

# Franklin High School

## FORECAST GUIDE

2022-2023



**FRANKLIN HIGH SCHOOL**

**5405 SE Woodward Street**

**Portland, Oregon 97206**

**Phone: 503.916.5140**

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Dear 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. All 9<sup>th</sup> through 11<sup>th</sup> 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, 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 January 2022. 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,

Margaret Calvert  
Regional Superintendent



Estimados estudiantes y familias de preparatoria,

El establecimiento de una agenda de cursos que optimice las oportunidades de aprendizaje es fundamental para el éxito de su estudiante. Tómense un tiempo por favor para revisar los materiales de su escuela para la programación de las asignaturas a tomar y colaboren con su estudiante para armar un horario completo, que se ajuste a las necesidades e intereses de su estudiante.

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

- Preparación para la universidad o para seguir una carrera
- 
- Exponerse a materiales académicos rigurosos
- 
- Oportunidad de explorar una gran variedad de electivos
- 
- Un expediente académico que sea competitivo para postular a las universidades
- 
- La opción de asegurar un apoyo extra en áreas académicas que se le dificulten
- 
- Oportunidad de ganar créditos universitarios, reduciendo los costos de educación superior
- 
- Preparación para los exámenes de ingreso universitario (SAT y ACT)
- 

La regla administrativa Oregon Administrative Rules 581-022-1620 exige que la mayoría de estudiantes tomen el máximo de cursos. Todos los grados del 9<sup>no</sup> al 11<sup>no</sup> deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en enero de 2021. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Margaret Calvert  
Superintendente de Secundaria



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 2022-2023 school year.

The process of forecasting is a way of identifying the courses in which you wish to enroll in the 2022-2023 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.”

*Franklin Strong,*  
Chris Frazier  
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 Chris Frazier, Vice Principals Scott Burns, Alfredo Quintero and Julie Rierson at Franklin High 503-916-5140.

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# FRANKLIN FOUR YEAR PLAN RECOMMENDATION

## 9TH GRADE

English	English 1-2
Math	Algebra 1-2 (Geometry & Statistics if Algebra 1-2 Credit earned in 8th)
Science	Physics: NGSS
World Language	Spanish/French/German*/Mandarin Chinese
College and Career	9th Grade Inquiry
Elective	2 Electives: See 9th Grade elective options

## 10TH GRADE

English	English 3-4
Math	Geometry & Statistics (Algebra 3-4 if Geometry taken in 9th grade)
Science	Chemistry : NGSS
Health 2/PE**	Health 2 <b>and</b> Semester PE Option
Global Studies	See options is Social Studies section
World Language	Spanish/French/German*/Mandarin Chinese
Elective	1.0 credit Fine Art /CTE/World Language
Elective	2 Electives: 10th Grade elective options

## 11TH GRADE

English	English 5-6 (see junior English options)
Math	Algebra 3-4 or Higher
Science	Biology: NGSS or Biotechnology
U.S. History	See options in Social Studies section
Health 2/PE**	Health 2 <b>and</b> Semester PE Option
Elective	3 Electives: See 11th Grade elective options

## 12TH GRADE

English	English 7-8 (see senior English options)
Government and Economics	(0.5) credit Government and (0.5) credit Economics
Math	4th year math strongly encouraged. See options
Science	4th year science strongly encouraged. See options
Elective	4 Electives: See 12th Grade elective options

\*German is only offered as a 2-year World Language option. Other World Languages are available for 4 years.

\*\*For the 2022-23 school year only, 10th Grade students need to finish out their Health & PE credits through the semester offerings. Starting 2023-24, Health and PE will only be available as full-year courses.

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.

Seniors are encouraged to continue a rigorous class schedule with AP 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 class grade point averages are weighted**. An advanced and rigorous class schedule will better prepare you for college, trade school or employment.

# FUNDAMENTAL FORECASTING INFORMATION

## MEETING GRADUATION REQUIREMENTS

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

- Satisfactory completion of courses offered at Franklin High School.
- Off-campus programs approved ahead of time by the District. See your counselor.
- World Language credit by examination.
- Approved work/volunteer experiences.
- 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](http://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

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.

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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:
  - o ***Written in the course syllabus***
  - o ***Clearly communicated to students and families***
  - o ***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

# FUNDAMENTAL FORECASTING INFORMATION

extended illness, death of a family member, etc.) 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.

## Challenging Grades

The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk

indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

## Transcript Details

- Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
- If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
- Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
- Counselors will compile a PPS transcript based on this documentation.
- International transcripts may be forwarded the District Registrar for verification and translation.
- It is the counselor’s responsibility to review transcripts for the following:
  - For meeting requirements for graduation and college entrance;
  - For accuracy including added state requirements;
  - For accurate GPA calculation; and
  - For correct grade notations.
- AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
- Pre-ninth grade high school credit may be earned as outlined in PPS Board Policy 6.10.100-P and administered in accordance with 6.10.110-AD. Parents or students entering high school with credits already earned must request to have that credit and grade removed from their transcript prior to the end of the students’ first semester of high school, if they decide to do so.

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- Religion classes: If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
- Home school: Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
- Proficiency: It is possible to note a student's proficiency in a subject area without the student earning credit. The proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course as validated and recorded by a licensed instructor or other district designee.

## **Certification of Courses**

The school administration is annually responsible to verify and update the school's official approved course list for the [NCAA](#).

# INFORMATION & RESOURCES

## **Outdoor School**

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

## **Pre-requisites**

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 placement options.

## **Course Offerings**

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

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](http://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](http://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.

## **MaiaLearning**

[www.maialearning.com](http://www.maialearning.com)

MaiaLearning is a Career and College Readiness tool for students, families, high school counselors, and staff. Students use MaiaLearning to:

Students will use MaiaLearning to:

- Explore strengths and interests
- Research career paths and post-secondary options
- Create career plans with attributes and actions needed to work towards students' goals
- Research colleges and create college application plans
- Create four-year plans and track completed courses
- View scattergrams and other information helpful for post-secondary planning
- Request letters of recommendation and transcripts
- Sign up for college visits and other school college/career events
- Students can log-in to MaiaLearning using their PPS credentials. Parents can also request an account by contacting the student's School Counselor.

# INFORMATION & RESOURCES

## **Synergy**

The Synergy ParentVUE ([parentvue.pps.net](http://parentvue.pps.net)) StudentVUE ([student.pps.net](http://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. ParentVue 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.

## **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 21<sup>st</sup> century. The library media program will provide opportunities for the FHS community to demonstrate and refine their abilities to locate, evaluate, create and communicate ideas and information. Hours are 7:30am-3:30pm.

Our library teams with community partners to host literary events, reading festivals, author lectures and the poetry slam. We 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 :

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

## **English Language Development**

The English Language Development Department (ELD) has classes in speaking/vocabulary, reading, grammar, and writing for students from beginning to advanced levels. 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

## **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.

For more information on free and reduced lunch, please visit: <https://www.pps.net/Page/2464>

## **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, art class supplies, metal shop and wood working 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 or visit [www.pps.net/domain/1167](http://www.pps.net/domain/1167)

# ADVANCED PLACEMENT AND ACADEMIC HONORS

## AP/Advanced Placement

AP 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 the College Board AP 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**

Honors designation is available in some Core Content courses. These student-scholars can participate in enrichment opportunities in core content. The transcript will reflect an honors credit for each course a student earns honors designation. This must be prearranged with individual teachers at the beginning of the term.



<b>ADVANCED PLACEMENT OFFERINGS</b>	
<b>AP Capstone</b>	<ul style="list-style-type: none"> <li>◆ AP Seminar: African Diaspora</li> <li>◆ AP Research (Humanities or STEM)</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>◆ AP 2D Art &amp; Design</li> <li>◆ AP 3D Art &amp; Design</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>◆ AP English Language and Composition</li> <li>◆ AP English Literature and Composition</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>◆ AP Calculus AB</li> <li>◆ AP Calculus BC</li> <li>◆ AP Statistics</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>◆ AP Computer Science A</li> </ul>
<b>Performing Art</b>	<ul style="list-style-type: none"> <li>◆ AP Music Theory</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>◆ AP Biology</li> <li>◆ AP Chemistry</li> <li>◆ AP Environmental Science</li> <li>◆ AP Physics 1</li> <li>◆ AP Physics 2</li> <li>◆ AP Physics C: Mechanics</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>◆ AP Government &amp; Politics: US</li> <li>◆ AP Psychology</li> <li>◆ AP United States History</li> <li>◆ AP World History: Modern</li> </ul>
<b>World Languages</b>	<ul style="list-style-type: none"> <li>◆ AP Chinese Mandarin</li> <li>◆ AP Spanish Language and Culture</li> <li>◆ AP Spanish Literature and Culture</li> </ul>

# EARN DUAL COLLEGE CREDIT IN FRANKLIN COURSES

## What is a dual credit class?

A dual credit class is taught by a high school teacher at the high school, in partnership with a college partner and gives high school students an opportunity to earn both high school and college credit.

## Why take dual credit classes?

By choosing to take dual credit classes, high school students start earning college credit and get a jump

start on their postsecondary goals.

## What dual credit classes are available?

Franklin high school offers a variety of dual credit classes. Students enrolled in dual credit classes may elect to earn college credit for their efforts in this class. Please see the list below for Franklin's dual credit options. Please see the course descriptions for these classes for more information.

DEPARTMENT	FRANKLIN COURSE	COLLEGE COURSE EQUIVALENT	COLLEGE / UNIVERSITY	NUMBER OF CREDITS
<b>Business Administration</b> 	Accounting 1-2	BA 111- Intro to Accounting	PCC	3
	Introduction to Business 1-2	BA 101 Introduction to Business	PCC	4
	Personal Finance	BA 218 Personal Finance	PCC	4
<b>Computer Science</b> 	Computer Science 3-4	CAS 106—Introduction to HTML	PCC	4
<b>Education</b> 	Introduction to Education	Education 100	PCC	3
	Educational Strategies: Advanced	Education 251	PCC	3
<b>English</b> 	College Writing	WR 121	PCC	4
<b>Industrial Technology</b> 	Advanced Metals Projects	MCH 100	PCC	Varies
<b>Performing Arts</b> 	Dance 1 – Beg. Dance	Modern Dance 1 – 130A, 130B	PCC	1
	Dance 2 – Immediate Dance	Modern Dance 2 – 131A, 131B	PCC	1
	Dance 3 – Adv. Dance	Modern Dance 3 – 230A, 231B	PCC	1
	Dance 4 – Performance	Modern Dance	PCC	1
<b>Science</b> 	AP Chemistry	CHE 221/222	OIT	10
	AP Environmental Science	Biology 111-Intro to Environmental Sci.	OIT	3
<b>World Language</b>  	French 5-6	FR 103	CCC	4
	French 7-8	FR 201, 202, 203	CCC	4
	Spanish 7-8	Spanish 201	PCC	4

# OREGON PUBLIC COLLEGE MINIMUM 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 & Statistics, 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

	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
<sup>1</sup> Meet district proficiency for Oregon's Essential skill (ES) standards:	Reading Writing Math
<sup>2</sup> Develop a Personal Education Plan	X
<sup>3</sup> Participate in 2 Career Related Learning Experiences	X
<sup>4</sup> Demonstrate Career Related Knowledge and Skills	X
<sup>5</sup> Complete an Extended Application	X
<b>TOTAL CREDITS</b>	<b>24</b>

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

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

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

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

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

# CREDIT RECOVERY OPPORTUNITIES

## CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
<b>School-Based Credit Recovery</b>	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school.  Tuition-free.
<b>Portland Evening Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Evenings.  Fall: Sept – Jan  Spring: Feb – May	During the 2021-22 school year, this program is free for all students. We are hopeful that Evening Scholars will not need to resume charging a fee for the 2022-23 school year.
<b>Summer Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Three weeks over the summer; two sessions available.	During the 2021-22 school year, this program is free for all students. We are hopeful that Summer Scholars will not need to resume charging a fee for the 2022-23 school year.
<b>Virtual Scholars</b>	At your school and during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.



# NCAA FRESHMAN ELIGIBILITY STANDARDS

## KNOW THE RULES: DIVISIONS I AND II INITIAL-ELIGIBILITY REQUIREMENTS

### Core Courses

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

### Test Scores

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

### Grade-Point Average

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

# AP CAPSTONE PROGRAM

**AP Capstone™** is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Students who take and earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

## AP Seminar: African Diaspora

**Course credit earned: Elective (1.0)**  
**May be taken only once for credit.**  
**No Prerequisite**  
**Grades 10-11**



The AP Seminar course is an introduction to research methods that aim to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Students will explore the complexities of the African Diaspora by making connections and exploring multiple perspectives and lenses related to the voluntary and involuntary movement of people from Africa to various parts of the world during the transatlantic slave trade.

## AP Research

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. This class allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question of their own design, resulting in an academic paper and an oral presentation. Students will need to be able to manage their own time well and stay organized as they are working independently most of the year.

### AP Research: STEM

**Course credit earned: Elective (1.0)**  
**May be taken only once for credit.**  
**Prerequisite: AP Seminar**  
**Grades 11-12**



This AP Research class will focus on STEM disciplines: Science, Technology, Engineering, and Math.

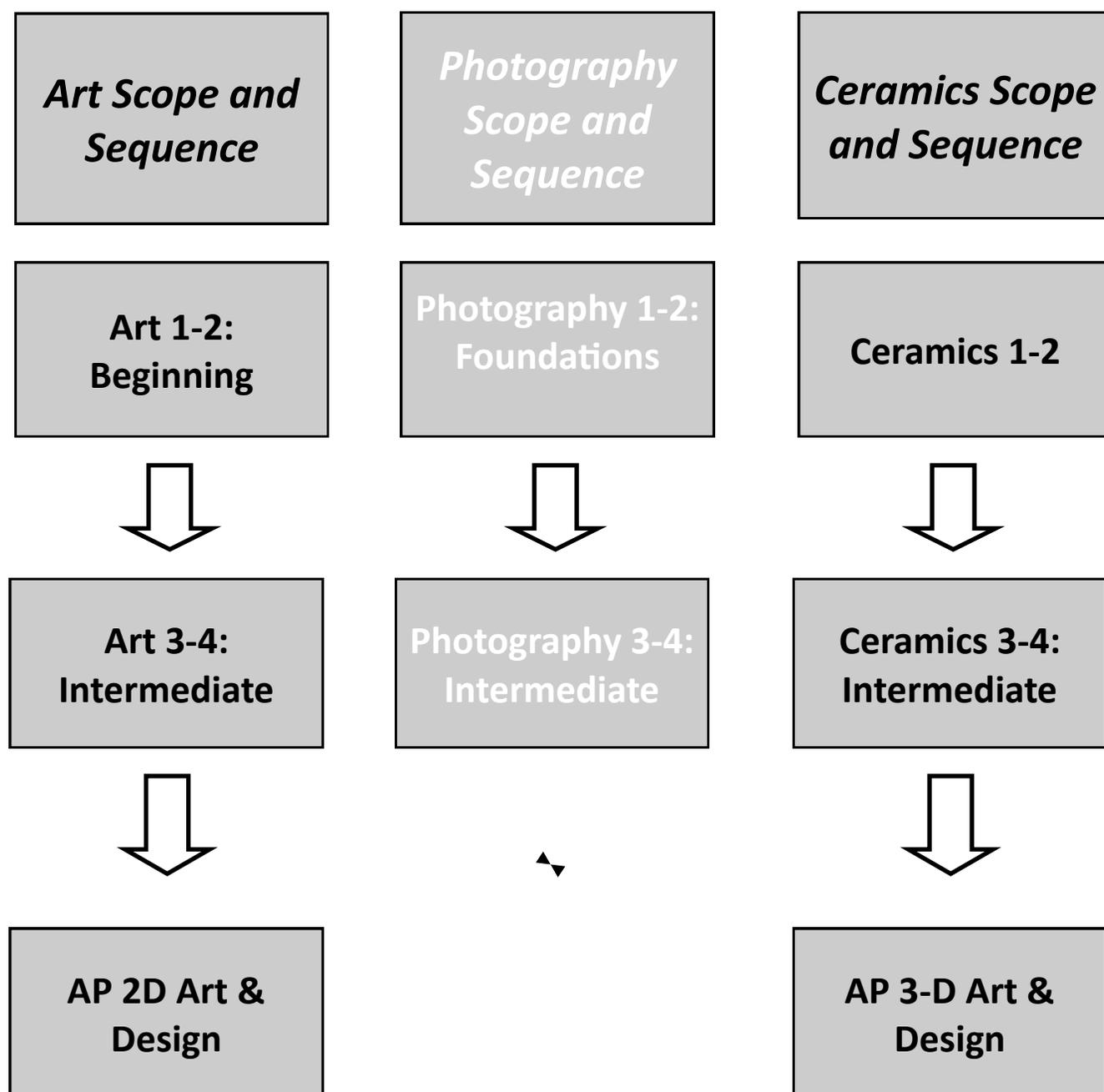
### AP Research: Humanities

**Course credit earned: Elective (1.0)**  
**May be taken only once for credit.**  
**Prerequisite: AP Seminar**  
**Grades 11-12**



This AP Research class will focus on Humanities topics like Social Sciences, History, Literature, the Arts, Philosophy, Ethics, Religion, Law, Education, etc.

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 1-2: Beginning****Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****No Prerequisite****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. Art 1-2 is required to be successfully completed in order to continue the sequence of visual art courses. Course aligned with National Core Art Standards.

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

This 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. Students will also participate in class critiques analyzing their own as well as their classmates art. Portfolio development will be introduced in this course. Course aligned with National Core Art Standards.

**AP Art: 2D Art & Design****Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Prerequisite: Two 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 fifteen pieces exploring a student generated Inquiry Question. Portfolios are graded on process, experimenting with materials, written explanation and synthesis of materials. Working outside of

class is critical for the success of developing a strong portfolio. This is a rigorous, fast-paced class. Students should expect to spend at least ten hours per piece and have a finished piece due every week to two weeks. Portfolios are due the first week of May. All work will be photographed and uploaded to the College Board website. Students who score well on the portfolio receive college credit. All art courses are aligned with National Core Art Standards.

**Photography 1-2: Foundations****Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Prerequisite: Basic computer skills****Grades 9-12**

This is an introductory survey class in which students will acquire skills in digital photography in the context of a fine arts class. Students will explore photographic composition and framing techniques through the use of digital cameras. The majority of class time is spent on computers working with Adobe Lightroom and Photoshop and a variety of Google programs such as Google docs, classroom, slides and sites. There will be sometimes during class for shooting photographs but outside class time will be needed for getting most photographs. Students will be writing about their work and doing research on other contemporary photographers. The emphasis will be in online presentations rather than printed work. Course aligned with the National Core Art Standards.

**Photography 3-4: Intermediate****Course credit earned: Fine Arts or Elective (1.0)****Prerequisite: Photography 1-2: Foundations****Grades 10-12**

This class is geared to the student who wants to further explore fine arts photography. They will learn more advanced digital skills in Photoshop and Lightroom and explore stop motion photography and layout design. Periodic oral and written critiques allow students to develop analytical, reflective and critical thinking skills. There will be opportunities for students to relate with professionals in the field of photography through guest speakers. Art History related to photography will have a larger emphasis in this course as well. The course content, instruction and assessments are aligned with the National Core Art Standards.

**Ceramics 1-2****Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****No Prerequisite****Grades 9-12**

This introductory course exposes students to both wheel throwing and hand built techniques (slab, slab cylinder, pinch, coil, drape construction). Students will also be familiarized with both safety and best practice protocols in the ceramics lab. Students will learn to throw basic forms such as bowls and cylinders. They will also make various hand built pieces including mugs, geometric and organic forms, and other functional and non-functional pieces. Students will learn how to apply under glazes and over glazes and about various decorative firing techniques.

**Ceramics 3-4: Intermediate****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 emphasis understanding already learned in Ceramics 1-2. Students will further investigate more advanced firing and glazing techniques in the ceramic arts. Ceramics 3-4 is designed for students who have already completed Ceramics 1-2 and want to perfect and refine their ability, craft and design. New techniques will be introduced and applied in more complex ways than in Ceramics 1-2. New firing techniques will also be introduced such as under glazing, stains, and oxide application. Students will also develop a body of work to be used in a portfolio or showcased in school or community exhibition.

**AP 3D Art & Design****Course credit earned: Fine Arts or Elective (1.0)****May be taken only once for credit.****Prerequisite: Ceramics 3-4****Grades 11-12**

This is a course intended for students who are interested in pursuing the study of 3-D art in college or as a career. This course will have students build a portfolio of work that demonstrates the mastery of 3-D design through the ceramic process. 3-D design involves purposeful decision making in using the Elements and Principles in an integrated 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. This is a rigorous, fast-paced class. Students should expect to spend at least ten hours per piece and have a finished piece due every week to two weeks. Digital Portfolios are due the first week of May. All work will be photographed and uploaded to the College Board website. Students who score well on the portfolio receive college credit.

## FRANKLIN BUSINESS DEPARTMENT

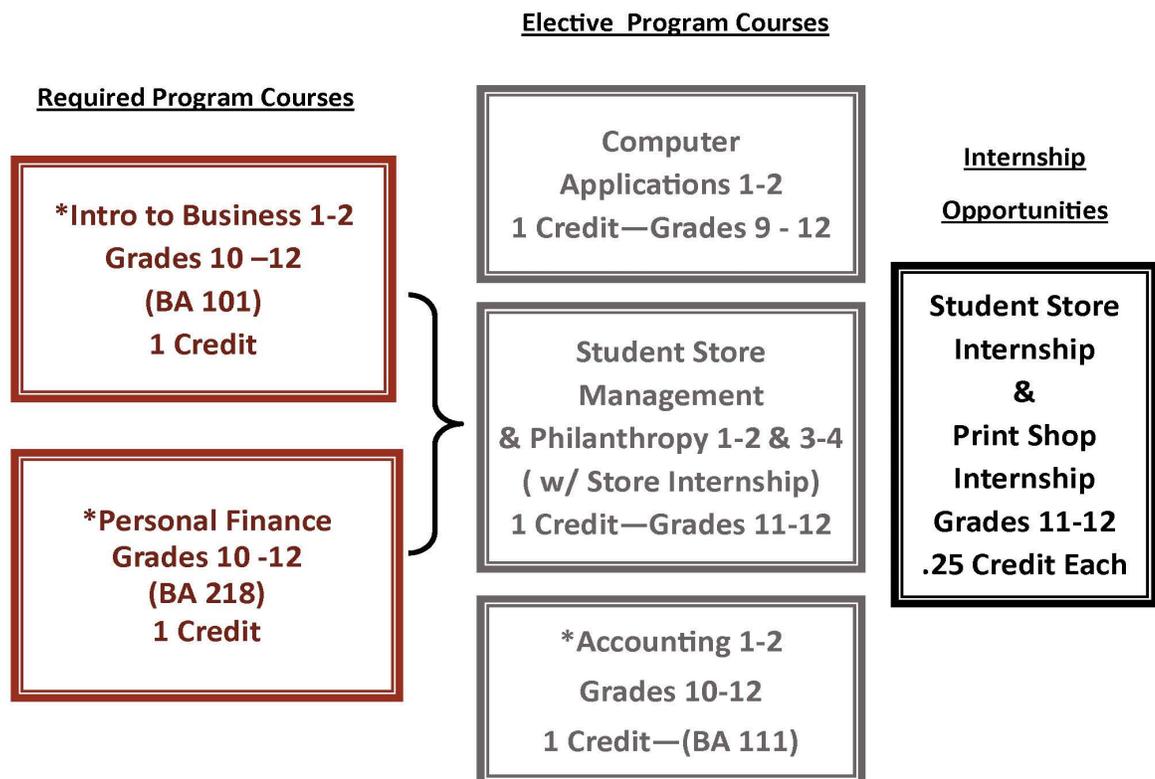
“Fostering an entrepreneurial and philanthropic spirit”

### BUSINESS MANAGEMENT & ADMINISTRATION PROGRAM OF STUDY

Program completion = **3 credits** & demonstrate business leadership

**Maroon** indicates required courses. **GRAY** indicates program electives.

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.



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**

## Computer Applications 1-2

Course credit earned: CTE 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, Outlook, 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 Access. Coursework includes: formatting, graphing, designing presentations and using spreadsheet formula operations to complete common assignments that relate to the business world.

**This course is an elective in the Business Management & Administration Program of Study.**

## Introduction to Business 1-2

Course credit earned: CTE or Elective (1.0)

May be taken only once for credit.

No Prerequisite

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.

**This course is REQUIRED to complete a Business Management & Administration Program of Study  
Portland Community College Credit Available (BA 101)**

## Accounting 1-2

Course credit earned: CTE or Elective (1.0)

May be taken only once for credit.

No Prerequisite

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.

**This course is an elective in the Business Management & Administration Program of Study.**

**Portland Community College credit available (BA 111)**

## Personal Finance 1-2

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

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

**No Prerequisite**

**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 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.

**This course is REQUIRED to complete a Business Management & Administration Program of Study  
Portland Community College credit available (BA 218)**

## Student Store Management 1-2

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

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

**Prerequisite: Intro to Business and/or Personal Finance  
Grade 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 High School 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, entrepreneurship and philanthropy.

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

## Student Store Management & Philanthropy 3-4

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

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

**Prerequisite: Intro to Business and/or Personal Finance  
Grade 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 High School 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, entrepreneurship and philanthropy. Supporting this work is a unique partnership with the Harold and Arlene Schnitzer CARE Foundation, where students have an 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 generating revenue that will later be distributed, in the form of grants, to local nonprofit organizations. Students receive a generous matching grant from the CARE Foundation if fundraising goals are met. Grants are awarded based upon a class derived mission statement.

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

# BUSINESS MANAGEMENT & ADMINISTRATION

## **Student Store Internship 1-2 & 3-4**

Course credit earned: CTE or Elective (.25)

May be taken more than once for credit.

Prerequisite: Intro to Business and/or Personal Finance  
Grade 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 (Lightning Mart) 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 'work-based' 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.***

## **Print Shop Internship 1-2 & 3-4**

Course credit earned: CTE or Elective (.25)

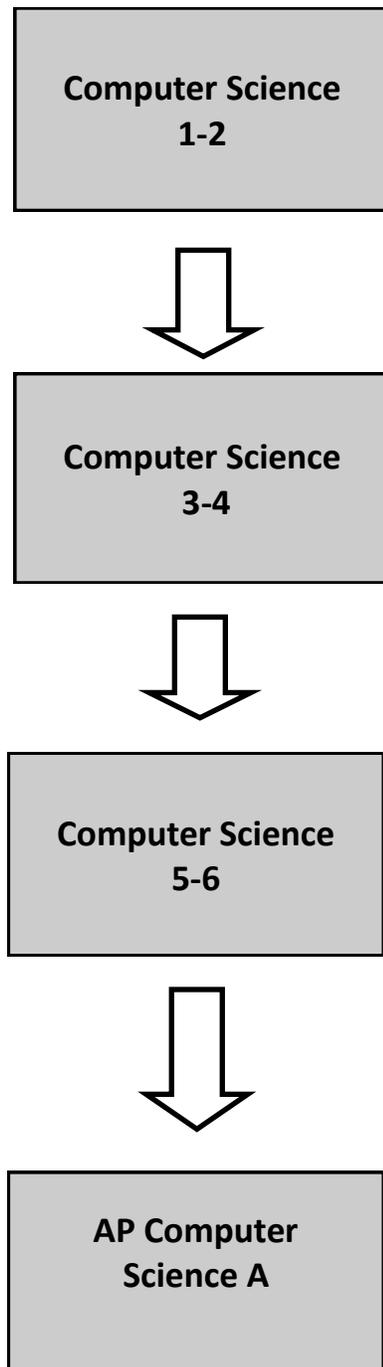
May be taken more than once for credit.

Pre-requisite: Intro to Business and/or Personal Finance  
Grade 11-12

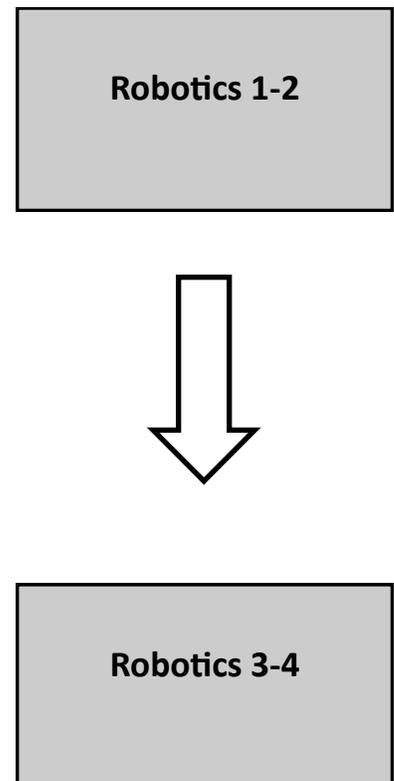
*This course is limited to students that are on track to complete the Business Management & Administration Program of Study and have demonstrated professional/ethical behavior at all times.*

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 High School print shop. Business activities include product creation/design, 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 share in the responsibility of operating the Franklin Print Shop, as their schedule allows. In addition, students will open the print shop to the community for a few evening community events such as Back to School Night 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.

## Computer Science CTE Pathway



## Robotics Electives



## **Computer Science 1-2**

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

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

**No Prerequisite**

**Grades 9-12**

A fun beginner course. Young women and students not traditionally represented in tech companies are encouraged to join! Computer science jobs are in very high demand and offer high wages. There is no homework, and you won't put a burden on your guardians for homework or tutors. Coding experience is not needed. This is a project based course in computer programming; and it is intended for students who have no programming experience. Students can learn webpage design with HTML and CSS. The course allows students to use their own language and design a game. Students can pick from coding tools such as Python or JavaScript or anything they select. We code a small game and some students build a web portfolio.

## **Computer Science 3-4**

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

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

**Prerequisite: Computer Science 1-2**

**Grades 10-12**

This is a very fun course with no homework. Students build team projects using the language of their choice and any cloud version control system. Students tackle OOP code: Object Oriented Programming. Students have the option to code a game using Unity and our Vive 3d goggles. An option for college dual credit with PCC CIS122 is offered.

## **Computer Science 5-6**

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

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

**Prerequisite: Computer Science 3-4**

**Grades 11-12**

This is the third year of coding with a focus on career experiences. Coding remains a high wage career with high demand for workers with this skill. The class remains as a very fun course with no homework. Students may work alone on a major project or work with a team of students or find a local internship in IT or software development. An option for college dual credit with PCC CIS122 is offered.

## **AP Computer Science A**

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

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

**Prerequisite: Computer Science 5-6**

**Grades 11-12**

This is a fast-paced course. It is suggested that students take the AP test, but students may take this course and continue to code their 4th year in the CS design tools they have used the previous 3 years. Students will learn how to code in Java. Topics include a focus on the details of primitive data types, objects, boolean expressions and if statements, iteration, writing classes, arrays, array lists, 2d arrays, inheritance, recursion, algorithms, problem solving, and the ethical and social implications of computing. The AP test offers the potential for earning college credit and consists of multiple choice and free-response pencil-and-paper coding. Homework is required, and includes both reading (textbook) and coding.

## **Robotics 1-2**

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

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

**No Prerequisite**

**Grades 9-12**

A fun beginner course. Students not traditionally represented in tech companies are encouraged to join! Students build the software and hardware to make robots move and play a variety of games. We use Lego EV3 Kits. Students work in fun and dynamic teams of 2-3. Students will learn the basics of robotics, including programming, and the engineering design process. We even make autonomous robots that control themselves.

## **Robotics 3-4**

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

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

**Prerequisite: Robotics 1-2**

**Grades 10-12**

Our students represent Franklin High School in a variety of public robotics meets and events. These leadership skills are sought out by key local employers for internships. Students work in teams to compete and cooperate with other high schools as part of the National Robotics Challenge known as US First Robotics FTC. Students sign a contract to attend 3 or more of our 5 weekend and evening events offsite. Students also create a capstone robot to showcase their work.

## **Culinary Arts 1-2: Introduction**

**Course credit earned: CTE 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.

## **Culinary Arts 3-4: Intermediate**

**Course credit earned: CTE 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.

## **Culinary Arts 5-6: Advanced**

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

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

**Prerequisite: Intermediate Culinary Arts, Successful**

**Passing of the Culinary TSA**

**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.

## **Culinary Arts 7-8: Advanced**

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

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

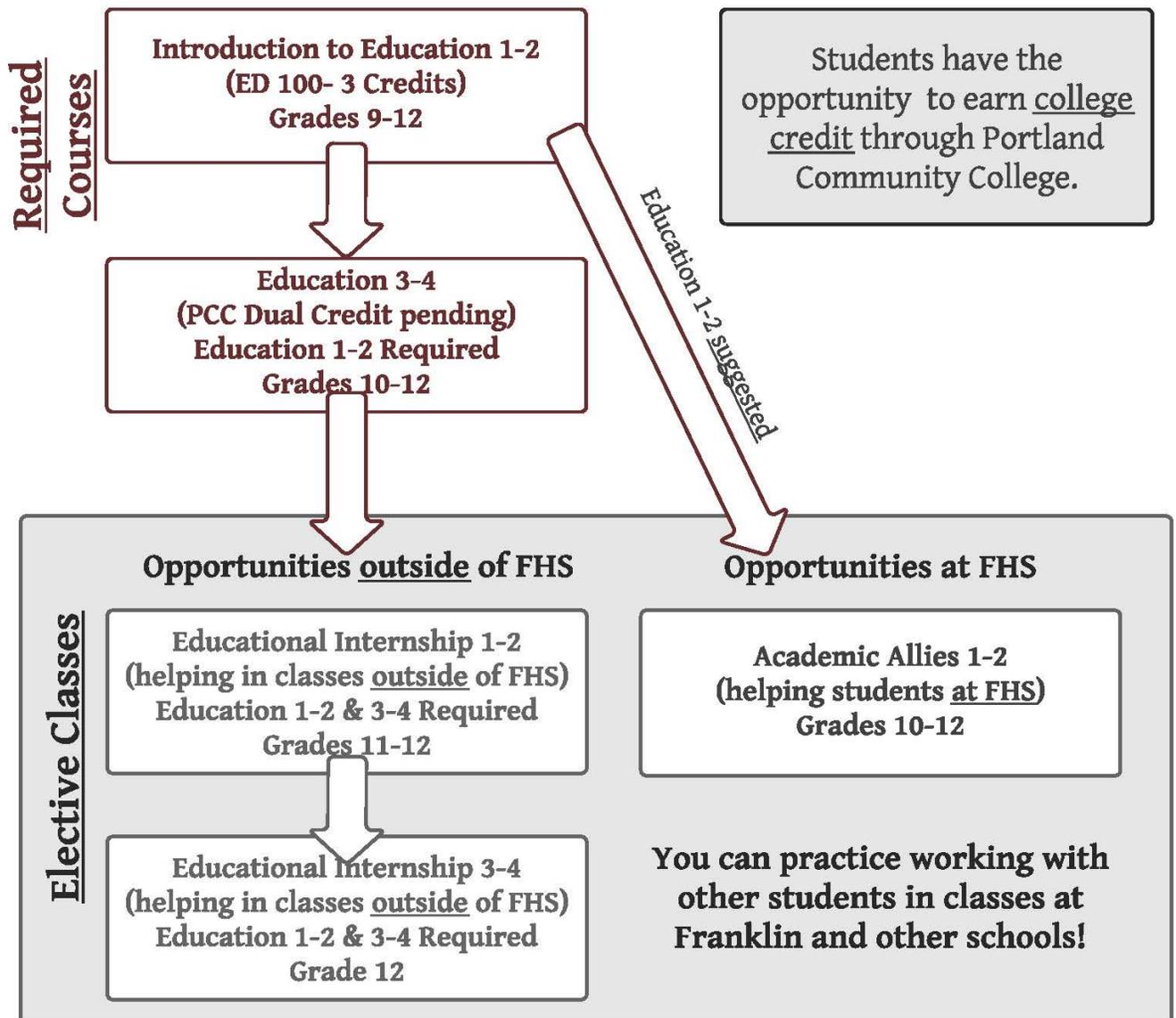
**Prerequisite: Advanced Culinary Arts 5-6**

**Grade 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.

## Education Preparation Career and Technical Education (CTE) at Franklin

Program Completion= **3 credits**. Benefits include options for dual credit, "hands on" experience working in classrooms or other school-based placements, and learning more about the education field.



Questions?  
**Anna York**  
Education Preparation teacher  
ayork@pps.net

## Introduction to Education

Course credit earned: CTE or Elective (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. 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. **Honors credit is available.**

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

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

## Educational Strategies: Advanced

Course credit earned: CTE or Elective (1.0)

May be taken only once for credit.

Prerequisite: Introduction to Education recommended

Grades 10-12



In this class, we will be learning more about children's literature, authors and illustrators as well as strategies to teach about them in the classroom. We will study current and classic works, book awards, artistic and literary elements, genres, basic book discussion techniques, and audio-visual and electronic formats. Emphasis will be placed on books, authors, and illustrators that have won major awards such as the Newbery Medal, the Caldecott Award, Coretta Scott King and Young Reader's Choice Awards. Students will gain experience and knowledge in book discussion/sharing techniques.

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

**PCC Dual Credit pending approval. This course is required to complete the Educator Preparation CTE Program of Study.**

## Educational Internship 1-4

Course credit earned: CTE or Elective (1.0)

May be taken twice for credit (once as 1-2, once as 3-4).

Prerequisite: Introduction to Education and Advanced Educational Strategies recommended

Grades 11-12

Students in this course will work alongside a certified school employee (such as teacher, counselor, or librarian) in a local school while exploring the field of education or child development as a future profession. Students will be asked to work with children one-on-one, in small groups or with the whole group. They will write reflective papers and/or complete assignments related to the internship. Students will create a lesson or project per semester that reflects their learning and present it to students they work with at the internship site. 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.

## Academic Allies

Course credit earned: CTE or Elective (1.0)

May be taken more than once for credit.

*Allies need to fill out a questionnaire to determine academic strengths and preferences*

No Prerequisite

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. They work with individual students or small groups within the classroom to help support their fellow students in mastering the content. Students will also reflect on their learning through assignments they will be completing throughout the semester.

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

# ELECTIVES (GENERAL)

## **AVID 9-12**

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

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

**Prerequisite: Application and interview required**

**Grades 9-12**

AVID, or Advancement via Individual Determination, is a college-preparatory program designed for students who want to join a tight-knit community of students who plan on attending a four-year college after graduation. AVID students regularly attend college campus tours, participate in community-building activities, get support from college-age mentors, and receive instruction designed to improve their WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) skills. AVID is an elective class that students are expected to take for all four years of high school and requires students to demonstrate leadership, maintain a 2.5 grade point average, and actively participate in student-led tutorials and other AVID activities. Our program is looking for students who have big dreams and goals for their futures but recognize that they might need some support and guidance to get there. To apply, go here: [https://docs.google.com/forms/u/1/d/1-5G2ncPAI3Lb-fhofkw8-3YI7i2wOOxPETt-VIL1sRQ/edit?usp=drive\\_web](https://docs.google.com/forms/u/1/d/1-5G2ncPAI3Lb-fhofkw8-3YI7i2wOOxPETt-VIL1sRQ/edit?usp=drive_web)

## **9th Grade Inquiry**

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

**Required course for all 9th grade students**

**No Prerequisite**

**Grade 9**

9th Grade Inquiry is a year-long course that acts as a bridge between middle school, high school, and the world after graduation. This course will equip students with the skills and experiences required for them to make a successful start at Franklin High School. Specifically, students will apply academic skills, use a variety of digital communication tools, and reflect on their strengths and interests. In addition, the course provides an opportunity for 9th grade students to be a part of a community that emphasizes positive peer relationships and feeling connected with their school. Students in 9th Grade Inquiry will develop important social and emotional skills, including recognizing other perspectives, exploring identities, and engaging in issues around social justice, race, and equity. This course will also investigate the world after graduation. Students will explore college and career opportunities based on personal interests and

goals, and will be exposed to elements of personal finance. By the end of the course, students will have a deeper understanding of their abilities, be better equipped to navigate high school and see a clear pathway toward their bright future.

## **Introduction to Leadership**

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

**No Prerequisite**

**Grades 9-12**

This year 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.

## **Advanced ASB Leadership**

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

**Prerequisite: 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.

# ELECTIVES (GENERAL)

## **Library/Media Assistant**

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

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

**Prerequisite: Teacher consent and summer orientation required**

**Grades 10-12**

The Educational Media Library Program is designed to offer the student actual work experience. The student will become an integral part of the daily operations of the library and textbook room. The student will support and promote library events. They will learn procedures for processing books, how to assist staff and students, how to navigate the circulation system, our catalog, 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. 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.**

**Prerequisite: Teacher consent and summer orientation required**

**Grades 11-12**

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, diversity in publishing, copyright, and confidentiality. Students will receive a letter grade.

## **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 primarily juniors and seniors 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.

# ELECTIVES (GENERAL)

## Climate Change, Climate Justice

**Course credit earned: Elective (1.0) or (0.5 science recovery credit and 0.5 elective)**

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

**No Prerequisite**

**Grades 11-12**

In this interdisciplinary elective course students will explore the topic of climate change and climate justice through both a science and social studies lens. Through a series of inquiry-based units, students will investigate climate science and engineering solutions as well as the disproportionate impact that climate change has on various frontline communities. They will synthesize this information to consider potential solutions to mitigate the climate crisis through a lens of climate justice. As a capstone project, students will apply what they've learned to a final inquiry project of their choosing and share their learning with the wider community. For the inaugural year, the course will be able to serve as either 1.0 elective credit or as a .5 science credit recovery course.

This class is designed to build skills in analysis, critical thinking, communication, perspective-taking, and implementation of restorative practices and principles. Instructor lecture, guest speakers, panels, videos, discussion, role play, case analyses and student presentations will be utilized.

## Mindfulness

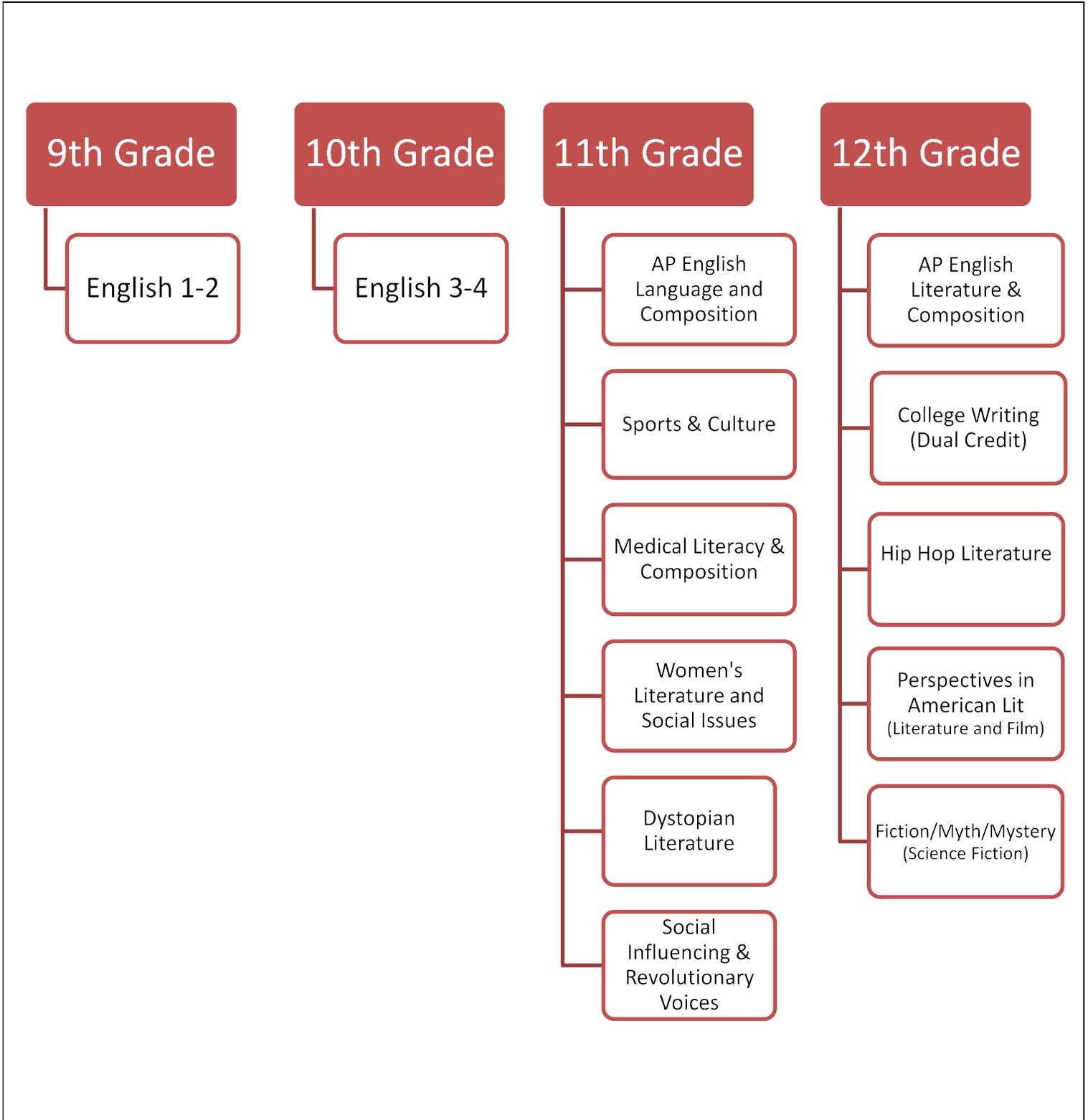
**Course credit earned: Fine Arts or Elective (1.0)**

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

**No Prerequisite**

**Grades 10-12**

What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are.



## 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

## CORE CONTENT COURSES

### English 1-2

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

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

**No Prerequisite**

**Grade 9**

**Themes/Content:** Students will examine the major genres through themes related to personal identity, personal journey, and heroism.

**Readings:** Students will explore a balance of contemporary and classic works – possibly including short stories, essays, novels, poetry, dramas, non-fiction, and film.

**Writing:** Students will focus on writing to explain, analyzing literature, and producing narratives using elements of fiction. Students will also gain experience with using the writing process to produce, revise, and publish their writing.

**Skills/Standards:**

- Cite textual evidence
- Analyze theme and character

- Expository and narrative writing
- Sentence structure
- Grammar and punctuation
- Discussions and presentations.

**Honors:** Self-directed honors option available.

### English 3-4

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

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

**Prerequisite: English 1-2**

**Grade 10**

**Themes/Content:** justice, power, how authors communicate their views.

**Reading:** a variety of texts, including but not limited to: short stories, essays, plays, novels, poetry, nonfiction, drama, and non-print media.

**Writing:** explanatory and argumentative texts with a focus on literary analysis, examining how authors (in both literary and informational texts) use evidence to develop themes or messages.

**Skills/Standards:**

- Identify themes
- Cite evidence to support claim
- Develop claims and arguments
- Evaluate arguments
- Drive discussion using text evidence and argument strategy
- Use proper grammar and punctuation

Honors option available. Expectations and credit are given on an individual basis. Honors curriculum involves a higher standard for student leadership, engagement in the humanities, and more rigorous assessments.

**English 5-6: Overview**

**STUDENTS SELECT FROM SEVERAL COURSES OFFERED FOR CREDIT. THESE COURSES ARE LISTED BELOW THIS DESCRIPTION.**

**\*Availability of courses is dependent upon student enrollment.**

**Themes/Content:** Junior English has multiple thematic offerings. For specific information about the different Junior English courses, see individual descriptions that follow.

**Reading:** Students will read a variety of texts, including but not limited to novels, essays, articles, and editorials.

**Writing:** Students will write a variety of essays (argument, expository, personal), and conduct research on various topics.

**Skills/Standards:**

- Analyze central ideas, text structure, POV and purpose in rhetoric, word choice, indirect POV (e.g., satire, sarcasm, irony, or understatement)
- Write arguments and develop introductions, organization, argument, and conclusion
- Write informative/explanatory texts and develop introductions, organization, ideas & content, and conclusion
- Prepare for and participate in discussions
- Use proper capitalization, punctuation, and spelling.

**English 5-6: Medical Literacy & Composition**

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

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

**Prerequisite: English 3-4**

**Grade 11**

**Themes:** Students will study medically focused informational texts as an entry point to explore ethical themes and issues involved in healthcare and medicine. Themes include, but are not limited to: power, race, gender, environment, politics, and personal identity. Through the exploration of these themes, students will gain a better understanding of the medical field and medicine's role in society.

**Reading:** a variety of non-fiction texts including medical journals, articles, memoirs, and medical databases.

**Writing:** Students will have 2 major writing assignments which include an argumentative essay and a research project. Smaller writing assignments will include analyzing central ideas of informative short texts.

**English 5-6: Sports & Culture**

**Course Credit Earned: English (1.0)**

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

**Pre-requisite: English 3-4**

**Grade 11**

Our study will focus on how sports influences and reflects American cultural values, and what roles athletes play in raising awareness of social issues. How does our fascination with sports 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? 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, and long form journalism—in our examination of sports 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 in culture, with a focus on developing and producing rigorous work. Major writing assignments include synthesis, argumentative, literary analysis, Junior capstone 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: Women's Literature & Social Issues**

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

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

**Pre-requisite: English 3-4**

**Grade 11**

Through the study of literature, essays, and film students will explore contemporary issues of gender roles, power, resistance, human rights, social justice, love and freedom. We will primarily read literature by women of color. We will look at how the media provides a distorted image of societal values. Both semesters require students to practice the skills of literary analysis, critical thinking, analytical and persuasive writing and research. In addition to reading and writing, all students will participate in an abundant amount of class discussions, small group discussion and individual projects.

## English 5-6: Dystopian Literature

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

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

**Pre-requisite: English 1-2, English 3-4**

**Grade 11**

Dystopian fiction often imagines bleak, post-apocalyptic futures that are controlled by totalitarian regimes, influenced by technology, and characterized by environmental disaster. By focusing on and exaggerating contemporary problems, dystopian fiction has the potential to serve as a lens to better understand the world in which we live. Students will complete reflective, analytical, and creative writing assignments linked with a wide array of readings. Based on class discussion, critical reading, and examination of historical and social context, students will demonstrate their understanding of timeless themes and current lessons in this long-standing and popular genre through a variety of writing and speaking opportunities.

## English 5-6: Social Influencing, Revolutionary

### Voices

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

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

**Pre-requisite: English 1-2, English 3-4**

**Grade 11**

Why is social media so alluring, captivating people's attention with "hot trends" and "hot news"? And how do we determine what we consume is (news)worthy? This course sets out to explore the intricacies of mass communication by decoding subtle messages and dismantling disinformation. As digital detectives, you will investigate the impact of youth culture and modern media on individuals, relationships, and society through diverse voices from local authors to world leaders. Our aim is to empower you with research skills and media production knowledge through projects like podcasting, blogging, video blogging, meme creation, photo essays, video essays, YouTubeing, etc.

Being social media savvy can be meaningful when you advocate for truth.

## AP English Language and Composition

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

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

**Prerequisite: English 3-4**

**Grade 11**



AP English Language and Composition is a college-level course 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. At the end of the course, students may take the AP examination, which makes them eligible for college credits or advanced placement, depending on the university they choose.

**Themes/Content:** Why Writers Write, Personal Identity (Gender, Race, Class, Ability), The Politics of Language, The Art of Argument.

**Reading:** Students will read complex, college-level texts in order to understand and analyze the interactions among speaker, occasion, audience, purpose, subject, and tone. In addition to shorter pieces, students will read 2-3 novels throughout the year to support their study of major themes in the curriculum. Novels in past years have included: *Black Boy*, *In Cold Blood*, *The Scarlet Letter*, *The Great Gatsby*.

**Writing:** Students will write in four major modes: rhetorical analysis, argument, synthesis (researched argument), and narrative (the college application essay).

**Research:** Students will spend the year engaged in a research project focused on the body of work of a specific essayist.

### **Skills/Standards:**

- Identify and explain an author's use of rhetorical strategies in samples of purposeful writing.
- Use effective rhetorical strategies and techniques when writing.
- Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
- Evaluate and incorporate sources into researched arguments with an understanding of the conventions of citing primary and secondary sources.
- Demonstrate understanding and control of grammar, punctuation, and spelling, as well as stylistic maturity in their own writing.
- Revise a work to practice composition skills.

## English 7-8: General Description

**STUDENTS SELECT FROM SEVERAL COURSES OFFERED FOR CREDIT. THESE COURSES ARE LISTED BELOW THIS DESCRIPTION.**

**\*Availability of courses is dependent upon student enrollment.**

**Themes & Content:** For Senior English, students may choose from a variety of themes.

For further details on each Senior English course, please review the individual descriptions that follow.

**Reading:** Students analyze novels, short stories, articles, poetry and visual media.

**Writing:** Students write a variety of essays, including narratives, arguments, and literary analyses. They also conduct research for presentations & multimedia projects.

**Standards:** Students will:

- Understand how to analyze author’s choices, themes, and structures
- Write compelling narrative
- Craft effective arguments
- Participate in a range of collaborative discussions
- Conduct research to answer self generated questions
- Demonstrate command of standard English conventions

## English 7-8: College Writing & Literature

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

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

**Prerequisite: English 5-6**

**Grade 12**



A year-long college composition course designed to support students in understanding how to craft academic essays, Writing 121 prepares students for the style of writing they will encounter throughout their college experience. Exploring themes around social media, digital culture, social justice and health and wellbeing, students analyze nonfiction work and examine perspectives from a spectrum of possibilities. Anchored in the practice of research writing, students will stretch their minds into new places, transcend the trappings of binary thinking, and elevate their critical consciousness for navigating the world of media, complexity and nuance in which we exist. Students will also practice self-love as a means for enriching the educational experience. Students may earn both high school English 7-8 credit, as **well as 4 transferable WR 121 college credits through Portland Community College.**

## English 7-8: Hip Hop Literature

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

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

**Prerequisite: English 5-6**

**Grade 12**

Hip Hop Literature is a demanding course developed for students to engage with literature through the lens of Hip Hop culture. ‘Knowledge of self and community’ is a Hip Hop element that will be explored in a variety of writing modes including argumentative essays explored through music reviews, raps, poetry and narratives. Writing pieces will be taken through the writing process and presented publicly with style. Regular in depth reading will analyze lyrics and informational texts to develop critical thinking skills on themes prevalent in Hip Hop including gender, race and social justice. Students will be validated for their own expertise on Hip Hop music and culture and will share their knowledge through individual and group projects. Come get down with Hip Hop Lit!

## English 7-8: Perspectives in American

### Literature

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

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

**Prerequisite: English 5-6**

**Grade 12**

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. Students will evaluate arguments in documentary films before writing their own argumentative essay on a social justice topic . 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: Fiction/Myth/Mystery (Science Fiction)

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

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

**Prerequisite: English 5-6**

**Grade 12**

Science Fiction fulfills the English 7-8 credit through reading, writing, and discussion of the cultural, racial, and gender relevance of science fiction today, primarily through the short story, film, novels, graphic novels, and episodes of classical SciFi TV will make an appearance. Students will participate in blogging, journaling, and discussion throughout the year. In the fourth quarter, we'll work together to author an original piece of science fiction. While most students choose to write short fiction, several have branched off into the production of text-based video games and illustrated works. Traditionally we have hosted a visiting science fiction writer through the Writers in the School Program, where we share our classroom with a professional writer, giving us a look into how they work, live, and come up with ideas. Topics in science fiction we explore include the heat death of the universe, time travel, virtual reality, altered memories, extraterrestrial life, visionary fiction and world building, social and racial justice. Bring your imagination, creativity, and questioning skills as we explore our own minds and the stars beyond our own galaxy. In the words of Octavia Butler (who will serve as a guide to our exploration), "I was attracted to science fiction because it was so wide open. I was able to do anything and there were no walls to hem you in and there was no human condition that you were stopped from examining." Let's see what's out there.

## AP English Literature and Composition

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

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

**Prerequisite: English 5-6**

**Grade 12**



While AP Literature and Composition is designed as a college level course, this class invites all students who are curious about how stories shape our world and ourselves. Our goal is to dive deep into literature, including short fiction, poetry, longer fiction and drama from the 16th century to today. We will read an array of voices, especially the voices of writers of color whose stories have been silenced by the typical "literary canon." The cornerstones of this course are inquiry based discussion and formal literary argumentation; through those tools, we will analyze literature with confidence and risk by examining character, setting, narration, figurative language and structure in fiction.

"Books are a form of political action. Books are knowledge. Books are reflection. Books change your mind." - Toni Morrison

"For, while the tale of how we suffer, and how we are delighted, and how we may triumph is never new, it always must be heard. There isn't any other tale to tell, it's the only light we've got in all this darkness." - James Baldwin in "Sonny's Blues"

# ENGLISH LANGUAGE DEVELOPMENT (ELD)

At Franklin, we believe ELL students can achieve proficiency in reading, writing, speaking and listening as well as academic success in all of their classes. We work to ensure that ELL students receive quality ELD services and support accessing content and grade-level instruction.

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 throughout high school.

**NOTE: It is possible that students may receive ELD support within a content class, such as English Language Arts or Social Studies, through the support of a certified ELD teacher.**

## **Emerging (ELD 1 & ELD 2)**

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

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

**Placement based on language proficiency**

**Grades 9-12**

This course focuses on mastering 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 & ELD 4)**

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

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

**Placement based on language proficiency**

**Grades 9-12**

This course focuses on mastering 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**

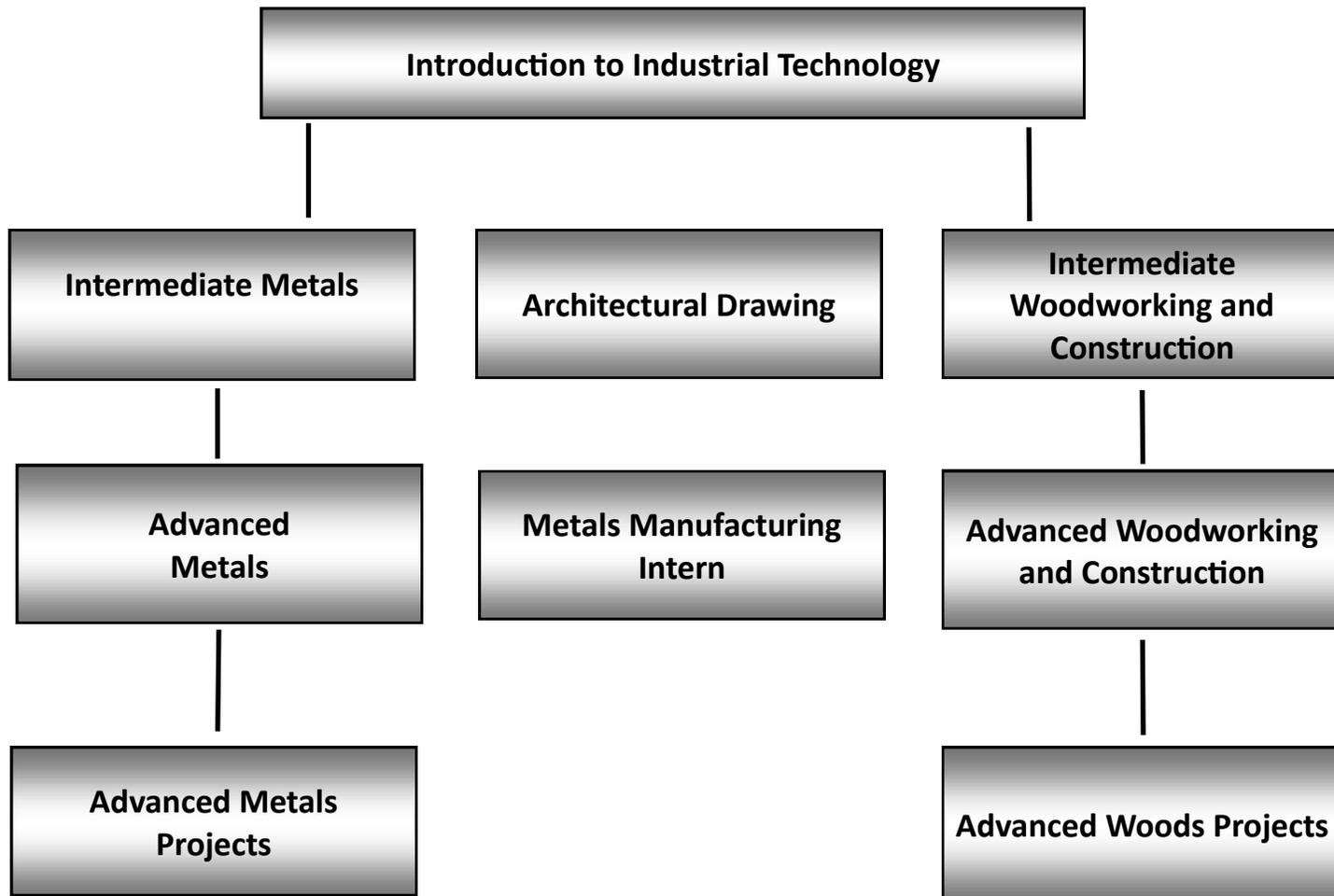
**Course credit earned: Elective (1.0)**

**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



## Introduction to Industrial Technology

Course credit earned: CTE 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 that industrial technology and engineering can bring. Students will learn metalworking skills (welding, sheet metal, foundry, programming and machining); woodworking skills (hand and power tool operation, cutting and assembling parts, wood processing operations, and woodturning); 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 and classroom environment. The class is taught using short technical lectures, demonstrations on tools and machines, and project building in the shops.

## Intermediate Metals

Course credit earned: CTE or Elective (1.0)

May be taken only once for credit.

Prerequisite: Intro to Industrial Tech

Grades 10-12

This class will broaden the students 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.

## **Advanced Metals**

**Course credit earned: CTE 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 learn to run a business selling products created in the metal shop.

## **Advanced Metals Projects**

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

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

**Prerequisite: Advanced Metals**

**Grade 12**



For students who 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.**

**Portland Community College dual credit available (MCH 100)**

## **Intermediate Woodworking and Construction**

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

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

**Prerequisite: 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. 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 & Construction**

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

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

**Prerequisite: Intermediate Woods with a demonstrated proficiency**

**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. Additionally, students will be introduced to building construction techniques as they apply to residential carpentry.

## **Advanced Woods Projects**

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

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

**Prerequisite: Advanced Woods**

**Grade 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 Drawing**

**Course credit earned: CTE 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.

## **Metals Manufacturing Intern**

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

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

**Prerequisite: Intro to Tech and Intermediate Metals**

**Grades 11-12**

This course is open to the Junior or Senior who has excelled in Intro to Technology, Intermediate Metals and is currently or will be enrolled in Advanced Metals. Specific tasks will include setting up machinery for various lessons as well as setting up new machinery as it arrives. Students will be expected to be part of lesson planning and implementation of instruction to intro and intermediate metals classes. Participation in this class should be considered by anyone who enjoys metals, is considering a career in manufacturing or education. Instructor approval is required.

# JOURNALISM AND YEARBOOK

## Introduction to Journalism

Course credit earned: Elective (1.0)

May be taken only once for credit.

No Prerequisite

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: Elective (1.0)

May be taken more than once for credit.

Prerequisite: Intro to Journalism or instructor consent

Grades 10-12

This class serves as the staff for the Franklin High School student newspaper, The Franklin Post. Students will learn and practice journalistic writing and production skills as they produce a monthly newspaper. 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 a writing sample and consent of instructor are required.***

## Yearbook

Course credit earned: Elective (1.0)

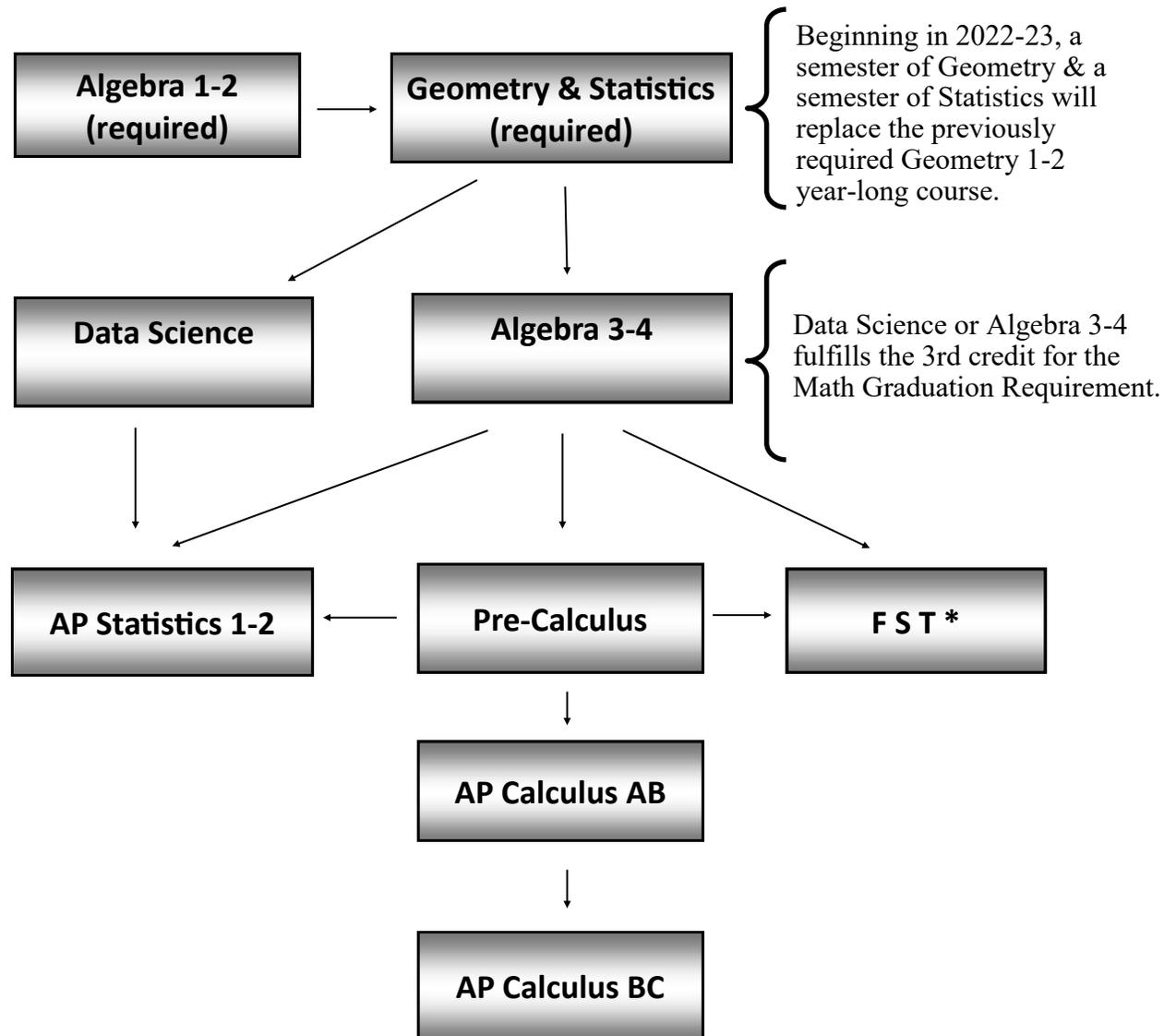
May be taken more than once for credit.

Prerequisite: Video Production 1, Digital Photography, Intro to Journalism, Yearbook or Teacher consent

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.

## Math Course Sequence



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

Students may take Geometry & Statistics and Algebra 3-4 concurrently.

**Honors:**

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

*\*Seniors only.*

## Algebra 1-2

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

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

**No Prerequisite**

**Grade 9**

In this first year course in algebra, representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, and exponential 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 investigative activities, and problem solving to develop confidence in their ability to think mathematically as they work both individually and collaboratively.

## Geometry

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

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

**Course is taken in conjunction with Statistics.**

**Prerequisite: Algebra 1-2**

**Grades 9-12**

In this course students study geometric 2-D and 3-D shapes and their relationships. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of properties, congruence, similarity and transformations. Students solve problems using properties, proportions, and trigonometric relationships.

## Statistics

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

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

**Course is taken in conjunction with Geometry.**

**Prerequisite: Algebra 1-2**

**Grades 9-12**

This course includes topics on probability and statistics, emphasizing data literacy and analysis. Students will deepen their understanding of data collection and interpretation. Students may use open source software and a graphing calculator. After successful completion of this course, students move on to Advanced Algebra (Algebra 3-4) or Data Science.

## Advanced Algebra 3-4

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

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

**Prerequisite: 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 and statistics. 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 enhance these topics. After successful completion of this course, students move on to Pre-Calculus, AP Statistics, or FST. **Concurrent enrollment in Geometry/Statistics is possible.**

## Data Science in Society

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

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

**Prerequisite: Geometry 1-2**

**Grades 11-12**

This year-long course will develop students skills in understanding and working with data in society. This course introduces students to the main ideas in data science through free tools such as Google Sheets, Python (or other coding language), Data Commons and Tableau. Emphasizing the importance of data literacy for all students, the course introduces data analysis tools, employing a variety of ways to interpret and visualize data. Students are provided with opportunities to continue data exploration through project-based units, as they strengthen their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work. The curriculum is adaptable so that teachers can bring in datasets or use what is provided to find datasets most relevant to their students.

The course can be taken as an alternative or in addition

to Advanced Algebra (Algebra 3 - 4). It can lead to pathways in statistics, data science, other STEM or humanities subjects. Course might not meet requirements at some 4-Year Universities. Recommend checking specific University requirements for Math.

## **FST: Functions, Statistics, & Trigonometry 1-2**

**Course credit earned: Elective (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, and functions. 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: Elective (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. The class explores relations and functions graphically, numerically, symbolically, and verbally. The class examines exponential, logarithmic, polynomial, rational and trigonometric functions and investigates applications from a variety of perspectives. Content will be explored with and without the use of a graphing calculator.

After successful completion of this course, students should move on to AP Calculus AB and/or AP Statistics.  
Note: A TI-84 graphing calculator is highly recommended for this course.

Note: A TI-84 graphing calculator is highly recommended for this course. Available to check out from our Library.

## **AP Calculus AB 1-2**

**Course credit earned: Elective (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. Available to check out from our library.

## **AP Calculus BC 1-2**

**Course credit earned: Elective (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-84 or above graphing calculator is required for this course. Available to check out from our Library.

**\*Availability of this course is dependent upon student enrollment.**

## **AP Statistics 1-2**

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

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

**Prerequisite: Advanced Algebra 3-4**

**Grades 11-12**



This course analyzes data in various forms. First semester will cover exploring and describing data, including the Normal model and linear regression; designing studies and experiments, and probability. Second semester will cover statistical inference, including confidence intervals and hypothesis tests. This course requires more reading and writing than a typical math class, and most calculations are done using technology. This covers the same material as a college Intro to Statistics class. Upon completion of this course, students will be prepared to take the Advanced Placement Statistics test.

Note: A TI-84 graphing calculator is required for this course. Available to check out from Library.

## BAND COURSES

### 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.** 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.

### Symphonic Band

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

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

**Prerequisite: 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 Symphonic Band.

### Wind Ensemble

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

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

**Prerequisite: Audition is required for this course. Freshmen entering Franklin High School must register for Concert Band and or Symphonic band prior to taking this course.**

**Grades 10-12**

**This is an advanced high school instrumental music class.** Students must meet the prerequisite requirements to experience success in this course. Music from a variety of styles and time periods will be 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. Wind Ensemble will represent Franklin High School at 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, consistent practice, and a personal commitment to excellence are foundational expectations for membership in Wind Ensemble.

### Drumline (Percussion Ensemble)

**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 (Percussion Ensemble) students will develop techniques and have experience working with all of the percussion instruments in the band room. This experience will include pitched percussion such as mallets and timpani and various other non pitched instruments within a percussion ensemble. Percussion students will also become active members in a working and performing drumline for various events throughout the year. 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 Percussion Ensemble/ Drumline. This ensemble performs at concerts, assemblies, and sporting events throughout the year.

# PERFORMING ARTS

## Jazz Ensemble

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

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

**Prerequisite: Students must concurrently enroll in Concert Band, Symphonic Band, and or Wind Ensemble. Rhythm section instruments-Bass, Piano, Guitar, Drum Set must have consent of the Instructor. Saxophones, Trumpets, and Trombones must have prior experience on instrument and are concurrently enrolled in Concert Band, Symphonic Band, and or Wind Ensemble.**

**Grades 9-12**

Franklin Jazz students must also participate in Concert Band, Symphonic Band, and or Wind Ensemble 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 Jazz Band.

## CHOIR COURSES

### Cadet Choir (Chorale)

**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 apprentice level high school choral ensemble open to all students. A variety of unison, two, and three, part high school choral literature is prepared and performed in this group. 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 Chorale.

### Concert Choir (Armonia)

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

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

**Prerequisite: Teacher approval/Prior choral experience is required**

**Grades 9-12**

This is an intermediate to advanced level high school choral ensemble performing a variety of SATB choral literature and covering many genres. 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 Armonia.

### Contemporary Acapella-Chamber Ensemble (Franklin's Fresh Aire)

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

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

**Prerequisite: Audition is required for this course.**

**Students enrolling in this ensemble must pass an audition. Prior choral experience and Director approval is required.**

**Grades 10-12**

This is a select ensemble. An audition is required. Consistent attendance, leadership skills, a cooperative and respectful attitude, a love of music, willingness to practice, and a personal commitment to musical excellence is expected for membership in this select ensemble, Franklin's Fresh Aire.

## GENERAL MUSIC

### **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 develop a student's ability to recognize, understand, and describe the basic materials and processes of music.

## THEATER COURSES

### **Beginning Acting**

**Course credit earned: Fine Arts or Elective (0.5 or 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, mindfulness, and scene work. Students will work on vocal and physical expressions, practicing to become comfortable on stage and performing in front of others. The class includes: Team work, relaxation, concentration, movement, voice, play analysis, acting, improvisation, character analysis, performance, scene work, monologues, audition/interview skills, theatre vocabulary, theatre history and play reviews. Beginning Drama meets the fine arts requirement for graduation.

### **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. This class includes the study of Children's Theater and Long Form Improvisation.

### **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. This class includes the study of Film Acting and students will corroborate to produce a short film.

### **Stage Craft**

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

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

**No Prerequisite**

**Grades 9-12**

Introduces students to a practical approach to technical theater. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. This course will also provide the students with a background in the tools, materials, techniques, and processes used in the execution of theatrical designs. Students will work every day maintaining the operation of Franklin High School's auditorium. Major areas of study: History and Art: Of Technical Theater, Basic Theatre Safety, Scenic Design and Set Construction, Theatrical Rigging and Lighting Sound Design, Costume and Make-up Design, Sound Design and Special Effects Design.

## DANCE COURSES

### 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.**

**May be taken for PCC Dual 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.

### 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. May be taken for PCC Dual Credit. A nominal lab fee for tap shoe rental and recital costumes will be applied.**

**Prerequisite: One full year of beginning dance or prior dance experience approved by the 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. The 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 Two consecutive years of beginning and intermediate dance or prior dance experience approved by the 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 Three consecutive years of beginning, intermediate and advanced dance or prior dance experience AND approval of the instructor**

**Grades 9-12**



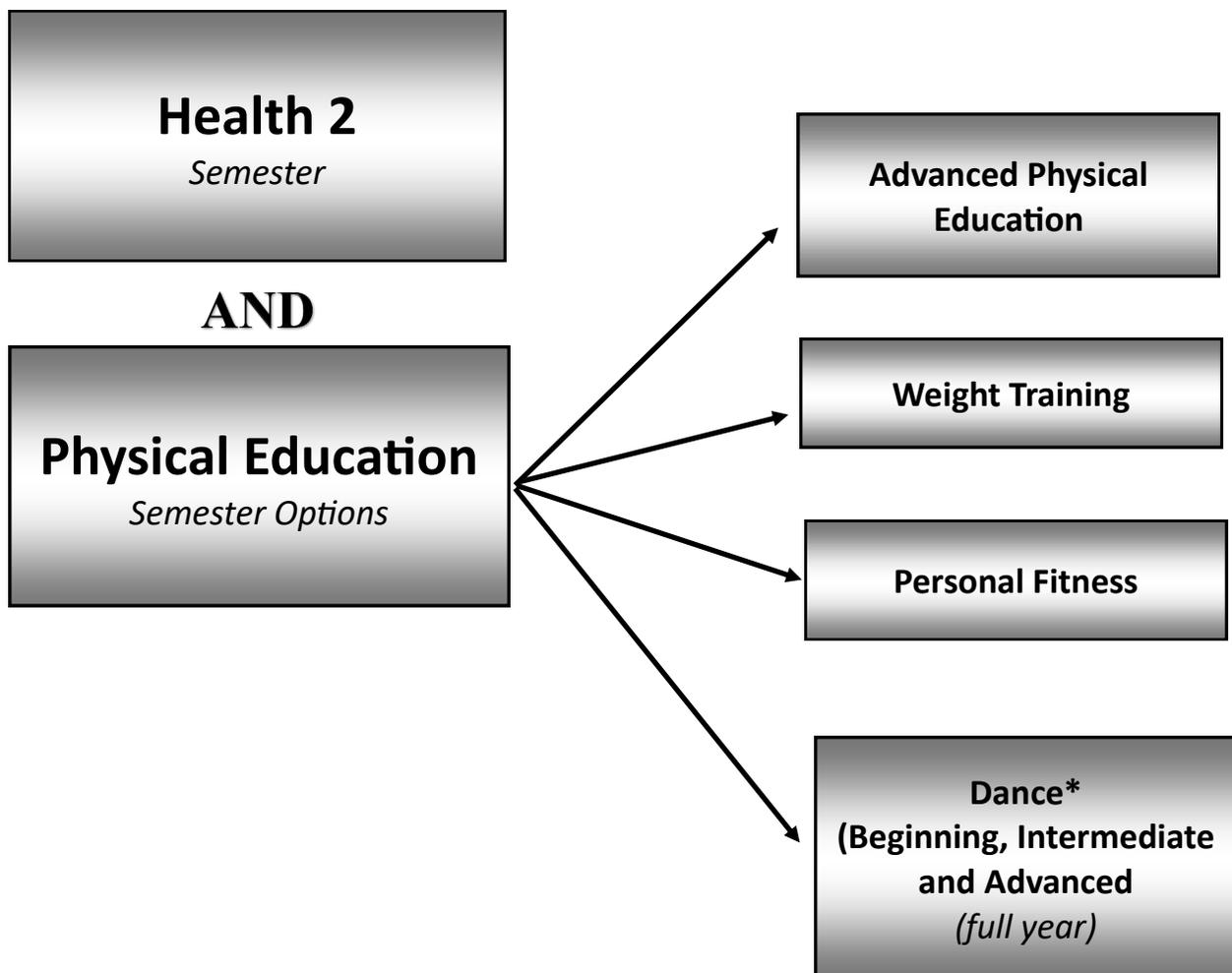
#### **This course is available for PCC Dual credit**

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. The 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.

# PHYSICAL EDUCATION AND HEALTH

The goal of the Physical Education 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.

For 2022-23, 10th and 11th Grade students will need to complete their Health & PE graduation requirements based on the Semester offerings below. Starting in the 2023-24 school year, all Health and PE courses will be year-long courses. Due to this transition, starting in 2023-24, 9th-11th grade students will begin to have access to full-year PE courses.



# PHYSICAL EDUCATION AND HEALTH

## Health 2

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

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

**Prerequisite: Health 1**

**Grade 10-11**

### **Students will...**

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
- Demonstrate the ability to access valid information, products, and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use goal setting skills to enhance health.
- Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family and community health.

This course includes the study, causes and prevention of communicable vs. non-communicable diseases, nutrition and healthy eating, promotion of physical activity, sexual health, 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 to apply to their daily life.

## Advanced PE

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

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

**Prerequisite: Freshmen Physical Education**

**Grades 10-12**

The students will be involved in a variety of lifetime activities such as volleyball, ultimate Frisbee and soccer. Emphasis is 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. Individuals will exhibit responsible personal & social behavior that respects self and others. Students recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Weight Training

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

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

**Prerequisite: Freshmen 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 advanced level course highlights student development in the following areas: physical development/fitness, self-confidence, self-image, social interaction and diversity. Students will demonstrate competency in a variety of motor skills and movement patterns. Individuals will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

## Personal Fitness

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

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

**Prerequisite: Freshmen 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. Students will demonstrate competency in a variety of motor skills and movement patterns. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. The student exhibits responsible personal and social behavior that respects self and others. The individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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 can be earned by successfully completing NGSS Physics, NGSS Chemistry, and NGSS Biology or Biotechnology. Seniors will need to complete three years of science to meet PPS graduation requirements.

Students who want to take advanced science electives, such as AP Classes, will need to plan ahead to ensure they have the prerequisites required to enter those classes.

## Science Requirements and Options by Grade Level

	Freshmen	Sophomore	Junior	Senior
Required for all students	Physics: NGSS	Chemistry: NGSS	Biology: NGSS OR Biotechnology	
Elective Credit Options	Sports Medicine 1-2	Sports Medicine 3-4 (Prerequisite Sports Med 1-2)	Medical Terminology	Anatomy & Physiology
		AP Environmental Science	AP Environmental Science	AP Environmental Science
		AP Physics 1 (Level based on math level)	AP Physics 1	AP Physics 1
		Marine Science	Marine Science	Marine Science
			AP Physics 2 (Prerequisite AP Physics 1)	AP Physics 2 (Prerequisite AP Physics 1)
			AP Chemistry	AP Physics C: Mechanics
			Climate Change, Climate Justice	AP Chemistry
				Climate Change, Climate Justice
			AP Biology	

## **Physics: NGSS**

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

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

**No Prerequisite**

**Grade 9-12**

This course focuses on the core ideas of Physics — motion, forces, 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 in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused; students engage in regular scientific inquiry and engineering design. Students will use technology to collect and analyze data, and use data acquired through research and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.

## **Chemistry: NGSS**

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

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

**Prerequisite: NGSS Physics**

**Grades 10-12**

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

## **Biology: NGSS**

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

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

**Prerequisite: NGSS Chemistry**

**Grades 11-12**

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

## **Biotechnology**

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

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

**Prerequisite: NGSS Chemistry**

**Grades 11-12**

This course aims to engage students in authentic career learning through project based learning. Students will work in teams to solve relevant biomedical problems, exploring social justice and computational thinking throughout the program. Students will leave the course immersed not only with relevant biotechnology technical skills but also with the confidence and context necessary to apply these tools to relevant problems in their own lives and communities. We will explore infectious diseases, genetic diseases, biotechnology of food systems, and how climate change is shifting efforts to conserve non-human species on Earth.

## **Honors Options Available**



## **AP Biology**

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

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

**Prerequisite: NGSS Biology or Biotechnology  
Grades 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.

## **AP Chemistry**

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

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

**Prerequisite: NGSS**

**Chemistry. Concurrent enrollment in  
Algebra 3-4**

**Grades 11-12**

**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.

## **AP Physics 1**

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

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

**Prerequisite: NGSS Physics**

**Concurrently enrolled in Algebra 3-4**

**Grades 10-12**

Physics is in many ways the mother of all sciences; Newton's "System of the World" is the foundation for all STEM disciplines, and a knowledge of physics can open

students' eyes to phenomena from cars maintaining traction in an icy curve to the orbits of planets and stars, even the answer to the age-old question, "why is the sky blue?" 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 way of thinking about the physical world.

## **AP Physics 2**

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

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

**Prerequisite: AP Physics Part 1 is required  
Grades 11-12**

Advanced Placement Physics 2 follows AP Physics 1, and 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.

## **AP Physics C: Mechanics**

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

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

**Prerequisite: Completion of any prior AP Physics course; Calculus, or concurrent registration in calculus.  
Grades 11-12**

AP Physics C is a two-semester, calculus-based, college-level physics course, especially appropriate for students



planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. In semester one (Mechanics), students explore kinematics (the laws of motion), dynamics (forces and Newton’s laws), and gravitation. In semester two (Electricity and Magnetism), students explore concepts in electrostatics and electric circuits, magnetism, and induction. This class builds towards the two AP Physics C tests offered in the spring; students may elect to take one or both tests, based on their educational plans and comfort level with the material.

## **AP Environmental Science (APES)**

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

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

**Prerequisite: None (NGSS Biology or**

**Biotechnology, NGSS Chemistry recommended)**

**Grades 10-12**

**Dual Credit Option through OIT (4 credits)** 



AP Environmental Science is a year-long class designed to be the equivalent of an introductory college course. The goal of the AP Environmental Science course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This class embraces numerous subjects and disciplines and is designed to encompass a local and global understanding of current environmental issues. Students will explore earth systems and their resources, population dynamics, resource usage, pollution, global change, energy flow in the ecosystem, and the relationships between social/cultural/economic systems and ecological issues. The study of local and global ecosystems, impact of human activities on the environment, and potential solutions to ecological problems will be explored through reading, writing, modeling, research, class discussions, debates, and presentations.

## **Marine Sciences**

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

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

**No Prerequisite**

**Grades 10-12**

Oceanography is the study of the physical properties that make up the world’s oceans, which cover over 70% of the globe’s surface. Understanding the physics and biology of this realm will be essential to meeting the challenges of the 21st century — from fisheries to resources to global warming — yet scientists know more about the far side of the moon than they do about the bottom of the Mariana Trench. Covering both oceanography and marine biology, this course explores this vast and crucial territory, with subjects 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**

## **Climate Change, Climate Justice**

**Course credit earned: Elective (1.0) or (0.5 science recovery credit and 0.5 elective)**

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

**No Prerequisite**

**Grades 11-12**

In this interdisciplinary elective course students will explore the topic of climate change and climate justice through both a science and social studies lens. Through a series of inquiry-based units, students will investigate climate science and engineering solutions as well as the disproportionate impact that climate change has on various frontline communities. They will synthesize this information to consider potential solutions to mitigate the climate crisis through a lens of climate justice. As a capstone project, students will apply what they’ve learned to a final inquiry project of their choosing and share their learning with the wider community. For the inaugural year, the course will be able to serve as either 1.0 elective credit or as a .5 science credit recovery course.

# SCIENCE: HEALTH AND MEDICAL CAREERS

## **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)**

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

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

**Prerequisite: Sports Medicine 1-2 for Sophomores**

**No Prerequisite: For juniors and seniors**

**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 (Clinic)**

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

**May be taken twice for credit (once as 5-6, once as 7-8)**

**Prerequisite: Sports Medicine 3-4**

**Grades 11-12**

Sports Medicine 5-8 is an after-school 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. Students involved in sports or other extracurricular activities may have difficulty obtaining enough internship hours. 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 instructors are board certified Athletic Trainers.

## **Anatomy and Physiology 1-2**

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

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

**No Prerequisite**

**Grades 11-12**

This course is part of the medical career program. It is a challenging upper division Science elective 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.

## **Medical Terminology**

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

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

**No Prerequisite**

**Grades 11-12**

The course is intended for those students who are interested in pursuing a career in a medical or health related field. Other courses within this strand include Sports Medicine. and Anatomy and Physiology. This Science course will expose students to the technical aspects of medical language as well as provide a survey of various medical specialties, including Dermatology, Gastroenterology, Urology, OB/GYN, Neurology, and Cardiology. Each unit will feature lessons in basic anatomy and physiology, pathologies, and diagnostic and therapeutic procedures. The course will include frequent lab work as well as assignments, quizzes, and examinations.

# SOCIAL STUDIES

**“Democracy must be reborn in each generation and education is its midwife.”**

By John Dewey

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, law, psychology, or several other electives. There are many AP and ethnic studies options.

Key	9th Grade	10th Grade <i>Global Studies</i>	11th Grade <i>US History</i>	12th Grade <i>Government (0,5)</i> <i>Economics (0.5)</i>
<b>Required Class Options</b>		<ul style="list-style-type: none"> <li>◆ AP World History: Modern</li> <li>◆ Modern World History</li> </ul>	<ul style="list-style-type: none"> <li>◆ Latino History of the US</li> <li>◆ African American History</li> <li>◆ US History: Asian American Studies</li> <li>◆ US History: Ethnic Studies</li> <li>◆ AP United States History</li> </ul>	<ul style="list-style-type: none"> <li>◆ AP US Government</li> <li>◆ Government AND Economics</li> </ul>
<b>Electives</b>	Law & Your Rights	Mock Trial	Advanced Mock Trial	
	Introduction to Psychology	AP Psychology		

## Modern World History

Course credit earned: Social Studies (1.0)

May be taken only once for credit.

Fulfills Global Studies requirement for graduation

No Prerequisite

Grade 10

Modern World History will promote an awareness of the interconnected nature of the global community. Core studies will include geography, cultural belief systems, modern history, political and economic structures, and world issues. Students will be asked to connect historical events, social and political movements, environmental and economic changes, and cultural and technological innovations with contemporary issues, considering a broad range of perspectives.

## AP World History: Modern

Course credit earned: Social Studies (1.0)

May be taken only once for credit.

Fulfills Global Studies requirement for graduation

No Prerequisite

Grade 10

Students will develop critical thinking and analytical skills, compare cultures, and use primary and secondary sources to establish greater understanding of the big picture of world history from 1200 C.E.-present. Students will connect with the past in order to better understand the present and its global complexities. Students develop and use the same skills, practices, and methods employed by historians. After completing this engaging, rigorous curriculum the students will be prepared for the challenge of the AP exam.



## **Latino History of the US**

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

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

**Fulfills US History requirement for graduation**

**Prerequisite: Conversational or fluent Spanish speaker**

**Grade 11**

This Spanish/English course examines US History from the perspective of the Latine experience, with a focus on contributions, social movements, and identity. From anti-colonial resistance during exploration to current conversations about immigration and the border, this project-based class will be rooted in robust discussion and deep reflection on what it means to be “American.” This year-long course satisfies the requirement for US History.

Topics include: Indigenous philosophies and civilizations, anti-colonial resistance, expansionism, impacts of Manifest Destiny, multiple wars (Mexican-American, Spanish-American), the rise of organized labor, the Great Depression, legacy of the Zoot Suit Riots, the internment of Japanese-Latin Americans, the Cold War, boycotts during the Civil Rights movement, the many iterations of the US/ Mexico border, history of the Dream Act and DACA, and other contemporary issues.

## **African American History**

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

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

**Fulfills US History requirement for graduation**

**No Prerequisite**

**Grade 11**

This African-American History course focuses on the lives, achievements and contributions of African American people in spite of the systemic barriers they faced. Our lessons will include topics from African Kingdoms to present day social justice movements. In each class, we use various learning strategies to introduce key themes, courageous people, and significant events. Multiple perspectives are utilized to evaluate historical events through discussions, assigned readings, video clips, and movies. We learn about history so we can understand the present and shape our future.

## **US History: Asian American Studies**

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

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

**Fulfills US History requirement for graduation**

**No Prerequisite**

**Grade 11**

The Asian-American History class is a chronological survey of American history through the lens of Asian-Americans, with an emphasis on 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.

## **US History: Ethnic Studies**

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

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

**Fulfills US History requirement for graduation**

**No Prerequisite**

**Grade 11**

We must know our history in order to create a better future. This US History course examines how our Nation has been impacted by events and movements from our past and present. Our systems and institutions will be analyzed from multiple perspectives through historical, personal and cultural lenses. We will investigate how conflicts have influenced our society throughout time, while making connections between power, justice and our varying identities.

## **AP United States History**

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

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

**Fulfills US History requirement for graduation**

**No Prerequisite**

**Grade 11-12**

Boldly travel through more than 500 years of American History and learn college level and professional level historical skills. Students in this course will contemplate the complexities of the American experience by comparing the experiences of different ethnic and social groups throughout history. Students will also gain college level proficiency in historical writing. This U.S. History program will prepare you to take the AP U.S. History exam. Passing the AP exam makes a student eligible to receive college credit.



## Government and Economics

**Course credit earned: Social Studies 1.0**

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

**Fulfills Government/Economics requirement for graduation**

**No Prerequisite**

**Grade 12**

In Government: Students will study formation, processes and institutions of the United States. Students will find their political identity and how they can be involved citizens on the local, state and national level.

In Economics: Students will look at micro and macroeconomics, comparative economic systems, economic theory and practice, and personal finance. By the end of the course, students will develop the essential skills necessary for navigating the adult world.

## AP U.S. Government/and Economics (Constitutional Law )

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

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

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

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

**No Prerequisite**

**Grade 12**



When forecasting for the class, you are applying to be a member of the Franklin Constitution Team. Students are encouraged, but are not required, to have previous experience in Mock Trial, APUSH, theater or team sports. This AP course is an intensive study of the formal and in-formal structures of government and the processes of the American political system. Students will prepare for and participate in the “We the People” competition on the Constitution. Students work with volunteer lawyer coaches on Mondays after school and during additional out of school meetings. This course requires extensive reading, research, and writing, while also emphasizing public speaking and teamwork to prepare students for the competition. During the second semester, students will study the role of government in economics in preparation for the AP exam. Students will look at micro and macroeconomics, comparative economic systems, economic theory and practice, taxes and personal finance.

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

## Introduction to Psychology

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

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

**No Prerequisite**

**Grades 9-12**

In this course students will explore the study of human behavior and mental processes. The course includes a broad sampling of psychological topics and students will participate in numerous learning activities and demonstrations. Topics will include: neuroscience, personality, relationships, cognition, perception, sensation, and memory. 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 (recommended)**

**Grades 10-12**



In this course students will explore the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with Psychology. They also learn about the ethics and research 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. Passing the AP exam makes a student eligible to receive college credit.*

## **Law & Your Rights**

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

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

**No Prerequisite**

**Grades 9-12**

This introductory Law course will include the study of criminal, civil, and juvenile, law. The class will examine the Constitution and the way that it, along with our legal system, affects our daily lives. Local and national law-related issues will be discussed. The class will also have law-related guest speakers and field trips. This class is a suggested prerequisite for the Mock Trial course. This course will empower students to explore ways to become involved in their community. Students will apply what they have learned about the legal system and how they can make a difference in issues they care about. Students will work developing critical thinking research and public speaking skills by participating in a series of projects including the National Project Soapbox Issue Advocacy Competition.

## **Mock Trial**

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

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

**Prerequisite: Law & Your Rights (recommended)**

**Alert: Students will be expected to attend weekly evening meetings in October - February lasting up to 3 hours**  
**Grades 10-12**

In this course, students will engage with mock criminal and civil cases both in class and in the Oregon High School Mock Trial Competition. Students will role-play lawyers and witnesses and sharpen their critical thinking skills, debate techniques and public speaking. Students will be challenged as self-motivated leaders working in team situations. Coaches from the Portland/Oregon legal community will prepare students for the competition. Students will work on developing public speaking skills by participating in the Project Soapbox national issue advocacy competition. This class is a prerequisite for the Advanced Mock Trial course.

## **Advanced Mock Trial and Debate**

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

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

**Prerequisite: Mock Trial and Intro to Law**

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

**Grades 11-12**

Following their work in the Mock Trial course, students will role-play witnesses and lawyers in both civil and criminal actions relating to contemporary topics. As advanced students, they will take on leadership roles in class to assist those new to the challenges. Students also learn essential critical thinking and public speaking skills by participating in Lincoln-Douglas debate competitions through the National Speech and Debate Association. Students will work on developing public speaking skills by participating in the Project Soapbox national issue advocacy competition. This class is a suggested prerequisite for the Advanced Placement Government Course.

# SPECIAL EDUCATION

The Special Education Department at Franklin offers a continuum of services and a range of classes to support the student's Individualized 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.

## **Intensive Skills Centers (ISC)**

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. Students also receive instruction in areas designated in their IEP as well as support with their mainstream classes. In addition, students are provided support with completing graduation requirements.

## **Learning Center/Academic Skills Class (ASC)**

Students served in the Learning Center/Academic Skills Classrooms have learning differences that affect their educational progress. Students receive instruction in areas designated in their IEP as well as support with their mainstream classes. In addition, students are provided support with completing graduation requirements.

## **Communication Behavior (CB) Team Classroom**

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.

## **Social Emotional Skills (SES) Center**

Students served in the Social Emotional Skills Classroom have social, emotional, or behavioral needs that affect their educational progress. Students receive instruction in areas designated in their IEP as well as support with their mainstream classes.

## **Related Services**

Case Management

Speech-Language Pathologist

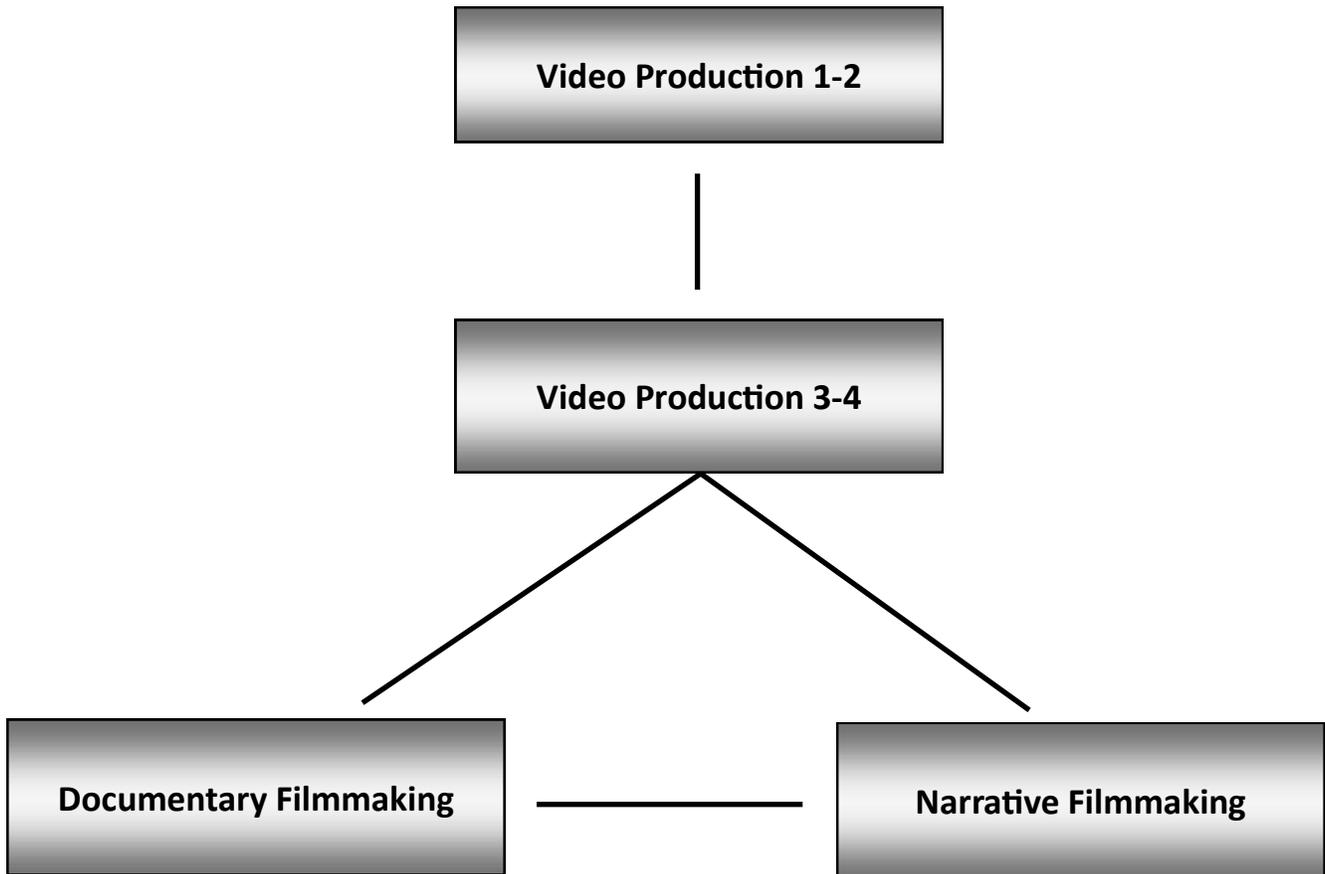
School Psychologist

Adaptive PE

Occupational Therapist

Transition Services

Push-In Support



## **Video Production 1-2: Beginning**

**Course credit earned: CTE or 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 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.

## **Video Production 3-4: Intermediate**

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

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

**Prerequisite: Video Production 1-2**

**Grades 10-12**

This course is a continuation of Beginning Video Production. 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.

## **Documentary Filmmaking**

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

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

**Prerequisite: Video Production 3-4**

**Grades 11-12**

This class is for students who want to learn the different skills required in the making of non-fiction films and who want to pursue the role of filmmaker as a professional career. Students will explore the nonfiction filmmaking process through Research/Story, Pre-Production, Production, Post-Production, and Premiering. As one of the capstones for Franklin High School's Video Production department students will spend the year completing a documentary film. Films will have the opportunity to be premiered at the end of each semester. The community will be invited to watch student work. Projects will be highly dependent on students' abilities in leadership, professionalism, and project management.

## **Narrative Filmmaking**

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

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

**Prerequisite: Video Production 3-4**

**Grades 11- 12**

This class is for students who want to learn the different skills required in the making of Narrative Films and who want to pursue the role of filmmaker as a professional career. Students will explore the filmmaking process through Screenwriting/Story, Pre-Production, Production, Post-Production, and Premiering. As one of the capstones for Franklin High School's Video Production department students will spend the year completing a narrative film. Films will have the opportunity to be premiered at the end of each semester. The community will be invited to watch student work. Projects will be highly dependent on students' abilities in leadership, professionalism, and project management.

# WORLD LANGUAGE

Language proficiency course goals refer to the **ACTFL scale**. **ACTFL is the American Council on the Teaching of Foreign Languages**, a national organization that provides descriptors of language levels. Below are approximate summaries of those levels.

<b>Novice-low</b>	Students at this level generally cannot express anything very meaningful. They may have fewer than 30 words in their vocabulary and cannot comprehend very much in the language.
<b>Novice-mid</b>	Students at this level communicate minimally, with difficulty, relying primarily on individual words or memorized phrases. They cannot speak consistently in sentences & may resort to repetition or words from native language with lots of long pauses. They can often cite lists but have difficulty constructing sentences and are unable to ask or answer direct questions on a variety of topics.
<b>Novice-high</b>	Students at this level handle a variety of tasks at the Intermediate level (see below), but are unable to sustain Intermediate performance. They can respond to simple, direct questions and can ask a few formulaic questions, when asked to do so. They express personal meaning by relying heavily on learned expressions, short or incomplete sentences but are unable to consistently maintain sentences.
<b>Intermediate-low</b>	Students at this level maintain sentences consistently, even though most sentences will be very simplistic; they can create with the language to express personal meaning as well as ask and answer simple questions. They handle simple situations or transactions and converse minimally about topics of a personal nature (family, self, school, work, leisure, activities, daily activities, likes & dislikes)
<b>Intermediate-mid</b>	Students at this level maintain sentences consistently, and sentences will begin to be more complex; they can create with the language to express personal meaning as well as ask and answer questions. They handle simple situations or transactions and converse well about topics of a personal nature (family, self, school, work, leisure, activities, daily activities, likes & dislikes)
<b>Intermediate-high</b>	Students at this level maintain sentences consistently, and sometimes construes them into paragraphs but without sustaining it. They can narrate and recount events. They handle situations & transactions that may include a complication and converse about topics beyond a personal nature (the environment, social dilemmas, public life, etc.) They can formulate and respond to most questions. They demonstrate partial or unsustained control of different timeframes.
<b>Advanced-low</b>	Students at this level maintain speaking and writing at paragraph length while moving beyond topics of personal interest to broad or global interest. They can formulate and respond to questions on demand. They demonstrate adequate control of all timeframes.

# WORLD LANGUAGE

## **Mandarin/Chinese 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. Emphasis is on listening, speaking, reading and writing comprehension. Simple questions, commands and statements will be 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. Students will also experience Chinese Calligraphy and Origami in the class. Successful completion of Mandarin/Chinese 1-2 is defined as Novice Mid level in listening and speaking, and Novice Mid level in reading and writing within the ACTFL descriptors.

## **Mandarin/Chinese 3-4**

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

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

**Prerequisite: Mandarin/Chinese 1-2 or teacher approval  
Grades 9-12**

This second level course continues to develop skills acquired in first level course. Students will 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 will experience Chinese culture related activities, and will demonstrate an understanding of the practices and perspectives of the second language and the culture studied. Successful completion of Mandarin/Chinese 3-4 is defined as Novice High level in listening and speaking, and Novice High level in reading and writing within the ACTFL descriptors.

## **Mandarin/Chinese 5-6**

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

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

**Prerequisite: Mandarin/Chinese 3-4**

**Grades 9-12**

This third level course continues to develop skills acquired in first and second level course. This class will provide 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 and comparisons. Successful completion of Chinese Mandarin 5-6 is defined as Intermediate Low level in listening and speaking, and Intermediate Low level in reading and writing within the ACTFL descriptors.

## **Mandarin/Chinese 7-8**

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

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

**Prerequisite: Mandarin/Chinese 5-6 or teacher approval  
Grades 9-12**

This fourth-level course continues to develop skills acquired in third-level courses. This is also a preparation course for the AP Chinese Language & Culture class. Students will be provided authentic and wide range of reading, writing and communication practice. Throughout the course, students will develop their language skills across the three communicative modes: interpretive, interpersonal, and presentational. Students will also 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. Successful completion of Mandarin/Chinese 7-8 is defined as Intermediate Mid level in listening and speaking, and Intermediate Mid level in reading and writing within the ACTFL descriptors.

# WORLD LANGUAGE

## **AP Chinese Language and Culture**

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

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

**Prerequisite: Mandarin/Chinese 7-8 or teacher approval**

**Grades 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 will help students prepare to the Chinese Flagship Program in the University of Oregon and other programs in universities that require Chinese language proficiency. Grading is aligned with the AP test scoring guide. Successful completion of AP Chinese is defined as Intermediate High/Advanced Low level in listening and speaking, and Intermediate High/Advanced Low level in reading and writing within the ACTFL descriptors.

## **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. The intended minimum outcome for this course is for students to reach the ACTFL novice-mid level of proficiency.

## **French 3-4**

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

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

**Prerequisite: French 1-2 or equivalent**

**Grades 9-12**

This 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. The intended minimum outcome for this course is for students to reach the ACTFL novice-high level of proficiency.

## **French 5-6**

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

**May be taken only once for credit**

**Prerequisite: French 3-4 or equivalent**

**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. The intended minimum outcome for this course is for students to reach the ACTFL intermediate-low level of proficiency. Students in the class are eligible for 100 dual college credit.

## **French 7-8**

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

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

**Prerequisite: French 5-6**

**Grades 9-12**



This fourth-level course continues to develop skills acquired in previous courses. Emphasis is still on the spoken language with increasing amounts of reading and writing. General knowledge of the language and culture of countries in which French is spoken is extended, as well as the History of France. The intended minimum outcome for this course is for students to reach the ACTFL intermediate-mid level of proficiency. Students in the class are eligible for 200 dual college credit.

**German is only offered as a 2-Year language option. Successful completion of both of these courses meets the World Language Graduation requirement. However, there is not the option to continue with higher level German courses.**

*Note: Students currently taking German 5-6 can forecast for German 7-8.*

## **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. The intended minimum outcome of this class is a novice-mid level with studied topics on the ACTFL scale.

## **German 3-4:**

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

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

**Prerequisite: German 1-2 or teacher approval**

**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. The intended minimum outcome of this class is a novice-high level on the ACTFL scale.

## **German 7-8**

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

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

**Prerequisite: German 5-6 or teacher approval**

**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. The intended minimum outcome of this class is intermediate-mid level on the ACTFL scale.

## **Russian 7-8**

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

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

**Prerequisite: Successful completion of Russian 5-6 or equivalent**

**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 transportation, and higher levels of speaking, listening comprehension, writing, and reading comprehension. Students will read and analyze short stories and some poetry. The intended minimum outcome is intermediate-mid on the ACTFL scale. Admission to Russian 7-8 is contingent on successful completion of Russian 5-6, or by demonstrating comparable ability in all 4 skill areas.

# WORLD LANGUAGE

## **Russian Immersion 1-2**

**First year for Russian Immersion HS**

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

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

**Prerequisite: Russian Immersion in Middle School 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 longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. The main topics of this course are education, self-exploration, and generations/families. The intended minimum outcome is Advanced-low on the ACTFL scale. Students are expected to speak only in Russian in class.

## **Russian Immersion 3-4**

**Second year for Russian Immersion HS**

**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 longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. The topics of this course are around geography and global issues. The intended minimum outcome is Advanced-low on the ACTFL scale. Students are expected to speak only in Russian in class.

## **Russian Immersion 5-6**

**Third year for Russian Immersion HS**

**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 longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. The topics of this course are professions, description of people's appearances, emotions, etc. The intended minimum outcome is Advanced-low on the ACTFL scale. Students are expected to speak only in Russian in class.

## **Russian Immersion 7-8**

**Fourth year for Russian Immersion HS.**

**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 longer works. Also, the study of grammar and contextual vocabulary is done through the study of art, literature, history, culture, and current events. The intended minimum outcome is Advanced-low on the ACTFL scale. Students are expected to speak only in Russian in class.

## **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 is 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. Course goal is Novice High proficiency 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**

This second-level course continues to develop skills acquired in the 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. Course goal is Intermediate Low proficiency 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: Successful Completion of Spanish 3-4 or teacher approval**

**Grades 9-12**

Semesters 5 and 6 of Spanish pace 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. Course goal is Intermediate Mid proficiency 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 and is taught entirely in Spanish. 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. Course goal is Intermediate High proficiency level within the AFTCL descriptors.

# WORLD LANGUAGE

## **Spanish 9-10**

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

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

**Prerequisite: Spanish 7-8.**

**Grades 11-12**

The course, 9/10 Spanish, provides the opportunity to earn college credits through either Portland Community College or Portland State University while still in high school. Students can potentially earn credit for Spanish 202. This can fulfill the college graduation requirement for a Bachelor of Arts at Oregon's state colleges and universities upon successful completion and approval. Students will learn more detailed and advanced grammar structures within the context of themed units. Themes include the Spanish-speaking world, culture, experiences, identity, science, technology, politics, art, poetry, music, dance, medicine, professions and the economy. Students will also have the opportunity to read at least 10 fragments from major literary works in Spanish. There is a strong emphasis on the proficiency skills of reading, writing, listening and speaking.

**PCC Dual Credit pending approval.**

## **AP Spanish Language and Culture:**

**Credit earned: World Language or Elective (1.0)**

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

**Prerequisite: Spanish 7-8 or Spanish Immersion 7-8**

**Grade 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 any study of grammatical structures is focused on refining the language as it is applied in various contexts. Most student work is centered around application. The course goal is Advanced-low proficiency.

## **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**

**Grades 11-12**



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

# WORLD LANGUAGE

## **Spanish Immersion: Lengua y Literatura 5-6**

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

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

***Requires enrollment in the immersion program***

**Grade: 9**

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

## **Spanish Immersion: Lengua y Literatura 7-8**

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

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

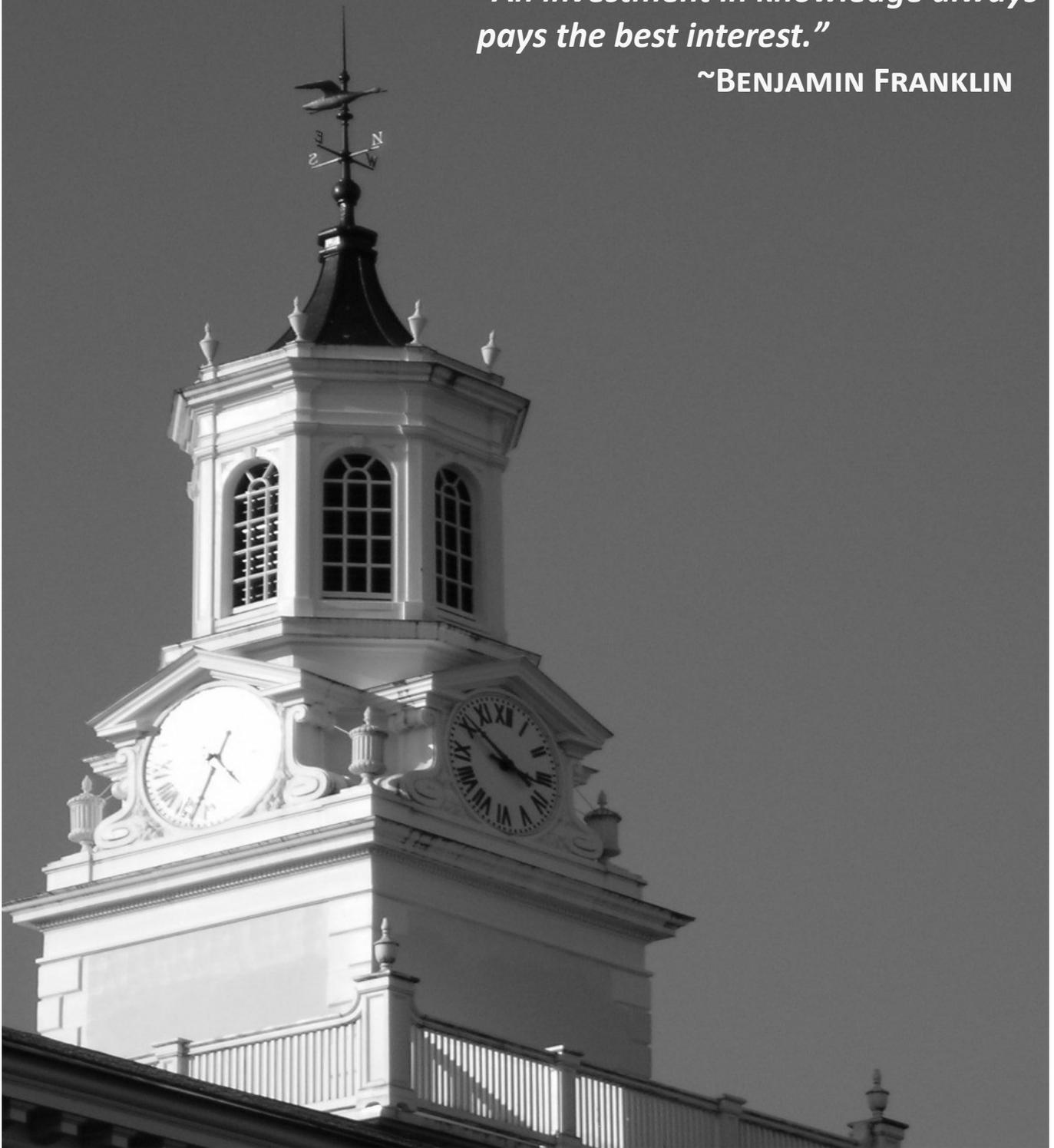
***Requires enrollment in immersion program***

**Grade: 10**

This course is designed to continue to increase the proficiency of Spanish Immersion students in all modalities of the Spanish language: speaking, reading, writing, and listening. In addition, the course will continue to develop and reinforce specific language skills that are typically problematic for second year-level high school immersion students. More advanced critical thinking and literary analysis are taught through the reading and writing about short stories, songs, poetry, plays, movies, and excerpts from novels. In addition, the study of grammar and contextual vocabulary is taught through the study of art, history, culture, human rights, current events, personalities, and influential people in Latin American countries, Spain, Guinea Equatorial, as well as various Spanish-speaking communities in the United States. Additional readings enhance the study of the literature and culture of these countries and communities. Grammar studies will continue from the previous year and focus on: spelling, accentuation, punctuation, most regular verbs and irregular verbs in the following usages of time: el pretérito, el imperfect, el presente perfecto, el pluscuamperfecto, other compound tenses. The subjunctive mood will continue to be studied in both the present and past tenses. The class will be conducted in Spanish only, and students are expected to only speak Spanish in the class to both the professor and to fellow students. The course goal is for the students to reach at least the Intermediate High proficiency level within the ACTFL descriptors, however, with high fluency, extended vocabulary and cultural awareness of the Spanish-speaking world.

*"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.**