their learning and present it to a small group. Exemplary attendance and appropriate school attire required. Transportation to and from your site is to be by Tri-Met.

Special Note: Students will be expected to participate in some activities outside of their school day.

Educational Leadership Opportunities:

Academic Allies:

Course credit earned: Elective (1.0)

May be taken more than once for credit.

Allies need to fill out a questionnaire to determine academic strengths and preferences. Grades 10-12

Academic Allies are paired with a teacher at Franklin to support students within their classroom. Allies are role models to their peers. Allies work with individual students or small groups within the classroom to help support their fellow students in mastering the content.

As members of the Learning Center staff, Peer Tutors work on an individual basis or in a small group sessions to answer questions on course content and to provide study strategies to aid in the mastery of course content.

9th Grade

English
1-2

10th Grade

English
3-4

11th Grade

English 5-6:
American Literature,
Poetry and Prose

English 5-6:
American Studies -
Sports, Culture, and
Media

English 5-6:
Medical Literacy and
Composition

English 5-6: Women
& Social Issues
Literature

AP English Language
and Composition

12th Grade

English 7-8:
Reading and Writing
for Change

English 7-8:
Anatomy & Physiology

English 7-8:
Literature and Film

English 7-8:
Mythology and Science
Fiction

English 7-8:
College Writing
(Dual Credit)

AP English Literature and
Composition
(International Voices)

Some Writing Electives:

- Creative Writing Across all Genres (9th – 12th Grades)
- Introduction to Journalism (9th – 12th Grades)
- AP English Support Lab
 - Must be taken in tandem with AP English Language/Literature
- AP Seminar

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 Prerequisite. 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.

Prerequisite: English 1-2. 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: American Literature, Poetry, and Prose:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: 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 project.

English 5-6: American Studies - Sports, Culture, and Media:

Course Credit Earned: English (1.0)

May be taken only once for credit.

Prerequisites: English 3-4; Introduction to Journalism preferred, but not required. Grade 11

Our study will focus on how sports influences and reflects American cultural values, and how media plays a role in this relationship. How does our fascination with sports and games connect to larger issues in American society? What do we admire and disapprove of in our professional athletes, and what does that reveal about American values? How does the media portrayal and language of sport and games permeate our lives and does it influence us to be better human beings? These are just a few of the essential questions that will guide our study of a range of texts nonfiction, documentary film, essays, profiles, editorials, interviews, longform journalism, and some canonical American literature—in our examination of sports, media, and American society in relation to culture, politics, race, gender, and economics.

Students will hone their critical reading, writing and discussion skills as they investigate key topics related to the role of sports and the media in relation to identity, with a focus on developing and producing rigorous work. Texts, such as feature profiles, editorials, and longform pieces, will be analyzed and critiqued, and will serve as examples for students to produce writing pieces that employ strategies in the model texts.

Final research and writing pieces will include media/film/documentary critiques, feature profiles, editorials, a long form journalism/research project and a digital media presentation in which students conduct an in-depth exploration of a significant contemporary issue related to American sports.

English 5-6: Medical Literacy and

Composition:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 3-4.

Concurrent enrollment in Science - Medical Terminology . Grade 11

This course is part of Franklin’s interdisciplinary Medical Careers program and is designed for students who have shown an interest in or chosen to pursue a career in the medical field. This class will help students acquire some of the skills necessary to be successful pre-med students or health care professionals. Medical Literacy and Composition must be taken in conjunction with Medical Terminology (exceptions may be made for Seniors or those taking for elective credit).

The English portion of this class requires challenging readings in medical nonfiction and medical history, and asks students to explore the ethical themes presented in the materials. The class concentrates intensely on medical terms, and students develop a comprehensive working medical vocabulary. The class culminates with a large research project dealing with a pathology in the cardiovascular unit. Students research, footnote, analyze varying texts, and create a case study about their chosen pathology. The Science section focuses on the conceptual aspects of six body systems; the English class stresses the reading, writing, and vocabulary skills needed to absorb the complex material covered during the Science period.

English 5-6: Women & Social Issues

Literature:

Course Credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 3-4, Grade 11

Through the study of literature students will explore historical and contemporary issues of gender roles, power, resistance, human rights, social justice, love and

freedom. We will read literature by women of color primarily, as well as explore the message media inundates women with about our bodies, our physical appearance, and our role within society. Both semesters require students to practice the skills of literary analysis, critical thinking, analytical and persuasive writing, and research. In addition to lots of reading and writing, all students will participate in class discussions, small group and individual projects. Literature will be selected by the teacher. Challenge assignments will be offered for the highly motivated.

AP English Language and Composition:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: 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 English Support Lab:

Course credit earned: Elective (1.0)

May be taken only once for credit.

Concurrent enrollment with AP English Language and Composition or AP English Literature & Composition. Grades 11-12

For students who have taken on the challenge of AP Language and composition junior year or AP Literature and Composition senior year, AP English Support Lab provides one-on-one help with assignments, skill building, and built-in homework time to facilitate good time management. This class is completely devoted to

helping you be successful in AP Language or AP Literature through access to an expert teacher and individualized improvement plans for your areas of concern. This class does not have homework and is designed to lessen your workload, not add to it. Any student new to AP English classes or who could benefit from extra help or extra time should take this course.

English 7-8: Reading and Writing for Change:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 5-6. Grades 12

This is a year-long course designed to examine the activists and changemakers in society, past and present. Students will refine their academic skills in areas such as reading, writing, and critical thinking in order to be successful at all levels of education and to become a lifelong learner. Through short stories, novels, films, classroom discussions, and formal essays, students will explore how these activists brought about social change in society and how they speak to our world today. We will explore various forms of activism and get involved with organizations who make change. Some of our readings will include *In the Time of Butterflies*, *Legacy of Luna*, *A Place to Stand*, and *Their Eyes Were Watching God*. The readings will also include contemporary articles and essays as well. Students will write argumentative essays and a college essay and participate in research on area of social justice.

English 7-8: Anatomy & Physiology:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 5-6.

Concurrent enrollment in science course Anatomy and Physiology. Grades 12

This course is the culminating English class in Franklin's medical career program and is the follow-up to Jr. English 5-6: Medical Literacy and Composition. Students interested in the medical field are invited to take this course to help them progress through the tough task of acquiring the skills needed to be successful pre-med or health care professional candidates in college. This course is the English companion to the Science course Anatomy and Physiology. Students practice clear and technically sound writing using material they learn in A & P, while also

considering these questions: How did medical techniques evolve over time in the Western world? What are the landmark moments in Western medical history? What are the stories behind the people who created our approach to medicine? What ethical questions and considerations come with advancements in medicine? Students read non-fiction, autobiography, biography and historical essays to increase their knowledge of the history of Western Medicine in the broader context of the history of Western Civilization. Students practice close reading and textual analysis skills to deepen their experience as readers and thinkers. Vocabulary (medical, academic, general) is priority, as a rich and varied vocabulary is required to meet the daunting requirements of this field.

English 7-8: Literature and Film:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 5-6. Grade 12

This is a year long course examining literature and film. The first semester entails a study of several short stories and novellas, along with their film adaptations. Students will gain an understanding of cinematic techniques and film terminology to assist them in critical viewing of films. The second semester will include world literature and film studies. Films will be paired with texts based on theme, general subject matter, and genre. Both semesters include reading short stories, novels, and informational texts. Students will build the writing skills necessary for post-secondary education by writing literary, argumentative, research, and comparative essays. In addition, students will complete multiple projects relating to film including storyboards, screenplays, movie reviews, and short films.

English 7-8: Mythology and Science Fiction:

Course credit earned: English (1.0)

May be taken only once for credit.

Prerequisite: English 5-6. Grade 12

This is a year-long course investigating the intersection of Classical Mythology and Science Fiction, with attention also paid to ideas and history of classical Greece. Students will 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, films, classroom discussions, and formal essays, students

explore how both genres reflect social issues and speak to our world today. We approach the familiar Greek myths through a more sophisticated lens, as we seek to hear echoes of the Greek world in the modern canon. Areas of study include Plato's Allegory of the Cave, The Truman Show, The Matrix, The Twilight Zone, and Orwell's 1984. Students will have ample opportunity to create their own works of fiction.

English 7-8: College Writing:

Course credit earned: English (1.0)

Prerequisites: English 5-6. Grade 12

A college composition course designed to support students in understanding how to craft and refine research essays, Writing 121 prepares students for the style of academic writing they will encounter throughout their college career. Students will learn how to integrate the views and ideas of authors and other professionals into various essay formats. They will learn how to locate and document credible research sources, develop strong, supported theses, and understand the demand for clear, coherent writing. Student will also practice examining arguments from multiple perspectives, purposefully focusing writing for an intended audience, and elevating critical consciousness for navigating the world of information and media in which we exist. Finally, students will understand the critical relationship between thinking well and writing well, and find that writing well supports academic experience in myriad ways.

Portland Community College credit available – 4 credits for Writing 121

AP English Literature and Composition

(International Voices):

Course credit earned: English (1.0)

May be taken only once for credit.

Pre-requisite: 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 and/or art work. Students are encouraged to take the AP exam at the end of the year so that they may learn 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: Creative Writing Across the**Genres:****Course credit earned: Elective (1.0)****May be taken only once for elective credit****No Prerequisite 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

AP Seminar:**Course credit earned: Elective (1.0)****May be taken only once for credit.****No Prerequisite. Grades 10-12.**

In this course students will think critically and creatively, research, explore, pose solutions, develop arguments, collaborative, and communicate using various media. Students explore real-world issues through a variety of lenses, cross-curricular conversations, and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.

Students will read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. The course will focus on local, national, and global issues, and students will work both individually and as part of a team. Themes include: Education, Innovation,

Revolution, Sustainability, Technology. Possible focus topics include: Food & Water, Prisons, Livable Cities, and Homelessness. Students will be assessed through two major performance tasks: Team Project & Presentation and Research-Based Essay & Presentation.

This is the first course in a 2-year AP Capstone program. Students who take and earn scores of 3 or higher in AP Seminar and AP Research (will be offered 2019-2020) and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is a series of courses designed to teach English Language Learners the reading, writing, speaking, and listening 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.

Emerging (ELD 1 & 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 and the acquisition of listening, speaking, reading, and writing skills in English, including vocabulary and sentence forms at the Beginning and Early Intermediate levels of the Oregon English Language Proficiency Standards.

Progressing (ELD 3 & 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 and the acquisition of listening, speaking, reading, and writing skills in English, including vocabulary and sentence forms at the Intermediate and Early Advanced levels of the Oregon English Language Proficiency Standards.

ELD Support Center:

Course credit earned: Elective (1.0)

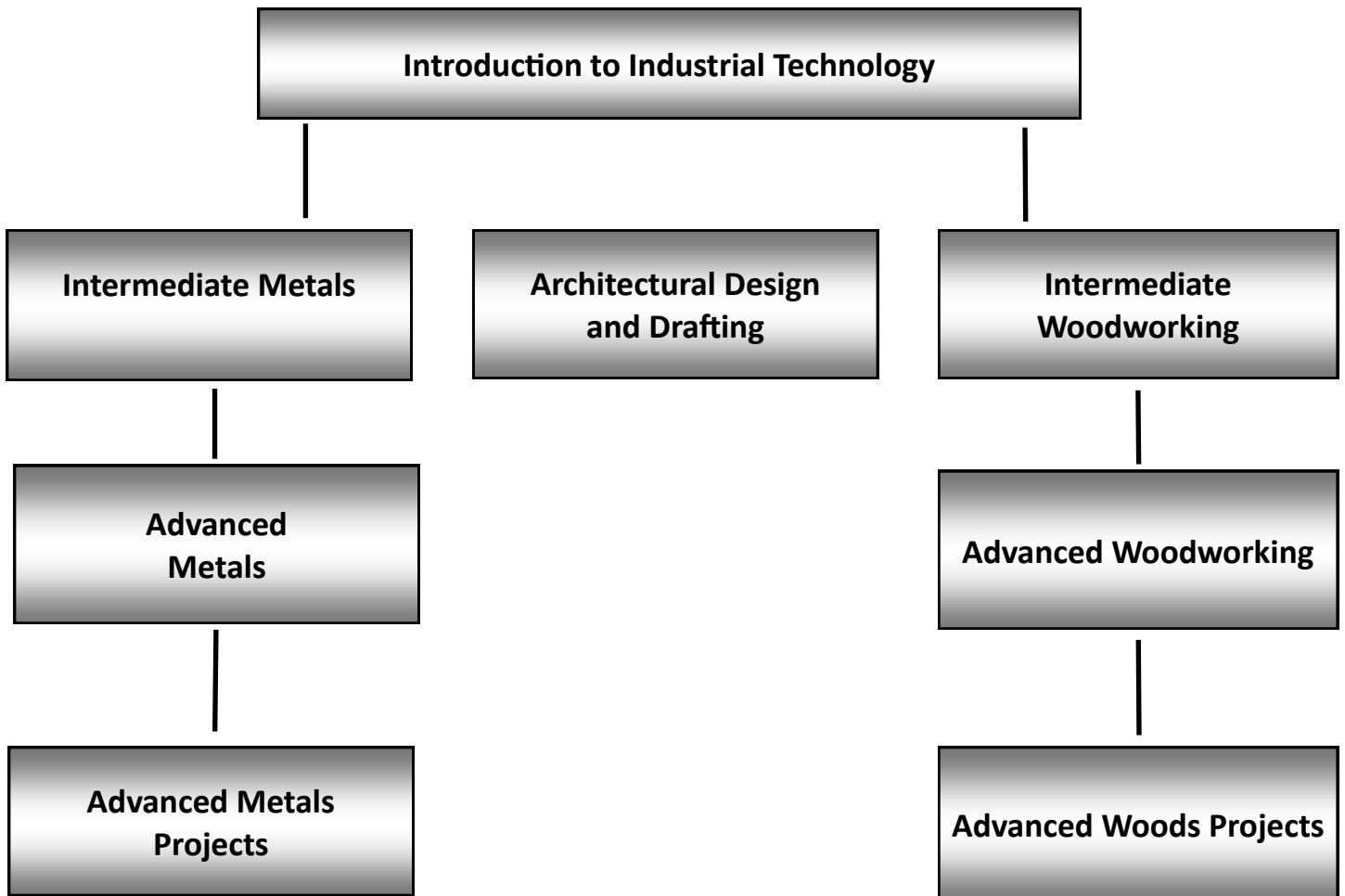
May be taken more than once for credit.

Placement based on language proficiency.

Grades 9-12

This is a class designed to support ELL students in their core content classes. Open to all students eligible for ELD Services

INDUSTRIAL TECHNOLOGY



INTRODUCTION TO INDUSTRIAL TECHNOLOGY:

Course credit earned: Fine Arts or Elective (1.0)
May be taken only once for credit.
No Prerequisite. Grades 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, and machining); woodworking skills (hand and power tool operation, cutting and assembling parts, wood processing operations, and wood turning); print reading and basic drafting as they relate to metal and wood working; computer numerical control programming; 3D CAD modeling. 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 shops

INTERMEDIATE METALS:

Course credit earned: Fine Arts or Elective (1.0)
May be taken only once for credit. Prerequisite: Intro to Industrial Technology. Grades 10-12

This class will broaden their metalworking skills in the following areas: Foundry (mold making and pouring molten aluminum and brass), manual and Computer Controlled machining on the lathe, mill, plasma cutter and 3d printer. Arc welding including MIG, TIG and Stick. Gas welding and cutting using oxygen and acetylene, sheet metal layout and fabrication. Students learn to run a business selling products created in the metal shop.

INDUSTRIAL TECHNOLOGY

Advanced Metals:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Intermediate Metals Grades 11-12

The focus of this full year class is to expand and improve skills necessary to give a student 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.

Students will also use and improve their skills by working on projects submitted to the shop by faculty, citizens in the community, personal 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.

Advanced Metals Projects:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Advanced Metals. Grade 12

For students that 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. Students will participate in student run business. Students may receive Portland Community College credit for this class.

Intermediate Wood Working:

Course credit earned: Fine Arts or Elective (1.0)

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

This project based class builds upon the foundation of woodworking skills learned through either the Introduction to Industrial Tech class or the Artistic class. Students will further their skills in machine operation, joinery, CNC programming material selection and preparation, and wood turning to produce a project or projects that they design with instructor permission. Students will also learn to use portable power tools used on construction job sites and will participate in a project related to building construction.

Advanced Wood Working:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Intermediate Woods. Grades 11-12

This class will utilize and expand upon the skills and knowledge from Intermediate Woodworking. Students will have more freedom to design and build an advanced level project. Depending on the level of complexity of the project, students can earn dual credit for two cabinetry classes at PCC (BCT 216 and 217) and can earn dual credit for hand and power tool operation (BCT 106). Additionally, students will be introduced to building construction techniques as they apply to residential carpentry.

Advanced Woods Projects:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Advanced Woods. Grades 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.

Architectural Design and Drafting:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit

No Prerequisite. Grades 10-12

In this class, students will be introduced to the process of preparing a set of residential drawings. Skills taught will include board and computer aided drafting; utilizing resources as part of the design process; drawing plan, elevation, and section views; understanding structural design; building codes and material selection. Additionally, students will learn about architectural styles and architectural history. Dual credit for Resident Printing (BCT 102) can be earned through PCC.

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 year-long class prepares students to write for the Franklin Post, our school newspaper. The class will focus heavily on writing skills. Students will write regularly, learning to adjust their tone and style based on the topic, purpose, and intended audience of their writing. They will evaluate articles for structure, objectivity, and more. Students will read and create stories in the categories of news, feature, opinion, and sports. Students will also view and examine documentary films through a journalistic lens. The class explores journalistic ethics, media law, design, and interviewing to support students in preparing to be effective, responsible, and professional journalists.

Advanced Journalism-Franklin Post:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Intro to Journalism. 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. This student-run class functions like a newsroom, and students will also learn the leadership, business, legal and advertising 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. Without pre-requisite, writing sample and consent of instructor are required.

Yearbook - Digital Franklin:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Video Production 1, Digital Photography, Intro to Journalism, or Yearbook. Grades 10-12

Members of this class plan and complete all duties pertaining to the publication of the Franklin High School Yearbook. Duties include designing layouts, taking photographs, marketing and writing copy for all of the events occurring at Franklin. Students also may be called upon to complete designs, posters, and videos that support programs and events at Franklin High School. Due to the nature of this course students will be expected to work outside of class time and to meet all scheduled deadlines. Professionalism will be an emphasis of the course.

LEADERSHIP/CAREER DEVELOPMENT

Teacher Assistant:

Course credit earned: Elective (0.5 or 1.0)

May be taken more than once for credit

Teacher consent required Grades 10-12

There are opportunities for students to work as teacher aides doing routine clerical assistance for a particular teacher on a regular basis. The student is expected to be regular in attendance and to be on task during the class period. Students seeking an opportunity to assist teachers with classrooms or laboratory instructions are typically required to have taken the course the previous year. This is a pass/no pass class.

Office Assistant:

Course credit earned: Elective (0.5 or 1.0)

May be taken more than once for credit.

Staff consent required. Grades 10-12

Open to students who are qualified to assist secretaries with various office duties. Office Assistants are expected to be on time and work in a professional manner (do daily work without being asked, handle the counter and phones when needed). If the office is slow you will be expected (without asking) to bring class work to keep busy. If the above expectations are met and you do not exceed 7 absences per quarter, you will receive a PASS. If you exceed 7 absences, you will receive a NO PASS even if absences are excused.

Library/Media Assistant:

Course credit earned: Elective (0.5 or 1.0)

May be taken more than once for credit.

Pre-requisite: Required attendance at spring meeting and summer orientation. Grades 10-12

This course is limited to students with good attendance who have demonstrated professional/ethical behavior, consistency, reliability, a positive attitude toward school and education, self direction and enjoy working on a team.

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 assist staff and

students, 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 technology platforms to assist staff and students. They will support and promote library events. Grade for this class is Pass/No Pass. If you are interested in taking the course for letter grade see Library Internship 1 & 2.

Library Internship 1-2:

Course credit earned: Elective (1.0)

May be taken more than once for credit.

Pre-requisite: Required attendance at spring meeting and summer orientation. Grades 11-12

This course is limited to students with good attendance who have demonstrated professional/ethical behavior, consistency, reliability, a positive attitude toward school and education, self direction and enjoy working on a team.

In addition to completing on the job daily duties of a Library/Media Assistant that enable us to run the library (see Library/Media Assistant course description above), this year long course requires completion of college level assignments that demonstrate understanding of library programs and access services within a library—including circulation processes and procedures, academic freedom, copyright and confidentiality. Students will receive a letter grade.

Introduction to Leadership:

Course credit earned: Elective (0.5)

No Prerequisites. Grades 9-12

This is a semester-long course designed for students who want to develop their own personal leadership skills such as communication, organization, and group work. Students will play an active role in supporting Franklin's ASB (Associated Student Body) by helping plan and implement activities and events for the student body. Students will actively practice leadership development strategies in class and help play an active role in improving the climate of our Franklin High School.

LEADERSHIP/CAREER DEVELOPMENT

Advanced ASB Leadership:

Course credit earned: Elective (1.0)

Prerequisites: Introduction to Leadership (ASB: Service) or be elected to an ASB Position. Freshman accepted through application process. Grades 9-12

This is a year-long course designed to help students develop their leadership skills by practicing and applying the qualities of effective leadership within our school community. Students will take an active role in planning and implementing activities and events for the entire student body such as assemblies, dances, fundraisers, and service projects. Franklin's school climate will help drive the direction of the class and active participation with enthusiasm as a requirement. Students will learn how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills.

AVID:

Course credit earned: Elective (1.0)

May be taken more than once for credit.

Pre-requisite: Application and interview required. Grades 9-12

The AVID program prepares students for success in a four-year college or university. This course expands on the use of writing, inquiry, collaboration, organization, and reading strategies across the content areas, but also includes a focus on college and career research. AVID students are expected to maintain a minimum of a 3.0 GPA, demonstrate exceptional classroom behavior, and participate actively in student-led tutorials and other AVID activities.

College and Career Exploration:

Course credit earned: Elective (1.0)

Required course for all 9th grade students.

No Prerequisite: Grade 9

This class is an opportunity for ninth grade students to gain exposure to the working world they will one day enter and the ways that postsecondary options, including college, will help them in the future. The intention is to "connect the dots" between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After having chances to reflect on their current strengths and interests, students in this course will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships. Students will learn and utilize a variety of digital communication tools, including the creation of a digital portfolio that will demonstrate students' proficiencies with the Oregon Career Related Learning Standards and AVID Grade 9 Elective Standards. By the end of the course, students will have opportunities for meaningful exploration that will create excitement around college and career to give students a clear pathway to their future possibilities.

Entering 9th grade students:

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

Honors:

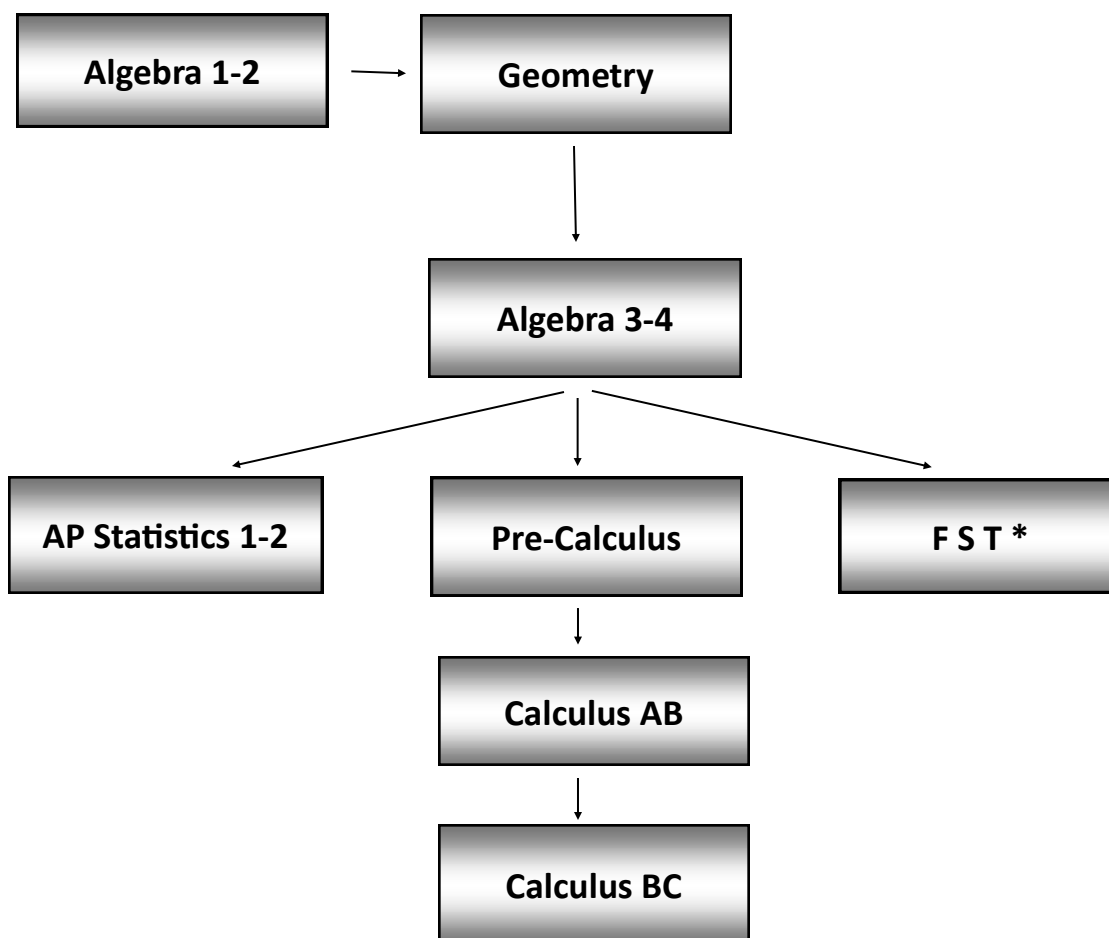
Honors credit is available in Algebra 1-2, Geometry, Algebra 3-4 and Pre-Calculus by contract. All students earning an A or B in one of these classes

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.

Math Course Sequence



Students may take Algebra 1-2 (even if repeating) and Geometry concurrently.

Students may take Geometry and Algebra 3-4 concurrently with Teacher recommendation.

Students may take more than one of the advanced courses following successful completion of Algebra 3-4.

*Seniors only.

Algebra 1-2:

Course credit earned: Mathematics (1.0)

May be taken only once for credit.

No Prerequisite. 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.

Geometry 1-2:

Course credit earned: Mathematics (1.0)

May be taken only once for credit.

Prerequisite: 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.

Advanced Algebra 3-4:

Course credit earned: Mathematics (1.0)

May be taken only once for credit.

**Prerequisite: 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.

Prerequisite: Advanced Algebra 3-4. Grade 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.

Prerequisite: 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 offered for 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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 (1.0)

May be taken only once for credit.

No Prerequisite. 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.

Prerequisite: 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. Students 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.

Prerequisite: 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 (1.0)

May be taken more than once for credit.

Prerequisite: 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.

Franklin Beginning Strings:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Students must possess a desire to learn how to play a string instrument.

Grades 9-12

This is a beginning music course providing Franklin students with the opportunity to learn how to play violin, viola, cello, and string bass. Beginning music reading and theory are also taught. Students may advance into the continuing String Orchestra when they meet audition criteria for that course. Instruments may be rented from PPS (if available) or from local music stores. Prior musical experience is preferred but not required. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Beginning Strings class.

Franklin String Orchestra:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Experience playing violin, viola, cello, or string bass is mandatory. Grades 9-12

This is an intermediate level high school music class.

Music from a variety of styles is prepared and performed. Attendance at performances is required. Performances include three formal concerts as well as additional opportunities when they arise throughout the year. Instruments may be rented from PPS (if available) or from local music stores. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Continuing Strings Ensemble.

Franklin Concert Band:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Students must possess previous band experience. Grades 9-12

This is an intermediate level high school music class.

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Students must meet the prerequisite requirement to experience success in this course. Incoming freshmen will enter this band. Students may remain in Concert Band or advance into the Symphonic Band if they meet the audition criteria after their first year. Concert Band performs throughout the year. Attendance at performances is required. Performances include three formal concerts, home football games, and graduation ceremonies as well as additional opportunities when they arise throughout the year. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Concert Band.

Franklin Symphonic Band:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Passing an audition is required for this course. Freshmen entering Franklin High School must register for Concert Band prior to taking this course. *Director approval required. Grades 10-12*

This is an advanced level high school music class.

Students must meet the prerequisite requirements to experience success in this course. Symphonic Band has a rigorous academic focus. Music from a variety of styles is prepared and performed. Attendance at performances is required. Our performances include three formal concerts, festivals, home football games, and graduation ceremonies as well as additional opportunities when they arise throughout the year. Franklin's Symphonic Band participates in the PIL Band Festival with an opportunity to qualify for the state band festival. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Symphonic Band.

Franklin Drumline:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Drumming/Percussion experience is preferred but not required. Grades 9-12

Drumline students learn to become active members in a working and performing drum corps. All students will learn to play rudimental snare and will be expected

to demonstrate competency on bass drum, cymbals, and other smaller instruments of the ensemble.

Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Drumline. Drumline performs at concerts, assemblies, and sporting events throughout the year.

Franklin Jazz Lab Independent Study:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Students must concurrently enroll in Concert and or Symphonic Band. Rhythm section instruments-Bass, Piano, Guitar, Drum Set must have consent of Instructor. Saxophones, Trumpets, and Trombones must have prior experience on instrument and are concurrently enrolled in Concert or Symphonic Band. Class will be meet outside of normal school hours. Grades 9-12

Franklin Jazz students must also participate in Concert or Symphonic Band concurrently with this ensemble.

Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Jazz Band.

AP Music Theory:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Prior high school music course or the equivalent is required. Grades 10-12

AP Music Theory is an advanced music course. Music theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, as well as surveying music history and styles. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. The ultimate goal of this course is to

PERFORMING ARTS

develop a student's ability to recognize, understand, and describe the basic materials and processes of music. Students are expected to take the AP Music Theory exam in the spring.

Franklin Treble Choir:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Prior choral experience is preferred but not required. Grades 9-12

This is an intermediate level high school music class. A variety of two, three, and four-part high school choral literature is prepared and performed in this ensemble. Our performances include three formal concerts as well as additional opportunities when they arise. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Treble Choir.

Franklin Concert Choir:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Prior choral experience is required. Grades 9-12

This is an intermediate to advanced level high school music class performing SATB choral literature. The Franklin Concert Choir performs throughout the year at concerts and events including the PIL choral festival where choirs have an opportunity to qualify for the state music festival. Singers in this choir must be able to demonstrate the fundamentals of good choral singing with a focus on tone production, balance and blend. Students are expected to know solfege, read musical notation, sing in tune, hold their respective parts, and incorporate choreography into performance. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Concert Choir.

Rising Sound Chamber Ensemble:

Course credit earned: Fine Arts or Elective (1.0)

May be taken more than once for credit.

Prerequisite: Students enrolling in this ensemble must pass an audition. Prior choral experience is required.

Director approval required. Grades 10-12

Rising Sound is an advanced chamber ensemble; audition is required. Consistent attendance, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to improve are foundational expectations for membership in Franklin High School's Rising Sound Chamber Ensemble.

Dance 1-2 (Beginning Dance):

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

May be taken only once for credit. A nominal lab fee for tap shoe rental and recital costumes will be applied. No Prerequisite. Grades 9-12

This course is available for PCC Dual credit

This course is an entry level class for students with little or no previous dance experience. Students will learn technical exercises to improve strength, flexibility, balance, rhythm, stamina, coordination, and develop kinesthetic awareness. As the year progresses, students will be exposed to modern, ballet, jazz, and tap. All dance styles will include movement combinations and vocabulary. Skill and vocabulary tests, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and provide parents an opportunity to view the sequential learning process.

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Dance 3-4 (Intermediate Dance):

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

May be taken more than once for credit. A nominal lab fee for tap shoe rental and recital costumes will be applied. Prerequisite: Beginning Dance or prior dance experience approved by instructor. Grades 9-12

This course is available for PCC Dual credit

This class is designed for students wishing to explore dance on a deeper level. Emphasis at this level is on the mastery of more complex movement sequences in contemporary, ballet, jazz, and tap styles. Skill and vocabulary tests, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and provide parents an opportunity to view the sequential learning process.

Dance 5-6 (Advanced Dance):

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

May be taken more than once for credit. A nominal lab fee for tap shoe rental and recital costumes will be applied. Prerequisite: Beginning and Intermediate dance or prior dance experience approved by instructor. Grades 9-12

This course is available for PCC Dual credit

This higher level course is for the serious student who wishes to engage in rigorous 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 ballet, modern, jazz and tap. Students will also experiment with choreography. Skill and vocabulary tests, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and provide parents an opportunity to view the sequential learning process.

Advanced Dance Performance:

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

May be taken more than once for credit. A nominal lab fee for tap shoe rental and recital costumes will be applied. Prerequisite: Beginning, Intermediate and Advanced Dance or prior dance experience and approval of the instructor. Grades 9-12

This course is available for PCC Dual credit

This highest level dance class is reserved for the most accomplished and dedicated dance students, those considering pursuing dance at the collegiate level, and those who are considering dancing professionally. This class combines rigorous technical training in contemporary, ballet, jazz, and tap styles with the addition of improvisation and choreography. Student will be expected to create original dance compositions in the style of their choosing. Skill and vocabulary tests, and evening performances in the form of a class demonstration (winter) and recital (spring) are required tools of assessment and provide parents an opportunity to view the sequential learning process.

West African Dance 1-2:

Course credit earned: Fine Arts or Elective (1.0)

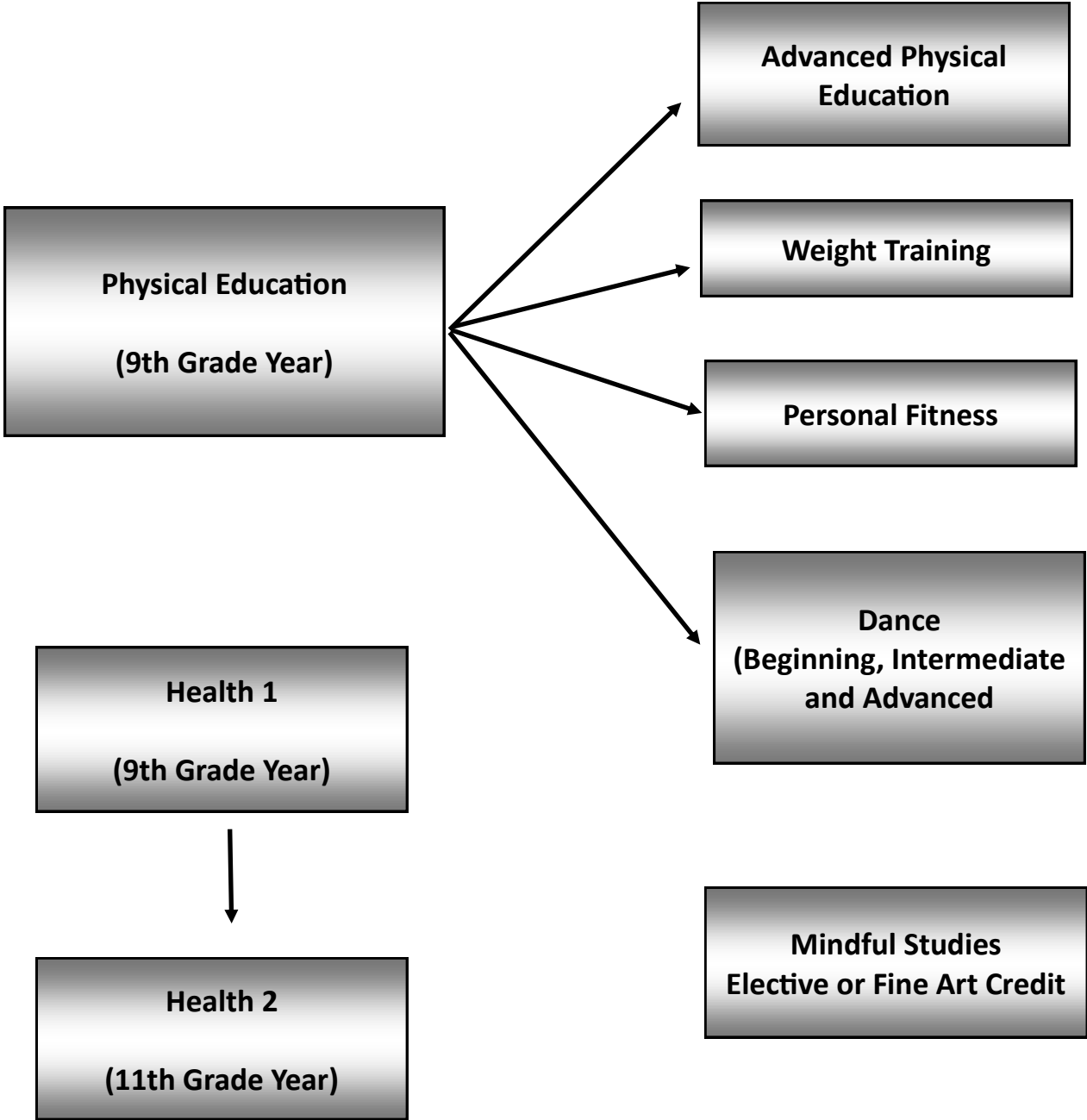
May be taken only once for credit.

No Prerequisite. Grades 9-12

An introduction to basic forms of West African dance, this class emphasizes the historic and cultural roots of West African dance, while exploring basic and intermediate dance techniques. This class will increase stamina, strength, coordination, agility and flexibility. West African dance will also include the study of songs, the relationship of drum and dance, the relationship between traditional African dance styles and modern dance styles, and concepts of West African culture. It is also designed to increase your appreciation of West African dance as an art form, while furthering your technical dance training. (If any, prior to this class).

PHYSICAL EDUCATION AND HEALTH

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 health lifestyle and a healthy community.



PHYSICAL EDUCATION AND HEALTH

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Physical Education:

Course credit earned: Physical Education (0.5)

May be taken only once for credit.

No Prerequisite. 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.

Advanced PE:

Course credit earned: Physical Education or Elective (0.5 or 1.0)

May be taken more than once for credit.

Prerequisite: Physical Education. Grades 10-12

The students will be involved in a variety of lifetime activities such as volleyball, 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.

Weight Training:

Course credit earned: Physical Education or Elective (0.5 or 1.0)

May be taken more than once for credit.

Prerequisite: 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.

Personal Fitness:

Course credit earned: Physical Education or Elective (0.5 or 1.0)

May be taken more than once for credit.

Prerequisite: 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. In addition fitness activities involving jump-ropes, plyometrics and medicine balls will be incorporated.

PHYSICAL EDUCATION AND HEALTH

Health 1:

Course credit earned: Health (0.5)

May be taken only once for credit.

No Prerequisite. Grade 9

Health is the state of complete physical, mental and social well-being. Class discussion and instruction center on wellness and health promotion in the areas of mental health, stress management, depression and anxiety, male and female reproduction, healthy relationships, birth control, suicide prevention, and the harmful effects of alcohol, marijuana and other drugs. Students will work cooperatively together to develop refusal skills and positive decision making skills.

Health 2:

Course credit earned: Health (0.5)

May be taken only once for credit.

Prerequisite: Health 1. Grade 11

Health 2 is a course that includes the study, causes and prevention of communicable v.s. non-communicable diseases, nutrition and healthy eating, promotion of physical activity, environmental health and first aid. Students will learn about the food groups, eating disorders, diabetes, cardiovascular disease, foodborne illnesses and obesity, as well as being a smart consumer and increased awareness of the food industry and practices. Students will develop lifelong fitness goals and learn health principles such as overload, progression and specificity to apply to their daily life.

Mindful Studies:

Course credit earned: Fine Arts or Elective (.5) Course may be taken more than once for credit.

No Prerequisite. Grades 10-12

What do LeBron James, Oprah, and the Seattle Seahawks have in common? They all use mindfulness to boost their happiness and success. In this class we'll learn mindfulness skills to deal with stress. We'll learn to focus and relax with meditation. We'll increase flexibility with gentle stretching and yoga. We'll create a strong community of people who support each other. Research shows that mindfulness helps us manage strong emotions like anger and anxiety. It improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness and compassion. It strengthens relationships. With mindfulness we can live to our full potential.

Note: Everything you will need for this course will be provided. This course offering is dependent on funding from PPS.

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 .

Science graduation requirements for incoming Freshmen can be earned by successfully completing the Patterns Physics class, Chemistry, and Biology. Juniors and Seniors will need to complete three years of science, Biology and 2 additional core science courses for current PPS graduation requirements.

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.

Science Requirements by Grade Level

Key	9th Grade	10th Grade	11th & 12th Grade
Required Classes	Patterns Physics	Chemistry	3 Core Science
Electives	Engineering Robotics 1-2	Marine Sciences	AP Chemistry
	Sports Medicine 1-2	Physics 1-2/AP Physics 1	AP Physics 2
		Sports Medicine 3-4	AP Biology
		Environmental Science/ AP Environmental	Chemistry 1-2
		Engineering/Robotics 3-4	Sports Medicine 5-8
			Medical Terminology
			Environmental Projects
			Anatomy and Physiology

Patterns Physics NGSS:

Course credit earned: 1.0 Core Science (9th)

May be taken only once for credit.

Prerequisite: None. Grade 9

This course focuses on the core ideas of physics: motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content, and then apply what they have learned to engineering design tasks. Patterns Physics, based on the Next Generation Science Standards (NGSS), teaches students problem solving, innovation, design, and critical thinking. Patterns Physics is lab-based and STEM-(Science Technology Engineering Mathematics) focused, and encourages students to engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with an emphasis on data collection, analysis, and communication, and lays the foundation for future high school science courses. Students will use technology to collect and analyze data, and use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the new three-year science sequence.

Biology 1-2:

Course credit earned: 1.0 Core Science

May be taken only once for credit.

No Prerequisite. Grades 11-12

Biology is the study of life and it focuses on patterns and processes. The emphases of this course will be on the nature of science, inquiry, currently accepted theories, bioethical decision making and current biological issues. Whenever possible these threads will be woven through the basic biological topics which comprise the curriculum. These topics will include four big ideas:

Big Idea 1: The process of evolution drives the diversity and unity of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and maintain dynamic homeostasis.

Big Idea 3: Living systems store, retrieve,

transmit, and respond to information essential to life processes.

Big Idea 4: Biological systems, interact, and these systems and their interactions possess complex properties.

This biology course will prepare the students for the AP Biology and ultimately a career in biological related fields.

AP Biology:

Course credit earned: 1.0 Elective

May be taken only once for credit.

Prerequisite: Biology, Chemistry or concurrent Chemistry enrollment. Grades 11-12

This is a second-year biology class that will examine the principles of biology in greater detail than what students learned in the first year. Students will work collaboratively and be expected to take the Advanced Placement exam. The class is designed to be the equivalent of a college introductory biology course. Students will develop the skills to be scientifically literate by engaging in practices such as planning investigations engaging in arguments and analyzing data.

Chemistry 1-2:

Course credit earned: 1.0 Core Science

May be taken only once for credit.

Prerequisite: 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.

AP Chemistry:

**Course credit earned: 1.0 Core Science
Grades 11-12;**

1.0 Elective Grade 10

May be taken only once for credit.

Prerequisite: Chemistry. Grades 10-12

Dual credit option through OIT (10 credits)

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: Algebra 1-2. Completion or concurrent enrollment in Algebra 3-4 is required.

Physics 1-2:

**Course credit earned: 1.0 Core Science
Grades 11-12; 1.0 Elective Grade 10**

May be taken only once for credit.

Prerequisite: 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 1-2 (or concurrent enrollment) and Chemistry (or concurrent enrollment) Recommended.

AP Physics 1:

**Course credit earned: 1.0 Core Science Grades 11-12;
1.0 Elective Grade 10**

May be taken only once for credit.

Prerequisite: See note below. Grades 10-12

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 3-4.

College credit may be earned by passing AP Test

AP Physics 2:

**Course credit earned: 1.0 Core Science Grades 11-12;
May be taken only once for credit.**

Prerequisite: 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 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: AP Physics Part 1 is required.

College credit may be earned by passing AP Test

Environmental Science:

Course credit earned: 1.0 Core Science Grades 11-12;

1.0 Elective Grade 10

Recommendation: 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 (APES):

Course credit earned: 1.0 Core Science Grades 11-12;

1.0 Elective Grade 10

May be taken only once for credit.

Prerequisite: Chemistry /Concurrent Chemistry enrollment, Algebra.

Dual Credit Option through OIT (3 credits) 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 multidisciplinary 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, and much more. 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.

College Credit may be earned by passing AP Test

Environmental Projects (Green School)

Course credit earned: 1.0 Elective

May be taken only once for credit.

Prerequisite: None Grades: 11-12

Students will identify an area of sustainability need in their school community. Students will then research current status and implement a plan for improving current conditions. Students will complete an action research project and develop a sustainability portfolio of their work. Skills developed include grant writing, leadership, teamwork, scale drawings, organization, and communication with professionals in the field of sustainability.

Note: Students will be expected to have an interest in sustainability and bettering their school environment. Students must be motivated and self-starters. Earth Club participation is mandatory. Teacher approval required.

Marine Sciences:

Course credit earned: 1.0 Elective

May be taken only once for credit.

Grades 10-12

This course is from two distinct scientific disciplines: Oceanography and Marine Biology.

Oceanography is the study of the physical properties that make up the ocean, including plate tectonics, the formation of the ocean floor, tides and lunar phases, interpretation of the tide table, tsunamis, and the processes that generate currents and waves.

The second part, marine biology is the relationship between biological organisms and their environment.

Honors Options Available

SCIENCE: ENGINEERING ROBOTICS

Engineering Robotics 1-2:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

No Prerequisite: Grades 9-12

Engineering/Robotics 1 focuses on the key, backbone technologies that underpin industrial automation and robotics. In the 1st term, students explore fundamental engineering topics that include: 1) Electromagnetism, with emphasis on electrical motors/energy conversion, 2) Circuit analysis/electronics, and, 3) Wireless communication, with emphasis on amplitude-modulated (AM) radio. As a project-based course, students develop a wide range of hands-on skills including: 1) Sketching and drawing, 2) Planning tasks/organizing and procuring raw materials, 3) Measuring/fabricating prototype parts with hand tools, power tools and 3-D printers, 4) Interpreting schematics/troubleshooting electronic circuits, and, 4) Assembling team-based projects using solder, glue, and mechanical fasteners. During term 1, students build electromagnets, direct-current motors, electronic circuits, an audio amplifier, and a speaker. Lastly, students build a radio receiver (or transmitter) then functionally analyze how it works. Toward the goal of understanding the radio, students learn how to trace signals through its circuits using a signal generator and oscilloscope.

The second term, Robotics 2, focuses on building a robot (or automated system) based on the Lego Mindstorms controller, servo motors, input sensors, output devices, and an optional telemetry link. During the second term, students learn to program their creations for the purpose of accomplishing a sequence of progressively more-challenging robot “missions”. Because of the direct and intuitive feedback they offer, the Robotics 2 course applies educational robots as an ideal platform for teaching high-schoolers how to program.

Another express goal of the course is to encourage students to creatively solve problems in a team-based, collaborative environment. Depending on the scale of the project, students may work in pairs or teams of three to four. In order to encourage creative input, some projects, or aspects of a project, are open for student selection and/or design choices. True to the practice of engineering, several advanced projects are intended to be

open-ended, design challenges. The course strongly emphasizes grade-level-appropriate application of mathematics for problem solving assignments and project analyses. Algebra 1-2 proficiency is recommended but not required. Also, this course is intended to reinforce the content offered in Pattern Physics 1-2 and Physics 1-2. During both terms, students maintain a graded, engineering notebook for which they are offered feedback on their notetaking and general study skills. Additional assessment of student learning is accomplished via evaluation of students’ work against project rubrics and unit-based, formative quizzes.

Engineering Robotics 3-4:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Robotics 1-2. Grades 10-12

Engineering Robotics 3-4 (referred to as Advanced Engineering/Robotics) is taught within Engineering Robotics 1-2 classes. Advanced Robotics students will have group and project lead responsibilities while they work with the Robotics 1-2 students.

In the first term, Engineering 3 students will expand on their electronics knowledge by building and testing digital logic circuits: logic-gate demonstrators (such as a memory circuit), square wave oscillator, pulse counter, seven-segment display driver, and an analog-to-digital converter. Complementing the digital circuits, Engineering 3 students will also explore the applied math that electrical engineers use for analysis and design. Digital mathematics topics include the binary number system, Boolean logic, and encoding schemes such as morse code, ASCII, and binary-coded-decimal (BCD). Another course goal is for Engineering 3 students to progress from analyzing and testing circuits to designing their own circuits. Toward this end, students will be assigned open-ended design projects with scaffolded supports/guides, as appropriate. In some of these projects, students will create and apply small programs or spreadsheets to accomplish their iterative analysis and/or design.

Engineering/Robotics 4 expands on Robotics 2 by exploring script-based, (versus flow-chart-based), robot programming. In Robotics 4, the goal is for students to grow

SCIENCE: ENGINEERING ROBOTICS

their programming skill set by learning the C programming language. Robotics 4 students explore C through the open-source, Arduino microcontroller platform. With the Arduino, students will learn how to control motors using pulse-width-modulation (PWM). As per their assigned projects, students interface the Arduino to sensing circuits, output circuits, actuators, and motors, combining all these elements with their custom software in order to create an automated system. The automated system may take a form of their choosing: a robotic rover, robotic arm, assistive or adaptive device, manufacturing-inspired part sorting system, autonomous drawing device, newly-invented musical instrument, etc. Assessment of student learning is accomplished via evaluation of students' work against project rubrics and unit-based, formative quizzes.

After project selection, the team brainstorms its organizational structure, dividing and assigning sub-system responsibility to its individual members. In the next phase, students canvass available technology that may be applicable or adaptable to their assigned subsystems. Then, the team weighs the technological candidate solutions against a defined list of project constraints: budget, available time to implement, practicality/maturity-of-technology, required skill-set to implement, etc. After the team agrees on and proposes an overall project architecture, they marshal resources and begin designing and prototyping their project through the balance of the year. Assessment of student learning is accomplished via evaluation of students' work against the project rubric. Also, students are assessed on their required, project-milestone reports and note-book-based documentation of project activity/task completion.

Engineering Robotics 5-6:

Course credit earned: Fine Arts or Elective (1.0)

May be taken only once for credit.

Prerequisite: Engineering Robotics 3-4. Grades 11-12

Engineering Robotics 5-6 (referred to as Advanced Engineering/Robotics II) is facilitated within Engineering Robotics 1-2 classes. Advanced Engineering II students will have group and project lead responsibilities while they work with the Robotics 1-2, and Robotics 3-4 students.

Engineering Robotics 5-6 students will select and focus on a single, advanced team project of their choosing. This complex project shall include electrical, mechanical, and aerospace engineering design elements. The project shall also include an autonomous control system or a blended, remote-control/autonomous system of flexible design. Example projects include, but are not limited to: A solar-powered race car, a solar/hybrid race car, a streamlined, electrically-assisted bicycle, a residential wind-energy system, a sun-tracking, actively-controlled, solar-panel-based residential energy system, a telemetry and sensor-equipped multi-stage rocket, a telemetry-equipped, airplane-based autonomous drone, an ultralight, electrically-powered airplane, a high-altitude, near-space-balloon with camera payload, or a remotely operated submersible robot.

SCIENCE: HEALTH AND MEDICAL CAREER PREP

Sports Medicine 1-2:

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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 (Advanced Sports Medicine):

Course credit earned: Elective (1.0)

May be taken only once for credit.

Prerequisite: Sports Medicine 1-2. Grades 10-12

Advanced Sports Medicine students will learn to understand, evaluate, and treat some specific Athletic Injuries. Topics vary from year to year, but include the following: Sudden Death in Athletics, Head Injuries (concussions), Ankle Injuries, Knee Injuries, Shoulder Injuries, Neck and Back Injuries, Internal Thoracic and Abdominal Injuries, Wrist and Hand Injuries. In the Advanced Class there is an increased focus on hands-on activities. The fourth quarter allows students to research and prepare a detailed presentation and paper on an injury or condition of their own choosing. The class is taught by an experienced Certified Athletic Trainer. Sophomores may take Advanced Sports Medicine if they have completed Beginning Sports Medicine. Juniors and Seniors may take Advanced Sports Medicine without taking the beginning course.

Sports Medicine 5-8 (Sports Medicine Clinic):

Course credit earned: Elective (1.0)

May be taken only once for credit.

Prerequisite: Sports Medicine 3-4. Grades 11-12

Sports Medicine 5-8 is a practicum involving classroom instruction as well as job shadowing and practical experience working with Franklin's Certified Athletic Trainer and athletic teams. Students will work after school for 4-8 hours a week observing and assisting with injury evaluation, treatment, and rehabilitation as well as coverage of live athletic events.

Classroom instruction will focus almost exclusively on "hands on" clinical skills and discussion of after school observations. After-school hours will involve observation and journaling as well as duties assigned and deemed appropriate by the athletic trainer. Both the teacher and clinical instructor are certified and licensed as Athletic Trainers.

SCIENCE: HEALTH AND MEDICAL CAREER PREP

Anatomy and Physiology Science:

Course credit earned: Science (1.0)

May be taken only once for credit.

Prerequisite: 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.

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 and learn fictional stories concerning the human body and analyze themes within them as well as learn to draw important information out of nonfiction sources, write in a technically sound expository or informational manner, and grasp the tools required to digest the daunting vocabulary needs of this field. Anatomy and Physiology's subject matter in of the human being and the English section will use both fictional and nonfictional accounts of this body of knowledge as its curricular source.

Medical Terminology:

Course credit earned: Science (1.0)

May be taken only once for credit.

Prerequisite: Biology and Health with concurrent

enrollment in English-Medical Literacy. Grade 11

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 includes 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.

SOCIAL STUDIES

“Democracy must be learned by each generation”

The Franklin Social Studies Department provides a wide variety of classes, all designed to help students become engaged members of our society, country, and world. There are many ways for students to earn their required Social Studies credits, as well as exciting electives. Students can focus on rights, government the law through the law series of classes, psychology, or several other electives. There are many AP and ethnic studies options.

Key	9th Grade	10th Grade	11th Grade	12th Grade
Required Classes		Modern World History	US History	Government (0.5) Economics (0.5)
Required Options		AP Modern World History	AP US History	AP Government/ Economics
Electives	Human Geography (0.5)	<i>Modern World History: Dual Language</i>	<i>African American History*</i>	
	Human Geography: Dual Language (0.5)	Current Events	<i>Latino History of the US: Dual Language *</i>	
	Introduction to Law	AP Psychology	<i>Asian American History*</i>	
	Introduction to Psychology	Mock Trial	Advanced Mock Trial	

***US HISTORY CREDIT OFFERED PENDING DISTRICT APPROVAL**

Human Geography:

Course credit earned: Elective (0.5)
May be taken only once for credit.
No Prerequisite. Grade 9

Human Geography prepares freshmen for AP World History, AP US History, and AP Government. This course introduces the basic skills needed to be successful in Social Studies. Skills acquired in Human Geography will scaffold and prepare students to be successful in future Social Studies classes by equipping them with basic map reading skills, research and source analysis techniques, writing a thesis statement, and understanding primary and secondary sources. Human Geography students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Human Geography: Dual Language (Spanish/English):

Course credit earned: Elective (0.5)
May be taken only once for credit.
No Prerequisite. Grade 9

Designed for Spanish Immersion students.

This semester-long course intends to better prepare students with the academic and global skills necessary to be a successful student of humanities. Utilizing both English and Spanish, Human Geography studies the human interaction with our diverse world through map-making, analyzing patterns of migration, inspecting current global human trends, as well as other exciting activities to help develop students' geographical knowledge.

Modern World History:

Course credit earned: Modern World History (1.0)

May be taken only once for credit.

No Prerequisite. 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.

Modern World History: Dual Language (Spanish/English):

Course credit earned: *Modern World History or Elective (1.0)

May be taken only once for credit.

Prerequisite: Recommend concurrent enrollment with Lengua y Literatura 7-8. Grade 10

Designed for Spanish Immersion students.

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

***Modern World History credit offered pending District Approval**

AP World History:

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

May be taken only once for credit.

No Prerequisite. Grades 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 students 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 Prerequisite. 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 argumentative skills in writing and speaking. This course satisfies state requirements for graduation. Honors credit available on an individual project basis.

African American History:

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

May be taken only once for credit.

No Prerequisite. Grades 11-12

The African-American History course is a chronological survey of American history that focuses on the lives, achievements, contributions, and struggles of African-American people from 1619 to the present day. It is a full-year course that satisfies the U.S. History requirement for graduation.

The course is reading and writing intensive. In each class we will use assigned readings, lectures, small group discussions, debates, Socratic Seminars, popular media to introduce the key themes and to process the content information. Multiple perspectives will be discussed and evaluated using opposing viewpoints of prominent people to demonstrate varying positions on the issues. The goal is to improve reading, writing, and speaking skills while learning African-American History content.

***US History credit offered pending District Approval**

Latino History of the United States: Dual Language (Spanish/English):

**Course credit earned: U.S. History * or Elective (1.0)
May be taken only once for credit.**

Prerequisite: Lengua y Literatura 7-8. Grades 11-12

Designed for Spanish Immersion students.

This unique U.S. History course studies American History from pre-Columbian civilizations to the present through the lens of the Latino experience. We will grapple with complex history filled with marginalization, struggle, and vast achievements by a history so often overlooked in our textbooks. Students will utilize their Spanish language skills in a bilingual academic setting and work to improve their research skills, persuasive writing, and public speaking. This course satisfies state requirements for graduation.

***US History credit offered pending District Approval**

Asian-American History:

Course credit earned: US History * or Elective (1.0)

May be taken only once for credit.

No Prerequisite. Grades 11-12

The Asian-American History class is a chronological survey of American history through the lens of Asian-Americans, with an emphasis of the lives, achievements, contributions and struggles of Asian immigrants and communities. It is a full-year course that satisfies the U.S. History requirement for graduation.

After review of early American history to 1820, the units will be studied through the experience of Asian-American immigrants and communities. Modern day issues will be examined through the history of the Asian-American experience. Honors credit available on an individual basis.

***US History credit offered pending District Approval**

AP United States History:

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

May be taken only once for credit.

No Prerequisite. Grades 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 equivalent 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.

Government and Economics:

Course credit earned: Government (0.5)

Course credit earned: Economics(0.5)

May be taken only once for credit.

No Prerequisite. 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 Macroeconomics. Study areas include comparative economic systems, resource allocation, income distribution, the role of government and labor in a free market economy, economic growth and stability, and basic theories related to economic principles.

AP U.S. Government/Constitutional Law and Economics:

Course credit earned: AP Government (0.5)

Course credit earned: Economics * (0.5)

May be taken only once for credit.

Prerequisite: 1 of the 3: Intro to Law, APUSH, Theater

ALERT: Students will be expected to attend weekly evening meetings lasting up to three hours during the first semester. Grade 12

When forecasting for the class, you are applying to be a member of the Franklin Constitution Team. College 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 macroeconomics, comparative economic systems, economic theory and practice, and personal finance.

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

Introduction to Law:

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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.

Mock Trial and Public Service:

Course credit earned: Elective (1.0)

May be taken only once for credit.

Prerequisite: Intro to Law. Grades 10-12

Alert: Students will be expected to attend weekly evening meetings in October - February lasting up to 3 hours.

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 and public speaking, and will be challenged as self-motivated leaders working in team situations. Guest speakers/coaches will work with the class. Class time is devoted to preparations for various competitions held at the Multnomah County Courthouse and the Mark O. Hatfield Courthouse. The goal of this class is to continue to increase confidence in public speaking and critical thinking. Guest speakers will work with this class.

Advanced Mock Trial and Public Service:

Course credit earned: Elective (1.0)

May be taken more than once for credit.

Prerequisite: Mock Trial and Intro to Law.

Grades 11-12

Similar to Mock Trial, students will role-play witnesses and lawyers in both civil and criminal actions relating to contemporary topics. As advanced students, they will take on a leadership roles 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. Guest speakers will work with this class.

Public Speaking:

Course credit earned: Elective (0.5)

May be taken only once for credit.

No Prerequisite. Grade 11

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 over-riding goal of the course is for the student to become a better public speaker, with improved skills in researching, organizing, developing, and delivering speeches.

Current Events:

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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:

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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.

AP Psychology:

Course credit earned: Elective (1.0)

May be taken only once for credit.

Prerequisite: 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.

SPECIAL EDUCATION

The Special Education Department at Franklin offers a continuum of services and a range of classes to support the 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

ISC-Intensive Skills Centers:

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.

ASC-Academic Skills Centers:

Students served in the Learning Center have 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. Course for intensive support in math and English will be offered.

Social and Communication Intensive Skill Focused Classes:

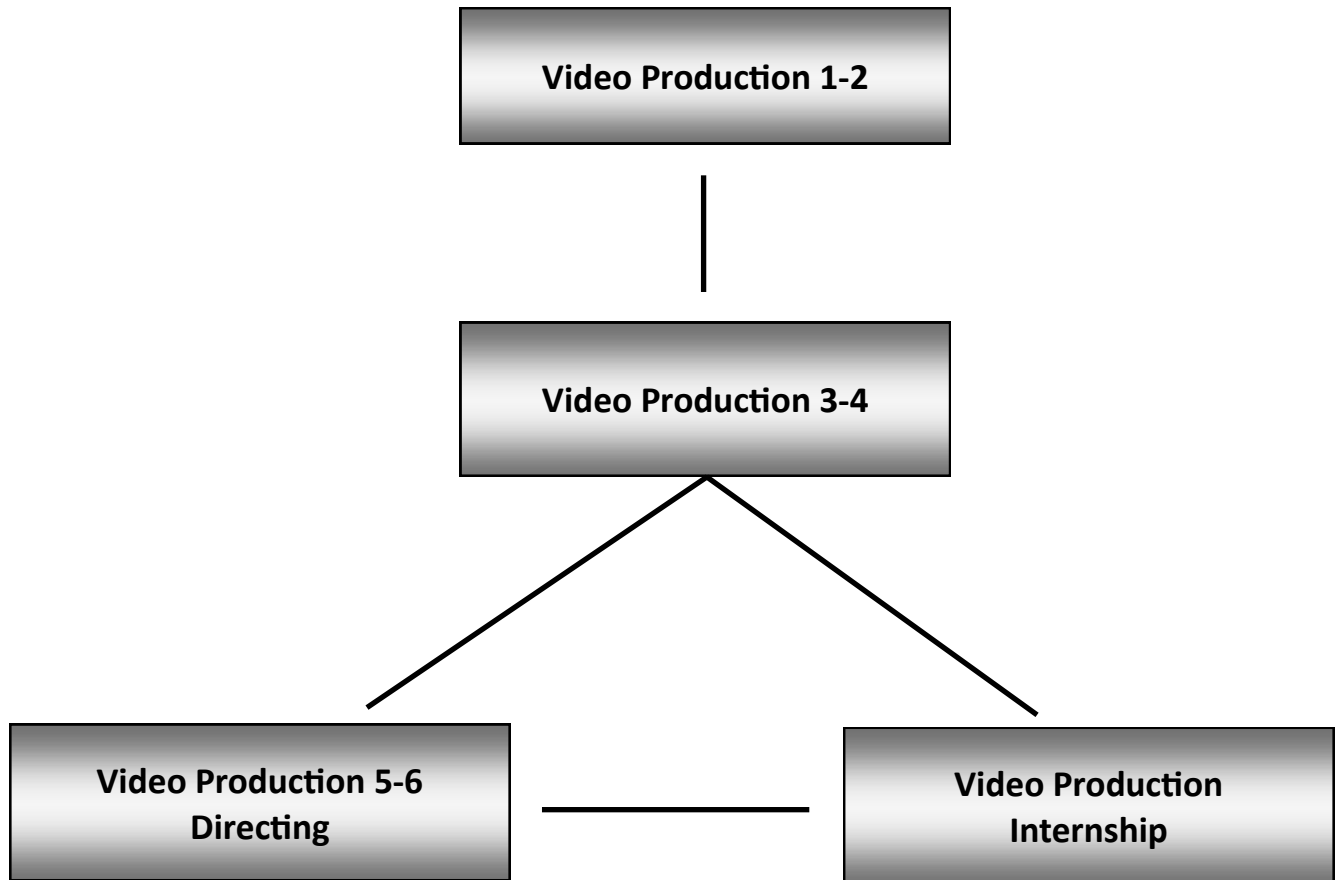
Students with an IEP get direct instruction and support for communication, behavior, self-advocacy and executive functioning skills (organization, time management, future-thinking, and planning). Students also receive support for work completion and direct support for academic tasks. Placement in this class is based on SPED eligibility and IEP team feedback.

Supports Provided

Speech/Language Pathologist
School Psychologist
Push In Support

Case Management
Adaptive PE
Transition Services

VIDEO PRODUCTION



VIDEO PRODUCTION

Video Production 1-2:

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite. Grades 9-12

This class is for students who want to learn the different skills required in the making of videos and who want to pursue video production as a professional career. We will explore storyboarding, cinematography, video editing, and sound. We will study and discover the characteristics of storytelling as it relates to filmmaking. Projects will be highly dependent on group work; success will depend on daily participation. Students will advance to Video 3-4 after completion of this course.

Video Production 3-4:

Course credit earned: Elective (1.0)

May be taken only once for credit.

Prerequisite: Video Production 1-2. Grades 10-12

This course is a continuation of Video 1-2. Students will have more opportunities to plan and direct creative films and continue to work collaboratively with each other. Students are expected to produce video at a higher quality and are evaluated on technical proficiency as well as visual and artistic style. Success in this course will depend on the student's ability to work as a team player and meet deadlines. Students will continue to develop their skills in editing and production. Students will further explore sound editing and design. We will analyze and critique films as well as each other's work. Students will advance to Directing or Film Career Prep after completion of this course.

Video Production 5-6: (Directing):

Course credit earned: Elective (1.0)

May be taken only once for credit.

Pre-requisite: Video Production 3-4 or Video Production Internship. Grades 11-12

This class is for students who want to learn the different skills required in the making of films and who want to pursue the role of directing as a professional career. Students will explore the filmmaking process through story, pre-production, production, post-production, and premiering. Students will complete one film each semester: a documentary and a narrative. Students will be working collaboratively with advanced acting to complete assignments. Due to the nature of this course students will be expected to work outside of class time and to meet all scheduled deadlines. Professionalism will be an emphasis of the course.

Video Production Internship:

Course credit earned: Elective (1.0)

May be taken only once for credit.

Pre-requisite: Video 3-4 or Video 5-6 (Directing). Grades 11- 12

This course gives students real world experience in working with industry professionals in the community. Students will have the opportunity to acquire real world clients and projects. Each semester, students are expected to complete a project for a client, as well as two creative projects of their choice. The main focus of this course is to prepare students for a career as a videographer. Students will learn to advertise their work, create a website and communicate in a professional manner with their community. Due to the nature of this course students are expected to work long hours outside of class time to meet project deadlines.

Spanish 1-2:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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 in alignment with the ACTFL national language descriptors are developed to be of aid in travel and in the study of culture. Successful completion of Spanish 1-2 is defined as a Novice High level within the ACTFL descriptors.

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. Students learn to comprehend more complex sentence structures in all modes (speaking, listening, reading, writing). General knowledge of the language and of the culture of countries in which Spanish is spoken is extended. Sufficient skills in alignment with the ACTFL national language descriptors are developed toward functional ability in the language. Successful completion of Spanish 3-4 is defined as Intermediate Low level within the ACTFL descriptors.

Spanish 5-6:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: Spanish 3-4. Grades 9-12

Semesters 5 and 6 of Spanish continue with the oral approach with emphasis on task performance and communicative performance, while exploring complex grammar more deeply. More emphasis is given to reading appropriate level texts and to answering questions. We push to maintain consistent use of sentences, with increasing complexity, as we progress

toward paragraphs and topics that go beyond personal interest. An additional focus is past tense narration. Grammatical structures are practiced as needed to support the complexity of the language. Sufficient skills in alignment with the ACTFL national language descriptors are developed toward functional ability in the language. Successful completion of Spanish 5-6 is defined as Intermediate Mid level within the ACTFL descriptors.

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 more academic tasks. Extensive training in the organization and writing of compositions will be emphasized as well as oral skills. Grammar is focused around complex structures and concepts while increasing vocabulary for academic speaking and writing. Reading is increased and a main focus of the course. Sufficient skills in alignment with the ACTFL national language descriptors are developed toward functional ability in the language. Successful completion of Spanish 7-8 is defined as Intermediate Low level within the ACTFL descriptors.

AP Spanish Language and Culture:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: Spanish 7-8, Spanish Immersion 7-8 (AP Spanish is the next class in sequence for Spanish Immersion students). Grades 11-12

AP Spanish is offered as a continuation of the Spanish curriculum following 4th year and is open to any interested student. Students should be very aware that AP Spanish is an especially rigorous course intended to match the 3rd year of university level study. Students can expect frequent and challenging work in reading and writing. The course focuses around universal themes and cultures while also preparing for the AP exam. No student needs to be perfect in Spanish to take the course or even to pass the AP exam. Spanish is used exclusively in class and the study of grammatical structures is focused on refining the language as it is applied in various contexts. Grading is aligned with the AP test scoring guide.

AP Spanish Literature and Culture:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: AP Spanish Language and Culture.

Grade 12

Note: College Board Exam in May is an expectation of the course, upon teacher approval.

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.

Lengua y Literatura 5-6 (Immersion Spanish):

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. Grades 9-12

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.

Lengua y Literatura 7-8:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Recommend concurrent enrollment with Modern World History: Dual Language. Grades 11-12

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 previous year. Skills in writing and speaking forms will continue to be emphasized. Students are expected to read more, develop critical analysis 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.

French 1-2:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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.

WORLD LANGUAGE

French 3-4:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: 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.

Prerequisite: 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. Students are eligible to receive French 101 and French 102 credit from Mt. Hood community College.

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. Students are eligible to receive French 103 and French 201 credit from Mt. Hood Community College.

Russian 1-2:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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 the Cyrillic alphabet, vocabulary and expressions to communicate about familiar topics. Correct pronunciation and intonation are emphasized in daily practice. Students learn about key aspects of Russian society, family life and traditions through authentic and academic 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 or equivalent. 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 Russia and other Russian-speaking countries is expanded.

Russian 5-6:

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

May be taken only once for credit.

Pre-requisite: Russian 3-4 or equivalent. Grades 9-12

This third level course explores more advanced grammar, such as past tense, verbs of motion, and expressions of comfort and necessity, and develops more speaking, oral comprehension, reading and writing. There will be further investigation of Russian culture and literature, including poetry.

Russian 7-8:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Pre-requisite: Successful completion of Russian 5-6.

Grades 10-12

This class is a continuation of Russian 5-6, and will focus on solidifying grammar, using future tense, perfective and imperfective aspects, expanded use of verbs of motion, and higher levels of speaking, listening comprehension, writing, and reading comprehension. Students will read and analyze short stories and some poetry.

Russian Immersion 1-2:

First year for Russian Immersion.

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: Russian Immersion in Middle School. Grades 9-12

This course is designed to increase the proficiency of Russian immersion students in all modalities of the Russian language (speaking, reading, writing skills, and listening). The fundamentals of critical thinking and literary analysis are taught through reading and analyzing short stories, poems, and excerpts of longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. Students are expected to speak only in Russian in class.

Russian Immersion 3-4:

First year for Russian Immersion.

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: Russian Immersion or Teacher Discretion. Grades 9-12

This course is designed to increase the proficiency of Russian immersion students in all modalities of the Russian language (speaking, reading, writing skills, and listening). The fundamentals of critical thinking and literary analysis are taught through reading and analyzing short stories, poems, and excerpts of longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. Students are expected to speak only in Russian in class.

German 1-2:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. Grades 9-12

Did you know that German is considered the sister language to English? Did you know we share many common words, and some are identical, such as Hand, Arm, and Finger? It is not as hard as has been thought 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 interpersonal situations. We use many ways to get there, including remaining 100% in German during class, active dialoguing,

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.

German 3-4:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: German 1-2. Grades 9-12

German semesters 3-4 continues to focus on hearing and understanding the language, expanding the number and type of language functions through seeking topics of interest and cultural comparison. Additionally, we continue to remain 100% in German during class, actively dialoguing, listening to music, storytelling and creative play. Building on skills from first year that can be characterized as language in small chunks, in German 3-4 we combine them into longer, purposeful strings.; We will read more and write more, and continue to enjoy our new skills and learn together as a community.

German 5-6:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: German 3-4. Grades 9-12

German semesters 5 & 6 begin to move beyond topics of personal interest to topics of community concern. Students at this level normally can sustain sentences and will work toward paragraphs and longer speaking & writing. Reading and writing for different purposes in German increases at this level. Furthermore, as we gain competence as speakers, writers, and readers, we take time to refine our accuracy and understanding of grammar. Naturally we continue to remain 100% German during class.

German 7-8:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

Prerequisite: German 5-6. Grades 9-12

German semesters 7 & 8 continue with topics that go beyond personal interest to topics of community concern. Text length will increase as well as writing. Students at this level work toward consecutive paragraphs and more academic speaking & writing for a variety of purposes in

German. Furthermore, as we gain competence as speakers, writers, and readers, we take time to refine our accuracy through a deepened understanding of structures. Naturally we continue to remain 100% German during class.

Chinese Mandarin 1-2:

Course credit earned: World Language or Elective (1.0)

May be taken only once for credit.

No Prerequisite. 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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 develop 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)

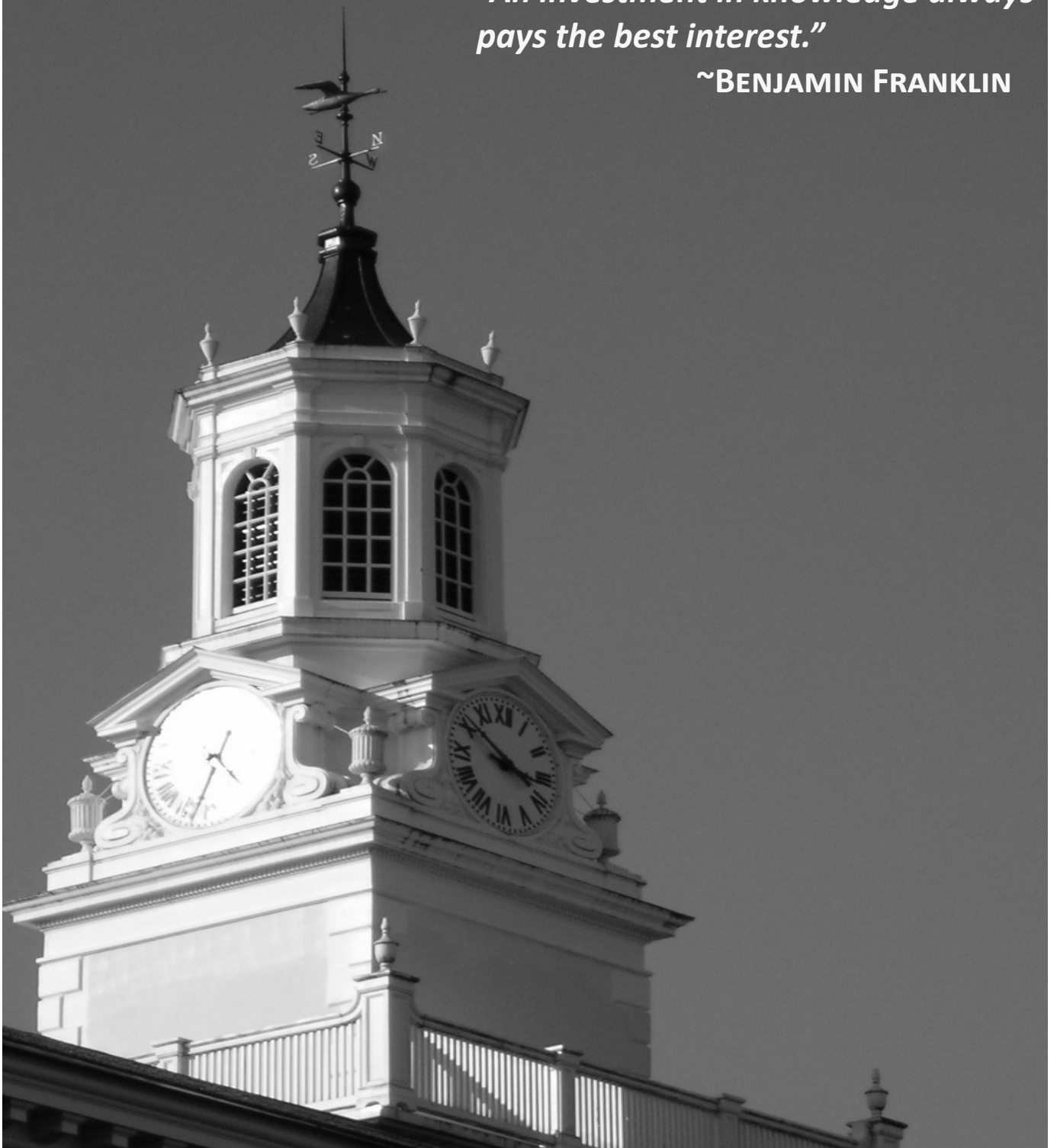
May be taken only once for credit.

Prerequisite: 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.

*"An investment in knowledge always
pays the best interest."*

~BENJAMIN FRANKLIN



Franklin High School Mission Statement

Franklin High School engages each and every student with instruction based on both tradition and innovation that broadens and deepens knowledge, increases skills, and inspires confidence. Providing a diverse and supportive environment, our educators, families and community prepare our students for a strong future and appreciation for lifelong learning and service.