

*Franklin High School*

# Program of Studies



## **COVER PAGE ACKNOWLEDGMENT**

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**Sarah Lemansky**

who was guided with digital support from Mr. Justin Schuler in the Art Department

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## ABOUT FRANKLIN HIGH SCHOOL

### **SCHOOL/DISTRICT ADMINISTRATION**

#### ***Franklin High School***

218 Oak Street

Franklin, Massachusetts 02038-1895

(508) 541-2100 • Fax (508) 541-5248

Peter Light, Principal

Shaina Squires, Assistant Principal for Academics

Lucas Giguere, Asst. Principal for Student Affairs Nicole

Haberman, Asst. Principal for Student Affairs Christopher

Schmidt, Assistant Principal for Student Affairs Heather

McVay, Director of Guidance

#### ***Central Administration***

Ms. Maureen Sabolinski, Superintendent of Schools Ms.

Sally Winslow, Assistant Superintendent of Schools Ms.

Joyce Edwards, Director of Instruction

Ms. Elizabeth Fitzmaurice, Director of Special Education

#### ***School Committee***

Ms. Paula Mullen, Chairman

Ms. Roberta Trahan, Vice Chair

Mr. Trevor Clement

Ms. Cynthia Douglas

Mr. John Jewell Ms.

Kevin O'Malley Ms.

Susan Rohrbach

### **MISSION STATEMENT**

Franklin High School exists as a covenant among students, parents, staff and the community. This collaboration promotes a rigorous, safe and nurturing environment in which students are responsible and passionate learners. In an atmosphere of equality, acceptance and respect, students prepare to contribute to our democratic society and an interdependent world.

**Academic Expectations for Student Learning** - In order for Franklin High School students to become responsible and passionate learners, we expect them to be able to:

1. Communicate effectively through
  - a. Listening
  - b. Speaking
  - c. Writing
  - d. A variety of media and techniques
  - e. Creating and performing
2. Read critically with understanding
3. Analyze and solve problems effectively by
  - a. Identifying, clarifying and describing issues/problems
  - b. Locating, organizing and processing information from various sources
  - c. Utilizing thinking skills and reasoning strategies
  - d. Creating, testing and justifying solutions and conclusions
4. Make interdisciplinary connections through
  - a. Observing and understanding connections within and between disciplines
  - b. Articulating and demonstrating these connections
5. Demonstrate knowledge and skills to promote health, safety and well-being of oneself and others.

**Social and Civic** - In order to help prepare our students to be contributors to our democratic society and an interdependent world, we expect them to:

1. Have respect for themselves and others
2. Be open minded and compassionate
3. Make informed decisions and accept responsibility for them
4. Be involved in school and community activities
5. Develop and cultivate knowledge of their physical, emotional and social well-being
6. Utilize effective problem solving strategies to resolve social and emotional issues
7. Be responsible citizens

*Adopted: September, 2008*

To ensure that all students meet the school-wide expectations for student learning, every academic department at Franklin High School has identified expectations that primarily align with its respective curriculum, as well as those expectations that its curriculum supports. Every department has primary responsibility for at least two expectations.

Elective courses that do not service all students have identified specific expectations as areas of focus. In some courses, departments share responsibilities for expectations. For each academic expectation, departments with primary responsibility or supporting focus are identified in the Program of Studies.

## **ACCREDITATION**

Franklin High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of instructional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school.

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## SELECTING COURSES

Franklin High School is a comprehensive high school. To meet the variety of student needs and abilities, courses are offered according to four criteria: content, classroom activities, instructional pace, and assignments outside the classroom. Many courses are sequenced and may have prerequisites. Within these guidelines, courses are open to all students. Schedules are refined to accommodate student needs as much as possible. Curricular offerings are reviewed annually. A complete description of courses may be found in the "Course Descriptions" section of this document, which can also be found on the [Franklin High School website](#).

### **GUIDANCE DEPARTMENT**

Meeting with students, Guidance counselors communicate the opportunities that are available for intellectual as well as personal growth. Guidance counselors provide assistance to develop a meaningful high school program, explore interests and abilities, as well as develop educational and career plans. Students are encouraged to make use of the services available through the Guidance office.

The Guidance Department provides services in the following areas:

**Course Selection:** Students have a primary role in determining the scope and breadth of their education. Students are expected to discuss their course selections with parents and teachers. In making their course selections, students will also consult with their guidance counselors. Counselors will help students assess their strengths, weaknesses, and goals, and will explain course alternatives to students. With the help of parents, teachers, and counselors, students are responsible for their course selections.

**Information:** Group orientations, conferences, reference material about careers, colleges, and job training opportunities.

**Placement:** Counselors assist students to make the transition from Middle School to High School, from High School to higher education, and from high school to career.

**Evaluation:** Counselors provide thorough review of each student's areas of strength and weakness as shown by test results, academic activities record, and teacher observations.

**Personal/Social:** Each student has needs outside of their academic

and occupational interests that require attention. In the counseling process, a student has the opportunity to realize his/her worth, his/her dignity as a human being, and respectability as a unique individual.

### **COURSE SELECTION GUIDELINES**

#### ***Advanced Placement (AP)***

Advanced Placement (AP) courses are formally recognized by the College Board, and provide opportunities for students to earn advanced placement and/or credit at college.

The Advanced Placement (AP) program, which is administered by the College Board, consists of college-level courses and exams for high school students. AP exams are scored on a range from 1 to 5. Scores of 3 or higher often qualify the student for college credit or advanced courses. Since its inception in 1955, the AP Program has been remarkably successful, and many students have earned college credit or placement in advanced courses. The AP Program at Franklin High School includes the following courses: English Literature and Composition, Spanish Language, Latin, French, Biology, Chemistry, Physics, Environmental Science, Calculus, Statistics, Computer Science, U.S. History, European History, Economics, Psychology, Studio Art, Music Theory, Government and Politics. Franklin students may also take other AP exams offered by the College Board, regardless of whether those AP subject areas are offered at Franklin High School. All students who elect an Advanced Placement course are required to take the AP exam or a teacher-developed final exam of equal rigor in May. (*The cost to take the AP exam is approximately \$90. Examination fees are waived for students who qualify for free and reduced lunch*).

#### ***Honors (H)***

Honors courses offer highly challenging content that is presented at an accelerated and more intensive pace than the typical college preparatory course. Honors level courses require advanced reading, writing, verbal, conceptual, and mathematical ability, as well as extensive outside preparation.

### ***Open Honors (OH)***

The Open Honors designation indicates that the class is grouped heterogeneously and that all students, through an individual contract with the teacher and based upon their level of performance in the course, have the opportunity to earn “Honors” credit in the course. During the course selection process, students will determine the course level they wish to pursue – college preparatory or honors. Students will then enter into a contract with the teacher at the beginning of the year for the course level they select. Students who successfully complete the “Honors” requirements of the course will earn “Honors” credit. Students who either do not enter into an “Honors” contract or do not meet the requirements for “Honors” credit will receive “College Preparatory” credit toward their grade point average.

### ***College Preparatory (CP)***

College Preparatory courses are designed to prepare students to continue their education. They may require well-developed reading, writing, verbal, conceptual, mathematical, and study abilities, as well as substantial outside preparation.

The best course of study for an individual student is one that is within reach, yet stretches the student’s abilities to the fullest, satisfies the student’s needs and interests, and meets the objectives of a long-range educational or vocational plan. The course of study selected for each student must be approved by parents and the guidance counselor. It is important to make the best possible choice of subjects at this time, as changes are difficult to make once the scheduling process has been finalized.

### ***Grades Required to Maintain Course Level***

- A FINAL GRADE OF “C” MUST BE EARNED IN AN HONORS COURSE TO REMAIN IN AN HONORS COURSE.
- A FINAL GRADE OF “B+” MUST BE EARNED TO ADVANCE FROM A COLLEGE PREPARATORY COURSE TO AN HONORS COURSE.
- A STUDENT NOT MEETING THESE REQUIREMENTS MAY REQUEST CONSIDERATION BASED ON ADDITIONAL INFORMATION SUCH AS END OF YEAR GRADES.

- A FINAL GRADE OF “B+” MUST BE EARNED TO ADVANCE FROM AN HONORS COURSE TO AN ADVANCED PLACEMENT COURSE. THE CURRENT TEACHER’S RECOMMENDATION IS ALSO REQUIRED.

### **POLICY ON ADDING AND DROPPING COURSES**

Students are expected to carefully consider the course of study they select and are discouraged from changing courses. Only under extenuating circumstances should a request to change or drop a course be made. Permission to drop a course will be considered after receiving input from faculty, and evaluating available space in alternate courses. If a student is granted permission for a course change, the following actions will be enforced:

1. The date for adding or dropping courses is the 21<sup>st</sup> school day, or on the 21<sup>st</sup> day of the second semester for courses that only meet during that semester
2. The course will be deleted from the student’s record if that change occurs prior to the course-drop deadline date.
3. A course that is dropped after the deadline date will be recorded on the student’s transcript as either Withdrawn/Pass (WP) or Withdrawn/Fail (WF), depending upon the student’s current academic standing in the course.
4. Any student who adds a course will be responsible for all work assigned prior to the schedule change.
5. Because credits are earned based on the final grade in a course, if a course is dropped, no credit toward graduation will be earned.

### ***Special Note to All Students and Parents:***

Every attempt will be made to satisfy student requests for courses. However, budgetary constraints, staffing, availability, course enrollment, and master schedule flexibility are factors in the scheduling process, and may necessitate alterations to student schedules.



## GRADUATION REQUIREMENTS, CREDITS & GRADE POINT AVERAGE

### GRADUATION REQUIREMENTS

*(Subject to change, dependent upon funding, and schedule development)*

<b>Class of 2015- 2017</b>	<b>Minimum Credits Required</b>
<b><u>Required Subjects</u></b>	<b><u>Required</u></b>
English (Grade 9, Grade 10, Grade 11, Grade 12)	20.0
Mathematics (not to include Computer Programming)	(2015) 15.0
	(2016-2017) 20.0
Science (Biology, 2 full years of additional sciences)	15.0
Social Studies (World History, 2 years US History)	15.0
2 Year Sequence: (Foreign Language, Business, Arts, Consumer Science)	10.0
* Wellness (Grade 9, Grade 10)	4.0
*** Health	not applicable
Additional Credits	27.5
<b><u>TOTAL</u></b>	(2015) <b><u>106.5</u></b>
	(2016-2017) <b><u>111.5</u></b>

\* Wellness includes Health & Physical Education (2 credits per year).

\*\* Physical Education is required all grades, but may be completed through an outside pathway for grades 11-12.

\*\*\* Beginning Fall, 2011, Health Education is incorporated into the Wellness Program.

<b>Class of 2014</b>	<b>Minimum Credits Required</b>
<b><u>Required Subjects</u></b>	<b><u>Required</u></b>
English (Grade 9, Grade 10, Grade 11, Grade 12)	21.0
Mathematics (not to include Computer Programming)	16.0
Science (Biology, 2 full years of additional sciences)	16.0
Social Studies (World History, 2 years US History)	16.0
2 Year Sequence: (Foreign Language, Business, Arts, Consumer Science)	10.0
* Wellness (Grade 9, Grade 10)	2.0
*** Health	2.5
Additional Credits	27.5
<b><u>TOTAL</u></b>	<b><u>111.0</u></b>

Notes (applicable to all students):

1. All graduation credits must be earned in grades 9-12.
2. Only courses that are completed will earn credit. Partial credit will not be given for courses that are not completed.
3. Determination and acceptance of transfer credits is at the discretion of the principal. Transfer credits must have been earned at accredited schools.
4. Credit is earned only for courses completed while in attendance at Franklin High School. The Principal or designee will determine if credit will be awarded to students who are tutored outside of the regular school day.



### ***Higher Education Admission Standards: Commonwealth of Massachusetts***

The Massachusetts State Colleges and University of Massachusetts campuses have adopted the following standards for admission.

#### **Course Requirements**

<b><u>The 16 required college preparatory courses are</u></b>	<b><u>Years of Study</u></b>	<b><u>Including</u></b>
English	4	
Foreign Language	2	of a single language
Mathematics	4	Algebra I & II, Geometry
Sciences	3	2 years with laboratory
Social Science	3	2 years of U.S. History
Electives	2	from subjects listed above or from Arts & Humanities, and/or Computer Sciences

Grade point averages are calculated based on grades earned in college preparatory courses. Each state college or University of Massachusetts campus to which a student applies will calculate his/her GPA for purposes of applying the admissions standards. If an applicant's GPA falls below the required minimum GPA, a sliding scale will apply. See your guidance counselor for more information.

Test Requirements: Either Scholastic Aptitude Test (SAT) or American College Test (ACT) is required.

#### ***Grade Point Requirements***

A minimum grade point average (GPA) required in college preparatory courses is:

<i>State Colleges</i>	<i>State Universities</i>
3.00	3.33

#### **PHYSICAL EDUCATION REQUIREMENTS**

Franklin High School recognizes that regular physical activity is important for all students. As such and consistent with Massachusetts General Laws, the school requires four years of physical education for all students in grades 9-12.

Grade 9 and 10 students will meet this requirement through their scheduled wellness course.

Students in Grades 11-12 may elect from 3 Pathways by which to meet the physical education requirement.

1. Through completion of a one-semester elective course in each of the 11<sup>th</sup> and 12<sup>th</sup> grade years.
2. Through participation on one of the school's athletic teams (SUBJECT TO ELIGIBILITY POLICIES AND COMPLETION OF THE SEASON).
3. Through participation in an outside of school organized physical activity or activities totaling more than 30 hours in a school year, including those listed or other activities that may be proposed by students, that receive prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component.

Students will select a pathway as part of the course selection process. Students who select Pathway 2 or 3 must complete and return the Pathways selection form along with a detailed description of the activity on the first day of school in order to gain final approval. Any student who fails to return the completed form will be enrolled in Pathway 1. Students electing Pathway 1 will be scheduled into a physical education class once per cycle during their directed study. If a student elects to participate in the school's physical education pathway, the student must have elected at least one directed study.

Students that elect Pathway 3 must receive prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component.

#### **HEALTH EDUCATION REQUIREMENT**

Franklin High School requires students to pass wellness education courses in grades 9 and 10 as a requirement for graduation.

#### ***Health Curriculum Exemption***

The Franklin Public Schools, in compliance with federal and state regulations, developed a comprehensive health education program, which is implemented in our secondary schools. This program, developed in consultation with the Community/Health Education

Advisory Council, strives to promote the health and wellness of the student population and to enable them to make informed decisions during their adolescent years.

As part of this comprehensive health program topics involving human sexuality are discussed and studied. Topics such as dating relationships and communication skills, abstinence, birth control, abortion, homosexuality and tolerance, prevention of HIV/AIDS and other sexually transmitted diseases are all explored as part of the comprehensive high school health curriculum.

Under Massachusetts State Law and School Committee Policy, parents/guardians may exempt their child from any portion of the curriculum that involves human sexuality. To receive an exemption, please forward a written request to the Franklin High School Principal prior to October 1 of the school year. Students exempted for this portion of the curriculum will not be penalized and will be provided with an alternative assignment.

### **CREDITS**

#### ***Credit Hours per Course***

Credits will be awarded for courses upon successful completion as indicated in the course listings contained in the Program of Studies.

#### ***Advancement***

Grade level placement is based upon the number of previously earned credits. To be promoted at the end of the school year, a student must have earned the following number of credits for the grade and school year:

<b>Grade</b>	<b>Credits Taken *</b>	<b>Cumulative Credits</b>	<b>Required for Promotion</b>
9	32	32	25
10	32	64	50.5
11	30-35	94-99	80.5
12	30-35	124-134	111.5

\* Due to health and physical education requirements, not all students are required to carry the maximum credit load (36) per year. As such, a range of credit requirements is published as a general reference

### **GRADE POINT AVERAGE (GPA) CALCULATION**

Grade Point Average (GPA) is tabulated according to a 5 point weighting system. This system is consistent with the requirements of colleges and universities for the method of reporting student GPA for the application process and is in compliance with the Massachusetts Board of Regents guidelines for computing weighted grade point average. Courses at Franklin High School are grouped in four levels and will be given differing weights in the computation of grade point average according to the table below.

***GPA TABLE***

<b>Grade</b>	<b>AP</b>	<b>H</b>	<b>CP</b>	<b>S</b>
<b>A+</b>	5.00	4.50	4.00	3.50
<b>A</b>	5.00	4.50	4.00	3.50
<b>A-</b>	4.67	4.17	3.67	3.17
<b>B+</b>	4.33	3.83	3.33	2.83
<b>B</b>	4.00	3.50	3.00	2.50
<b>B-</b>	3.67	3.17	2.67	2.17
<b>C+</b>	3.33	2.83	2.33	1.83
<b>C</b>	3.00	2.50	2.00	1.50
<b>C-</b>	2.67	2.17	1.67	1.17
<b>D+</b>	2.33	1.83	1.33	0.83
<b>D</b>	2.00	1.50	1.00	0.50
<b>D-</b>	1.67	1.17	0.67	0.17
<b>F</b>	0.00	0.00	0.00	0.00

Weighted Grade Point Average (GPA) is determined by weighting marks received in each subject according to the degree of difficulty of the subject. Academic subjects are designated as Advanced Placement (AP), Honors (H), College Preparatory (CP), and Standard (S). Rank in class is based on courses in Grades 9-12 only. Rank in class is calculated using the following formula:

$$\text{GPA} = \frac{\text{course credits} \times \text{weighted grade}}{\text{weighted score in each course}}$$

$$\frac{\sum (\text{sum}) \text{ of weighted scores for all courses}}{\sum (\text{sum}) \text{ of credits earned during the student's career}}$$

**Note**

1. All scheduled classes with a curriculum will be applied to GPA.
2. Two semester courses will be combined to equal one year-long class.
3. Independent study will not be applied to class rank.
4. Participation in the Self-Directed Learning Program (SDLP) does not earn credits or grades.

**Reporting of Student Grade Distribution**

1. A weighted GPA will be computed and will include all courses with a prepared curriculum.
2. A student distribution by deciles will be developed, based on six semesters of grades. It will be distributed with the student's transcript and school profile.
3. Valedictorian and Salutatorian determination will be based on Weighted GPA.

**Transfer Students / Rank in Class**

1. Only courses designated as honors or the equivalent thereof at the student's former school will be classified as honors courses for class rank at Franklin High School. The high school administration will interpret the appropriateness of a course designation.
2. To receive credit toward class rank at Franklin High School equaling that of the student's former school, the course at the student's former school must have equivalent hours and designation.
3. Only courses credited in the curricula at Franklin High School will be considered in class rank.
4. Students must complete two full years at Franklin High School to be considered in class rank.
5. In fairness to transfer students completing less than two years at Franklin High School, an approximation of class rank will be sent to colleges, and a letter from the student's guidance counselor will accompany the transcript for explanation.

**RELATED TOPICS**

Other related topics of interest to students and parents can be found in the [Franklin High School Student Handbook](#).

## COURSE OF STUDY

### COLLEGE BOUND SUGGESTED SEQUENCE

Grade 9			Grade 10		
	<u>Course</u>	<u>Level</u>		<u>Course</u>	<u>Level</u>
1	English 9	H or CP	1	English 10	H or CP
2	Foreign Language	H or CP	2	Foreign Language	H or CP
3	Mathematics	H or CP	3	Mathematics	H or CP
4	Biology	H or CP	4	Science	H or CP
5	World History	H or CP	5	U.S. History I	H or CP
6	Elective*	H or CP	6	Elective*	H or CP
7	Wellness	H or CP	7	Wellness	H or CP

  

Grade 11			Grade 12		
	<u>Course</u>	<u>Level</u>		<u>Course</u>	<u>Level</u>
1	English 11	H or CP	1	English 12/Elective	AP, H or CP
2	Foreign Language	AP, H or CP	2	Foreign Language	AP, H or CP
3	Mathematics	AP, H or CP	3	Mathematics	AP, H or CP
4	Science	AP, H or CP	4	Science	AP, H or CP
5	U.S. History II	AP, H or CP	5	Social Studies	AP, H or CP
6	Elective*	AP, H or CP	6	Elective*	AP, H or CP
7	Physical Education Elective or Pathway	H or CP	7	Physical Education Elective or Pathway	AP, H or CP

*\*An elective can be a course offered in any department. It is usually selected primarily out of student interest.*

### CAREER BOUND SUGGESTED SEQUENCE

Grade 9			Grade 10		
	<u>Course</u>	<u>Level</u>		<u>Course</u>	<u>Level</u>
1	English 9	CP	1	English 10	CP
2	Foreign Language	CP	2	Foreign Language	CP
3	Mathematics	CP	3	Mathematics	CP
4	Biology	CP	4	Biology	CP
5	World History	CP	5	U.S. History I	CP
6	Elective*	CP	6	Elective*	CP
7	Wellness	CP	7	Wellness	CP

  

Grade 11			Grade 12		
	<u>Course</u>	<u>Level</u>		<u>Course</u>	<u>Level</u>
1	English 11	CP	1	English 12/Elective	CP
2	Mathematics	CP	2	Mathematics	CP
3	Science	CP	3	Science	CP
4	U.S. History II	CP	4	Social Studies	CP
5	Elective*	CP	5	Elective*	CP
6	Elective*	CP	6	Elective*	CP
7	Physical Education Elective or Pathway	CP	7	Physical Education Elective or Pathway	CP

*\*An elective can be a course offered in any department. It is usually selected primarily out of student interest.*

## **GRADES 9-12 SELECTION CHECKLIST**

Scheduling the proper courses for the next year is one of the most important activities in which you will engage this school year. It is very important that you do a careful and thorough job. This Program of Studies is a tool for you and your parents to use in the scheduling process. This booklet describes the courses as they will be offered. It describes the level of difficulty and the number of periods per week that a course is offered. Please read the Program of Studies carefully before completing the course selection sheet. Please read the prerequisite policy at the front of the Program of Studies which states that students need a "C" to stay in an honors course, a "B+" to move up to an honors course, and a "B+" to advance from an honors course into an AP course. If there is a special prerequisite or course requirement, it will be listed at the end of the course description. Please make careful choices. It is very difficult to change a course once the selection process has been completed. If you need assistance with the course selection process, or if you have any questions about the courses that are listed, please speak to your teachers and contact your guidance counselor.

## **THE EARLY ENROLLMENT PROGRAM**

The Early Enrollment Program is a school/college partnership with Rhode Island College which offers high school seniors and select juniors an opportunity to earn college credits while they are completing their high school diplomas. EEP has granted thousands of students, college credits for courses that they have completed while still in high school. In many instances, students have eliminated as much as one full semester of college work by enrolling in the EEP. Currently, AP Spanish Language and Culture, Calculus AP, US History AP, and Calculus Honors courses have been designated EEP courses. These courses overlap with courses being offered at Rhode Island College. Students who choose to sign up for these courses at Franklin High School may do so without commitment to the college; however, if they decide to take these courses for college credit, then they enter into a partnership with the college by registering and paying a nominal registration fee and a significantly reduced tuition for each credit in which they enroll. When they successfully complete the course, the grade they receive appears on their high school transcript and on an official RIC transcript; they may use these credits as they enter RIC or transfer them to one of the many colleges and universities which accept RIC credits.

## **QUESTIONS TO CONSIDER WHEN CHOOSING YOUR SCHEDULE**

### ***Freshmen (2018)***

1. Have you selected English, Math, Biology, Social Studies, Foreign Language, and Wellness?
2. Are you taking 6 courses each semester (excluding Wellness for 9<sup>th</sup> and 10<sup>th</sup> grades)?
3. Do your choices agree with your teachers' and guidance counselor's recommendations?
4. Does your program prepare you for your long-range education or vocational plans?

### ***Sophomores (2017)***

1. Have you passed all your previous requirements?
2. Have you selected English, Math, Science, Foreign Language, and Wellness?
3. Will you be taking 6 courses each semester (excluding Wellness for 9<sup>th</sup> and 10<sup>th</sup> grades)?
4. Will you have at least 50.5 credits before entering your junior year?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Does your program meet Massachusetts Higher Education Admission Standards?

***Juniors (2016)***

1. Have you passed all your previous requirements?
2. Have you selected English, U.S. History, Math, Science, and P.E.?
3. Will you have at least 80.5 credits before the beginning of your senior year?
4. Are you taking 7 courses each semester?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Remember, you must have 21 credits in English; 16 credits in social studies, (including U.S. History); 16 credits in science (biology); 16 credits in mathematics; 10 credits in a sequence; 2.5 credits in Health Ed.; and a sufficient number of credits to meet your P.E. requirement to graduate.
7. Does your program meet Massachusetts Higher Education Admission Standards?
8. Will you participate in P.E. during the school day or select an alternate pathway?
9. Have you considered the Foreign Language requirements of the post-secondary schools to which you plan to apply?

***Seniors (2015)***

1. Have you passed all your previous requirements?
2. Have you selected English?
3. Will you have 115.5 credits (including a sufficient number of P.E. credits) upon completion of your senior year?
4. Are you taking 7 courses each semester?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Remember, you must have 22 credits in English; 17 credits in social studies, (including U.S. History); 17 credits in science (biology); 17 credits in mathematics; 10 credits in a sequence; 2.5 credits in Health Ed.; and a sufficient number of credits to meet your P.E. requirement to graduate.
7. Does your program meet Massachusetts Higher Education Admission Standards?
8. Will you participate in P.E. during the school day or select an alternate pathway?
9. Have you considered the Foreign Language requirements of the post-secondary schools to which you plan to apply?

## COURSE INDEX

<u>Department / Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Periods/</u>		
			<u>Level</u>	<u>Cycle</u>	<u>Credits</u>
<u>Art, Theater &amp; Design</u>	12	<a href="#">Digital Photography</a>	H	5	2.50
	12	<a href="#">Studio Art-AP</a>	AP	6	6.00
	11,12	<a href="#">Art History</a>	H	5	2.50
	11,12	<a href="#">Combined Arts II – FAA</a>	OH	5	5.00
	11,12	<a href="#">Portfolio Preparation</a>	H	5	5.00
	11,12	<a href="#">Theatre Arts III</a>	CP	5	5.00
	11,12	<a href="#">Theatre Arts Management</a>	CP	5	5.00
	10,11,12	<a href="#">Architectural Design Studio</a>	OH	5	2.50
	10,11,12	<a href="#">Ceramics &amp; Sculpture II</a>	H	5	2.50
	10,11,12	<a href="#">Combined Arts I – FAA</a>	OH	5	5.00
	10,11,12	<a href="#">Engineering with CAD Concepts</a>	OH	5	2.50
	10,11,12	<a href="#">Painting &amp; Printmaking</a>	OH	5	2.50
	10,11,12	<a href="#">Technical Theatre &amp; Music Production</a>	CP	5	5.00
	10,11,12	<a href="#">Television Production</a>	CP	5	5.00
	10,11,12	<a href="#">Theatre Arts II</a>	CP	5	2.50
	9,10,11,12	<a href="#">Animation</a>	OH	5	2.50
	9,10,11,12	<a href="#">Ceramics</a>	OH	5	2.50
	9,10,11,12	<a href="#">Drawing: Exploration of Two Dimensional Media</a>	OH	5	2.50
	9,10,11,12	<a href="#">Film Production</a>	CP	5	2.50
	9,10,11,12	<a href="#">Graphic Design I</a>	OH	5	2.50
	9,10,11,12	<a href="#">Graphic Design II</a>	OH	5	2.50
	9,10,11,12	<a href="#">Introduction to Art I</a>	OH	5	2.50
	9,10,11,12	<a href="#">Introduction to Art – Part II</a>	OH	5	2.50
	9,10,11,12	<a href="#">Introduction to Drafting with CAD</a>	OH	5	2.50
	9,10,11,12	<a href="#">Sculpture</a>	OH	5	2.50
	9,10,11,12	<a href="#">Video Production I</a>	CP	5	2.50
	9,10,11,12	<a href="#">Theatre Arts I</a>	CP	5	2.50
	9,10,11,12	<a href="#">Video Production II</a>	CP	5	2.50
	9,10,11,12	<a href="#">Web Page Design I</a>	CP	5	2.50
	9,10,11,12	<a href="#">Web Page Design II</a>	CP	5	2.50



<b><u>Department/ Program</u></b>	<b><u>Grade(s)</u></b>	<b><u>Course (click course title for full description)</u></b>	<b><u>Level</u></b>	<b><u>Periods/ Cycle</u></b>	<b><u>Credits</u></b>
<b><u>BUSINESS</u></b>	12	<a href="#">Arts Management-FAA</a>	H/CP	5	2.50
	12	<a href="#">Marketing II</a>	CP	5	2.50
	12	<a href="#">Senior Project Externship</a>	CP	5	8.75
	12	<a href="#">Senior Project Seminar</a>	CP	5	1.25
	11,12	<a href="#">21<sup>st</sup> Century Skills</a>	CP	5	1.25
	11,12	<a href="#">Accounting II</a>	H/CP	5	2.50
	11,12	<a href="#">Business Management</a>	CP	5	2.50
	11,12	<a href="#">Entrepreneurship</a>	CP	5	1.25
	11,12	<a href="#">Personal Financial Literacy</a>	CP	5	1.25
	11,12	<a href="#">Sports Marketing</a>	CP	5	2.50
	11	<a href="#">Marketing I</a>	CP	5	5.00
	10,11,12	<a href="#">Economics</a>	CP	5	5.00
	10,11,12	<a href="#">Accounting I</a>	H/CP	5	2.50
	10,11,12	<a href="#">Yearbook/School Publications</a>	H	5	5.00
<b><u>ENGLISH</u></b>	9,10,11,12	<a href="#">Desktop Publishing</a>	CP	5	2.50
	9,10,11,12	<a href="#">My Money, My Life</a>	OH	5	2.50
	12	<a href="#">Art of the Film</a>	OH	5	2.50
	12	<a href="#">Breaking it Down: a Survey of Deconstruction - FAA</a>	OH	5	2.50
	12	<a href="#">Children's Literature: Not for Children!?</a>	OH	5	2.50
	12	<a href="#">Conspiracy Theories</a>	OH	5	2.50
	12	<a href="#">English 12 - AP</a>	AP	5	2.50
	12	<a href="#">English 12</a>	H/CP	5	2.50
	12	<a href="#">English 12 - FAA</a>	OH	5	2.50
	12	<a href="#">Psychology &amp; Literature</a>	OH	5	2.50
	12	<a href="#">Sports in Literature and Culture</a>	OH	5	2.50
	11	<a href="#">English 11</a>	H/CP	5	5.00
	11	<a href="#">English 11 - FAA</a>	OH	5	5.00
	10,11,12	<a href="#">Creative Writing</a>	CP	5	2.50
	10,11,12	<a href="#">Public Speaking</a>	CP	5	2.50
	10	<a href="#">English 10</a>	H/CP	5	5.00
	10	<a href="#">English 10 - FAA</a>	OH	5	5.00
	9	<a href="#">English 9</a>	H/CP	5	5.00

<u>Department / Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Periods/</u>		
			<u>Level</u>	<u>Cycle</u>	<u>Credits</u>
<u><a href="#">FOREIGN LANGUAGE</a></u>	12	<a href="#">AP French Language and Culture</a>	AP	5	5.00
	12	<a href="#">French V</a>	H/CP	5	5.00
	12	<a href="#">Latin V AP: Vergil and Caesar</a>	AP	5	5.00
	12	<a href="#">Latin V</a>	H	5	5.00
	12	<a href="#">AP Spanish Language and Culture</a>	AP	5	5.00
	12	<a href="#">Spanish V</a>	H/CP	5	5.00
	11,12	<a href="#">French IV Accelerated</a>	H	5	5.00
	11,12	<a href="#">French IV</a>	H/CP	5	5.00
	11,12	<a href="#">Latin IV</a>	H/CP	5	5.00
	11,12	<a href="#">Spanish IV Accelerated</a>	H	5	5.00
	11,12	<a href="#">Spanish IV</a>	H/CP	5	5.00
	10,11,12	<a href="#">French III</a>	H/CP	5	5.00
	10,11,12	<a href="#">Greek and Roman Mythology</a>	CP	5	2.50
	10,11,12	<a href="#">Latin III</a>	H/CP	5	5.00
	10,11,12	<a href="#">Spanish III</a>	H/CP	5	5.00
	10,11,12	<a href="#">Word Origins &amp; Derivations</a>	CP	5	2.50
	9,10,11,12	<a href="#">French I</a>	OH	5	5.00
	9,10,11,12	<a href="#">French II</a>	OH	5	5.00
	9,10,11,12	<a href="#">Latin I</a>	OH	5	5.00
	9,10,11,12	<a href="#">Latin II</a>	OH	5	5.00
	9,10,11,12	<a href="#">Spanish I</a>	OH	5	5.00
	9,10,11,12	<a href="#">Spanish II</a>	OH	5	5.00

<u>Department/Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Level</u>	<u>Periods/ Cycle</u>	<u>Credits</u>
<b><u>HEALTH/PHYSICAL EDUCATION</u></b>					
	12	<a href="#">Independent Living</a>	CP	5	2.50
	12	<a href="#">Leadership for Wellness</a>	CP	5	2.50
	11,12	<a href="#">Ethics, Violence, and Aggression in Sports</a>	OH	5	2.50
	11,12	<a href="#">Introduction to Athletic Training</a>	OH	5.	2.50
	11,12	<a href="#">Introduction to Developmental Disabilities</a>	CP	5	2.50
	11,12	<a href="#">Kinesiology</a>	OH	5	2.50
	10,11,12	<a href="#">Child Development 2</a>	CP	5	2.50
	10,11,12	<a href="#">Everyday Nutrition</a>	CP	5	2.50
	10,11,12	<a href="#">Public Health and Careers in Health Sciences</a>	OH	5	2.50
	10	<a href="#">Wellness 10</a>	CP	2	2.00
	9,10,11,12	<a href="#">Creative Dance</a>	CP	5	2.50
	9,10,11,12	<a href="#">Group Exercise</a>	CP	5	2.50
	9,10,11,12	<a href="#">Lifetime Activities</a>	CP	5	2.50
	9,10,11,12	<a href="#">Project Adventure</a>	CP	5	2.50
	9,10,11,12	<a href="#">Speed and Strength</a>	CP	5	2.50
	9,10,11,12	<a href="#">Team Sports</a>	CP	5	2.50
	9,10,11,12	<a href="#">Women's Team Sports</a>	CP	5	2.50
	9,10,11,12	<a href="#">Yoga and Fitness</a>	CP	5	2.50
	9,10,11	<a href="#">Child Development 1</a>	CP	5	2.50
	9	<a href="#">Wellness 9</a>	CP	2	2.00

<u>Department/Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Level</u>	<u>Periods/ Cycle</u>	<u>Credits</u>
<u>MATHEMATICS</u>					
	12	<a href="#">Algebra II Applications</a>	CP	5	5.00
	12	<a href="#">Calculus BC</a>	AP	5	5.00
	12	<a href="#">Statistics</a>	H/CP	5	5.00
	12	<a href="#">Statistics - FAA</a>	CP	5	5.00
	12	<a href="#">Statistics (Hybrid online course)</a>	CP	5	5.00
	11,12	<a href="#">Algebra II Concepts</a>	CP	5	5.00
	11,12	<a href="#">Calculus</a>	CP	5	5.00
	11,12	<a href="#">Calculus AB</a>	AP	5	5.00
	11,12	<a href="#">Calculus AB</a>	H	5	5.00
	11,12	<a href="#">Computer Science AP</a>	AP	5	5.00
	11,12	<a href="#">Statistics AP</a>	AP	5	5.00
	11	<a href="#">Pre-Calculus - FAA</a>	CP	5	5.00
	10,11,12	<a href="#">Pre-Calculus</a>	H/CP	5	5.00
	10,11	<a href="#">Algebra II - FAA</a>	OH	5	5.00
	10,11	<a href="#">Concepts in Algebra and Geometry</a>	CP	5	5.00
	10,11	<a href="#">Geometry - FAA</a>	OH	5	5.00
	9,10,11	<a href="#">Algebra II</a>	H/CP	5	5.00
	9,10,11	<a href="#">Geometry</a>	H/CP	5	5.00
	9	<a href="#">Algebra I</a>	H/CP	5	5.00

<u>Department/Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Level</u>	<u>Periods/ Cycle</u>	<u>Credits</u>
<u>MUSIC</u>					
	11,12	<a href="#">Sound Recording III</a>	CP	5	2.50
	10,11,12	<a href="#">Music Theater Workshop</a>	CP	5	2.50
	10,11,12	<a href="#">Music Theory AP</a>	AP	5	5.00
	10,11,12	<a href="#">Sound Recording I</a>	CP	5	2.50
	10,11,12	<a href="#">Sound Recording II</a>	CP	5	2.50
	9,10,11,12	<a href="#">American Popular Music and Society</a>	CP	5	2.50
	9,10,11,12	<a href="#">Chorus</a>	H/CP	5	5.00
	9,10,11,12	<a href="#">Concert Band</a>	H/CP	5	5.00
	9,10,11,12	<a href="#">Full Orchestra</a>	H	5	2.00
	9,10,11,12	<a href="#">Guitar Class</a>	OH	5	2.50
	9,10,11,12	<a href="#">Introduction to Jazz</a>	OH	5	5.00
	9,10,11,12	<a href="#">Jazz Band</a>	H	5	3.00
	9,10,11,12	<a href="#">Jazz Workshop</a>	OH	5	2.00
	9,10,11,12	<a href="#">Music Theory I</a>	CP	5	5.00
	9,10,11,12	<a href="#">Piano Class</a>	OH	5	2.50
	9,10,11,12	<a href="#">Pop Idol Workshop</a>	CP	5	2.50
	9,10,11,12	<a href="#">Select Chorus</a>	H	5	2.00
	9,10,11,12	<a href="#">String Orchestra</a>	H/CP	5	5.00
	9,10,11,12	<a href="#">Topics in Contemporary Popular Music</a>	OH	5	2.50
	9,10,11,12	<a href="#">Wind Ensemble</a>	H	5	5.00
<u>SCIENCE</u>					
	12	<a href="#">Physics C AP</a>	AP	5	5.00
	11,12	<a href="#">Biology AP</a>	AP	5	5.00
	11,12	<a href="#">Chemistry AP</a>	AP	5	5.00
	11,12	<a href="#">Comparative Anatomy &amp; Physiology</a>	H	5	5.00
	11,12	<a href="#">Electricity and Magnetism*</a>	CP	5	2.50
	11,12	<a href="#">Environmental Science AP</a>	AP	5	5.00
	11,12	<a href="#">Human Anatomy and Physiology</a>	CP	5	5.00
	11,12	<a href="#">Physics</a>	H/CP	5	5.00
	11,12	<a href="#">Wave Physics*</a>	CP	5	2.50
	11	<a href="#">Conceptual Physics - FAA</a>	OH	5	2.50
	10,11,12	<a href="#">Alternative Energy &amp; Conservation*</a>	CP	5	2.50
	10,11,12	<a href="#">Anatomy &amp; the Arts - FAA</a>	OH	5	5.00
	10,11,12	<a href="#">Applied Physics in Engineering</a>	OH	5	5.00
	10,11,12	<a href="#">Astronomy</a>	CP	5	2.50

10,11,12	<a href="#">Behavioral Science</a>	CP	5	5.00
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<u>Department/Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Level</u>	<u>Periods/ Cycle</u>	<u>Credits</u>
<b><u>SCIENCE Cont'd</u></b>					
	10,11,12	<a href="#">Chemistry</a>	H/CP	5	5.00
	10,11,12	<a href="#">Ecology</a>	CP	5	2.50
	10,11,12	<a href="#">Geology*</a>	CP	5	2.50
	10,11,12	<a href="#">Green Engineering</a>	OH	5	2.50
	10,11,12	<a href="#">Introduction to Forensic Science</a>	CP	5	2.50
	10,11,12	<a href="#">Introduction to Robotics</a>	OH	5	2.50
	10,11,12	<a href="#">Meteorology*</a>	CP	5	2.50
	10,11,12	<a href="#">Oceanography</a>	CP	5	2.50
	10,11,12	<a href="#">Pollution: Sources, Treatment and Prevention</a>	CP	5	2.50
	10	<a href="#">Chemistry - FAA</a>	OH	5	5.00
	9	<a href="#">Biology</a>	H/CP	5	5.00

\* Offered every other year beginning 2012-2013.

<b><u>SOCIAL STUDIES</u></b>					
	12	<a href="#">Psychology - AP</a>	AP	5	5.00
	11,12	<a href="#">American Society through Film</a>	OH	5	5.00
	11,12	<a href="#">Contemporary Issues</a>	OH	5	2.50
	11,12	<a href="#">Economics - AP</a>	AP	5	5.00
	11,12	<a href="#">European History - AP</a>	AP	5	5.00
	11,12	<a href="#">Psychology I</a>	OH	5	2.50
	11,12	<a href="#">Psychology II</a>	H	5	2.50
	11,12	<a href="#">Sociology</a>	OH	5	2.50
	11,12	<a href="#">Street Law</a>	OH	5	2.50
	11,12	<a href="#">Story of Massachusetts</a>	OH	5	2.50
	11	<a href="#">US History AP (2 year course)</a>	AP	5	10.00
	11	<a href="#">US History II</a>	H/CP	5	5.00
	11	<a href="#">US History II - FAA</a>	OH	5	5.00
	10,11,12	<a href="#">US Govt. and Politics - AP</a>	AP	5	5.00
	10	<a href="#">US History I</a>	H/CP	5	5.00
	10	<a href="#">US History I - FAA</a>	OH	5	5.00
	9,10,11,12	<a href="#">Digital Media</a>	OH	5	2.50
	9	<a href="#">World History II</a>	H/CP	5	5.00

<u>Department/Program</u>	<u>Grade(s)</u>	<u>Course (click course title for full description)</u>	<u>Level</u>	<u>Periods/ Cycle</u>	<u>Credits</u>
<b><u>FRANKLIN ARTS ACADEMY</u></b>					
	12	<a href="#">Arts Management - FAA</a>	OH	5	2.50
	12	<a href="#">Breaking it Down: a Survey of Deconstruction - FAA</a>	OH	5	2.50
	12	<a href="#">English 12 - FAA</a>	OH	5	2.50
	12	<a href="#">Statistics - FAA</a>	CP	5	5.00
	11,12	<a href="#">Combined Arts II - FAA</a>	OH	5	5.00
	11	<a href="#">Conceptual Physics - FAA</a>	OH	5	2.50
	11	<a href="#">English 11 - FAA</a>	OH	5	5.00
	11	<a href="#">Pre-Calculus - FAA</a>	CP	5	5.00
	11	<a href="#">US History II - FAA</a>	OH	5	5.00
	10,11,12	<a href="#">Anatomy &amp; the Arts - FAA</a>	OH	5	5.00
	10,11,12	<a href="#">Combined Arts I - FAA</a>	OH	5	5.00
	10,11	<a href="#">Algebra II - FAA</a>	CP	5	5.00
	10	<a href="#">Chemistry - FAA</a>	OH	5	5.00
	10	<a href="#">English 10 - FAA</a>	OH	5	5.00
	10	<a href="#">Geometry - FAA</a>	OH	5	5.00
	10	<a href="#">US History I - FAA</a>	OH	5	5.00
<b><u>SENIOR PROJECT</u></b>					
	12	<a href="#">Senior Project Externship</a>	CP	5	8.75
	12	<a href="#">Senior Project Seminar</a>	OH	5	1.25
<b><u>SDLP</u></b>	10,11,12	<a href="#">Student Directed Learning Program</a>			



## **INDEPENDENT STUDY**

The administration and faculty believe that the curriculum offered is of sufficient depth and variety that independent study by individual students is rarely necessary. However, in those few cases where independent study is necessary, the following rules will apply:

1. Student must present his/her reasons for the need of an independent study course to the guidance counselor.
2. After the need has been documented, the student will be referred to the respective department director or administrator, who will determine if the department has the curricular capabilities for that independent study.
3. The student will apply to an appropriate staff member\* to assume the responsibilities of the independent study.
4. Final approval of the independent study is reserved for the principal.

*\* No teacher is required to teach an independent study.*

### ***Requirements for Accreditation of Independent Study:***

1. The independent study must follow the course of study as outlined by the independent study teacher with the approval of the department director or administrator.
2. A course outline must be submitted to the department director or administrator.
3. Copies of all projects and reports will be kept on file with the department director or administrator.
4. Independent study will not be applied to class rank or GPA.

## COURSE DESCRIPTIONS

Students can select from a variety of courses at Franklin High school. The following is a listing of courses that are offered, as well as a listing of prerequisites that may be required prior to enrolling in a course. The courses are organized alphabetically by department. Within a department, the courses are presented alphabetically by course name.

### **ART, THEATER, & DESIGN DEPARTMENT**

The Art, Theater, & Design Department offers a variety of 2D & 3D Fine Arts, technical & performance Theater, Design (Graphics, Engineering, Architecture, Web Design), and Digital Media (Video, TV, Animation, Photography) courses. Courses are offered at 3 academic levels depending on the nature of the curriculum - College Preparatory (CP), Honors (H), and Advanced Placement (AP). These courses support students creative skill development and encourage their exploration of new ways to solve visual, commercial/industrial, and performing arts problems and opportunities. In addition, by providing positive experiences with art media, technologies, and performance engagements, these courses build student self - confidence and personal style. These courses emphasize individual inventive, observational, analytical, process-driven, and interpretive skills along with collaborative skills necessary for creating art forms in today's global, multi-media world. Furthermore, students gain an understanding of the role art plays in our culture and in historical cultures. Course curriculums are designed to meet Massachusetts Curriculum Framework Standards for Art, Theater, and Technology/Engineering.

***Course Title:* Architectural Design Studio**

*Course No.:* 1762.H or 1762.CP

*Offered:* Semester 1 or 2

*Grade:* 10, 11, 12

*Level:* College Prep or Honors

*Credits:* 2.5

*Department:* Art, Theater & Design

*Affiliated Dept.:* n/a

*Duration:* Semester

*Description:* Students will learn how to design buildings by constructing models in a variety of materials as well as 3D models on the computer. Students will sketch, develop models and work with both 2D and 3D software. While working on projects students will learn about architectural styles, a history of architecture as well as some influential architects. Students will apply architectural concepts through several architectural design projects including commercial & residential properties. The course will introduce students to the ideas, principles, and methods of solving architectural problems in a studio setting.

*Prerequisite(s):* Introduction to Drafting with CAD is an introductory course in which students will become familiar with basic drafting procedures. Students will learn to sketch, hand draft and use 3D Software to construct drawings.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 3D, 4B, 5

*Expectations Assessed:* 1E, 3A, 3B, 3C, 4A

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 3D, 4B, 5

*Expectations Assessed:* 1E, 3A, 3B, 3C, 4

**Course Title: Art History**

*Course No.:* 1725

*Offered:* Semester 1 or 2

*Grade:* 11, 12

*Level:* Honors

*Credits:* 2.5

*Department:* Art, Theater & Design

*Affiliated Dept.:* n/a

*Duration:* Semester

*Description:* Art History is open to students interested in learning about the integral role art has played throughout the history of our world. Books, digital images, and prints of master artworks will be shared with students so that they may develop a stronger understanding of the visual history of our world. Students will be required to read and write with clarity. No previous art experience is required, although this course will emphasize art media covered through other art department courses in order to help students make deeper connections between art-making and art analysis. Personal effort, critical thinking, class discussion, writing assignments, quizzes, tests and frequent homework assignments are all included in the grading process.

*Prerequisite(s):* A grade of "C" or better in History 9 and 10 Honors

*Expectations Supported:* 1A, 1B, 1C, 3B, 4A

*Expectations Assessed:* 1D, 1E, 2, 3C, 3D

**Course Title: Animation**

*Course No.:* 1726.H or 1726.CP

*Offered:* Semester 1 or 2

*Grade:* 9,10,11, 12

*Level:* College Prep or Honors

*Credits:* 2.5

*Department:* Art, Theater & Design

*Affiliated Dept.:* n/a

*Duration:* Semester

*Description:* In this course students will learn to understand and manipulate digitally simulated 2D and 3D space using primarily Adobe Flash. Starting from primitives, students create 3D models, scenes, and basic animations. Students generate high resolution rendered scenes and animations that meet the criteria of each lesson and final project. Possible projects include basic object animation, sound design and optimizing movies for web distribution. Evaluation will be based on class assignments, participation, quizzes, exams, and the quality of the final project. Honors requirements will be specified in each assignment and homework.

*Prerequisite(s):* Successful Completion of Intro Art I and Graphic Design I.

*Expectations Supported:* 1A, 1B, 1C, 2, 3B, 5

*Expectations Assessed:* 1D, 1E, 3D

**Course Title: Ceramics I**

Grade: 9, 10, 11, 12

Department: Art, Theater & Design

*Description:* Ceramics I is a semester course in which students will explore a broad range of techniques and approaches to art through clay. Students will learn to approach ceramic artworks as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring & slipping, hand building techniques such as the pinch-pot, coil, and slab, which led to surface manipulation like slip trailing, sgraffito, under-glazing and glazing. Students are also required to keep a personal sketchbook and study specific artists, cultures, and art historical movements. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and monthly homework assignments are all included in the grading process. In order to succeed in this class, students must meet the required criteria given for all assignments, be prepared to question and critique their own work as well as the work of other artists and approach each art process with an open mind and positive attitude. In addition to the above information, Honors-level Ceramics I students are also required to complete weekly homework assignments and pursue all materials and processes with greater depth and focus (including research, technology, individual projects and presentations).

*Prerequisite(s):* Introduction to Art

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5

*Course No.:* 1716.H or 1716.CP

*Level:* College Prep or Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 1 or 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1D, 1E, 3C, 3D

**Course Title: Ceramics & Sculpture II**

Grade: 10, 11, 12

Department: Art, Theater & Design

*Description:* Ceramics & Sculpture II is designed for highly motivated students who are committed to continuing their 3-dimensional artistic pursuits. Students taking this course will develop a concentration - a thematic body of work, while expanding their knowledge of materials and process in both ceramics and sculpture. Students will work independently, relying on critical thinking and problem solving skills to create their own expressive body of work. This course is for more advanced art students who have excelled in 3D art prior to this course. Creativity, craftsmanship, personal effort, critical thinking, completion of weekly homework assignments, and a personal sketchbook are all included in the grading process. In order to succeed in this class, students must meet the criteria given for each assignment, be prepared to question and critique their own work as well as the works of other artists.

*Prerequisite(s):* Students have successfully completed Intro to Art Honors and then either Ceramics I Honors or Sculpture I Honors with a C or better

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5

*Course No.:* 1724

*Level:* Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 1 or 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1D, 1E, 3C, 3D

**Course Title: Combined Arts I - FAA***Course No.:* 1781.H or 1781.CP*Offered:* All year*Grade:* 10, 11, 12*Level:* Open Honors*Credits:* 5*Department:* Art, Theater & Design*Affiliated Dept.:* Franklin Arts Academy*Duration:* Full year

*Description:* This 10th-12th grade multi-arts course is designed to build foundation skills/expertise in four of five arts areas (Music Production, Theatre, Video Production, Visual Arts, and Architecture/Design). This course is open to both FAA and non-FAA students. This is the only course in FHS where students can learn about 4 to 5 art areas in one year. Students will develop creative-thinking & problem-solving abilities and well as skills in collaborative design. In the final six weeks of the year, students will have the ability to specialize in a major art study area and pursue a Capstone project in that field, taught and mentored by a teacher/advisor. Students will be expected to work individually, and in small and large groups. Class work and projects will be linked to real -world, social and business challenges. Students may take this course for CP or Honors credit with additional requirements (Homework & Classroom assignments) to be met for Honors-level work. Students will collect in-class work and the finished products in individual student portfolios & prepare to showcase their work in the Capstone Show in late spring. *Prerequisite(s):* Students must have completed two of the following courses with a “C” or better: Intro. to Art I, Drawing, Intro. To CAD, American Popular Music, Video Production I, or Theater I. Consideration will be given to other semester courses in the Music and Visual Arts Departments as well as art courses taken outside of FHS.

*Prerequisite(s):* Students must have completed one of the following courses with a “C” or better: Intro. to Art I, Drawing, Intro. to CAD, American Popular Music, Video Production I, or Theater I. Consideration will be given to other semester courses in the Music and Visual Arts Departments as well as art courses taken outside of FHS.

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 3B, 4A, 5*Expectations Assessed:* 1D, 1E, 3C, 3D**Course Title: Digital Photography***Course No.:* 1734*Offered:* Semester 1 or 2*Grade:* 11, 12*Level:* Honors*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Photography is essentially the study of light. In this honors level art course, students will learn to use the camera as an art tool. They will learn what it takes to make a good photograph not just a simple snapshot. They will think about what they see, and they will learn to design strong photographs. Communication of ideas and expression of feelings through photographic images will be covered. Students will learn about famous photographers and analyze the work they see as well as create written reflections on their own photographs. Students will use digital cameras as well as experiment with alternative processes of making art with photographs. Students will learn and use Adobe Photoshop to create and manipulate digital images. Students are required to participate in class discussions, work collaboratively, and spend a substantial amount of time working on out-of-school projects. Students are also required to be able to manage many different projects at the same time. Creativity, strong design, critical thinking, good craftsmanship, and conveying meaning through art are all included in the grading process. In order to succeed in this class, students must meet the criteria given for each assignment, be prepared to question and critique their own work, and approach each art project with an open mind and positive attitude.

*Prerequisite(s):* Successful completion of Introduction to Art and one other art class

*Expectations Supported:* 1A, 1B, 1C, 2, 3B, 5*Expectations Assessed:* 1D, 1E, 3C, 3

**Course Title: Drawing: Exploration of Two Dimensional Media**

<i>Grade:</i>	9, 10, 11, 12	<i>Course No.:</i>	1711.CP or 1711.H	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Art, Theater & Design	<i>Level:</i>	College Prep or Honors	<i>Credits:</i>	2.5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* Drawing is a semester course in which students will explore a broad range of sketching and formal drawing techniques from direct observation and the imagination. Observational studies of the still life, portrait, and figure, with an emphasis on the compositional structure of the page, will be used to develop technical skills such as contour, gesture, and perspective drawing, value and color theory. Alternative approaches leading to abstraction will also be included to encourage the constant creative process of art making. Students are required to keep a personal sketchbook and study specific artists, cultures, and art historical movements. Creativity, craftsmanship, personal effort, critical thinking, and monthly (CP) or bi-weekly (H) homework assignments are all included in the grading process. In order to succeed in class, students must meet the required criteria given for all assignments, be prepared to question and critique their own and other's work using appropriate artistic vocabulary, and approach each art process with an open mind and positive attitude. Honors-level credit will require additional or more complex criteria to be met on each assignment.

*Prerequisite(s):* A passing grade in Introduction to Art is a prerequisite for this course. Drawing is a prerequisite for Portfolio Prep.

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5

*Expectations Assessed:* 1D, 1E, 3C, 3D

**Course Title: Engineering with CAD Concepts**

<i>Grade:</i>	10, 11, 12	<i>Course No.:</i>	1761.H or 1761.CP	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Art, Theater & Design	<i>Level:</i>	Open Honors	<i>Credits:</i>	2.5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* Students learn about the Engineering Design Process through a series of Engineering Design Challenges. Students will use a combination of sketching, hands-on models and 3D software to explore various Engineering problems. Students will work on Civil Engineering, Manufacturing Engineering and Structural Engineering projects. The projects include product design, bridge design, urban design as well as Survival E where students engineer their team to survival. The major focus of the course is to expose students to the design process, teamwork, communication methods, global and human impacts, engineering standards, visual technical documentation and presentation skills.

*Prerequisite(s):* Introduction to Drafting with CAD is a required introductory course in which students will become familiar with basic drafting procedures. Students will learn to sketch, hand draft and use 3D Software to construct assembly, construction and presentation drawings.

*Expectations Supported:* 1B, 3A, 4A

*Expectations Assessed:* 1A, 1D, 1E, 3C

**Course Title: Film Production***Course No.:* 1743*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Explore of the world of Filmmaking in a class designed to take a student's idea from a concept and turn it into a completed film. Students will spend time learning the art of writing a film and how to perfect a script. Later, a script will be chosen to be produced and filmed. The class will produce the movie with the students acting as the cast and crew of the film. Students should have an interest in both writing and film production as each student will be an integral part of the movie making process. This course is intended for students who have taken Video Production I and have excelled in that class. Success in Film Production will rely on a student's ability to work both independently and in groups.

*Prerequisite(s):* Successful completion of Video I

*Expectations Supported:* 1A, 1B, 2, 3B, 4A, 4B

*Expectations Assessed:* 1D, 1E, 3A

**Course Title: Graphic Design I***Course No.:* 1731.H or 1731.CP*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep or Honors*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Graphic Design is a semester course in which students will focus on the elements and principles of design to create various graphic artworks. Use of The Adobe Creative Suite will be central in the design of all assignments. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and homework assignments are all included in the grading process. In order to succeed in this class, students must meet the criteria given for each assignment, be prepared to question and critique their own work as well as the works of other artists, and approach each art project with an open mind and positive attitude. For Honors credit, projects will have additional requirements and use more advanced tools in Adobe Suite. CP homework is assigned monthly; Honors homework is assigned bi-weekly.

*Prerequisite(s):* Successful completion of Introduction to Art

*Expectations Supported:* 1A, 1B, 1C, 2, 3B, 5

*Expectations Assessed:* 1D, 1E, 3D

**Course Title: Graphic Design II***Course No.:* 1735.H or 1735.CP*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep or Honors*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Graphic Design II is an advanced semester course which follows Graphic Design I with advanced features in the Adobe Creative Suite. Students undertake advanced projects and often real-world assignments related to communication/design needs in Franklin High School. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and homework assignments are all included in the grading process. In order to succeed in this class, students must meet the criteria given for each assignment, be prepared to question and critique their own work as well as the works of other artists, and approach each art project with an open mind and positive attitude. For Honors credit, projects will have additional requirements and use more advanced tools in Adobe Suite. CP homework is assigned monthly; Honors homework is assigned bi-weekly.

*Prerequisite(s):* Successful completion of Introduction to Art and Graphics Design I

*Expectations Supported:* 1A, 1B, 1C, 2, 3B, 5

*Expectations Assessed:* 1D, 1E, 3D



**Course Title: Combined Arts II - FAA***Course No.:* 1757.H or 1757.CP*Offered:* Semester 1*Grade:* 11,12*Level:* Open Honors*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* Franklin Arts Academy*Duration:* Semester

*Description:* This junior or senior year FAA course explores the connections and relationships between various art media including theatre, music, visual arts, and sound production. In one semester, students in Combined Arts II (FAA) will work in the genres of music, theatre and visual arts to put on a full scale production of a play including set design, music score, costuming, and theatre technical production. In the latter part of Term 2, students apply what they have learned to create and display an individual Capstone Project in the Junior/Senior Capstone Show in the latter half of the school year.

*Prerequisite(s):* Creative Literacy, 10th Grade

*Expectations Supported:* 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C

*Expectations Assessed:* 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C

**Course Title: Introduction to Art I***Course No.:* 1701.H or 1701.CP*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep or Honors*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Introduction to Art I is a semester course that exposes students to a variety of media. Students will explore many diverse art techniques and approaches as ways of communicating their ideas. Development of technical skills and artistic vocabulary will include all of the elements and principles of art; formalism, realism and abstraction; aesthetics and color theory. Projects will include drawing, painting, collage, sculpture, and mixed-media, with emphasis on critical thinking, creative idea development, craftsmanship, and presentation of artwork. Students are also required to keep a personal sketchbook, do homework assignments which build on or add to in-class lessons, and study specific artists and art historical movements. Grading will be based on creativity and craftsmanship of projects, effort and class participation, sketchbooks, and homework assignments. To succeed in this class, students must meet the required criteria given for all the assignments, be prepared to question and critique their own work as well as the work of their peers and other artists, and approach each art process and assignment with an open mind and positive attitude. This course encompasses both College Preparatory and Honors credits through varying levels of difficulty on assignments. Distinctions between CP and Honors work will be made on studio projects, assignments and homework.

*Prerequisite(s):*

*Expectations Supported:* 1A, 1B, 1C, 2, 5

*Expectations Assessed:* 1D, 1E, 3B, 3C, 3D

**Course Title: Introduction to Art – Part II**

<i>Grade:</i>	9, 10, 11, 12	<i>Course No.:</i>	1703.H or 1703.CP	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Art, Theater & Design	<i>Level:</i>	College Prep or Honors	<i>Credits:</i>	2.5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* Introduction to Art Part II is a course geared for students who wish to continue using a wide variety of art media. As in Introduction to Art I, students will explore many diverse art techniques and approaches to communicate their ideas. Development of technical skills and artistic vocabulary will include all of the elements and principles of art; formalism, realism and abstraction; aesthetics and color theory. Students will build upon the skills and concepts they learned in Art I and work on more advanced level projects which will include drawing, painting, collage, sculpture, and mixed-media, with emphasis on critical thinking, creative idea development, craftsmanship, and presentation of artwork. Students are also required to keep a personal sketchbook and study specific artists and art historical movements. Grading will be based on creativity and craftsmanship of projects, effort and class participation, sketchbooks, and homework assignments. In order to succeed in this class, students must meet the required criteria given for all the assignments, be prepared to question and critique their own work as well as the work of their peers and other artists and approach each art process and assignment with an open mind and positive attitude. This course encompasses both College Preparatory and Honors credits through varying levels of difficulty on assignments. Distinctions between CP and Honors work will be made on studio projects, assignments and homework.

*Prerequisite(s):* Passing grade in Introduction to Art.

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5      *Expectations Assessed:* 1D, 1E, 3C, 3D

**Course Title: Introduction to Drafting with CAD**

<i>Grade:</i>	9, 10, 11, 12	<i>Course No.:</i>	1760.H or 1760.CP	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Art, Theater & Design	<i>Level:</i>	Open Honors	<i>Credits:</i>	2.5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* Introduction to Drafting with CAD (Computer Aided Design) is an introductory course in which students will learn how to use 3D software while designing a variety of projects. The projects include designing a Lego creation, designing a house, furniture design and designing a scene from a movie or book. Students will become familiar with basic drafting procedures. Students will learn to sketch, hand draft and use 3D Software to construct assembly, construction and presentation drawings. Students will learn about the fundamentals of visual communication through learning how to present their designs.

*Prerequisite(s):* None

*Expectations Supported:* 1B, 3A, 4A      *Expectations Assessed:* 1A, 1D, 1E, 3C

**Course Title: Painting & Printmaking**

*Grade:* 10, 11, 12

*Department:* Art, Theater & Design

*Description:*

Painting and Printmaking is a semester course in which students will explore diverse techniques and approaches to art through paints, monoprints, collographs, linoleum block prints, dry point, and many other methods. Students will work in both two-dimensional and three-dimensional design, learning how paintings and prints can have both textural and sculptural qualities that extend beyond the flat page or canvas. The development of technical skills and artistic vocabulary is emphasized as students create artwork which begins in the sketching and drawing stages, then progress into final paintings and prints, presentation of prints and bookmaking. Students are also required to keep a personal sketchbook and study specific artists, cultures, and art historical movements. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and monthly homework assignments are all included in the grading process. In order to succeed in this class, students must meet the required criteria given for all assignments, be prepared to question and critique their own work as well as the work of other artists and approach each art process with an open mind and positive attitude.

In addition to the above information, students taking Painting & Printmaking at the honors level will also be required to complete weekly homework assignments and pursue all materials and processes with greater depth and focus (including research, technology, individual/group projects and presentations). Students will also complete a series of finished paintings and/or prints that share a common theme.

*Prerequisite(s):* Successful completion of Introduction to Art & Drawing

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5

*Expectations Assessed:* 1D, 1E, 3C, 3D

*Course No.:* 1713.H or 1713.CP

*Level:* College Prep or Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 1 or 2

*Credits:* 2.5

*Duration:* Semester

**Course Title: Portfolio Preparation**

*Grade:* 11, 12

*Department:* Art, Theater & Design

*Description:*

Portfolio Preparation is designed for students who want to continue their artistic efforts at a more advanced level and/or intend to further their education at an art school, college, or university. Students work in all areas of art with particular emphasis on drawing, painting, and two-dimensional design. Other projects include three-dimensional design, art history, and various strategies for looking at, discussing, and writing about their artwork and the artwork of others. Through a variety of projects students are encouraged to look at and respond to themselves in terms of the aesthetic world around them. Students will be given many opportunities to explore varied media, art styles, and subjects. Presentations from art schools through videos and slide presentations are also an important part of this course. To be successful in Portfolio Preparation, students are required to complete homework on a weekly basis and keep a thorough personal sketchbook. Students must also prepare a portfolio of their best work for a group presentation and exhibition in the spring.

*Prerequisite(s):* Prerequisite: Successful completion of three semester art courses (one must be Drawing) and recommendation by an arts teacher.

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 3B, 4A

*Expectations Assessed:* 1D, 1E, 3C, 3D

*Course No.:* 1751

*Level:* Honors

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

**Course Title: Sculpture I***Grade:* 9, 10, 11, 12*Department:* Art, Theater & Design*Description:*

Sculpture is an intermediate course for students who enjoy working with clay, found objects, paper mache, wire, and mixed media. This course concentrates on developing technical skills in hand building, molding, and carving techniques that led to an artistic appreciation for three-dimensional artwork. Projects will be tied to modern artists and lessons will include focused studio work and class discussions in which all students are required to participate. This work is supplemented with homework and written assignments. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and monthly homework assignments are all included in the grading process. In order to succeed in this class, students must meet the criteria given for each assignment, be prepared to question and critique their own work as well as the works of other artists, and approach each art project with an open mind and positive attitude. In addition to the above information, students taking Sculpture at the honors level will also be required to complete weekly homework assignments and pursue all materials and processes with greater depth and focus (including research, technology, individual/group projects and presentations)

*Prerequisite(s):* Introduction to Art*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 5*Expectations Assessed:* 1D, 1E, 3C, 3D*Course No.:* 1717.H or 1717.CP*Level:* College Prep or Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester**Course Title: Studio Art–Advanced Placement***Grade:* 12*Department:* Art, Theater & Design*Description:*

Advanced Placement Studio Art course is designed for highly motivated students who are committed to the creation and study of art. Using guidelines established by the Advanced Placement College Board, students must prepare a portfolio of their best work to be submitted for discussion and evaluation at the end of the school year. Students will work in both 2-dimensional and 3-dimensional media, including a 20-piece concentration that focuses on a theme of personal interest to each student. To be successful in this course many of the art projects must be done outside of class. Students must have their portfolio reviewed and the approval of the department head to enroll in Studio Art/AP. Students completing this course may submit the Advanced Placement Portfolio for college credit and/or advanced placement.

*Prerequisite(s):* Successful completion of Portfolio Preparation.*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 3B, 5*Expectations Assessed:* 1D, 1E, 3C, 3D*Course No.:* 1790*Level:* Advanced Placement*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 9*Duration:* Full year**Course Title: Technical Theatre & Music Production***Grade:* 10, 11, 12*Department:* Art, Theater & Design*Description:*

This is a survey course in technical theatre designed to offer students a strong foundation for working on theatre productions. Students will immerse themselves in theater safety, etiquette, set design, set construction, lighting, properties management, sound, costuming, and stage management. They will learn design theory and build practical experience by working on school theatre and musical productions outside of the classroom setting. This course will develop skills needed for musical production along with technical theater. Comprehensive training will provide the student with management skills necessary for music composition and successful technical production. A strong interest in the arts is recommended and an after-school commitment is required.

*Prerequisite(s):* Theatre Arts I*Expectations Supported:* 1B, 3B*Course No.:* 1863*Level:* College Preparatory*Affiliated Prog.:* Music*Offered:* All year*Credits:* 5*Duration:* Full year*Expectations Assessed:* 1A, 3A, 3D

**Course Title: Television Production***Course No.:* TBD*Offered:* Semester 1 or 2*Grade:* 10, 11, 12*Level:* College Preparatory*Credits:* 2.5*Department:* Art, Theater, & Design*Affiliated Prog.:* n/a*Duration:* Semester

*Description:* Television Production will give students a glimpse into the fast-paced and hard working world of live television broadcasts. This class will allow students to produce several types of studio based productions from beginning to end for broadcast over the school and town. Some of the studio skills practiced will be directing, camera operation, on-air hosting, and lighting. Students should expect to be on air at some point in the class and should have a background or interest in basic video production. Students will be graded on their projects/ TV segments and how much progress they make from the beginning of the class to the end.

*Prerequisite(s):* Successful completion of Video Production I

*Expectations Supported:* 4B

*Expectations Assessed:* 1A, 1D, 4A

**Course Title: Theatre Arts I***Course No.:* 1860*Offered:* Semester 1 or 2*Grade:* 9, 10, 11*Level:* College Preparatory*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Prog.:* Theater*Duration:* Semester

*Description:* Theatre I provides students with the opportunities to explore theatre skills and techniques. Students will learn the fundamentals of theatre through projects, including the creation and performance of short scenes and ensemble acting. Additional studies will include technical theatre and theatre critiques.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1D, 4A, 4B

*Expectations Assessed:* 1B, 1E, 3A

**Course Title: Theatre Arts II***Course No.:* 1861*Offered:* All year*Grade:* 10, 11, 12*Level:* College Preparatory*Credits:* 5*Department:* Art, Theater & Design*Affiliated Prog.:* Theater*Duration:* Full year

*Description:* Theatre II will provide students with an increased appreciation and additional experiences in theatre as an art form. The student will act, direct, or be technically involved in scenes, one act plays, and three scheduled evening performances: A CABARET, LOVEFEST, & HOLLYWOOD NIGHTS. Through creating, students will grow in their ability to comprehend the world and to communicate with others.

*Prerequisite(s):* Theatre Arts I

*Expectations Supported:* 1A, 1D, 4A, 4B

*Expectations Assessed:* 1B, 1E, 3A

**Course Title: Theatre Arts III –  
Performing Arts Company**

*Course No.:* 1862

*Offered:* All year

*Grade:* 11, 12

*Level:* College Prep

*Credits:* 5

*Department:* Art, Theater & Design

*Affiliated Prog.:* Theater

*Duration:* Full year

*Description:* Theatre III will provide students with the opportunity to explore through practical experiences and learn the process of mounting a theatrical production from start to finish. Students will act and produce a minimum of three evening live performances. Production responsibilities will include scripting, acting, directing, lighting, sound, stage management, set design and building, costuming, props, and production management including marketing and advertising. Students will gain life skills through intellectual, aesthetic, physical, and emotional development.

*Prerequisite(s):* Theatre Arts II

*Expectations Supported:* 1A, 4A, 4B

*Expectations Assessed:* 1B, 1E, 3A

**Course Title: Theatre Arts Management**

*Course No.:* 1864

*Offered:* Not offered 2014-2015

*Grade:* 11, 12

*Level:* College Prep

*Credits:* 5

*Department:* Art, Theater & Design

*Affiliated Prog.:* Theater

*Duration:* Full year

*Description:* This course will prepare students to work with artists and art institutes to promote art, raise funds, manage finances, and develop strategic plans to implement arts-specific management to administrative skills. Prerequisites will be listed with the guidance department.

*Prerequisite(s):* Theatre Arts I and Theatre Arts II

*Expectations Supported:* 3C, 3D, 4B

*Expectations Assessed:* 1A, 1B, 1E

**Course Title: Video Production I**

*Course No.:* 1741

*Offered:* Semester 1 or 2

*Grade:* 9, 10, 11, 12

*Level:* College Prep

*Credits:* 2.5

*Department:* Art, Theater & Design

*Affiliated Dept.:* n/a

*Duration:* Semester

*Description:* This course introduces students into the art of creating videos and movies for today's world. Students learn to take an idea from concept to finished project using a variety of techniques and procedures that are relevant to modern video production. Students will also learn to operate a variety of video cameras proficiently and begin to use the camera as an artistic tool. During the editing process, students will use Final Cut Studio to add in effects, titles, and music to create a video ready for distribution on the web, TV or any portable media device.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 2, 3B, 4A, 4B

*Expectations Assessed:* 1D, 1E, 3A, 3C, 3D

**Course Title: Video Production II***Course No.:* 1742*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Video II is a chance to build upon the skills obtained in Video Production I and prepare for a possible career in the world of television and film. Students will spend time learning more advanced techniques in the production process and will fine tune the art of making a video. Topics include scriptwriting, advanced camera techniques, sound design and special effects. The entire Final Cut Studio program will be explored and incorporated into the majority of projects. In addition to classroom projects, students will also be given opportunities to take on specialized projects for school or community needs. These types of projects include producing videos for Panther Pride Night, taping theater productions, recording athletic contests, and assisting cable access. If you enjoyed the work in Video Production I and you want to learn more than Video Production II is the perfect class for you.

*Prerequisite(s):* Successful Completion of Video Production I

*Expectations Supported:* 1A, 1B, 2, 3B, 4A, 4B

*Expectations Assessed:* 1D, 1E, 3A, 3C, 3D

**Course Title: Web Page Design I***Course No:* 1501*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* Business*Duration:* Semester

*Description:* Become part of the exciting field of web page design. Move beyond Facebook. Join millions of businesses, schools, organizations and people who communicate through the web. Develop dynamic, interactive web sites using Hypertext Markup Language (HTML), JavaScript and animations. Learn ways to make your web page easier to find on various search engines. Legal and ethical issues of web page development will be explored. Be prepared for the future of e-commerce with web pages you have created.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 3C

*Expectations Assessed:* 1D, 1E, 2, 3A, 3B

**Course Title: Web Page Design II***Course No.:* 1502*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Art, Theater & Design*Affiliated Dept.:* Business*Duration:* Semester

*Description:* Using the Adobe Creative Suite, students will build upon knowledge gained in Web Page I. They will increase their knowledge of JavaScript and be exposed to popular web page software such as Dreamweaver, Flash and others. This is a project based class and students will create various web pages including at least one for themselves and when possible others. Students will also explore how businesses are using web pages and trends in e-commerce. Through research and exploration, students will discover how the World Wide Web has created a global economy and has impacted lifestyles, business trends and work for millions of people.

*Prerequisite(s):* Successful completion of Web Page I.

*Expectations Supported:* 1A, 1B, 3C

*Expectations Assessed:* 1D, 1E, 2, 3A, 3B



## **BUSINESS DEPARTMENT**

The Business/Computer Technology Department provides a curriculum that meets the needs of students who plan to enter college or who plan to enter the world of work immediately upon graduation from high school. Students will learn about several business areas that will provide lifelong consumer needs as well as basic business principles as preparation for study at the collegiate level. As information managers of the 21<sup>st</sup> century, our students will need to be able to think critically, solve problems, make informed decisions, and form value judgments. Basic life skills include the ability to work collaboratively, to communicate effectively, and to use technology competently. Students will collaborate to produce projects and assignments utilizing interactive multimedia resources and curriculum related courseware. As members of an international global community, students will communicate with their peers via telecommunications, video, and computer technology. Expansion of computers into business and personal use demands computer proficiency.

### ***Course Title:* Accounting I**

*Grade:* 10, 11, 12

*Department:* Business

*Description:* Accounting is the language of business. In this course students will receive instruction in establishing and maintaining a set of accounting records for a sole proprietorship as well as a merchandising business. Special journals, general ledger, accounts receivable ledger, accounts payable ledger, worksheets, and financial statements will be introduced. Students will have the opportunity to demonstrate their understanding of accounting by completing a business simulation during the 4<sup>th</sup> term. This course is open to students with no accounting experience. Grades are based on tests, quizzes, projects and homework (30 minutes/night).

*Prerequisite(s):* None

*Expectations Supported:* 3A

*Course No.:* 1523.H or 1523.CP

*Level:* College Prep or Honors

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

*Expectations Assessed:* 3B, 3D

### ***Course Title:* Accounting II**

*Grade:* 11, 12

*Department:* Business

*Description:* This is an advanced course in double entry accounting where the material covered in Accounting I is reviewed and expanded. Instruction will include special journals, valuation of accounts, taxes, corporate and partnership accounting, cost accounting, and economic problems. Students will have the opportunity to demonstrate their understanding of accounting concepts by completing a simulation during the 4<sup>th</sup> term. Students will work independently and collaboratively throughout the course to analyze accounting transactions and determine their impact on the business. Grades are based on tests, quizzes, reports and homework (30 minutes/night).

*Prerequisite(s):* Successful completion of Accounting I.

*Expectations Supported:* 3A

*Course No.:* 1533.H or 1533.CP

*Level:* College Prep or Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 1 or 2

*Credits:* 2.50

*Duration:* Semester

*Expectations Assessed:* 3B, 3C

**Course Title: Arts Management - FAA***Course No.:* 1759.H or 1759.CP*Offered:* Semester 1*Grade:* 12*Level:* Open Honors*Credits:* 2.5*Department:* Business*Affiliated Dept.:* Franklin Arts Academy*Duration:* Semester

*Description:* Students will learn how to combine their creativity and artistic talent with business acumen to successfully compete in the global, multi-billion dollar field of art, music, and theater. The Arts Management course will help students acquire the business knowledge and expertise needed to be successful in artistic ventures. This course will emphasize the business side of the creative industry and provide opportunities for students to develop the knowledge and skills necessary to be successful in the non-profit, and for-profit, creative environments. Topics explored in this course will include basic management principles, marketing elements of research, planning, price, promotion, and distribution of products and services in art-related businesses, budgeting and recordkeeping, the legal aspects of art including risk management and intellectual property, and career exploration. The course will include select interdisciplinary and applied projects as part of the learning process for business management principles.

*Prerequisite(s):* Successful completion of Combined Arts I, Combined Arts II, and two arts courses in their chosen field.

**Course Title: Business Management***Course No.:* 1531*Offered:* Semester 1 or 2*Grade:* 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Business*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This is an introductory course in management and business principles. Major topic areas will include decision making in different economic systems, choosing the right business organization for a business, marketing decisions, and managerial functions including leadership, communication, and problem solving. Students will also create and analyze financial statements including an income statement, a balance sheet, and a cash flow statement using Microsoft Excel. Assessments are based on homework, quizzes, and independent and group projects.

*Prerequisite(s):* None

*Expectations Supported:* 1B, 1C, 2

*Expectations Assessed:* 1A, 1D, 1E, 3A

**Course Title: 21<sup>st</sup> Century Skills***Course No.:* 1550*Offered:* Quarter 1*Grade:* 11, 12*Level:* College Prep*Credits:* 1.25*Department:* Business*Affiliated Dept.:* n/a*Duration:* Quarter

*Description:* To be successful in the 21st century work environment, students must expand their critical thinking, problem solving, communication and collaboration skill sets. This course will provide students with the skills necessary to navigate their complex lives and work environments in the globally competitive information age. Topics of discussion will include:

- Communication skills – face to face, nonverbal, active listening, writing and presentation skills
- Interpersonal skills – self-awareness, social awareness, relationship management, conflict management, and diversity
- Collaboration skills – teamwork, problem solving, negotiations, empowerment, change management

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 1C

*Expectations Assessed:* 1B, 3B, 3D

**Course Title: Desktop Publishing***Course No.:* 1511*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Business*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Design high-quality documents with ease using Adobe Creative Suite focusing on InDesign, a premier desktop publishing program used by designers, desktop publishers, and pre-press professionals. Create compelling visual communications with InDesign's exceptional design and layout capabilities, typographic controls, and numerous customization options. InDesign is so versatile that students can produce sophisticated publications including newsletters, brochures, flyers, pamphlets, magazines, and even books! Project work will be stressed and interdisciplinary projects will be encouraged. Students who successfully complete this class will be given the opportunity to be selected to work on yearbook layout.

*Prerequisite(s):* None*Expectations Supported:* 1C, 3B*Expectations Assessed:* 1D, 3B, 3C**Course Title: Economics***Course No.:* 1524*Offered:* All year*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 5*Department:* Business*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This introductory economics course will include instruction in consumer economics, investing, and microeconomic principles including supply and demand, the role of the consumer, personal debt, saving and investing, and competition and monopolies. Macroeconomic principles included will be measuring the economy's performance, money and banking, Federal Reserve policy, economic stabilization, international trade, economic growth of developing nations, and the global economy.

*Prerequisite(s):* None*Expectations Supported:* 3A*Expectations Assessed:* 3D**Course Title: Entrepreneurship***Course No.:* 1551*Offered:* Quarter 2*Grade:* 11, 12*Level:* College Prep*Credits:* 1.25*Department:* Business*Affiliated Dept.:* n/a*Duration:* Quarter

*Description:* Take charge of your life! An entrepreneur is someone who starts and operates his/her own business. There has been a tremendous surge of interest in this field. This course is designed to allow students to investigate specific career/entrepreneurship areas. Using computers and the Internet, students will learn how to create a business plan, how to apply for a loan, and how to obtain the necessary licensing. They will learn how to market their businesses through the use of advertising, both in print and on the Internet. Some outside research will be required, and a basic calculator is recommended.

*Prerequisite(s):* None*Expectations Supported:* 1B, 1D, 2*Expectations Assessed:* 1A, 1C, 1E, 3A

**Course Title: Marketing I***Grade:* 11*Department:* Business

*Description:* Marketing/Distributive Education I is designed to introduce the field of marketing and distribution to those juniors who are interested in retailing, wholesaling, business management, salesmanship, and service occupations. Students will participate in DECA activities that include researching a business problem, and designing strategies and solutions to solve the problem. Students are expected to attend DECA conferences and participate in competitive marketing events. Students are also expected to participate in the DECA store activities.

*Prerequisite(s):* None*Expectations Supported:* 1C*Course No.:* 1520*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year*Expectations Assessed:* 1A, 1C, 1E, 3A**Course Title: Marketing II***Grade:* 12*Department:* Business

*Description:* Marketing II will focus on the application of business/marketing skills learned in the first year of the program. Students will demonstrate these skills in the operation of the school store, through the research and the creation of a marketing plan, and through the presentation of the marketing plan. Topics discussed include the components of advertising and its function within the total marketing function, buyer behavior, channels of distribution, promotion, pricing and social issues in marketing.

*Prerequisite(s):* Successful completion of Marketing I.*Expectations Supported:* 1B, 1D, 2, 3B, 3C*Course No.:* 1521*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.50*Duration:* Semester*Expectations Assessed:* 1A, 1C, 1E, 3A**Course Title: My Money, My Life***Grade:* 9, 10, 11, 12*Department:* Business

*Description:* The choices you make when dealing with financial situations such as applying for student loans, credit cards, buying a car or paying rent have a major impact on choices you make throughout your life. This course introduces students to the management of personal and family resources to achieve personal goals and financial literacy to become more financially independent. The course teaches economic and decision-making concepts of saving, spending, and investing. Course content provides opportunities for students to explore consumer behavior, laws and legislation, consumer protection, consumer rights and responsibilities, consumer decision making, advertising and promotional techniques, individual and family money management, banking services, use of credit, and careers in providing financial services to individuals and families.

*Prerequisite(s):**Expectations Supported:* 3B, 3*Course No.:* 1518.H or 1518.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 3D

**Course Title: Personal Financial Literacy***Course No.:* 1552*Offered:* All year*Grade:* 11, 12*Level:* College Prep*Credits:* 1.25*Department:* Business*Affiliated Dept.:* n/a*Duration:* Quarter

*Description:* This one-term course will give students the hands-on knowledge they require to make informed decisions concerning control of their finances. To be financially literate one must be able to confidently read, analyze, and manage their personal finances to lead more secure and satisfying lives. Areas to be covered include banking (managing checking and savings accounts and using debit cards), budgeting, implementing financial goals, borrowing, insurance, understanding of employment benefits, taxes, building and maintaining good credit, and the pros and cons of using credit cards. Completion of this course will prepare the student for successful transition into the financial world of adulthood.

*Prerequisite(s):**Expectations Supported:* 3A, 3B, 3C, 3D*Expectations Assessed:* 3A, 3B, 3C, 3D**Course Title: Senior Project Externship***Course No.:* 1999*Offered:* Quarter 4*Grade:* 12*Level:* College Prep*Credits:* 8.75*Program:* Senior Project*Affiliated Dept.:* All*Duration:* Quarter

*Description:* The Senior Project Internship occurs during 4<sup>th</sup> term. During this time, students complete the working phase of their project and prepare their Final Exhibition. The working phase will consist of at least 70 hours of professional experience during which time the student has weekly check-in meetings with both an outside mentor and FHS teacher. The working phase also involves the writing of in-depth, weekly reflections. By the conclusion of the internship, students will demonstrate Media Literacy through the creation, maintenance, and sharing of an electronic portfolio. A critical component of the Senior Project Internship is the final public speaking performance assessment (called the Final Exhibition.) For the Exhibition, all Senior Project Students will deliver a presentation to a panel. The following categories will be factored in to the final grade: Weekly journals, advisor and self-evaluations, final exhibition, and electronic portfolio.

*Prerequisite(s):* Successful completion of a Senior Project Seminar course; students must be in good standing with administration and on-track to graduate.

*Expectations Supported:* 1D, 3B, 3C, 4A, 4B*Expectations Assessed:* 1B**Course Title: Senior Project Seminar***Course No.:* 1995*Offered:* Quarter 3*Grade:* 12*Level:* College Prep*Credits:* 1.25*Department:* Business*Affiliated Dept.:* All*Duration:* Quarter

*Description:* This 3rd term course prepares students for the Senior Project Internship. The activities in this course allow the instructor to determine students' mastery of the FHS academic expectations in the areas of content knowledge, communication, problem-solving, and responsibility. In response to this formative assessment, the instructor will tailor course content to the needs of the students and prepare them to complete a professional internship during term 4. This will be achieved by focusing on: job preparation, ethics in the workplace, character development, leadership development, and communication and interviewing techniques. Students will reflect on their Senior Project Essential Question as they investigate a topic of interest and write 10-12 page formal research paper. Participants will also create their electronic portfolios and begin brainstorming for the culminating public speaking presentation (Final Exhibition).

*Prerequisite(s):* Students must have applied to and been accepted for Senior Project.

*Expectations Supported:* 1C, 3C, 4A, 4B*Expectations Assessed:* 3A, 3B

**Course Title: Sports Marketing***Course No.:* 1519*Offered:* Semester 1*Grade:* 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Business*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course will help students develop a thorough understanding of the marketing concepts that apply to college and professional sports. Topics will include:

- The marketing mix in sports marketing
- The economic impact of college and professional sports
- The importance of ethical behavior on an athlete's promotional value
- Public relations and athlete images
- Sponsorships and endorsements and their restrictions
- The international sporting arena
- Promoting sporting events

*Prerequisite(s):* None*Expectations Supported:* 1B, 1D, 2, 3B, 3C*Expectations Assessed:* 1A, 1C, 3A, 3C**Course Title: Yearbook/School Publications***Course No.:* 1534*Offered:* Semester 1 or 2*Grade:* 10, 11, 12*Level:* Honors*Credits:* 5*Department:* Business*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Students in this class will be responsible for designing, editing, and producing the annual OSKEY Yearbook on computer using the Adobe Creative Suite software. This includes page design (InDesign), copywriting, proofreading, editing and photography. A commitment by all students will be required to participate in certain after-school/ evening functions. Students will perfect their computer skills and learn new ones. Students will also be involved in producing publications, flyers, and brochures on an as needed basis. Students who elect this course are expected to know desktop publishing.

*Prerequisite(s):* Successful completion of Desktop Publishing.*Expectations Supported:* 1A, 1C, 1D, 3B, 3C*Expectations Assessed:* 1D, 1E, 3A, 3B, 3C

## **ENGLISH DEPARTMENT**

The FHS English curriculum is derived from the Massachusetts Common Core Framework for English Language Arts and Literacy. All English courses provide students with opportunities to develop and refine their speaking, listening, reading, writing, grammar, and vocabulary skills. Students read a variety of literature, ranging from classical works to contemporary, media-based texts. They learn to write clearly, logically, and analytically, recognizing that writing is a means of developing their own thoughts as well as communicating with others. Students engage frequently in all stages of the writing process and learn to follow rules for standard written English. They also maintain both course-specific and department-wide writing portfolios. Please note that each English course requires a half hour to an hour of homework per night.

### **Course Title: Art of the Film**

*Grade:* 12

*Department:* English

*Description:*

With technology, the role of visual communication has moved to the center of how society communicates and disperses ideas. The advent of film transformed how we understood reality and ourselves. Today, movies are a part of our social and cultural fabric. This course will explore the earliest forms of film. We will explore the films and directors who invented a new visual vocabulary and created the foundation of how we use moving images today. We will begin examining the silent films of Griffith, Eisenstein, and Murnau and then move to an in depth examination of four of the most influential filmmakers in the world: Kurusawa, Bergman, Fellini, and Kubrick. This course will examine films from both their technical aspects and their historical context and influence.

*Prerequisite(s):* None

*Expectations Supported:* 3A, 3B, 3C, 3D

*Course No.:* 1057.H or 1057.CP

*Level:* Open Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1C, 4A, 4B

### **Course Title: Breaking It Down: A Survey of Deconstruction - FAA**

*Grade:* 12

*Department:* English

*Description:*

Students will be introduced to the idea of deconstructionism as a method of analysis. Deconstructionism shuns the idea that texts have only one meaning and supports the notion that there is always a subtext that often is contradictory to the traditional teaching of said text. Students will challenge traditional views/teachings of literature, films, visual art, music, and drama by deconstructing the literal meanings to uncover other possible themes and views. Students' assessments will be primarily three short writings and an encapsulating project. This course will service FAA students in continuing their work with the arts. It will also allow non-FAA students to analyze the arts through ELA. This is an NCAA approved course.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 3A, 3B, 3C, 3D, 4A

*Course No.:* 1044.H or 1044.CP

*Level:* Open Honors

*Affiliated Dept.:* Franklin Arts Academy

*Offered:* Semester 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1A, 1C, 2

**Course Title: Children's Literature: Not for Children!?**

*Grade:* 12

*Department:* English

*Description:* The term "children's literature" is a misnomer in that most of the current tales associated with the genre have roots in tales whose content is expressly inappropriate for children, filled with more adult elements like abandonment and violence. This course will trace the history and development of the genre from its more barbaric roots through the modern era and analyze the social implications of the stories past and present. Along with learning about the historical and social context of the original and shorter tales, students will have the opportunity to explore some longer-text "classics," such as *The Chronicles of Narnia* or *Alice in Wonderland*, through a lens that encompasses the social, historical, and literary importance of these beloved stories.

*Prerequisite(s):*

*Expectations Supported:* 3C, 3D, 4A

*Course No.:* 1050.H or 1050.CP

*Level:* Open Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1C, 2

**Course Title: Conspiracy Theories**

*Grade:* 12

*Department:* English

*Description:* In Conspiracy Theories, students will independently research conspiracy theories—topics addressing sequences of events with conflicting, contradictory, or controversial accounts. Students will take an objective point of view and research numerous sides of an alleged conspiracy. They will evaluate the information and the sources, and then compose an investigative report and presentation. They will also sit on panels to assess the reports and debate the issues to figure out what really happened. Students will also read George Orwell's novel *1984* to explore the power relationship between a government and its citizens. This is an NCAA approved course.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 1D

*Course No.:* 1051.H or 1051.CP

*Level:* Open Honors

*Affiliated Dept.:* n/a

*Offered:* Semester 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1C, 2

**Course Title: Creative Writing**

*Grade:* 10, 11, 12

*Department:* English

*Description:* This course is a semester-length class devoted to writing and the analysis of it. Students will read and analyze literary forms (poetry, drama, fiction, and non-fiction) and write in a variety of these genres. Students will write on a daily basis and will be assessed through a process involving peer and teacher evaluation. Dedication to the writing process and sincerity of effort will be factors when assigning a grade to a student's creative work and to the final portfolio. This course does not fulfill the four-year requirement for English. A student who wishes to take Creative Writing for a second semester must obtain approval of the instructor. Approval will be based on an observed commitment to the expectations of the course.

*Prerequisite(s):* None

*Expectations Supported:* 1A, 1B, 1D

*Course No.:* 1070

*Level:* College Preparatory

*Affiliated Dept.:* n/a

*Offered:* Semester 1 or 2

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1C



**Course Title: English 9***Grade:* 9*Department:* English

*Description:* English 9 Honors covers the literary genres of the short story, novel, essay, drama, and poem.. This course is for students who are self-motivated and who have mastered basic grammatical skills and the five-paragraph essay. In addition to completing extensive assignments in a literature anthology, students will read novels for classroom oral and written analysis. The focus of instruction in writing is the thesis paper, which incorporates textual support, on assigned and independent texts. Grammar and vocabulary instruction are integrated weekly.

*Prerequisite(s):* The prerequisite for this course is a recommendation from the student's 8th grade ELA teacher.

*Expectations Supported:* 1B, 3D

*Course No.:* 1002*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 2

**Course Title: English 9***Grade:* 9*Department:* English

*Description:* English 9 CP establishes and reinforces critical thinking and skills in reading, writing, grammar, and vocabulary. Students read several novels and one Shakespearean drama, complemented by a selection of short stories and poems. All students must master the five-paragraph essay and are required to write thesis papers on assigned and independent texts.

*Prerequisite(s):* None

*Expectations Supported:* 1B, 3D

*Course No.:* 1001*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 2

**Course Title: English 10***Grade:* 10*Department:* English

*Description:* English 10 Honors, a follow-up to English 9 Honors, is a chronological study of English literature and its relationship to the historical periods that produced it. Students will study plays by Sophocles and Shakespeare, a Victorian novel, and a variety of poems, essays, and short stories. Students will read two additional novels independently and write formal analytical papers based on those outside readings and on literature studied in class. Critical reading and analysis are emphasized this year as we continue to foster higher level thinking skills. English 10 Honors includes MCAS preparation and the development of grammar, vocabulary, speaking, and listening skills. This course is reading and writing intensive.

*Prerequisite(s):* The prerequisite for this course is a C in English 9 Honors or a B+ in English 9 CP.

*Expectations Supported:* 3B

*Course No.:* 1012*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 2

<b>Course Title:</b>	<b>English 10</b>	<i>Course No.:</i>	1011	<i>Offered:</i>	All year
<i>Grade:</i>	10	<i>Level:</i>	College Prep	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
<i>Description:</i>	English 10 CP includes the study and analysis of a variety of plays, short stories, poetry, novels, and short essays. Students will write at least two thesis essays and a literary analysis paper that incorporates secondary sources. Students are also responsible for a variety of other writing assignments and for two independent readings. English 10 CP includes MCAS preparation and the development of grammar, vocabulary, speaking, and listening skills.				
<i>Prerequisite(s):</i>	None				
<i>Expectations Supported:</i>	1A, 1B, 3A	<i>Expectations Assessed:</i>	1C, 2		
<b>Course Title:</b>	<b>English 10 - FAA</b>	<i>Course No.:</i>	1081.H or 1081.CP	<i>Offered:</i>	All year
<i>Grade:</i>	10	<i>Level:</i>	Open Honors	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	Franklin Arts Academy	<i>Duration:</i>	Full year
<i>Description:</i>	This course requires students to read critically and analytically with both genre and historical context in mind in order to encourage relationships between past experience and present cultural anxiety. It is also designed as preparatory experience for future post-secondary study and career by exposing students to grade level appropriate vocabulary, grammar, and MCAS exercises. Students will address a chronology of literature spanning 3,000 years of history as well as independent reading texts. In addition to class work, much of which is project-based, students will be required to complete projects related to their artistic studies in the Creative Literacy class. Students will gain exposure to various modes of discourse as well as expectations to formulate ideas through those genres of writing. In the capstone writing assignment, students will create an argumentative thesis framed by the concept that, throughout history, literature addresses socio-cultural anxieties with metaphorical and symbolic acts of representation.				
<i>Prerequisite(s):</i>					
<i>Expectations Supported:</i>	1A, 1B, 1C, 2, 3A, 3B, 4A, 5	<i>Expectations Assessed:</i>	1A, 1B, 1C, 1D, 2		
<b>Course Title:</b>	<b>English 11</b>	<i>Course No.:</i>	1022	<i>Offered:</i>	All year
<i>Grade:</i>	11	<i>Level:</i>	Honors	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
<i>Description:</i>	English 11 Honors is intended as a follow-up for students who have already taken honors-level 10th grade English. Students are expected to master advanced grammar, vocabulary, speaking, listening, and writing skills. An eight-page formal paper is required. The course also includes College Board preparation and literary analysis of selections from the epic, short story, drama, novel, and poetry from American and European literature. Lengthy reading assignments, which include works read independently for the research paper, are a part of the curriculum.				
<i>Prerequisite(s):</i>	The prerequisite for this course is a C in English 10 Honors or a B+ in English 10 CP.				
<i>Expectations Supported:</i>	1A, 1B, 3A, 3B, 3C	<i>Expectations Assessed:</i>	1C, 2		

<b>Course Title:</b>	<b>English 11</b>	<i>Course No.:</i>	1021	<i>Offered:</i>	All year
<i>Grade:</i>	11	<i>Level:</i>	College Prep	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
<i>Description:</i>	In English 11 CP students will demonstrate proficiency in descriptive, persuasive, narrative, and literary analysis writing. Reading comprehension, critical thinking, and both literary and media analysis skills will be applied to novels, plays, short stories and poems. Students are expected to use all conventions of standard English to edit their writing. Vocabulary study and College Board preparation are also emphasized. Several short formal papers are required, in addition to a 6-8 page research paper.				
<i>Prerequisite(s):</i>					
<i>Expectations Supported:</i>	1A, 1B, 1C, 2, 3A, 3B, 3C		<i>Expectations Assessed:</i>	1C, 2	
<b>Course Title:</b>	<b>English 11 - FAA</b>	<i>Course No.:</i>	1082.H or 1082.CP	<i>Offered:</i>	All year
<i>Grade:</i>	11	<i>Level:</i>	Open Honors	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	Franklin Arts Academy	<i>Duration:</i>	Full year
<i>Description:</i>	Students will read a variety of texts, including independent reading selections. In addition to class work, students will be required to complete projects related to their artistic studies in the Creative Literacy class. Students will gain exposure to various modes of discourse as well as expectations to formulate ideas through those genres of writing. Vocabulary study and College Board preparation are also emphasized. In the capstone writing assignment, students will create an argumentative thesis using one to two primary texts and two to four secondary sources.				
<i>Prerequisite(s):</i>					
<i>Expectations Supported:</i>	1A, 1B, 1C, 2, 3A, 3B, 3C, 3D		<i>Expectations Assessed:</i>	1C, 2, 3B	
<b>Course Title:</b>	<b>English 12 - AP</b>	<i>Course No.:</i>	1043	<i>Offered:</i>	All year
<i>Grade:</i>	12	<i>Level:</i>	Advanced Placement	<i>Credits:</i>	5
<i>Department:</i>	English	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
<i>Description:</i>	English 12 AP is designed for students who are interested in college level work. Sophisticated oral and written analyses of several novels, essays, plays, short stories, and poems are required. Those completing this course take the Advanced Placement Exam in Literature for college credit and/or advanced placement. Mastery of grammatical skills is expected of students when they enter the course.				
	<i>The College Essay</i> - To assist students with their college essays, English teachers will conduct workshops with their students during the first term of senior English classes. Workshop tasks may include the following activities: reviewing models of successful college essays, brainstorming ideas for college essays, outlining elements of a college essay, drafting a sample college essay, and participating in peer response groups. Because these writings represent each student's communication skills and personality, teachers may give suggestions and answer student questions, but teachers will not edit final products. Moreover, English teachers will not grade or formally assess college essays. Please note that seniors are urged to begin their college essays long before school starts in September and to involve their parents in this process.				
<i>Prerequisite(s):</i>	The prerequisites for this course are a B+ in English 11 Honors and a recommendation from the student's English 11 Honors teacher.				
<i>Expectations Supported:</i>	1B, 3D		<i>Expectations Assessed:</i>	1C, 2	

**Course Title: English 12***Course No.:* 1042*Offered:* Semester 1*Grade:* 12*Level:* Honors*Credits:* 2.5*Department:* English*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* English 12 Honors is designed for students who have taken previous honors-level English classes. It is a rigorous course focusing thematically on literature of the Western world. Two- to three-page scholarly research papers are required, as well as written analyses of works studied in class and independently. Continuing emphasis is placed on oral presentations, vocabulary study, and College Board review. Students are expected to use all conventions of standard English to edit their writing.

*The College Essay* - To assist students with their college essays, English teachers will conduct workshops with their students during the first term of senior English classes. Workshop tasks may include the following activities: reviewing models of successful college essays, brainstorming ideas for college essays, outlining elements of a college essay, drafting a sample college essay, and participating in peer response groups. Because these writings represent each student's communication skills and personality, teachers may give suggestions and answer student questions, but teachers will not edit final products. Moreover, English teachers will not grade or formally assess college essays. Please note that seniors are urged to begin their college essays long before school starts in September and to involve their parents in this process.

*Prerequisite(s):* The prerequisite for this course is a C in English 11 Honors or a B+ in English 11 CP.

*Expectations Supported:* 3A, 3C

*Expectations Assessed:* 1C, 2

**Course Title: English 12***Course No.:* 1041*Offered:* Semester 1*Grade:* 12*Level:* College Preparatory*Credits:* 2.5*Department:* English*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* English 12 CP includes the study of both American and European literature. Students will read two core texts, as well as one independent text. Students will be expected to read with inference and close attention to detail. As part of their growth as readers, students will explore texts through the lenses of various schools of literature. They will also develop enhanced language capacities by increasing their vocabulary acquisition abilities and by writing with more complex grammar. Students will apply this knowledge about language to the composition of a personal narrative, a scholarly critique, and a creative text. Within this course, students will also engage in College Board review.

*The College Essay* - To assist students with their college essays, English teachers will conduct workshops with their students during the first term of senior English classes. Workshop tasks may include the following activities: reviewing models of successful college essays, brainstorming ideas for college essays, outlining elements of a college essay, drafting a sample college essay, and participating in peer response groups. Because these writings represent each student's communication skills and personality, teachers may give suggestions and answer student questions, but teachers will not edit final products. Moreover, English teachers will not grade or formally assess college essays. Please note that seniors are urged to begin their college essays long before school starts in September and to involve their parents in this process.

*Prerequisite(s):*

*Expectations Supported:* 1A, 1B, 3B, 3C, 3D, 4A

*Expectations Assessed:* 1C, 2

**Course Title: English 12 - FAA***Course No.:* 1083.H or 1082.CP*Offered:* Semester 1*Grade:* 12*Level:* Open Honors*Credits:* 2.5*Department:* English*Affiliated Dept.:* Franklin Arts Academy*Duration:* Semester

*Description:* This course is a continuation of FAA English for current FAA students. Students will be exposed primarily to non-fiction, drama, and poetry as products of culture and context. In regard to writing, students will continue to perfect work with literary analysis, creative writing, and reflective pieces like the college essay. This course is primarily project-based and uses extensive cooperative learning, discussion, and art-related methods to allow students to take intellectual risks in reading, writing, and speaking. Vocabulary study and College Board preparation are also emphasized. Students will be assessed through an encapsulating project and paper as well as through quizzes, tests, three short papers, and various projects.

*The College Essay* - To assist students with their college essays, English teachers will conduct workshops with their students during the first term of senior English classes. Workshop tasks may include the following activities: reviewing models of successful college essays, brainstorming ideas for college essays, outlining elements of a college essay, drafting a sample college essay, and participating in peer response groups. Because these writings represent each student's communication skills and personality, teachers may give suggestions and answer student questions, but teachers will not edit final products. Moreover, English teachers will not grade or formally assess college essays. Please note that seniors are urged to begin their college essays long before school starts in September and to involve their parents in this process.

*Prerequisite(s):**Expectations Supported:* 1A, 1B, 3A, 3B, 3C, 3D, 4A*Expectations Assessed:* 1C, 2**Course Title: Psychology & Literature***Course No.:* 1052.H or 1052.CP*Offered:* Semester 2*Grade:* 12*Level:* Open Honors*Credits:* 2.5*Department:* English*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course will help students understand the connection between psychology and literature, and will allow students the opportunity to explore character motivation and behavior as they try to understand themselves and the human condition as a whole. Students will be introduced to psychological profiles as a lens through which they can broaden their horizons of literature, exploring such topics as sexuality, family dynamics, suicide, conformity, power struggle, and mental illness.

*Prerequisite(s):**Expectations Supported:* 3A, 3B, 3C, 4A*Expectations Assessed:* 1A, 1C, 2, 4B**Course Title: Public Speaking***Course No.:* 1060*Offered:* Not offered 2014-2015*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* English*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Students will study and practice speaking for a wide variety of audiences and purposes, focusing on variety and frequency of speaking opportunities. Students will isolate and hone specific elements of verbal and non-verbal communication such as volume, inflection, articulation, posture, and gesturing. Students will collaboratively develop a public speaking rubric by which they will evaluate speakers. Eventually, students themselves will be evaluated using this same rubric and will take an active role in evaluating themselves as well as their peers. The final exam may include a speaking opportunity outside of class. The course requires students to utilize online sources for the purposes of research and exposure to a variety of speeches. Additionally, the course focuses on collaborative learning as a tool to bolster individual performance.

*Prerequisite(s):*

**Course Title: Sports in Literature and Culture***Course No.:* 1053.H or 1053.CP*Offered:* Semester 2*Grade:* 12*Level:* Open Honors*Credits:* 2.5*Department:* English*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course is a study of sport as portrayed through fiction and non-fiction: essays, film, drama, short stories, poems, and media. The primary objective of the course is to develop critical analytical skills through writing about the role and significance of sport in societies and cultures. Students will also identify the persuasive power of language through writing, discourse, and content analyses of sports texts. They will integrate knowledge of sport with concepts around living in an interdependent world. Students will explore themes that include, but are not limited to, the individual versus the community (team) in sport; competition and nationalism; racism and sexism in sport, and consumerism and ethics.

*Prerequisite(s):**Expectations Supported:* 1C*Expectations Assessed:* 2

## **FOREIGN LANGUAGE DEPARTMENT**

The Foreign Language Department offers a four or five-year sequential curriculum in French, Latin, and Spanish. Foreign language programs are structured to develop the standards of the Foreign Languages Curriculum Frameworks as promulgated by the Massachusetts Department of Elementary and Secondary Education and the American Classical League's Standards for Classical Language Learning: Communication, Cultures, Connections, Comparisons and Communities. The study of a foreign language is a cumulative task, demanding daily oral practice, motivation, and a constant review of vocabulary and verb forms. Most colleges recommend at least two years of credit within one foreign language, but more selective universities prefer three to five years of sequential foreign language study. The American Council on the Teaching of Foreign Languages (ACTFL) designations that accompany each course title indicates the targeted exit proficiency expectations for the course. For additional detail, please consult the ACTFL Proficiency Guidelines available at [www.actfl.org](http://www.actfl.org).

The major goals of the foreign language curriculum are to develop within the student:

- an understanding and interpretation of written and spoken language
- knowledge and understanding of other cultures
- a proficiency-based curriculum for purposeful communication
- the ability to use the language for personal enjoyment and enrichment
- attitudes and ideas that promote multicultural appreciation
- the desire to participate in the multilingual interdependent communities of the 21st century

***Course Title:* French I (Novice-Low)**

*Course No.:* 1101.H or 1101.CP

*Offered:* All year

*Grade:* 9, 10, 11, 12

*Level:* Open Honors

*Credits:* 5

*Department:* Foreign Language

*Affiliated Dept.:* n/a

*Duration:* Full year

*Description:* This course introduces students who have little or no knowledge of the language to the basic patterns and grammatical constructions of French. Students apply basic vocabulary and grammatical structures to real life situations through listening, reading, writing, and speaking. Instructors provide an overview of French-speaking countries and communities such as France, Quebec, Abidjan, and Martinique. Assessment includes tests, quizzes, short writing assignments, skits, projects, and class participation. The curriculum for those students who choose honors level is broader, more in-depth, and more demanding than the college preparatory course; students learn additional vocabulary and complex grammatical structures

*Prerequisite(s):* None

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: French II (Novice-Mid)***Grade:* 9, 10, 11, 12*Department:* Foreign Language*Description:*

French II is a course that accommodates both honors and college preparatory level students. This course integrates and recycles important French I material while introducing new and more advanced vocabulary and grammatical structures. Instructors expand upon all communicative skills with increased emphasis on spontaneous speaking, communicative activities, structured writing exercises, and the reading of short passages. The **honors** curriculum is broader, more in-depth and more demanding than the college prep course' students learn additional vocabulary and complex grammatical structures at a fast pace. Students will investigate the cultural aspects and traditions of various French speaking countries in regards to food, daily routine, vacationing and more. Assessment includes quizzes, tests, writing assignments, oral presentations, videos, skits, and projects. The majority of instruction will be conducted in the French language.

*Prerequisite(s):* Successful completion of French I or its equivalent*Expectations Supported:* 1C, 1D*Course No.:* 1103.H or 1103.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year*Expectations Assessed:* 1B**Course Title: French III (Novice-High)***Grade:* 10, 11, 12*Department:* Foreign Language*Description:*

This course will stress the acquisition of written and spoken French for practical communication. Students will receive targeted direct instruction in French. Grammar and practical, non-literary vocabulary designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory French III.

*Prerequisite(s):* Successful completion of French II Honors with a final average of C or above, or successful completion of French II CP with a final average of B+ or above.*Expectations Supported:* 1C, 1D*Course No.:* 1106*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year*Expectations Assessed:* 1B**Course Title: French III (Int-Low)***Grade:* 10, 11, 12*Department:* Foreign Language*Description:*

This course will stress the acquisition of written and spoken French for practical communication. Students will receive targeted direct instruction in French. Grammar and practical, non-literary vocabulary designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French Language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from Honors French III.

*Prerequisite(s):* Successful completion of French II.*Expectations Supported:* 1C, 1D*Course No.:* 1105*Level:* College Preparatory*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year*Expectations Assessed:* 1B



**Course Title: French IV Accelerated Language (Int.-High)***Course No.:* 1109*Offered:* All year*Grade:* 11, 12*Level:* Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course will accommodate students preparing to take Advanced Placement French Language and Culture as their next course of study. The course will stress the acquisition of written and spoken French for practical communication. Grammar and practical, non-literary vocabulary is designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening.

*Prerequisite(s):* Successful completion of French III Honors with a final average of B+ or above and teacher recommendation

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: French IV Honors (Int.-Mid)***Course No.:* 1108*Offered:* All year*Grade:* 11, 12*Level:* Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course will stress the acquisition of written and spoken French for practical communication. Students will receive targeted direct instruction in French. Grammar and practical, non-literary vocabulary designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French Language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening.

*Prerequisite(s):* Successful completion of French III Honors with a final average of C or above and teacher recommendation, or successful completion of French III CP with a final average of B+ or above and teacher recommendation.

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: French IV College Prep (Int-Low/Mid)***Course No.:* 1107*Offered:* All year*Grade:* 11, 12*Level:* College Prep*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* The department offers this course when enrollment and staffing permit. The content of this course is taught mostly in French and develops the skills of speaking, listening, reading, and writing. The first half of the course includes an accelerated review of grammar forms and the second half of the course focuses on communication skills. Students communicate about everyday life situations, such as shopping, travel, and running errands. Instructors emphasize speaking by assigning skits, projects, and spontaneous communicative activities. Students will also improve writing skills through the completion of creative essays and thematic compositions. Cultural content includes short stories, music, and films related to the Francophone world. Instruction and student responses are mostly in French. Much of the work is done in pairs and small groups. Assessment includes tests and quizzes, projects, oral exercises, written reports, and class participation.

*Prerequisite(s):* Successful completion of French III.

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: AP French Language and Culture (Int.-High/Advanced-Low)**

Course No.: 1112

Offered: All year

Grade: 12

Level: Advanced Placement

Credits: 5

Department: Foreign Language

Affiliated Dept.: n/a

Duration: Full year

**Description:** This course follows the guidelines of the College Board® AP French Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® French Language and Culture course. The AP French Language and Culture course is conducted exclusively in French. Central to the course is the overarching principle as stated in the Curriculum Framework: When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real life settings (communities)..

**Prerequisite(s):** Successful completion of French IV Accelerated Language with a final average of B+ or above and teacher recommendation.

**Expectations Supported:** 1C, 1D

**Expectations Assessed:** 1B

**Course Title: French V (Int.-Mid/High)**

Course No.: 1111

Offered: All year

Grade: 12

Level: Honors

Credits: 5

Department: Foreign Language

Affiliated Dept.: n/a

Duration: Full year

**Description:** This course will stress the acquisition of written and spoken French for practical communication. Students will receive targeted direct instruction in French. Grammar and practical, non-literary vocabulary designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening.

**Prerequisite(s):** Successful completion of Honors French IV with a final average of C or above, and teacher recommendation. French IV College Preparatory with a final average of B+ or above.

**Expectations Supported:** 1C, 1D

**Expectations Assessed:** 1B

**Course Title: French V (Int.-Mid)****Grade:** 12**Department:** Foreign Language**Description:**

The department offers this course when enrollment and staffing permit. This course will stress the acquisition of written and spoken French for practical communication. Students will receive targeted direct instruction in French. Grammar and practical, non-literary vocabulary designed to enable those completing the course to read a French language newspaper, magazine, or similar publication intended for a French-speaking audience, to understand spoken French as this might be heard in a French language radio or television broadcast, and to participate in a conversation with speakers of French as they discuss topics of everyday interest. To accommodate the diverse student population, this course will entail considerable differentiation of topics covered and performance expected in the areas of reading, writing, speaking, and listening.

**Prerequisite(s):** Successful completion of French IV CP.**Expectations Supported:** 1C, 1D**Expectations Assessed:** 1B**Course No.:** 1110**Level:** College Preparatory**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: Greek and Roman Mythology****Grade:** 10, 11, 12**Department:** Foreign Language**Description:**

This elective course is available to all students in grades 10-12; no prior experience in foreign language is required. This semester course serves as an introduction to the major gods, goddesses, and heroes of the Greeks and Romans, and the myths involving them. Readings in English will emphasize the role of the gods in the daily life of ancient people. Students will explore the relationships among the gods and the interactions between gods and mortals. Myths studied will include Chaos and the beginning of the world, the Titans, the rise of Zeus and the Olympian gods, and accounts of the major heroes Perseus, Theseus, Jason, and Hercules. The Trojan War and its heroes Achilles, Odysseus, and Aeneas will also be discussed. Assessment includes tests, quizzes, essays, projects, and class participation. The course will culminate in an analysis of modern interpretations of these myths, including a student-created video project.

**Prerequisite(s):** None**Expectations Supported:** 4A**Expectations Assessed:** 4B**Course No.:** 1182**Level:** College Preparatory**Affiliated Dept.:** n/a**Offered:** Semester 1 or Semester 2**Credits:** 2.5**Duration:** Semester**Course Title: Latin I (Novice-Low)****Grade:** 9, 10, 11, 12**Department:** Foreign Language**Description:**

This course is an introduction to the basic language patterns and constructions of Latin. It reinforces and strengthens English language skills by comparing the structure and vocabulary of the two languages. Students also study the cultural contributions of the ancient Romans, especially their myths and legends. Students will complete projects on Latin vocabulary, Latin grammar, and aspects of Roman life. Instructors provide students with a survey of Roman culture in the first century C.E., in the context of daily, public, and private life. Students also analyze the cultural legacy of the ancient world. Assessment includes tests, quizzes, projects, homework, and class participation. Honors Level Assessments require additional recall of vocabulary and grammatical forms. Honors students will also complete additional reading and grammar assignments for each unit.

**Prerequisite(s):** None**Expectations Supported:** 1A, 1C, 2**Expectations Assessed:** 1B**Course No.:** 1151.H or 1151.CP**Level:** Open Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Course Title: Latin II (Novice-Mid)***Grade:* 9, 10, 11, 12*Department:* Foreign Language

*Description:* This course completes the basic introduction to Latin grammatical forms, to give the student a clear understanding of the principles of an inflected language. The course begins with a thorough review of the material learned in Latin I, and continues the introduction to the language through more extended readings of adapted Latin. Emphasis on the various language skills, and the contributions of classical civilization remain the same, as the narrative structure of the textbook expands the repertoire of linguistic constructions, and broadens the view of first-century life in the Roman Empire. Through supplementary readings and projects, students will also become more aware of Rome's role in the development of Western civilization. This course will prepare students for the advanced levels of Latin. Special emphasis is placed upon the contribution of Latin to English vocabulary, the use of Latin phrases and abbreviations commonly encountered in English, and strategies for recognizing and decoding Latin roots in English. Assessment includes tests, quizzes, projects, homework and class participation.

Students who have been successful in Latin I, and have demonstrated self-motivation, should continue their study of Latin at the Honors level II. Honors level assessments may require additional recall of vocabulary and grammatical forms. Honors students may also complete additional reading and grammar assignments for each unit.

*Prerequisite(s):* Successful completion of Latin I or its equivalent with a final average of B+ or above.

*Expectations Supported:* 1A, 1C, 2

*Expectations Assessed:* 1B

*Course No.:* 1153.H or 1153.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Latin III (Int.-Low)***Grade:* 10, 11, 12*Department:* Foreign Language

*Description:* In this honors course, highly motivated students begin to master some of the more complex grammatical forms and syntactical structures of Latin prose, and will begin to develop some familiarity with the more common meters of Latin poetry. After thoroughly reviewing previously learned material, students will continue their investigation of life in Rome in the first century through the narrative of the textbook, and through brief passages of authentic Latin of various authors. Students will examine both primary and secondary sources to gain insight into the life of the ancient world. Assessment includes tests, quizzes, writing assignments, projects, and class participation.

*Prerequisite(s):* Successful completion of Latin II Honors with a final average of C or above, or successful completion of Latin II CP with a final average of B+ or above.

*Expectations Supported:* 1A, 1C, 2

*Expectations Assessed:* 1B

*Course No.:* 1156*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

**Course Title: Latin III (Novice-High)***Grade:* 10, 11, 12*Department:* Foreign Language

*Description:* In this course, students will continue to acquire Latin grammatical forms and syntactical structures. They will also examine more sophisticated transformations of Latin vocabulary forms to English derivatives, and increase their ability to decipher the Latin roots of complex English words. With a judicious use of English translations compared to authentic Latin, students will examine events, ideas, and people from the ancient world that have had a lasting influence on Western civilization. Assessment includes tests, quizzes, projects, and class participation.

*Prerequisite(s):* Successful completion of Latin II.

*Expectations Supported:* 1A, 1C, 2

*Course No.:* 1155*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1B

**Course Title: Latin IV (Int.-Mid)***Grade:* 11, 12*Department:* Foreign Language

*Description:* At this stage the student will complete the introduction to Latin grammatical structures. All the ordinary forms found in classical Latin prose will have been used and practiced in the context of the unadapted Latin of ancient authors. Students will also consolidate their understanding of the history of the Roman Republic and Empire, and of the major features of the private and public life of the Romans. In the course of the year, students will read unadapted selections in Latin from several major poets and prose authors. Assessment includes tests, quizzes, projects, presentations, writing assignments, and class participation.

*Prerequisite(s):* Successful completion of Latin III Honors with a final average of C or above, or successful completion of Latin III CP with a final average of B+ or above.

*Expectations Supported:* 1A, 1C, 2

*Course No.:* 1158*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1B

**Course Title: Latin IV (Int.- Low/Mid)***Grade:* 11, 12*Department:* Foreign Language

*Description:* Students will complete their acquisition of Latin grammatical forms and structures. They will continue to increase their mastery of English word formation through an introduction to Greek roots. The focus in Roman culture will be the development of the Roman political system from kingship, through republic, to empire. Assessment includes tests, quizzes, projects, and class participation.

*Prerequisite(s):* Successful completion of Latin III.

*Expectations Supported:* 1A, 1C, 2

*Course No.:* 1157*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1B

**Course Title: Latin V AP: Vergil & Caesar (Int.-Mid/High)***Course No.:* 1161*Offered:* All year*Grade:* 12*Level:* Advanced Placement*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Latin IV AP is comparable to a fifth or sixth semester college course. The objective of the course is for students to develop ability to read, translate, analyze, and interpret Latin. Students will read extensively in Latin; the primary content for reading and analysis are selections from Vergil's *Aeneid* and Caesar's *De Bello Gallico*. Core activities include translating Latin passages into English as well as analyzing features of the authors' styles. In addition to identifying themes, students will investigate characters and situations within the passages. Throughout the two-year course progression, students will be learning advanced grammar and vocabulary, as well as major aspects of Roman history, culture, and mythology, and demonstrating their understanding of these topics in the context of the assigned readings. To assess student skills, the instructor will use a variety of tools, such as exams, tests, projects, quizzes, writing assignments, and class discussion. Students will be expected to demonstrate advanced proficiency in translation, comprehension, sight-reading, and literary analysis. This course is for students who have the desire to work at an advanced level.

*Prerequisite(s):* Successful completion of Latin IV Honors with a final average of B+ or above and teacher recommendation.

*Expectations Supported:* 1A, 1C, 2

*Expectations Assessed:* 3D, 4A

**Course Title: Latin V AP (Int.-Mid/High)***Course No.:* 1159*Offered:* All year*Grade:* 12*Level:* Advanced Placement*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course is comparable to a fifth or sixth semester college course. Students who enroll in this course should already have a strong understanding of previously-learned grammatical forms. The objective of the course is for students to develop advanced ability to read, translate, analyze, and interpret Latin. Students will read extensively in Latin; the primary content for reading and analysis are selections from Vergil's *Aeneid* and Caesar's *De Bello Gallico*. Core activities include translating Latin passages into English as well as analyzing features of the authors' styles. In addition to identifying themes, students will investigate characters and situations within the passages. Throughout the two-year course progression, students will be learning advanced grammar and vocabulary, as well as major aspects of Roman history, culture, and mythology, and demonstrating their understanding of these topics in the context of the assigned readings. To assess student skills, the instructor will use a variety of tools, such as exams, tests, projects, quizzes, writing assignments, and class discussions. Students will be expected to demonstrate advanced proficiency in translation, comprehension, sight-reading, and literary analysis. This course is for students who have the desire to work at an advanced level.

*Prerequisite(s):* Successful completion of Latin IV Honors with a final average of C or above.

*Expectations Supported:* 1A, 1C, 2

*Expectations Assessed:* 1B

**Course Title: Latin V (Int.-Mid/High)***Course No.:* 1159*Offered:* All year*Grade:* 12*Level:* Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This is the culminating course of the high school honors sequence. It is a course in reading and interpreting Latin literature. The highly motivated, well-prepared, and independent student who undertakes this course will be expected to become engaged in selecting authors and genres of interest to him or her, to read extensively in both primary and secondary sources, to research and write at some length on the style, significance and content of the chosen authors. In recent years, students have read Ovid, Vergil, Petronius, Catullus, and Cicero. Assessment includes tests, quizzes, projects, presentations, writing assignments, and class participation.

*Prerequisite(s):* Successful completion of Latin IV Honors with a final average of C or above.

*Expectations Supported:* 1A, 1C, 2

*Expectations Assessed:* 1B

**Course Title: Spanish I (Novice-Low)***Course No.:* 1121.H or 1121.CP*Offered:* All year*Grade:* 9, 10, 11, 12*Level:* Open Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course introduces students, who have little or no knowledge of the language, to the basic levels of communication in the target language. Students will apply vocabulary and grammatical structures to real-life situations in order to communicate on a basic level about daily life. In addition to achieving communicative skills of speaking and writing, student will focus on reading and listening skills to be able to interpret information through basic modes of communication. Students will build a strong foundation of the language to continue through to the next level. The **honors** curriculum is broader, more in-depth, and more demanding than the college preparatory course; students learn additional vocabulary and complex grammatical structures at a fast pace. All students will be introduced to the countries that speak Spanish and understand important culture concepts that define these communities. Assessment includes tests, quizzes, short writing assignments, skits, videos, small projects, and class.

*Prerequisite(s):*

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: Spanish II (Novice-Mid/High)***Course No.:* 1124.H or 1124.CP*Offered:* All year*Grade:* 9, 10, 11, 12*Level:* Open Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Spanish II is the normal sequence for students who have been successful in the three-year middle school program or the Spanish I course at the high school. This course integrates and recycles Spanish I material while introducing new and more advanced vocabulary and grammatical structures. Instructors expand upon all communicative skills with increased emphasis on spontaneous speaking, communicative activities, structured writing exercises, and the reading of short passages. The **honors** curriculum is broader, more in-depth, and more demanding than the college preparatory course; students learn additional vocabulary and complex grammatical structures at a fast pace. Students will investigate the cultural aspects and traditions of various Spanish speaking countries in regards to food, daily routine, vacationing and more. Assessment includes quizzes, tests, writing assignments, oral presentations, videos, skits, and projects. The majority of instruction will be conducted in the Spanish Language.

*Prerequisite(s):* For honors level, successful completion of Spanish I with a final average of B+ or above, or successful completion of a middle school program with a qualifying score on the eighth grade Spanish exit exam and teacher recommendation. For college preparatory level, successful completion of Spanish I, or successful completion of the three-year middle school program with a qualifying score on the eighth grade Spanish exit exam and/or a teacher recommendation.

*Expectations Supported:* 1C, 1D*Expectations Assessed:* 1B**Course Title: Spanish III (Int.-Low)***Course No.:* 1126*Offered:* All year*Grade:* 10, 11, 12*Level:* Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Spanish III is an intermediate language course. It is a continuation of concepts and skills learned in the previous levels. It will expand your knowledge and use of the language through deeper grammatical concepts and various forms of expression. Vocabulary is learned and applied in context through oral and written form. Students will further their listening and reading skills in the target language through the use of authentic texts. Students will improve their ability to communicate orally and written through conversation and composition. Students will be assessed in a variety of communicative ways that may include dialogues, skits, short responses, written exercises, and thematic compositions. Students will expand their knowledge of Spanish speaking countries and culture. A strong foundation in levels 1 and 2 is recommended to enroll in this course. Students learn forms of Spanish expression while reviewing and further developing grammatical concepts covered in Spanish II. Common activities include role-playing, written exercises, and thematic compositions. Much of the class is conducted in Spanish. All language skills (listening, reading, speaking, and writing) are assessed through quizzes, tests, essays, projects, skits, and comprehension exercises. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish I

*Prerequisite(s):* Successful completion of Spanish II Honors with a final average of C or above, or successful completion of Spanish II CP with a final average of B+ or above.

*Expectations Supported:* 1C, 1D*Expectations Assessed:* 1B



**Course Title: Spanish III (Novice-High)***Course No.:* 1125*Offered:* All year*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Spanish III College Preparatory is a continuation of concepts and skills learned in the previous levels. It will expand your knowledge and use of the language through deeper grammatical concepts and various forms of expression. Vocabulary is learned and applied in context through oral and written form. Students will further their listening and reading skills in the target language through the use of authentic texts. Students will improve their ability to communicate orally and written through conversation and composition. Students will be assessed in a variety of communicative ways that may include dialogues, skits, short responses, written exercises, and thematic compositions. Students will expand their knowledge of Spanish speaking countries and culture. A solid foundation in levels 1 and 2 is recommended to enroll in this course. Students learn forms of Spanish expression while reviewing and further developing grammatical concepts covered in Spanish II. Instructors introduce vocabulary in a communicative context to which students respond in oral and written form. Common activities include role-playing, written exercises, and thematic compositions. Much of the class is conducted in Spanish. All language skills (listening, reading, speaking, and writing) are assessed through quizzes, tests, essays, projects, skits, and comprehension exercises. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from Honors Spanish III.

*Prerequisite(s):* Successful completion of Spanish II.

*Expectations Supported:* 1C, 1D

*Expectations Assessed:* 1B

**Course Title: Spanish IV Accelerated (Int.-Mid/High)***Course No.:* 1129*Offered:* All year*Grade:* 11, 12*Level:* Honors*Credits:* 5*Department:* Foreign Language*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Spanish IV honors accelerated is comparable to a fifth or sixth semester college course and is meant to prepare students for AP Spanish Language and Culture. Students who enroll in this course should already have a strong understanding of previously-learned grammatical forms. Students should also be able to understand intermediate spoken Spanish; the course is taught exclusively in the language. Participants are expected to speak Spanish in the classroom and work to gain proficiency across three communicative modes: interpersonal, interpretive, and presentational. The course helps students refine their Spanish communication skills through speaking, reading, and listening comprehension exercises, as well as a semi-independent review of grammar. Assessment is based on participation, communicative activities, tests, quizzes, essays, skits, presentations, and projects. Daily homework assignments may include research, authentic readings, internet activities, essays and grammar exercises.

*Prerequisite(s):* Successful completion of Spanish III Honors with a final grade of B+ or above and a teacher recommendation.

*Expectations Supported:* 1C, 4A, 4B

*Expectations Assessed:* 1B

**Course Title: Spanish IV Honors (Int.-Mid)****Grade:** 11, 12**Department:** Foreign Language**Description:**

Spanish IV Honors is an intermediate course taught mostly in Spanish, and is intended for the self-motivated student. In addition to the development of communicative structures and acquisition of complex vocabulary, the curriculum emphasizes the improvement of reading, speaking, listening, and writing skills. Students achieve this through the study of stories, essays and short classical selections from major authors from the Spanish speaking world and through studying the history of Spanish speaking countries. Student work, including discussions and reports, will be completed in Spanish. Assessment includes tests and quizzes, written work, oral exchanges, projects, reading and listening comprehension, and class participation. Students are expected to complete a portfolio that shows growth and achievement. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish I

**Prerequisite(s):** Successful completion of Spanish III Honors with a final average of C or above, or successful completion of Spanish III CP with a final average of B+ or above.

**Expectations Supported:** 1C, 1D**Course No.:** 1128**Level:** Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Expectations Assessed:** 1B**Course Title: Spanish IV (Int.-Low)****Grade:** 11, 12**Department:** Foreign Language**Description:**

Spanish IV College Preparatory is an intermediate course taught mostly in Spanish, and is intended for the self-motivated student. In addition to the development of communicative structures and acquisition of complex vocabulary, the curriculum emphasizes the improvement of reading, speaking, listening, and writing skills. Students achieve this through the study of stories, essays and short classical selections from major authors from the Spanish speaking world and through studying the history of Spanish speaking countries. Student work, including discussions and reports, will be completed in Spanish. Assessment includes tests and quizzes, written work, oral exchanges, projects, reading and listening comprehension, and class participation. Students are expected to complete a portfolio that shows growth and achievement. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from Honors Spanish.

**Prerequisite(s):** Successful completion of Spanish III.

**Expectations Supported:** 1C, 1D**Course No.:** 1127**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Expectations Assessed:** 1B**Course Title: AP Spanish Language and Culture (Int.-High/Adv.-Low)****Grade:** 12**Department:** Foreign Language**Description:**

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course. The AP Spanish Language and Culture course is conducted exclusively in Spanish. Central to the course is the overarching principle as stated in the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real life settings (communities).

**Prerequisite(s):** Successful completion of Spanish IV/AP Language with a final average of B+ or above and teacher recommendation.

**Course No.:** 1132**Level:** Advanced Placement**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Course Title: Spanish V (Int.-Mid/High)****Grade:** 12**Department:** Foreign Language

**Description:** This course is a preparatory class for future Spanish study that is designed as a detailed, thorough study of the Spanish language and culture. Spanish V is conducted primarily in Spanish. Students are expected to also speak primarily in the target language to both the teacher and classmates. The focus of study is of history, culture, art, and literature of the Spanish speaking world, as well as thematic units. An emphasis is placed on real life situations, personal experiences, and activities that require creative thinking skills. Spanish songs, websites, television and news programs, and films are used throughout the course to aide and improve students' comprehension and skills. Students are expected to have the ability and desire to work independently and to consistently make connections between past and present learning. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish V. Assessment will be based on students' ability to speak, write, understand, and read Spanish.

**Prerequisite(s):** Successful completion of Spanish IV Honors with a final average of C or above.

**Expectations Supported:** 1C, 1D

**Course No.:** 1131**Level:** Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Expectations Assessed:** 1B

**Course Title: Spanish V (Int.-Low/Mid)****Grade:** 12**Department:** Foreign Language

**Description:** This course is a preparatory class for future Spanish study that is designed as a detailed, thorough study of the Spanish language and culture. Spanish V is conducted primarily in Spanish. Students are expected to also speak primarily in the target language to both the teacher and classmates. The focus of study is of history, culture, art, and literature of the Spanish speaking world, as well as thematic units. An emphasis is placed on real life situations, personal experiences, and activities that require creative thinking skills. Spanish songs, websites, television and news programs, and films are used throughout the course to aide and improve students' comprehension and skills. Students are expected to have the ability and desire to work independently and to consistently make connections between past and present learning. The pace, the depth of study, and the amount of instruction only in the target language differentiate this course from College Preparatory Spanish V. Assessment will be based on students' ability to speak, write, understand, and read Spanish.

**Prerequisite(s):** Successful completion of Spanish IV.

**Expectations Supported:** 1C, 1D

**Course No.:** 1130 (CP)**Level:** College Preparatory**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Expectations Assessed:** 1B

**Course Title: Word Origins and Derivations****Grade:** 10, 11, 12**Department:** Foreign Language

**Description:** This elective course is available to all FHS students in grades 10-12; no prior experience in foreign language is required. Instructors provide students with a basic introduction to the Latin and Greek roots of words in the English language. Students will broaden their vocabulary base and will be able to deduce meanings of unfamiliar English words. Course content includes medical, scientific, and legal terminology, as well as frequently seen Latin and Greek verbs and numbers. This course is ideal for students who would like to improve scores on the vocabulary/writing sections of standardized tests (such as the PSAT or SAT). Assessment includes tests, quizzes, essays, projects, and class participation.

**Prerequisite(s):**

**Course No.:** 1181**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** Semester 1 or 2**Credits:** 2.5**Duration:** Semester

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

Franklin High School recognizes that regular physical activity is important for all students. As such and consistent with Massachusetts General Laws, the school requires four years of physical education for all students in grades 9-12. Students in grades 9 and 10 can meet their physical education requirement through their required Wellness 9 and Wellness 10 courses. Students in grades 9 and 10 can also take physical education electives. Students in grades 11 and 12 can meet the physical education requirement through one of the three pathways that Franklin High School has developed:

1. Through participation in a school physical education elective for a semester.
2. Through participation on one of the school's athletic teams (SUBJECT TO ELIGIBILITY POLICIES).
3. Through participation in an outside of school organized physical activity or activities totaling more than 30 hours in a school year, including those listed in the Pathways description or other activities that may be proposed by students, that receive prior administrative approval. In order to meet the requirements for approval, the proposed program must be supervised by a certified instructor and have a strong instructional component.

Students will select a pathway as part of the course selection process. Students who select Pathway 2 or 3 must complete and return the Pathways selection form along with a detailed description of the activity on the first day of school in order to gain final approval. Any student who fails to return the completed form will be enrolled in Pathway 1. Students electing options 2 or 3 may either participate in a directed study opposite a five (5) credit course, or elect additional six (6) credit courses.

### ***Course Title:* Child Development 1**

<i>Grade:</i>	9, 10, 11	<i>Course No.:</i>	1630	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	HE/PE	<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
<i>Description:</i>	Child Development will examine the growth and development of the child from conception until age one. The class will explore how family as well as attitudes and values acquired as a child influence your life. The study will include pregnancy, prenatal care, genetic disorders, and infant growth and development. An introduction to relevant theories is included. Many hands-on activities will support the curriculum.				
<i>Prerequisite(s):</i>					
<i>Expectations Supported:</i>	1C	<i>Expectations Assessed:</i>	5		

### ***Course Title:* Child Development 2**

<i>Grade:</i>	10, 11, 12	<i>Course No.:</i>	1631	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	HE/PE	<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
<i>Description:</i>	Child Development II emphasizes the study of a child's behavioral and developmental patterns from age 1 through school age. The students will have an opportunity to develop and present a lesson to school age children. An introduction to developmental theories and discipline strategies will be included. The course will also include a look at crisis situations such as child abuse, neglect, and family crisis.				
<i>Prerequisite(s):</i>	Successful completion of Child Development 1 or teacher approval.				
<i>Expectations Supported:</i>	1B, 1C, 1D, 1E, 2	<i>Expectations Assessed:</i>	5		

**Course Title: Creative Dance***Course No.:* 1619*Offered:* Not offered 2014-2015*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* In this course students will learn the proper techniques and skills for a variety of genres of dance. Students will learn about the history of dance, study various types of creative and cultural dances, and express themselves through the art of dance. Students will learn, practice, and teach dances such as Hip Hop, Ballroom, Zumba, Latin, and Country to name a few. In addition, students will develop and perform their own compositions. This is an interactive, collaborative, and project based course. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1E*Expectations Assessed:* 5**Course Title: Ethics, Violence, and Aggression in Sports***Course No.:* 1613.H or 1613.CP*Offered:* Not offered 2014-2015*Grade:* 11, 12*Level:* Open Honors*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course will view, critique, and analyze the wide world of sports in society. Students will examine the role of the media in sports, issues in professional and youth sports, and analyze the politics of sports. Students will study current events in sports as well as become critical viewers of the media. In this course, students will also look at the role of gender, society, ethics, aggression, performance enhancing drugs, and competition in sports as well as their influences on sports both in the past and present day. This course is designed to be a discussion driven, critical analysis, and project based course. Students will be assessed in a variety of ways including individual and group presentations, research projects, public service announcements, current events, examinations, and other project based learning opportunities.

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 1D*Expectations Assessed:* 5**Course Title: Everyday Nutrition***Course No.:* 1637*Offered:* Semester 2*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* HE/PE*Affiliated Prog.:* Consumer Science*Duration:* Semester

*Description:* This course is designed as an introduction to foods and nutrition. Emphasis is on choosing foods wisely for optimum health and fitness. Students will analyze their current diets. Students will explore current food trends, avoiding the "Freshmen 15 in College," soda/sports drinks, weight control and food safety within the guidelines for healthy living. Students will learn to plan and prepare foods that enhance health and follow the guidelines of the United States Department of Agriculture. Experiences in preparing foods for snacks, meals, and entertaining are integral parts of this one semester course. The skills necessary for planning, cooking and serving nutritious meals will be practiced in the food laboratory.

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 1D*Expectations Assessed:* 5

**Course Title: Group Exercise***Course No.:* 1626*Offered:* Not offered 2014-2015*Grade:* 9, 10, 11, 12*Level:* College Preparatory*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This will be a cutting-edge fitness class designed to challenge the body, renew motivation and yield incredible results. Students will be taught how to build strength, stamina, and muscle tone. Personal programs will be designed. The class will include yoga, Pilates, circuit training, TaeBo, Boot camp, Core Training (on fitness balls), step aerobics, "Ab" Sculpting, Zumba, and activities for stress management and relaxation. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1E*Expectations Assessed:* 5**Course Title: Independent Living***Course No.:* 1632*Offered:* Semester 1*Grade:* 12*Level:* College Prep*Credits:* 2.5*Department:* HE/PE*Affiliated Prog.:* Consumer Science*Duration:* Semester

*Description:* This course is designed to prepare students for the real world. The goal is to help students transition successfully through sound decision making and goal setting. To meet future challenges, the class will use hands-on activities to explore real-life problems. We will use the Real Game to practice identifying transferable skills, creating a resume, filling out an application, exploring housing options, creating a budget, and working in the community. In addition, we will discuss nutrition and basic cooking preparation skills.

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 1D, 1E*Expectations Assessed:* 5**Course Title: Introduction to Athletic Training***Course No.:* 1615.H or 1615.CP*Offered:* Semester 2*Grade:* 11, 12*Level:* Open Honors*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course is designed to introduce the profession of Athletic Training and its application to athletics, industry, recreation, and to physically active people. It will address the fundamental principles of athletic and active injuries, their management, along with other paramedical-related topics. It will also include some taping and wrapping techniques. This is a hands-on, interactive, field based course.

*Prerequisite(s):* Kinesiology or approval of teacher*Expectations Supported:* 1B, 1C*Expectations Assessed:* 5

**Course Title: IDD (Introduction to Developmental Disabilities)**

<i>Grade:</i>	11, 12	<i>Course No.:</i>	1633	<i>Offered:</i>	Semester 1 or 2
		<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
<i>Department:</i>	HE/PE	<i>Affiliated Prog.:</i>	Consumer Science	<i>Duration:</i>	Semester

*Description:* This course provides a hands-on approach to education opportunities to working with students who have disabilities. Students will use their classroom knowledge to develop one-to-one activities for students in a special needs program. Requirements will include learning about the laws for disabilities, planning lessons and games for the students, and participating in various integrated learning activities. This class is a must for anyone seeking a future in education or special education but can be valuable to all. It will be educational and fun. Projects and reports are part of this course.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 1E

*Expectations Assessed:* 5

**Course Title: Kinesiology**

<i>Grade:</i>	11, 12	<i>Course No.:</i>	1614.H or 1614.CP	<i>Offered:</i>	Semester 1
		<i>Level:</i>	Open Honors	<i>Credits:</i>	2.5
<i>Department:</i>	HE/PE	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* Students are introduced to the discipline of Kinesiology. Students will study the effects of physical activity on human beings along with the sub-disciplines, including exercise physiology, biomechanics, and motor behavior. Students will also learn about the sociological, historical and philosophical perspectives and discuss how the discipline can be applied professionally.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C

*Expectations Assessed:* 5

**Course Title: Leadership for Wellness**

<i>Grade:</i>	12	<i>Course No.:</i>	1622	<i>Offered:</i>	Semester 2
		<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
<i>Department:</i>	HE/PE	<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* This course is for students who may be interested in entering the fields of public health, physical education, coaching, athletic training, or wish to develop better leadership and personal wellness skills. Students will be involved in a variety of activities in both the classroom and gymnasium. Students will research current information in the seven components of wellness, complete self-assessments in both leadership and wellness, teach activities and lessons to peers and underclassmen, complete projects that promote advocacy, and coordinate school-wide activities such as a Health Fair and Blood Drive.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D

*Expectations Assessed:* 5

**Course Title: Lifetime Activities***Grade:* 9, 10, 11, 12*Department:* HE/PE

*Description:* Life-long sport, recreation, and leisure activities will be taught and experienced. This course will include activities such as bocce, horseshoes, Ladder Ball, Bag-O, badminton, whiffle ball, croquet, and outdoor adventure experiences. This is a great opportunity to build relationships, and learn fun activities for an entire lifetime. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1B, 1E*Course No.:* 1625*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 5**Course Title: Project Adventure***Grade:* 9, 10, 11, 12*Department:* HE/PE

*Description:* In this course, students will be able to participate in outdoor programs to help students learn and develop through meaningful first-hand experiences. The goals are to develop leadership, teamwork, and effective group interaction skills; life-long fitness and recreation; and to teach outdoor skills as a means to personal growth. Students will experience challenge by choice activities including participating in low and high element initiatives and have the opportunity to practice their 21st Century Skills. In addition, students will have the opportunity to develop, practice, and teach their own project adventure initiatives. This is a hands-on, interactive, communication driven, collaborative, team-based, and project based course. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1A, 1B, 1E*Course No.:* 1618*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* Not offered 2014-2015*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 5**Course Title: Public Health and Careers in Health Sciences***Grade:* 10, 11, 12*Department:* HE/PE

*Description:* This is a public health based course which will focus on health and fitness for the community as well as the exploration of health science careers. Students will study health and fitness topics including, but not limited to, nutrition, stress management, anatomy and physiology, personal training, Zumba, and project adventure. Students will take their knowledge and skills related to health and fitness and apply them to the community in the form of outreach education. Students will develop stress management plans for community members, teach fitness classes, conduct educational and poster health education campaigns, market, manage, and evaluation their programs, and participate in service based learning projects. This course is designed to connect the community and FHS while at the same time improving the lives and health of all involved.

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 1D*Course No.:* 1603.H or 1603.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Not offered 2014-2015*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 5



**Course Title: Speed and Strength***Course No.:* 1623*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course will teach students the skills and provide opportunities needed to improve speed, strength, power, endurance, balance and agility for participation in a variety of sports, other activities, or personal well-being. This course will focus on specific topics that are critical to athletic performance such as developing a healthy diet that meets the needs of the specific sport or athlete, maintaining focus and motivation, time management and goal setting, dealing with the stress of competition, use of substances to enhance performance, and career exploration in this field. A program designed for specific sport training will also be available. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1E*Expectations Assessed:* 5**Course Title: Team Sports***Course No.:* 1621*Offered:* Semester 1 or 2*Grade:* 9, 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This elective will provide opportunities for students to learn and participate in a variety of team sports with a focus on action, teamwork, fair play and sportsmanship, tournament play and FUN. Games to be played include but not limited to: gator ball, lacrosse, Ultimate Frisbee, softball, basketball, floor hockey, mat ball, flag football, "Capture the Flag," and soccer. Meets PE Pathway 1 requirement.

*Prerequisite(s):**Expectations Supported:* 1E*Expectations Assessed:* 5**Course Title: Wellness 9***Course No.:* 1609*Offered:* All year*Grade:* 9*Level:* College Prep*Credits:* 2*Department:* HE/PE*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* The content of the 9th grade health and physical education curriculum is presented in a systematic, sequential, and age-appropriate manner. In health education, students complete a series of self-assessments to evaluate various aspects of their health. Content areas include: mental health, eating disorders, suicide prevention, stress and time management techniques, alcohol and drug education, prevention of dating violence, bullying and cyber bullying, and how to access reliable health information and resources. Students work individually and collaboratively on activity based lessons. Students are required to complete 5 hours of community service. In physical education, students will participate in a well-balanced program through an activity selection process. The instructional offerings are based on a developmental and sequential progression of skill proficiency. The staff seeks to provide students with a vast array of activities and offerings that can be used by students for the rest of their lives. Activities offered include individual, dual, team sports, weight training, biomechanics, fitness, yoga, power walking, and Project Adventure low and high risk initiatives.

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 3A, 3B, 3C*Expectations Assessed:* 5

**Course Title: Wellness 10****Grade:** 10**Department:** HE/PE**Description:**

The content of the 10th grade health and physical education curriculum is presented in a systemic, sequential, and age-appropriate manner. In health education, students complete a series of self-assessments to evaluate various aspects of their health. Content areas include American Heart Association CPR and First Aid, organ donation, nutrition, human growth and development, sexually transmitted diseases, drugs and alcohol, and how to access reliable health information and resources. Students work individually and collaboratively on activity based lessons. Students are required to complete 10 hours of community service. In physical education, students will participate in a well-balanced program through an activity selection process. The instructional offerings are based on a developmental and sequential progression of skill proficiency. The staff seeks to provide students with a vast array of activities and offerings that can be used by students for the rest of their lives. Activities offered include individual, dual, team sports, weight training, biomechanics, fitness, yoga, power walking, and Project Adventure low and high risk initiatives.

**Prerequisite(s):** Successful completion of Wellness 9.**Expectations Supported:** 1B, 1C, 3A, 3B, 3C**Expectations Assessed:** 5**Course No.:** 1610**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 2**Duration:** Full year**Course Title: Women's Team Sports****Grade:** 9, 10, 11, 12**Department:** HE/PE**Description:**

Students who take this course will explore women's involvement in sports and how society's perceptions of women's sports have changed over time. Students will examine the many changes in women's sports and actively participate in different team sports using past as well as current rules. In this course, students will engage in varied educational activities in order to study female athletes in history as well as present athletes in order to discover how females have influenced the world of sports and how the role of women in sports has evolved over the years. In addition, students will study the immediate and long-term health benefits of being physically active. This is an exciting, collaborative, and interactive course. Meets PE Pathway 1 requirement.

**Prerequisite(s):****Expectations Supported:** 1E**Expectations Assessed:** 5**Course No.:** 1617**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** Not offered 2014-2015**Credits:** 2.5**Duration:** Semester**Course Title: Yoga and Fitness****Grade:** 9, 10, 11, 12**Department:** HE/PE**Description:**

Students will learn the proper techniques and skills in the practice of yoga and personal fitness. Students will learn about the history of yoga, as well as study and practice various types of yoga, including Vinyasa. Students will learn, practice, and teach a yoga flow. Students will have the opportunity to study anatomy and physiology as it relates to the practice of yoga. In addition, students will also participate in various forms of exercise that promote personal fitness and overall health. Meets PE Pathway 1 requirement.

**Prerequisite(s):****Expectations Supported:** 1E**Expectations Assessed:** 5**Course No.:** 1650**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** Semester 1**Credits:** 2.5**Duration:** Semester

## **MATHEMATICS DEPARTMENT**

The Mathematics Department offers a range of courses to provide students with opportunities to actively participate in learning the structure and the nature of mathematics, which follows the [Mathematical Standards and Practices](#) defined by the state. Students begin their mathematics program at FHS at different points, based on their middle school programs. The basic sequence of mathematics courses is Algebra I, Geometry, and Algebra II. Many students enroll in higher-level mathematics courses after successful completion of Algebra II. All mathematics courses make use of technology, such as Geometer's Sketchpad, Minitab, and/or graphing calculators, when appropriate. The Mathematics Department expects that students purchase their own graphing calculators (which will be used throughout their math program at the high school and beyond).

### ***Course Title:* Algebra I**

*Grade:* 9

*Department:* Mathematics

*Description:* Algebra I Honors is the entry level course offered in the honors program. The major topics covered include the properties of the real number system, operations with polynomial and rational expressions, solutions to equations and inequalities, and the concept of a function. These algebraic topics are integrated in real world problems that also explore topics from discrete mathematics, such as statistics and probability. Since algebra permeates all of mathematics, a strong foundation in this first course is essential for success in future courses. For success in this course, students need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are assessed on both content and fluency. Upon completion of this course, students are able to enroll in Geometry CP or Honors based on grades and recommendation of Algebra 1 teacher.

*Prerequisite(s):* Recommendation of 8th grade Math teacher.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B

*Course No.:* 1202

*Level:* Honors

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

*Expectations Assessed:* 3A, 3B, 3C, 3D

### ***Course Title:* Algebra I**

*Grade:* 9

*Department:* Mathematics

*Description:* Algebra I is an entry level course offered in the college preparatory program. The major topics covered include the properties of the real number system, operations with polynomial and rational expressions, solutions to equations and inequalities, and the concept of a function. These algebraic topics are integrated in real world problems that also explore topics from discrete mathematics, such as statistics and probability. Since algebra permeates all of mathematics, a strong foundation in this first course is essential for success in future courses. For success in this course, students need fluency with number facts and operations and a commitment to work effectively both in and out of class. Upon completion of this course, students are able to enroll in Geometry CP or Honors based on grades and recommendation of Algebra 1 teacher.

*Prerequisite(s):* Completion of 8th grade Math.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B

*Course No.:* 1201

*Level:* College Prep

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

*Expectations Assessed:* 3A, 3B, 3C, 3D

**Course Title: Algebra II***Department:* Mathematics*Grade:* 9, 10, 11*Description:*

Algebra II Honors extends and further explores topics previously developed in Algebra I and Geometry. Additional topics covered include the complex number system, vectors, matrices, and trigonometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this honors course students must have a strong algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are assessed on both content and fluency. A graphing calculator is required. Upon completion of this course, students are able to enroll in Pre-Calculus.

*Prerequisite(s):* Completion of Geometry Honors with minimum grade of C or completion of Geometry CP with minimum grade of B+

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B*Expectations Assessed:* 3A, 3B, 3C, 3D*Course No.:* 1222*Affiliated Dept.:* n/a*Level:* Honors*Offered:* All year*Duration:* Full year*Credits:* 5**Course Title: Algebra II***Grade:* 9, 10, 11*Department:* Mathematics*Description:*

Algebra II CP extends and further explores topics previously developed in Algebra I and Geometry. Additional topics covered include the complex number system, vectors, matrices, and trigonometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this course, students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. A graphing calculator is required. Upon completion of this course, students are able to enroll in Pre-Calculus.

*Prerequisite(s):* Successful completion of Geometry CP or Honors.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B*Expectations Assessed:* 3A, 3B, 3C, 3D*Course No.:* 1221*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Algebra II - FAA***Grade:* 10, 11*Department:* Mathematics*Description:*

Algebra II - FAA extends and further explores topics previously developed in Algebra I and Geometry. Additional topics covered include the complex number system, vectors, matrices, and trigonometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this honors course students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are required to complete assignments that integrate both art and mathematics. A graphing calculator is required. Upon completion of this course, students are able to enroll in Pre-Calculus.

*Prerequisite(s):* Successful completion of Geometry CP/Honors.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B*Expectations Assessed:* 3A, 3B, 3C, 3D*Course No.:* 1282*Level:* College Prep*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year

**Course Title: Algebra II Applications****Grade:** 12**Department:** Mathematics**Description:**

The Algebra II Applications CP course is the second course in this two-year sequence that is designed specifically for students who need more time to become proficient with the concepts of Algebra. This course extends and further explores topics previously developed in Algebra I and Geometry. Additional topics covered include the complex number system, vectors, matrices, and trigonometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this course students need fluency with number facts and operations and a commitment to work effectively both in and out of class. A graphic calculator is required. Upon successful completions of this course, students are able to enroll in Statistics.

**Prerequisite(s):** Successful completion of Algebra II Concepts CP.

**Expectations Supported:** 1A, 1B, 1C, 1D, 2, 4A, 4B

**Expectations Assessed:** 3A, 3B, 3C, 3D

**Course No.:** 1220**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: Algebra II Concepts****Grade:** 11, 12**Department:** Mathematics**Description:**

The Algebra II Concepts CP course is the first part of a two-year course sequence that is designed specifically for students who need more time to become proficient with the concepts of Algebra. This course extends and further explores topics previously developed in Algebra I and Geometry. Additional topics covered include the complex number system, vectors, matrices, and trigonometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this course students need fluency with number facts and operations and a commitment to work effectively both in and out of class. A graphing calculator is required. Upon successful completion of this course, students are required to enroll in Algebra II Applications CP.

**Prerequisite(s):** Successful completion of Geometry CP and recommendation of Geometry teacher.

**Expectations Supported:** 1A, 1B, 1C, 1D, 2, 4A, 4B

**Expectations Assessed:** 3A, 3B, 3C, 3D

**Course No.:** 1219**Level:** College Prep**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: Calculus AB****Grade:** 11, 12**Department:** Mathematics**Description:**

[Calculus AB Honors](#) develops all topics on the Advanced Placement Calculus AB exam, but at a slower pace than AP. A preliminary review of polynomial, rational, exponential, logarithmic, and trigonometric functions and conics is completed during summer break and assessed during the first week of school. The concepts of differentiation and integration and their applications are explored, developed, and analyzed in detail. To be successful in this honors course students must have a strong algebraic foundation and fluency in algebraic vocabulary and notation. All topics are explored numerically, graphically, and algebraically. Success in this course requires a strong and sound foundation in logic, algebra, geometry, and trigonometry, in addition to persistent, effective effort. A graphing calculator is required. Upon completion of this course, students may enroll in AP Calculus BC or Statistics (AP, Honors, or CP) based on grades and recommendation of the calculus honors teacher.

**Prerequisite(s):** Completion of Pre-Calculus Honors with a minimum grade of C or completion of Pre-Calculus CP with minimum grade of B+

**Expectations Supported:** 1C, 2, 4A

**Expectations Assessed:** 1D, 3A, 3D

**Course No.:** 1252**Level:** Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Course Title: Calculus***Course No.:* 1251*Offered:* All year*Grade:* 11, 12*Level:* College Prep*Credits:* 5*Department:* Mathematics*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* [Calculus CP](#) develops most topics on the Advanced Placement Calculus AB exam, but at a slower pace than AP and Honors. A preliminary review of polynomial, rational, exponential, logarithmic, and trigonometric functions and conics is strongly recommended during summer break and assessed during the first week of school. The concepts of differentiation and integration and their applications are explored, developed, and analyzed in detail. To be successful in these course students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. All topics are explored numerically, graphically, and algebraically. Success in this course requires a competent and sound foundation in logic, algebra, geometry, and trigonometry, in addition to persistent, effective effort. A graphing calculator is required. Upon completion of this course, students are able to enroll in Statistics.

*Prerequisite(s):* Successful completion of Pre-Calculus Honors or CP.

*Expectations Supported:*

1C, 2, 4A

*Expectations Assessed:* 1D, 3A, 3D**Course Title: Advanced Placement Calculus AB***Course No.:* 1253*Offered:* All year*Grade:* 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Mathematics*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* [AP Calculus AB](#) develops all topics on the Advanced Placement Calculus AB exam. A preliminary review of polynomial, rational, exponential, logarithmic, and trigonometric functions and conics is completed during summer break and assessed during the first week of school. The concepts of differentiation and integration and their applications are explored, developed, and analyzed in detail with a high degree of rigor and sophistication. All topics are explored numerically, graphically, and algebraically. The course is demanding with respect to classwork and homework. Success in this course requires a strong and sound foundation in logic, algebra, geometry, and trigonometry, in addition to persistent, effective effort. A graphing calculator is required. Students who complete this course take the AP Calculus AB exam for credit and/or advanced placement standing in college. If the student does not take the AP exam, the student is required to take a final exam of the same rigor as the AP exam, regardless of his/her final course grade.

*Prerequisite(s):* Prerequisite: Completion of Pre-Calculus H with minimum grade of B+ and recommendation of Pre-Calculus teacher. Refer to the Program of Studies for additional information and requirements.

*Expectations Supported:* 1C, 2, 4A*Expectations Assessed:* 1D, 3A, 3D

**Course Title: Advanced Placement Calculus BC***Course No.:* 1254*Offered:* All year*Grade:* 12*Level:* Advanced Placement*Credits:* 5*Department:* Mathematics*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* [AP Calculus BC](#) continues the development of all topics on the Advanced Placement Calculus BC exam. The course completes the remaining topics of a second semester college calculus course which includes vectors, parametric, series, and the polar coordinate system. A review of the foundation of these remaining topics is completed during summer break and is assessed during the first week of school. All topics are explored numerically, graphically, and algebraically. The course is demanding with respect to classwork and homework. Success in this course requires a strong and sound foundation in logic, algebra, geometry, and trigonometry, in addition to persistent, effective effort. A graphing calculator is required. Students who complete this course take the AP Calculus BC exam for credit and/or advanced placement standing in college. If the student does not take the AP exam, the student is required to take a final exam of the same rigor as the AP exam, regardless of his/her final course grade.

*Prerequisite(s):* Prerequisite: Completion of Calculus AB with minimum grade of C or Calculus H with minimum grade of B+ and recommendation of Calculus H teacher. Refer to the Program of Studies for additional information and requirements.

*Expectations Supported:* 1C, 2, 4A*Expectations Assessed:* 1D, 3A, 3D**Course Title: Computer Science AP***Course No.:* 1264*Offered:* All year*Grade:* 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Mathematics*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* [AP Computer Science](#) develops all topics on the AP Computer Science exam. Students design and implement computer-based solutions to problems in a variety of application areas, develop and select appropriate algorithms and data structures to solve problems and code fluently in an object-oriented paradigm using the programming language Java. Students become familiar with and are able to use standard Java library classes from the AP Java subset and read and understand a large program consisting of several classes and interacting objects. Students also learn to read and understand a description of the design and development process leading to such a program, to identify the major hardware and software components of a computer system, their relationship to one another, and the roles of the components within the system. Students who complete this course take the AP Computer Science an exam for credit and/or advanced placement standing in college. If the student does not take the AP exam, the student is required to take a final exam of the same rigor as the AP exam, regardless of his/her final course grade.

*Prerequisite(s):* Completion of Algebra 2 H with a minimum grade of C. Refer to the Program of Studies for additional information and requirements.

*Expectations Supported:* 1A, 1B, 1C, 1D, 2*Expectations Assessed:* 3A, 3B, 3C, 3D

**Course Title: Concepts in Algebra and Geometry**

<i>Grade:</i>	10, 11	<i>Course No.:</i>	1210	<i>Offered:</i>	All year
<i>Department:</i>	Mathematics	<i>Level:</i>	College Prep	<i>Credits:</i>	5
<i>Description:</i>	Concepts in Algebra and Geometry is a course that continues the development of algebraic thinking established in Algebra 1 CP. The content of this course is designed for those 10th grade students who need more time to assimilate the basic algebraic concepts necessary for the continuation of mathematics. This course also covers content in foundational geometry. Students explore and analyze the mathematics algebraically, numerically, and graphically. For success in this course, students need fluency with number facts and operations and a commitment to work effectively both in and out of class. Upon completion of this course, students are able to enroll in Geometry CP or Honors.				
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
	<i>Prerequisite(s):</i> Completion of Algebra 1 CP and recommendation from Algebra I CP teacher.				
	<i>Expectations Supported:</i> 1A, 1B, 1C, 1D, 2, 4A, 4B		<i>Expectations Assessed:</i> 3A, 3B, 3C, 3D		

**Course Title: Geometry**

<i>Grade:</i>	9, 10, 11	<i>Course No.:</i>	1212	<i>Offered:</i>	All year
<i>Department:</i>	Mathematics	<i>Level:</i>	Honors	<i>Credits:</i>	5
<i>Description:</i>	Geometry Honors takes a formal approach to the discipline. Major topics include congruence, similarity, measurement, and dimension, along with probability. The course integrates algebra, which develops the student's mathematical power to explore, make conjectures, and reason logically. Students may use technology software, such as Geometer's Sketchpad, to explore concepts. To be successful in these course students must have a strong algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are assessed on both content and fluency. Upon completion of this course, students are able to enroll in Algebra 2.				
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
	<i>Prerequisite(s):</i> Completion of Algebra 1 Honors with minimum grade of C or completion of Algebra 1 CP with minimum grade of B+				
	<i>Expectations Supported:</i> 4A, 4B		<i>Expectations Assessed:</i> 3A, 3B, 3C, 3D		

**Course Title: Geometry**

<i>Grade:</i>	9, 10, 11	<i>Course No.:</i>	1211	<i>Offered:</i>	All year
<i>Department:</i>	Mathematics	<i>Level:</i>	College Preparatory	<i>Credits:</i>	5
<i>Description:</i>	Geometry CP develops the same concepts as Geometry Honors. Major topics include congruence, similarity, measurement, and dimension, along with probability. The course integrates algebra, which develops the student's mathematical power to explore, make conjectures, and reason logically. Students may use technology software, such as Geometer's Sketchpad, to explore concepts. To be successful in these course students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Upon completion of this course, students are able to enroll in Algebra 2.				
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year
	<i>Prerequisite(s):</i> Successful completion of Algebra 1 CP/Honors or Concepts in Algebra and Geometry.				
	<i>Expectations Supported:</i> 4A, 4B		<i>Expectations Assessed:</i> 3A, 3B, 3C, 3D		



**Course Title: Geometry - FAA***Grade:* 10, 11*Department:* Mathematics

*Description:* Geometry Honors takes a formal approach to the discipline. Major topics include congruence, similarity, measurement, and dimension, along with probability. The course integrates algebra, which develops the student's mathematical power to explore, make conjectures, and reason logically. Students may use technology software, such as Geometer's Sketchpad, to explore concepts. Students are required to complete assignments that integrate both art and mathematics. To be successful in this course, students must have a strong algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are assessed on both content and fluency. Upon completion of this course, students are able to enroll in Algebra 2.

*Prerequisite(s):* Completion of Algebra 1 Honors with minimum grade of C or completion of Algebra 1 CP with minimum grade of B+

*Expectations Supported:* 4A, 4B*Expectations Assessed:* 3A, 3B, 3C, 3D*Course No.:* 1286*Level:* Honors*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Geometry - FAA***Grade:* 10, 11*Department:* Mathematics

*Description:* Geometry - FAA CP develops the same concepts as Geometry - FAA Honors. Major topics include congruence, similarity, measurement, and dimension, along with probability. The course integrates algebra, which develops the student's mathematical power to explore, make conjectures, and reason logically. Students may use technology software, such as Geometer's Sketchpad, to explore concepts. Students are required to complete assignments that integrate both art and mathematics. To be successful in these course students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Upon completion of this course, students are able to enroll in Algebra 2.

*Prerequisite(s):* Successful completion of Algebra 1 CP/Honors or Concepts in Algebra and Geometry.

*Expectations Supported:* 4A, 4B*Expectations Assessed:* 3A, 3B, 3C, 3D*Course No.:* 1285*Level:* College Prep*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Pre-Calculus***Grade:* 10, 11, 12*Department:* Mathematics

*Description:* Pre-Calculus Honors develops the foundation necessary to build the concepts of calculus. A solid foundation in algebra and geometry is essential, and students are expected to have successfully completed both Algebra II Honors and Geometry Honors. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in this honors course students must have a strong algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. Students are assessed on both content and fluency. A graphing calculator is required. Upon completion of Pre -Calculus Honors, students are able to enroll in Calculus AP/H/CP, or Statistics AP/H.

*Prerequisite(s):* Completion of Algebra 2 Honors with minimum grade of C+ or completion of Algebra 2 CP with minimum grade of B+

*Expectations Supported:*

1C, 2, 4A

*Expectations Assessed:* 1D, 3A, 3D*Course No.:* 1232*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

**Course Title: Pre-Calculus***Grade:* 10, 11, 12*Department:* Mathematics*Description:*

Pre-Calculus CP develops the foundation necessary to build the concepts of calculus. A solid foundation in algebra and geometry is essential. Students explore and analyze the mathematics algebraically, numerically, and graphically. To be successful in these course students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. A graphing calculator is required. Upon completion of Pre -Calculus CP, students are able to enroll in Calculus H/CP or Statistics AP/H/CP.

*Prerequisite(s):* Successful completion of Algebra 2 CP/Honors.

*Expectations Supported:*

1C, 2, 4A

*Expectations Assessed:* 1D, 3A, 3D

*Course No.:* 1231*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Pre-Calculus - FAA***Grade:* 11*Department:* Mathematics*Description:*

Pre-Calculus - FAA develops the foundation necessary to build the concepts of calculus. A solid foundation in algebra and geometry is essential. Students explore and analyze the mathematics algebraically, numerically, and graphically. Students are required to complete assignments that integrate both art and mathematics. To be successful in this course, students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Students also need fluency with number facts and operations and a commitment to work effectively both in and out of class. A graphing calculator is required. Upon completion of Pre -Calculus CP, students are able to enroll in Calculus H/CP or Statistics AP/H/CP.

*Prerequisite(s):* Successful completion of Algebra II CP/Honors.

*Expectations Supported:* 1C, 2, 4A

*Expectations Assessed:* 1D, 3A, 3D

*Course No.:* 1283*Level:* College Prep*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: Statistics AP***Grade:* 11, 12*Department:* Mathematics*Description:*

[AP Statistics](#) introduces students to the major concepts and tools for collecting, analyzing, and interpreting data. Both descriptive and inferential statistical concepts are developed. Summer work is assigned during summer break and is assessed the first week of school. The statistical program Minitab is used to explore concepts. The course is demanding with respect to classwork and homework. Success in this course requires a strong and sound foundation in algebra II concepts, in addition to persistent, effective effort. Writing skills are also essential in statistics. A graphing calculator is required. Students who complete this course take the AP Statistics exam for credit and/or advanced placement standing in college. If the student does not take the AP exam, the student is required to take a final exam of the same rigor as the AP exam, regardless of his/her final course grade.

*Prerequisite(s):* Completion of Algebra 2 Honors with a minimum grade of B+ and recommendation of Algebra 2 Honors teacher (or current math teacher). Refer to the first few pages of this document for information and requirements.

*Expectations Supported:* 1A, 1B, 2, 4A

*Expectations Assessed:* 1C, 1D, 1E, 3A, 3B, 3C, 3D

*Course No.:* 1243*Level:* Advanced Placement*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

**Course Title: Statistics***Grade:* 12*Department:* Mathematics*Description:*

[Statistics Honors](#) introduces students to the major concepts and tools for collecting, analyzing, and interpreting data. Both descriptive and inferential statistical concepts are developed. The statistical program Minitab is used to explore concepts. Success in this course requires a strong and sound foundation in algebra II concepts, in addition to persistent, effective effort. Writing skills are also essential in statistics. Students are assessed on both content and fluency. A graphing calculator is required.

*Prerequisite(s):* Completion of Algebra 2 or Pre-Calculus H with a minimum grade of C or completion of Algebra 2 CP or Pre-Calculus CP with a minimum grade of B+

*Expectations Supported:* 1A, 1B, 2, 4A

*Course No.:* 1242*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 1D, 1E, 3A, 3B, 3C, 3D

**Course Title: Statistics***Grade:* 12*Department:* Mathematics*Description:*

[Statistics CP](#) introduces students to the major concepts and tools for collecting, analyzing, and interpreting data. Both descriptive and inferential statistical concepts are developed. The statistical program Minitab is used to explore concepts. Success in this course requires a strong and sound foundation in algebra II concepts, in addition to persistent, effective effort. Writing skills are also essential in statistics. A graphing calculator is required.

*Prerequisite(s):* Successful completion of Algebra 2 CP/H or Pre-Calculus CP.

*Expectations Supported:* 1A, 1B, 2, 4A

*Course No.:* 1241*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 1D, 1E, 3A, 3B, 3C, 3D

**Course Title: Statistics (Hybrid online course )***Grade:* 12*Department:* Mathematics*Description:*

This Statistics hybrid online course has the same curriculum as the Statistics CP course. However, this section of the course integrates an online course management system as a medium to learn statistics. To take a hybrid course, students must be able to use their computer to send and read email, to find information on the Internet, to upload assignments, and to participate in online discussions. Students must have a basic understanding of computers and the Internet. Students need to be able to work both cooperatively and independently. In order to be successful in this course, students need to be self-motivated and disciplined. A graphing calculator is required.

*Prerequisite(s):* Successful completion of Algebra 2 CP/H or Pre-Calculus CP/H.

*Expectations Supported:* 1A, 1B, 2, 4A

*Course No.:* 1241.ONL*Level:* College Preparatory*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 1C, 1D, 1E, 3A, 3B, 3C, 3D

**Course Title: Statistics - FAA***Course No.:* 1284*Offered:* All year*Grade:* 12*Level:* College Preparatory*Credits:* 5*Department:* Mathematics*Affiliated Dept.:* Franklin Arts Academy*Duration:* Full year

*Description:* [Statistics - FAA](#) introduces students to the major concepts and tools for collecting, analyzing, and interpreting data. Both descriptive and inferential statistical concepts are developed. Students are required to complete assignments that integrate both art and mathematics. The statistical program Minitab is used to explore concepts. Success in this course requires a strong and sound foundation in algebra II concepts, in addition to persistent, effective effort. Writing skills are also essential in statistics. A graphing calculator is required.

*Prerequisite(s):* Successful completion of Algebra 2 CP/H or Pre-Calculus CP/H.

*Expectations Supported:* 1A, 1B, 2, 4A

*Expectations Assessed:* 1C, 1D, 1E, 3A, 3B, 3C, 3D

## **MUSIC DEPT.**

The music curriculum is designed to provide all students with knowledge and skills in music. Music courses also give students the tools for creating, communicating, and making informed and critical choices about aesthetic values in music. Student commitment and the development of good practice habits are integral qualities of the music program.

### **Course Title: American Popular Music and Society**

<i>Grade:</i>	9, 10, 11, 12	<i>Course No.:</i>	1830	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Music	<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Semester

*Description:* This course studies the historical influences and music theory of 20th Century American Popular Music. Students will learn and apply basic performance techniques on all instruments commonly used in this music, including guitar, piano, bass, and drums. The outcome of this course is a final project in which students will compose a popular song using the theoretical, historical, and applied instrumental knowledge learned throughout the course. The student compositions will be performed and recorded by students in the class. In addition to the final project, students will be assessed through traditional tests and quizzes along with playing tests on each of the instruments studied. No prior performance experience on any of these instruments is expected or necessary.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1D, 3A, 3B, 3D, 5

*Expectations Assessed:* 1A, 1C, 1E, 3C, 4A

### **Course Title: Chorus**

<i>Grade:</i>	9, 10, 11, 12	<i>Course No.:</i>	1811	<i>Offered:</i>	All year
<i>Department:</i>	Music	<i>Level:</i>	Honors	<i>Credits:</i>	5
		<i>Affiliated Dept.:</i>	n/a	<i>Duration:</i>	Full year

*Description:* Chorus is open to all students in Grades 9-12. Students without prior musical training are encouraged to join. Chorus is a performance-oriented course in that additional rehearsals and performances outside of the school day are an integral part of the course. Students will learn about how their voices function, proper vocal health practices as applied to both singing and speaking. Students will learn to use their voice through proper vocal technique using a variety of exercises and music that will span many different, styles, genres, time periods and languages. Students will also learn musical skills including basic theory, ear training and sight singing as well as look at the historical, political and social significance of the music studied in class. Team building and assertive leadership skills are also key concepts taught in this class. Students are assessed through performance as well as traditional and non-traditional assessments. Honors students will complete a musical project designed to advance the students musical knowledge outside of the school day and benefit the community either through community service in the arts or through performance.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

**Course Title: Chorus**

Grade: 9, 10, 11, 12

Department: Music

*Description:* Chorus is open to all students in Grades 9-12. Students without prior musical training are encouraged to join. Chorus is a performance-oriented course in that additional rehearsals and performances outside of the school day are an integral part of the course. Students will learn about how their voices function, proper vocal health practices as applied to both singing and speaking. Students will learn how to use their voice through proper vocal technique using a variety of exercises and music that will span many different styles, genres, time periods and languages. Students will also learn musical skills including basic theory, ear training and sight singing as well as looking at the historical, political and social significance of the music studied in class. Team building and assertive leadership skills are also key concepts taught in this class. Students are assessed through performance as well as traditional and non-traditional assessments.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

*Course No.:* 1810

*Level:* College Prep

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

**Course Title: Concert Band**

Grade: 9, 10, 11, 12

Department: Music

*Description:* The Concert Band is open to all students in Grades 9-12 who play a wind or percussion instrument usable in a modern wind band. Students without prior training on one of these instruments may be admitted at the discretion of the director, based on the availability of private musical instruction. The Concert Band is a performance-oriented course as additional rehearsals and performances outside of the school day are an integral part of the course. Music of various time periods and styles is studied. Throughout the year the ensemble may be broken into smaller groups based on the performing abilities and instrumentation of its members. Successful completion of this course requires personal practice outside of the school day. Students will also be assessed on basic elements of music theory and history as they relate to the music being performed. Honors students will be required to take private lessons, perform in an ensemble outside of school or complete a performance project each term.

*Prerequisite(s):* Students enrolled in the Concert Band are required to participate in the Pep Band. All students must attend summer band camp during the 3<sup>rd</sup> week in August; perform at home football games and perform in the Memorial Day Parade.

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

*Course No.:* 1803

*Level:* Honors

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

**Course Title: Concert Band**

Grade: 9, 10, 11, 12

Department: Music

Description: The Concert Band is open to all students in Grades 9-12 who play a wind or percussion instrument usable in a modern wind band. Students without prior training on one of these instruments may be admitted at the discretion of the director, based on the availability of private musical instruction. The Concert Band is a performance-oriented course as additional rehearsals and performances outside of the school day are an integral part of the course. Music of various time periods and styles is studied. Throughout the year the ensemble may be broken into smaller groups based on the performing abilities and instrumentation of its members. Successful completion of this course requires personal practice outside of the school day. Students will also be assessed on basic elements of music theory and history as they relate to the music being performed.

Prerequisite(s): Students enrolled in the Concert Band are required to participate in the Pep Band. All students must attend summer band camp during the 3<sup>rd</sup> week in August; perform at home football games, and perform in the Memorial Day Parade.

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B

Course No.: 1802

Level: College Preparatory

Affiliated Dept.: n/a

Offered: All year

Credits: 5

Duration: Full year

**Course Title: Full Orchestra**

Grade: 9, 10, 11, 12

Department: Music

Description: Students will study and perform musical literature written for orchestra. This performance group is further designed to develop and enhance individual and ensemble skills. Students are required to attend and perform at all rehearsals and concerts. Rehearsals will be held before and after school. Enrollment is by audition and/or consent of the instructor. All students enrolled in String Orchestra are also enrolled in this course. Attendance at rehearsals and performances is mandatory.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

Course No.: 1822

Level: Honors

Affiliated Dept.: n/a

Offered: All year

Credits: 2

Duration: Full year

**Course Title: Guitar Class**

Grade: 9, 10, 11, 12

Department: Music

Description: Guitar Class will teach beginning students how to play guitar, but also will teach the basics of musical notation, chord reading, and tablature. Students will work on school acoustic guitars (unless they opt to bring their own instrument) during class, and will also listen to each other play in a master class format and critique their own and others' performances. Students will perform both alone and in ensembles with other students. Students will learn to play scales, arpeggios, basic chord progressions, and simple pieces. Students will compose songs for guitar and voice. No previous experience in performance is necessary. The course is recommended for beginners. All performances will be in class; no outside performance dates are required.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

Course No.: 1835.H or 1835.CP

Level: Open Honors

Affiliated Dept.: n/a

Offered: Semester

Credits: 2.5

Duration: Semester

**Course Title: Jazz Band**

Grade: 9, 10, 11, 12

Department: Music

Description: The Jazz Band is open by audition to all students in Grades 9-12 who play an instrument usable in a modern Jazz Ensemble. The Jazz Band rehearses outside of the school day and travels to festivals in and out of the state throughout the year. The Jazz Band is a performance-oriented course as rehearsals and performances outside of the school day are an integral part of the course. Music is studied from various time periods and styles throughout the history of Jazz. Successful completion of this course requires individual practice outside of the school day.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Course No.: 1806

Level: Honors

Affiliated Dept.: n/a

Offered: All year

Credits: 3

Duration: Full year

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

**Course Title: Jazz Studio**

Grade: 9, 10, 11, 12

Department: Music

Description: Jazz Studio is designed for all students enrolled in Jazz Band and Jazz Workshop. It will meet three times per cycle, opposite the physical education and health classes. Jazz is considered by many to be the first art form developed in the United States to gain worldwide acclaim. One of the most unique, challenging and rewarding aspects of performing jazz is the freedom of the performer to make up the music as it is performed. This technique of creating while performing is called improvisation. Students in Jazz Studio will learn basic techniques for approaching the various styles of jazz as it applies to performance practice. Students will be assessed through a variety of formats including written work, projects and performances. Students may be broken into smaller chamber groups as instrumentation allows. No prior jazz experience is necessary and any instruments are welcome but must be supplied by the student..

Prerequisite(s): Students must be fluent in reading music on their primary instrument and have at least three years of playing experience on that instrument.

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

Course No.: 1807.H or 1807.CP

Level: Open Honors

Affiliated Dept.: n/a

Offered: All year

Credits: 2.5

Duration: Full year

**Course Title: Jazz Workshop**

Grade: 9, 10, 11, 12

Department: Music

Description: The Jazz Workshop is open by audition to all students in Grades 9-12 who play an instrument usable in a modern Jazz Ensemble. The Jazz Workshop rehearses outside of the school day and does performances. The Jazz Workshop is a performance-oriented course as rehearsals and performances outside of the school day are an integral part of the course. Music is studied from various time periods and styles throughout the history of Jazz. Successful completion of this course requires individual practice outside of the school day.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Course No.: 1805.H or 1805.CP

Level: Open Honors

Affiliated Dept.: n/a

Offered: All year

Credits: 2

Duration: Full year

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5



**Course Title: Music Theater Workshop***Course No.:* 1815*Offered:* Semester 1 or 2*Grade:* 10, 11, 12*Level:* College Preparatory*Credits:* 2.5*Department:* Music*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course is a performance-based class for students interested in exploring and performing musical theater, operetta and operatic vocal literature. Through guided instruction, singers and pianists will collaborate to put together a program of musical scenes and songs that will be performed for elementary and middle school students and the Franklin community as their final project. Students will learn how the human voice functions, strategies for healthy vocal production, acting techniques and stage movement for singers. They also will learn about historical influences on musical theater and opera, role research, character development, and audition techniques. In addition to the final project, students will be assessed through traditional and non-traditional methods including projects, singing quizzes, tests, journal writing, personal and group performance evaluations, and critical self-evaluations. **Prerequisite:** All students must complete one year of chorus or one full year of theater courses. Singers are expected to have a strong basic knowledge of their instrument upon entering this class and should be prepared to sing by themselves in front of their peers on a regular basis

*Prerequisite(s):**Expectations Supported:* 1B, 1C, 1D, 3C, 3D*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5**Course Title: Music Theory AP***Course No.:* 1840*Offered:* All year*Grade:* 10, 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Music*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* Music Theory AP is a year-long course open to all students in Grades 10-12. Students must have the permission of the instructor or department head in order to be eligible for this course. Students enrolling in this course should have substantial prior musical knowledge including reading fluency in one or more clefs, knowledge of major and minor key signatures, and an understanding of rhythm and beat. The goal of this course is to prepare students for the Advanced Placement Exam in Music Theory. The course will cover intervals, triads, four part writing, analysis and ear training. Students will be assessed using homework, traditional tests and quizzes, projects, and performances on various instruments and voice.

*Prerequisite(s):* Prerequisite: A grade of 80% or higher in Introduction to Music Theory I is a required prerequisite for students who do not participate in an FHS daytime performing ensemble.

*Expectations Supported:* 1D, 3A, 3B, 3D*Expectations Assessed:* 1A, 1C, 1E, 2, 3C

**Course Title: Music Theory I**

Grade: 9, 10, 11, 12

Department: Music

Description: This course is an introduction to the principles of music theory. It includes the study and development of practical skills in reading, writing, listening, sight singing, musical signs and terms, intervals, triads, major and minor scales, key signatures, meter and rhythm. There is also an introduction to basic harmony. A passing grade of 80% or higher in this class is a required prerequisite for students who do not participate in an FHS daytime performing ensemble who intend to enroll in Advanced Placement Music Theory. This course is also highly recommended for students in performing ensembles who intend to enroll in Advanced Placement Music Theory.

Prerequisite(s):

Expectations Supported: 1D, 3A, 3B, 3D

Expectations Assessed: 1A, 1C, 1E, 2, 3C

Course No.: 1887

Level: College Prep

Affiliated Dept.: n/a

Offered: All year

Credits: 5

Duration: Full year

**Course Title: Piano Class**

Grade: 9, 10, 11, 12

Department: Music

Description: In this class, students will learn how to play piano, and learn the basics of musical notation. Students will work on individual keyboards with headphones during class and will also listen to each other play in a master class format and critique their own and others' performances. Students will learn to play scales, arpeggios, basic chord progressions, and simple pieces. A variety of classical and popular music will be studied. Students will learn to read chords. Students will perform both alone and in ensembles with other students of a similar skill level in the class. No previous experience in music or keyboarding is necessary, although students may take the class even if they are already proficient at piano. All performances will be in class; no outside performance dates are required.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

Course No.: 1834.H or 1834.CP

Level: Open Honors

Affiliated Dept.: n/a

Offered: Semester

Credits: 2.5

Duration: Semester

**Course Title: Pop Idol Workshop**

Grade: 9, 10, 11, 12

Department: Music

Description: This course is a performance-based class for students interested in selecting, perfecting and performing vocal music appropriate to their own voice. Voices will be evaluated and analyzed, and song selections and styles will be individualized and geared to each student. Students will learn how their voice functions and strategies for healthy vocal production. They will learn various vocal styles such as pop, jazz, country, musical theater, contemporary, rock, blues and classical (if interested). They will perform in class juries which will be videotaped for evaluation. Audition techniques and strategies will be learned, as well as microphone use and work with a live accompanist. All students must be prepared to sing by themselves in front of the class on a regular basis. They will be evaluated through traditional and non-traditional methods including projects, singing juries, and group evaluations as well as critical self-evaluations. Students are strongly encouraged to be in Chorus and participate in the school vocal activities and productions.

Prerequisite(s):

Expectations Supported: 1B, 1C, 1D, 3C, 3D

Expectations Assessed: 1A, 1E, 2, 4A, 4B, 5

Course No.: 1814

Level: College Prep

Affiliated Dept.: n/a

Offered: All year

Credits: 2.5

Duration: Semester

**Course Title: Select Chorus***Grade:* 9, 10, 11, 12*Department:* Music

*Description:* Select Chorus is open to all students in Grades 9-12 by audition and meets 3-4 hours per week outside of the regular school day. The Select Chorus is a performance-oriented course in that rehearsals and performances outside of the school day are an integral part of the course. This course is an extension of the daytime choral program and focuses on advanced vocal practices and repertoire for smaller, technically proficient choral ensembles and singers. This group will study music covering many different styles, genres, and languages including but not limited to vocal jazz and popular a cappella. Students will be assessed through performance as well as traditional and non-traditional assessments. Auditions take place in September.

*Prerequisite(s):* Students must either be enrolled In Chorus during the school day or take private voice lessons to qualify to participate in this ensemble

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D*Expectations Assessed:* 1A, 1B, 2, 4A, 4B, 5*Course No.:* 1812*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 2*Duration:* Full year**Course Title: Sound Recording I***Grade:* 10, 11, 12*Department:* Music

*Description:* Sound Recording I is a semester course open to all students. The course will explore the basic principles of recording, including acoustic properties, hardware specifications and the recording and editing process. The course will culminate in a group -recording project. Students are assessed through traditional tests, quizzes, and homework as well as group work and projects. Sound Recording is offered both semesters and is required for Sound Recording II.

*Prerequisite(s):**Expectations Supported:* 3A, 3B, 3C, 3D, 5*Expectations Assessed:* 1A, 1B, 1D, 1E, 2*Course No.:* 1831*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester**Course Title: Sound Recording II***Grade:* 10, 11, 12*Department:* Music

*Description:* The course will explore in-depth principles of recording including microphone specifications, acoustics, multi-track recording on digital workstations and computer software, expanded mixing ideas, and applying polishing effects in the mastering stage of recording. Students will be required to complete individual and group recording projects, along with accumulating recording time on locations. Students will be assessed through quizzes, tests, group work, and projects

*Prerequisite(s):* This class is open to all students who passed Sound Recording I with a grade of 80% or better.

*Expectations Supported:* 3A, 3B, 3C, 3D, 5*Expectations Assessed:* 1A, 1B, 1D, 1E, 2*Course No.:* 1832*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester

**Course Title: Sound Recording III***Course No.:* 1833*Offered:* Semester 1 or 2*Grade:* 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Music*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Recording Techniques 3 is designed for students that will want to work with real world professional recording equipment. Students will study advanced techniques in pre and post recording, along with critically evaluating and interacting with live and studio projects. Students will be involved with specific combinations of music with video and other art mediums. Students will be required to complete individual and group recording projects, along with accumulating recording time on locations. Students will be assessed through quizzes, tests, group work, and projects. FAA seniors may also choose this class as their senior year music elective.

*Prerequisite(s):* This class is open to all students who passed Sound Recording II with a grade of 80% or better.

*Expectations Supported:* 3A, 3B, 3C, 3D, 5

*Expectations Assessed:* 1A, 1B, 1D, 1E, 2

**Course Title: String Orchestra***Course No.:* 1821*Offered:* All year*Grade:* 9, 10, 11, 12*Level:* Honors*Credits:* 5*Department:* Music*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* String Orchestra Honors is a course open to all students in Grades 9-12 who play a string instrument usable in a modern orchestra. Students with musical training on non-orchestral instruments, as well as inexperienced but interested students may be admitted at the discretion of the director based on the availability of private instruction time. Students meeting these criteria must take private lessons on their instrument. String Orchestra is a performance-oriented course as additional rehearsals and public performances are an integral part of the course. Music suited to full and chamber orchestra is studied from all musical time periods. The string orchestra can be divided into separate performing groups such as full orchestra, chamber orchestra, and small ensembles based on performing abilities or instrumentation of its members. Successful completion of this course will require personal practice outside of the school day. Basic elements of music theory and history will also be assessed as they relate to the music being performed. Honors students will be required to take private lessons, perform in an ensemble outside of school or complete a performance project each term.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

**Course Title: String Orchestra**

*Grade:* 9, 10, 11, 12

*Department:* Music

*Description:* String Orchestra CP is a course open to all students in Grades 9-12 who play a string instrument usable in a modern orchestra. Students with musical training on non-orchestral instruments, as well as untrained but interested students may be admitted at the discretion of the director based on the availability of private instruction time. Students meeting these criteria must take private lessons on their instrument. String Orchestra is a performance-oriented course, in that additional rehearsals and public performance are an integral part of the course. Music suited to full and chamber orchestra is studied from all musical time periods. The string orchestra can be divided into separate performing groups such as full orchestra, chamber orchestra, and small ensembles based on performing abilities or instrumentation of its members. Successful completion of this course will require personal practice outside of the school day. Basic elements of music theory and history will also be assessed through class performance and tests as they relate to the music being performed.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Course No.:* 1820

*Level:* College Prep

*Affiliated Dept.:* n/a

*Offered:* All year

*Credits:* 5

*Duration:* Full year

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

**Course Title: Topics in Contemporary Popular Music**

*Grade:* 9, 10, 11, 12

*Department:* Music

*Description:* Topics in Contemporary Popular Music will seek to familiarize students with the issues surrounding music production and consumption in the 21<sup>st</sup> century. Students will examine music by a variety of artists, both from the USA and from around the world, in order to try to make sense of today's increasingly global music scene. Topics covered will include information on music business careers, music distribution, Internet piracy, sampling, music censorship, and music as catalyst for social change. Students will complete a few research projects, and will be given listening assignments via *Spotify* and *YouTube*. Students will also use *Spotify* to create their own mix tapes.

*Prerequisite(s):*

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D

*Course No.:* 1836.H or 1836.CP

*Level:* Open Honors

*Affiliated Dept.:* n/a

*Offered:* Semester

*Credits:* 2.5

*Duration:* Semester

*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

**Course Title: Wind Ensemble***Course No.:* 1804*Offered:* All year*Grade:* 9, 10, 11, 12*Level:* Honors*Credits:* 5*Department:* Music*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* The Wind Ensemble is open to students in grades 9-12 by audition only. The wind ensemble is an advanced performing ensemble designed to challenge the most ambitious instrumental students. The Wind Ensemble is a performance-oriented course as additional rehearsals and performances outside of the school day are an integral part of the course. Students study music of various time periods and styles. At times students will be broken into chamber music ensembles based on the performing abilities and instrumentation of its members. Successful completion of the course requires daily personal practice and private instruction is expected. Students are required to complete a graded audition each term in which a student's ability to perform scales, musical patterns and performance music will be assessed. Honors students will be required to take private lessons, perform in an ensemble outside of school or complete a performance project each term.

*Prerequisite(s):* Students enrolled in the Wind Ensemble are required to participate in the Pep Band. All students must attend summer band camp during the 3rd week in August, perform at home football games, and perform in the Memorial Day Parade.

*Expectations Supported:* 1B, 1C, 1D, 3C, 3D*Expectations Assessed:* 1A, 1E, 2, 4A, 4B, 5

## **SCIENCE DEPARTMENT**

The Science Department offers a variety of courses in the biological, earth, and physical sciences. The science program is structured to provide students of all abilities the opportunity to experience four years of science. Upon completion of the science program, students will understand interconnections among the physical, biological, and social worlds. These understandings will enable our students to achieve an increasingly comprehensive and reliable understanding of the human species and its environment. Students develop awareness of the natural world by engaging in the following practices: observing, critical thinking, inference, experimenting, and validating. Mathematical skills and knowledge are required to some degree in all science courses. Students should be careful to select science courses that align with their proficiency in mathematics.

***Course Title:* Anatomy and the Arts - FAA**

*Course No.:* 1385.H or 1385.CP

*Offered:* All year

*Grade:* 10,11, 12

*Level:* Open Honors

*Credits:* 5

*Department:* Science

*Affiliated Dept.:* Franklin Arts Academy

*Duration:* Full year

*Description:* Franklin Arts Academy Anatomy and The Arts is an advanced life science course with an emphasis on Anatomy and Physiology. Students in this course will be exposed to the physiologic and morphologic underpinnings of the vertebrate body plan. Topics covered within this course include: movement and support (the muscular skeletal system), integration and coordination (the nervous system), and processing and transport (the digestive and cardiovascular systems). Upon course's completion students will have gained an understanding of the major human organ systems and their respective roles in the maintenance of systemic homeostasis, with emphasis on form and function. Projects will involve the use of multiple art forms, catering to the talents of the individual student. This course targets students that have a need to express their passion for the arts as they explore scientific inquiry and discovery. This course is open to non FAA students.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1A, 1D, 2, 3C, 3D, 4B

*Expectations Assessed:* 3C, 3D

**Course Title: Applied Science in Engineering****Course No.:** TBD**Offered:** All year**Grade:** 10, 11, 12**Level:** Open Honors**Credits:** 5**Department:** Science**Affiliated Dept.:** n/a**Duration:** Full year

**Description:** This course is for the student who is interested in a hands-on, project-oriented science course where they will apply their science knowledge in the construction of a variety of devices and projects utilized in an engineering design process. Students will develop their ability to solve problems and design and build solutions in technology and engineering using hands-on, lab based science and mathematical concepts. They will achieve skills in applied science and engineering design by learning how to conceptualize a problem, develop possible solutions, design and build, test and make modifications as necessary. Throughout the course, students will work under direct supervision while using hand and/or power tools, various materials and equipment, and other resources.

**Prerequisite(s):** Students must have successfully completed Biology.

**Expectations Supported:** 1A, 1D, 2, 3C, 3D

**Expectations Assessed:** 3C, 3D

**Course Title: Astronomy****Course No.:** 1343.H or 1343.CP**Offered:** Not offered 2014-2015**Grade:** 10, 11, 12**Level:** Open Honors**Credits:** 2.5**Department:** Science**Affiliated Dept.:** n/a**Duration:** Semester

**Description:** Astronomy is an exploration of the history, position, composition, evolution and characteristics of planets, stars, and other objects in space through the use of current events, sky observations, lab experiments, and projects. Students will learn how to observe and investigate objects in the sky, survey our own planet, as well as explore the solar system. Students will also investigate stars, constellations, galaxies, and the origin of the universe, as well as the technologies used to explore space. Some nighttime observations will be required. Students are expected to be proficient in Algebra and Geometry as these math skills will be utilized throughout the course.

**Prerequisite(s):** Students must have successfully completed Algebra and Geometry. Student must also have successfully completed Chemistry, or student may be concurrently enrolled in Chemistry.

**Expectations Supported:** 1A, 2, 3A, 3B, 3C, 3D

**Expectations Assessed:** 3C, 3D

**Course Title: Behavioral Science****Course No.:** 1305**Offered:** All year**Grade:** 10, 11, 12**Level:** College Prep**Credits:** 5**Department:** Science**Affiliated Dept.:** n/a**Duration:** Full year

**Description:** Behavioral science examines and compares animal and human behavior. Both biological and environmental influences on behavior will be studied. Topics will include innate vs. learned behaviors, communication, predator/prey relations, social behavior, courtship and mating strategies, migration, dominance and territoriality, and rhythmic behaviors. After completing this course, students will be able to: demonstrate an understanding of both how and why an organism behaves as it does (biology vs. environment); design and carry out labs that will examine various behaviors discussed in class; analyze data in order to write formal lab reports. Students will be required to write four research papers, and complete a human behavior field experiment using a topic approved by the instructor.

**Prerequisite(s):** Students must have successfully completed Biology.

**Expectations Supported:** 1A, 1C, 3B, 3C, 4A

**Expectations Assessed:** 3C, 3D



**Course Title: Biology AP**

*Grade:* 11, 12  
*Department:* Science

*Course No.:* 1308  
*Level:* Advanced Placement  
*Affiliated Dept.:* n/a

*Offered:* All year  
*Credits:* 5  
*Duration:* Full year

*Description:* AP Biology is equivalent to college level introductory biology in rigor, pace, and expectation of independent work outside of class. Topics covered include: biochemistry, genetics, evolution, ecology, animal behavior and the regulatory body systems: nervous, endocrine, and immune. Labs are performed approximately once a week, with the design of the investigations becoming the responsibility of the student as the year progresses. Learning how to write concisely and coherently about biology comprises a substantial part of the course. Students are expected to take the AP exam which may allow them to earn college credit. Completion of a substantial summer assignment is required.

*Prerequisite(s):* Students who enroll in this course must have attained a minimum grade of B+ in Honors Biology and Honors Chemistry (or be concurrently enrolled in Honors Chemistry). It is recommended that interested students currently taking Honors Biology speak to the AP Biology teacher regarding preparedness for this college level course.

*Expectations Supported:* 1A, 1C, 2, 3A, 3B, 3C, 3D, 4A  
*Expectations Assessed:* 3C, 3D

**Course Title: Biology**

*Grade:* 9  
*Department:* Science

*Course No.:* 1303  
*Level:* Honors  
*Affiliated Dept.:* n/a

*Offered:* All year  
*Credits:* 5  
*Duration:* Full year

*Description:* Biology Honors serves as an introduction to the concepts crucial to life on Earth. Biochemistry, Cell Biology, Molecular and Mendelian Genetics, Classification, Evolution and Diversity, and Ecology are the main topics covered in this yearlong course. Through a combination of lectures, experiments, multi-media presentations, and longitudinal projects students gain an understanding into the complexity and wonder of life. Utilization of this material will allow the student to understand, analyze, and make critical decisions about modern biological issues. Student projects will be carried out during the year affording students an opportunity to demonstrate an understanding of concepts illuminated throughout the course. Success in Honors Biology is highly dependent on strong language ability.

*Prerequisite(s):* A minimum grade of B+ in Grade 8 Science and English

*Expectations Supported:* 1A, 1B, 1C, 3C, 3D  
*Expectations Assessed:* 3C, 3D

**Course Title: Biology**

*Grade:* 9  
*Department:* Science

*Course No.:* 1302  
*Level:* College Prep  
*Affiliated Dept.:* n/a

*Offered:* All year  
*Credits:* 5  
*Duration:* Full year

*Description:* Biology CP provides students with an introduction to the various ideas key to the understanding of modern Biology. Basic Chemistry, Cells, Genetics, Anatomy & Physiology, Evolution, and Ecology are the major concepts of this introductory course. Each concept is presented in various formats including multi-media, discussion groups, and lectures. Students demonstrate their understanding of biologic concepts through self-directed investigations, topic presentations, and laboratory experiments.

*Prerequisite(s):*

*Expectations Supported:* 1A, 1B, 1C, 3C, 3D  
*Expectations Assessed:* 3C, 3D

**Course Title: Bioengineering****Grade:** 10, 11, 12**Department:** Science

**Description:** Bioengineering is designed for students with at least one year of biological science who are prepared for an in-depth study of the scientific foundations and technological applications of genomic and protein biotechnology. Through labs and *Human Genome Project* databases available via the Internet, students will engage in authentic investigations in the fields of microbiology, cell biology, genetics, bioinformatics, and biotechnology. Students need a solid understanding of DNA structure and replication, protein synthesis, and gene control mechanisms. This is an excellent course for students considering careers in the biological or medical fields.

**Prerequisite(s):** Successful completion of Biology.

**Expectations Supported:** 1A, 1B, 1C, 2, 3

**Course No.:** TBD**Level:** Open Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Expectations Assessed:** 3

**Course Title: Chemistry AP****Grade:** 11, 12**Department:** Science

**Description:** Advanced Placement Chemistry is the equivalent of a general chemistry course taken during the first college year. The theoretical aspects of chemistry are explored with emphasis on mathematical modeling. The major topics include Kinetic Molecular Theory, Structure of Matter, Kinetics, and Equilibrium and Thermodynamics. Students must be self-motivated and well organized with good time management skills. The course requires students to spend at least five hours per week in independent study. Students electing this course must complete a summer requirement including basic problem solving strategies and atomic structure.

**Prerequisite(s):** Students must have passed Honors Chemistry with a B+ and should have completed or be concurrently enrolled in Pre-Calculus.

**Expectations Supported:** 1A, 1C, 2, 3A, 3C, 3D

**Expectations Assessed:** 3C, 3D

**Course No.:** 1323**Level:** Advanced Placement**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: Chemistry****Grade:** 10, 11, 12**Department:** Science

**Description:** This course is for the self-motivated student interested in pursuing a career in science, engineering, and medical fields. Content is presented at an advanced level and pace. Students in Honors Chemistry will explore the chemical and physical nature of matter, atomic structure, Periodic Table, chemical bonds, chemical nomenclature, stoichiometry, kinetic molecular theory, solutions, acids and bases, nuclear reactions, equilibrium, and kinetics. The laboratory experience directly supports the concepts introduced in the classroom. The language of chemistry is incorporated in class discussion and laboratory experiences. This course takes a traditional mathematical approach to chemistry and requires well developed mathematical reasoning and skills. Students will experience even greater success in the course if they are currently enrolled in Algebra II Honors.

**Prerequisite(s):** Students must have (1) completed Algebra I and (2) completed or be concurrently enrolled in Geometry.

**Expectations Supported:** 1A, 1B, 1C, 3A, 3B, 3C, 3D

**Expectations Assessed:** 3C, 3D

**Course No.:** 1322**Level:** Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

**Course Title: Chemistry***Grade:* 10, 11, 12*Department:* Science*Description:*

Students in Chemistry will explore the chemical and physical nature of matter, atomic structure, Periodic Table, chemical bonds, chemical nomenclature, stoichiometry, kinetic molecular theory, solutions, acids and bases, nuclear reactions, equilibrium, and kinetics. The laboratory experience directly supports the concepts introduced in the classroom. The language of chemistry is incorporated in class discussion and laboratory experiences. This course takes a traditional mathematical approach to chemistry and will require mathematical reasoning and skills.

*Prerequisite(s):* Students must have (1) completed Algebra I and (2) completed or be concurrently enrolled in Geometry.

*Expectations Supported:* 1A, 1C, 3A, 3B, 3C, 3D

*Course No.:* 1321*Level:* College Prep*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 3C, 3D

**Course Title: Chemistry - FAA***Grade:* 10*Department:* Science*Description:*

This 10th grade chemistry-based science course emphasizes the relationship and application of chemistry principles to situations encountered in the arts. Course topics will include: fundamental properties of matter, geometric structure of atoms and molecules, historic discoveries the Periodic Table and periodicity, chemical reactions and bonds between atoms, and stoichiometry. Laboratory experiences and interdisciplinary math and art activities will emphasize concepts in chemistry learned in the classroom and allow students to creatively express themselves. Students will be assigned homework daily and will be expected to actively participate in class activities and complete out of class projects for successful completion of the course. The language of chemistry will be incorporated in class discussion and laboratory experiences and regular assessment of key terms and concepts reinforce learning. Some mathematical reasoning skills are necessary for effective learning.

*Prerequisite(s):* Students must have (1) successfully completed Algebra 1 and Biology and (2) successfully completed Geometry (or be concurrently enrolled in Geometry).

*Expectations Supported:* 1A, 1B, 1C, 1D, 2, 4A, 4B

*Course No.:* 1380.H or 1380.CP*Level:* Open Honors*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year

*Expectations Assessed:* 3A, 3B, 3C, 3D

**Course Title: Comparative Anatomy and Physiology**

<i>Grade:</i>	11, 12	<i>Course No.:</i>	1310	<i>Offered:</i>	All year
<i>Department:</i>	Science	<i>Level:</i>	Honors	<i>Credits:</i>	5
<i>Description:</i>	Comparative Anatomy and Physiology is the study of the structure and function of the morphology and physiology of vertebrates and their evolutionary lineage. Through the extent of this course, students will be exposed to the physiologic and morphologic underpinnings of the vertebrate body plan. Topics covered within this course include: movement and support, integration and coordination, processing and transport, and reproduction with an emphasis on a variety of vertebrate groups. Students enrolled in the course will, by its completion, have gained an understanding of the major organ systems and their respective roles in the maintenance of systemic homeostasis along with a general understanding of the evolutionary history of each of the major vertebrate groups. Extensive dissection is a key component of this course. Special focus will be placed on the skeletal system, cardiovascular system, and nervous system.				
	<i>Prerequisite(s):</i> Students must have completed Honors Biology and Honors Chemistry and should possess strong verbal and communication skills.				
	<i>Expectations Supported:</i> 1A, 1C, 2, 3B, 3C, 3D		<i>Expectations Assessed:</i> 3C, 3D		

**Course Title: Conceptual Physics - FAA**

<i>Grade:</i>	11	<i>Course No.:</i>	1381.H or 1381.CP	<i>Offered:</i>	All year
<i>Department:</i>	Science	<i>Level:</i>	Open Honors	<i>Credits:</i>	5
<i>Description:</i>	This 11th grade physics-based science course emphasizes the relationship and application of physics principles to real-life situations encountered in the arts. Course topics typically will include forces, power, kinematics, work and energy, wave theory, sound, light, electricity and basic electronics. Laboratory experiences are used to emphasize the concepts and allow students to become familiar with apparatus. The mathematical topics that apply to the sciences include linear functions, graphics, quadratics, exponentials, and trigonometry. Laboratory and investigative activities will have an arts focus and will combine the science with the mathematics. In addition to class work, the student will be required to complete projects related to their artistic studies. Upon completion of this course, students will be able to quantitatively analyze sound, optics, movement, electricity and electronics encountered in the arts.				
	<i>Prerequisite(s):</i> Students must have completed Algebra I and Geometry.				
	<i>Expectations Supported:</i> 1A, 1B, 1C, 1D, 2, 3C, 3D, 4A, 4B		<i>Expectations Assessed:</i> 3C, 3D		

**Course Title: Ecology**

<i>Grade:</i>	10, 11, 12	<i>Course No.:</i>	1360	<i>Offered:</i>	Semester 1 or 2
<i>Department:</i>	Science	<i>Level:</i>	College Prep	<i>Credits:</i>	2.5
<i>Description:</i>	This is a course that involves the design of nature; that is, the interrelationships amongst all living and non-living components of the environment. The course will include discussions regarding the delicate balance of nature and the diverse interactions that exist among life forms, supplemented by lab work. This course will be offered every other year.				
	<i>Prerequisite(s):</i> Students must have successfully completed Biology.				
	<i>Expectations Supported:</i> 1A, 1B, 3B, 3C, 3D, 4A, 4B		<i>Expectations Assessed:</i> 3C		

**Course Title: Electricity and Magnetism***Course No.:* 1347*Offered:* Semester 1 or 2*Grade:* 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course will explore the topics of electricity, magnetism, and the relationship between the two. Topics covered will include electrostatics, electric fields, electric currents, electric power, dc circuits, magnetism, electromagnetism, motors, and generators. Through hands-on laboratory experiences students will become familiar with using basic electric meters, such as voltmeters and ammeters. Much attention will be placed on problem solving. Assessments will be based on homework, class work, lab reports, quizzes, tests, and projects.

*Prerequisite(s):* Students must have completed Algebra II.

*Expectations Supported:* 1A, 1B, 1C, 3A, 3B, 3C, 3D, 4A

*Expectations Assessed:* 3C, 3D

**Course Title: Environmental Science AP***Course No.:* 1366*Offered:* All year*Grade:* 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course is offered to students in the 11th and 12th grades that meet the prerequisites and is designed to be the equivalent of a one - semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students 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 or preventing them. Students should have an interest in environmental science and will be required to complete a summer reading assignment, to submit at least one research project/paper per quarter, and to take the advanced placement exam in May.

*Prerequisite(s):* Students who enroll in this course must have attained a minimum grade of B+ in Honors Biology and Honors Chemistry.

*Expectations Supported:* 1A, 1B, 3B, 3C, 3D, 4A, 4B

*Expectations Assessed:* 3C, 3D

**Course Title: Geology***Course No.:* 1367*Offered:* Semester 1 or 2*Grade:* 10, 11, 12*Level:* College Preparatory*Credits:* 2.5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This course entails the study of Earth's origin, history, structure, and systems. Using rocks, minerals, and maps as a foundation, students will learn how the earth formed, as well as the geo-physical, geo-chemical, and internal/external energy systems that continue to shape and re-shape the planet. The effects of the rock, water, carbon, and nitrogen cycles on earth systems are explored in this course. Classroom activities, laboratory experiences, independent projects, and occasional field excursions are provided to enhance each student's understanding and application of the course material. Beginning year 2013–2014, this course will be offered every other year.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1A, 2, 3A, 3B, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Green Engineering**

*Grade:* 10, 11, 12      *Course No.:* TBD      *Offered:* Semester 1 or 2  
*Department:* Science      *Level:* Open Honors      *Credits:* 2.5  
*Affiliated Dept.:* n/a      *Duration:* Semester

*Description:* This course provides a background on the issues of atmospheric balance, climate change, greenhouse gases, and an overview of the use of both renewable and non-renewable energy sources. The course will use hands-on lab based activities and real-life problems for which students will creatively problem-solve, design, and manufacture solutions with the ultimate goal of increasing energy efficiency.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1, 2, 3

*Expectations Assessed:* 3C, 3D

**Course Title: Human Anatomy and Physiology**

*Grade:* 10,11, 12      *Course No.:* 1306      *Offered:* All year  
*Department:* Science      *Level:* College Preparatory      *Credits:* 5  
*Affiliated Dept.:* n/a      *Duration:* Full year

*Description:* Anatomy and Physiology is the study of the structure and the function of the human body. This course will emphasize how disease affects human systems. Topics of discussion include: movement and support, integration and coordination, processing and transport and reproduction. At the conclusion of the course, students will develop an appreciation of the form and function of the human body and gain an understanding of the role each organ system plays in the homeostasis of the human organism. Dissection is a component of this course.

*Prerequisite(s):* Students should have completed Biology and should possess strong verbal and communication skills.

*Expectations Supported:* 1A, 1C, 2, 3B, 3C, 3D, 5

*Expectations Assessed:* 3C, 3D

**Course Title: Introduction to Forensic Science**

*Grade:* 10, 11, 12      *Course No.:* 1350.H or 1350.CP      *Offered:* Semester 1 or 2  
*Department:* Science      *Level:* Open Honors      *Credits:* 2.5  
*Affiliated Dept.:* n/a      *Duration:* Semester

*Description:* You've been engaged by "CSI" and have been fascinated by "NCIS" but how accurately do these shows portray the realities of forensic science? The field of forensic science comprises several areas of study (anatomy, chemistry, biology, physics, etc.) and this course aims to integrate these sciences in the pursuit of justice. This course will focus on the criminal investigation process that will include crime scene investigation, evidence gathering procedures and subsequent laboratory analysis of evidence. Each student should finish this class with an understanding of the history and definition of forensic science, legal framework in which forensic science is conducted, common and recently developed forensic applications, potential forms of evidence and their analysis, and presentation of facts for a court of law.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1C, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Introduction to Robotics***Course No.:* TBD*Offered:* Semester 1 or 2*Grade:* 10, 11, 12*Level:* Open Honors*Credits:* 2.5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* This is the beginning course in robotics which utilizes VEX robotics technology. The objective of the course is to introduce students to basic programming as well as problem-solving strategies. Students work in teams to develop, build, and program robots, as well as document and evaluate their progress in order to make improvements on the design. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, propulsion systems, and binary number systems. Student designed robots will be programmed to compete when possible.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1C, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Meteorology***Course No.:* 1362*Offered:* Semester 2*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Meteorology is the study and scientific exploration of Earth's atmosphere, weather, and climate and its effect on humans and the environment. Among the topics to be covered in this course are the atmosphere, evaporation, condensation, precipitation, atmospheric pressure, winds, air masses, fronts, storms, weather forecasts, climate, climate changes, and the interactions that occur between the biosphere, geosphere, and atmosphere. Students will advance their skills in science through the use of laboratory techniques, projects, field studies, and web-based research. This course will be offered every other year.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1A, 2, 3A, 3B, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Oceanography***Course No.:* 1361*Offered:* Semester 1*Grade:* 10, 11, 12*Level:* College Prep*Credits:* 2.5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Semester

*Description:* Oceanography is the study of the physical features and natural resources in the Earth's oceans. This course deals mainly with physical oceanography and encompasses topics such as the: geology and geography of ocean basins; physical properties of sea water; marine chemistry; salinity and density; circulation of the oceans; waves; tides; the transfer of energy; oceanographic instruments, tools, and methods; as well as the interdependent relationships between ocean and human systems. Classroom activities, independent projects, laboratory experimentation, and web-based research are used to advance student knowledge and understanding of ocean concepts, theories, and phenomena.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1A, 2, 3A, 3B, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Physics AP C Mechanics***Course No.:* 1345*Offered:* All year*Grade:* 12*Level:* Advanced Placement*Credits:* 5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* AP Physics C Mechanics is a calculus-based course that provides students a challenging opportunity to apply their math and science knowledge to describe and model the physical world. The course is the equivalent of a college-level physics course taken by science and engineering students. Course topics revolve around Newtonian mechanics, including kinematics, Newton's three laws of motion, work, energy, power, system of particles and others as outlined by the AP College Board ©. AP Physics C applies mathematical skills from Algebra, Geometry, Trigonometry and differential and integral Calculus in order to solve a wide-range of physics phenomena and problems. Students will apply their new knowledge of physics in many hands-on labs, projects, and activities. Students are expected to take the Advanced Placement Exam for Physics C Mechanics given in May, and they are required to complete an extensive summer assignment in order to prepare for the course.

*Prerequisite(s):* Students must complete the Physics Honors course with a minimum grade of B+ and must have taken or be concurrently enrolled in calculus.

*Expectations Supported:* 1A, 1B, 1C, 3C, 3D*Expectations Assessed:* 3C, 3D**Course Title: Physics***Course No.:* 1342*Offered:* All year*Grade:* 11, 12*Level:* Honors*Credits:* 5*Department:* Science*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* This course is for the student who intends to pursue higher education in the sciences and/or engineering. The problem-solving approach emphasizes the application of physical science principles to real-life situations and requires a significant mathematics background. Course topics include the study of mechanics (kinematics and dynamics), forces, work, energy and waves (sound and light). Laboratory experiments and activities are integrated to allow the students to experience "the way physics works" as they study the concepts. Special topics from outside sources will supplement the class material. Successful completion of this course is required for enrollment in Physics AP. After completing this course, students will be able to quantitatively define/describe the dynamics between forces, work, and energy. Students will show proficiency in solving motion problems cinematically. Students will accurately analyze motion graphically. Students will show a working knowledge of waves and how they are related to the concepts of sound and light. Students will be able to show how the concepts studied are integrated into understanding the universe. Historically, students who performed well in this course had successfully completed Geometry Honors and Algebra II Honors and were concurrently enrolled in Algebra III/Trigonometry or Pre-Calculus.

*Prerequisite(s):* Students must have successfully completed Geometry Honors and Algebra 2 Honors

*Expectations Supported:* 1A, 1B, 1C, 3A, 3B, 3C, 3D, 4A*Expectations Assessed:* 3C, 3D



**Course Title: Physics**

*Grade:* 11, 12  
*Department:* Science

*Course No.:* 1341  
*Level:* College Prep  
*Affiliated Dept.:* n/a

*Offered:* All year  
*Credits:* 5  
*Duration:* Full year

*Description:* This course is for the student who has interest in the physical sciences. A traditional presentation of the concept of motion, forces, work, power, energy, and waves (sound and light) is made with emphasis on problem-solving techniques. Although the approach is more qualitative than quantitative, a sound background in mathematics is necessary. To be successful, students should have completed Algebra II with a grade of C or better. Laboratory experiences are used to emphasize the concepts and allow students to become familiar with apparatus. After completing this course, students will be able to define/describe the dynamics of motion and demonstrate an ability to solve problems involving motion. Students will be able to show the interconnection of force, work, power, and energy. Students will be able to construct motion graphs and make conclusions from graphs of this type. Students will show a basic knowledge of waves and how sound and light behave as waves.

*Prerequisite(s):* Students must have successfully completed Geometry and Algebra 2.

*Expectations Supported:* 1A, 1B, 1C, 3A, 3B, 3C, 3D

*Expectations Assessed:* 3C, 3D

**Course Title: Pollution: Sources, Treatment and Prevention**

*Grade:* 10, 11, 12  
*Department:* Science

*Course No.:* 1364  
*Level:* College Prep  
*Affiliated Dept.:* n/a

*Offered:* Not offered 2014-2015  
*Credits:* 2.5  
*Duration:* Semester

*Description:* This course addresses various forms of environmental pollution including: air, water, land, climate, etc., and will include investigations of pollution causes and treatments, as well as an emphasis on preventive measures that man can implement. The course will include a combination of classroom activities, discussion, and lab experiences. Beginning year 2013 – 2014, this course will be offered every other year.

*Prerequisite(s):* Students must have successfully completed Biology.

*Expectations Supported:* 1A, 1B, 3B, 3C, 4A, 4B

*Expectations Assessed:* 3C

**Course Title: Wave Physics**

*Grade:* 11, 12  
*Department:* Science

*Course No.:* 1348  
*Level:* College Prep  
*Affiliated Dept.:* n/a

*Offered:* Semester 1  
*Credits:* 2.5  
*Duration:* Semester

*Description:* Wave Physics will cover the branch of physics which deals with light and sound. The course will start with a study of waves in springs and water, and then move onto topics such as mirrors, lenses, color, rainbows, pitch, frequency, resonance, interference and diffraction. The topics covered will be related to the study of music, art and photography. Hands-on laboratory experiences will be used to emphasize the concepts. This course is algebra-based and emphasis is placed on both conceptual understanding and the mathematical model as a means of prediction. Much attention will be placed on problem solving. Assessments will be based on homework, class work, lab reports, quizzes, tests, and projects.

*Prerequisite(s):* Students must have completed Algebra II.

*Expectations Supported:* 1A, 1B, 1C, 3A, 3B, 3C, 3D, 4A

*Expectations Assessed:* 3C, 3D

## **SOCIAL STUDIES DEPARTMENT**

At Franklin High School, the Social Studies curriculum is based on the Massachusetts Social Studies Framework. Instruction aims to produce students who are actively involved in their own education. Students are encouraged to distinguish fact from opinion, to recognize cause and affect relationships, to understand the place of the United States in a diverse world society, and to appreciate the role of citizens in a participatory democracy. All courses provide opportunities to develop speaking, listening, reading, and writing skills. In addition, students are given opportunities to be successful with both traditional and authentic assessments that consider diverse learning styles. In order to be successful, students must complete nightly homework as well as short-term and long-term assignments.

***Course Title:* American Society Through Film**

*Course No.:* 1445.H or 1445.CP

*Offered:* Semester 1 or 2

*Grade:* 10, 11, 12

*Level:* Open Honors

*Credits:* 2.5

*Department:* Social Studies

*Affiliated Dept.:* Franklin Arts Academy

*Duration:* Semester

*Description:* This semester elective is open to all students interested in examining film as a medium for understanding our history and culture. The goal of the course is to expose students to many aspects of society including: race, gender, social stratification, economics, politics, and history through the lens of Hollywood. Students will be required to analyze and interpret major and independent films as well as documentaries. At the conclusion of the course students will have an increased understanding of the role that cinema plays in our society as well as an understanding of its role as a medium.

*Prerequisite(s):*

*Expectations Supported:* 1A, 1C

*Expectations Assessed:* 1C

***Course Title:* Contemporary Issues**

*Course No.:* 1446.H or 1446.CP

*Offered:* Semester 1 or 2

*Grade:* 10, 11, 12

*Level:* Open Honors

*Credits:* 2.5

*Department:* Social Studies

*Affiliated Dept.:* Franklin Arts Academy

*Duration:* Semester

*Description:* This course introduces students to the major issues facing the world, country, state and community. Students will be presented numerous opportunities to develop and improve problem solving skills. Topics may include the political spectrum, foreign policy, social issues, campaigns, the environment and much more. Students will take part in group and individual projects, nightly homework assignments, as well as other project-based learning activities. Also, by engaging in collaborative groups as they develop a group consensus on issues, students will gain the experience they need to live in a democratic society. In order to be successful, students must complete nightly homework as well as long-term assignments.

*Prerequisite(s):*

*Expectations Supported:* 1C, 2, 3C

*Expectations Assessed:* 1B, 3A, 3B

**Course Title: Digital Media***Grade:* 9,10,11,12*Department:* Social Studies

*Description:* The elective will provide students with an introduction to journalism in the digital age. The course will teach students the basic skills of journalism as well as provide opportunity for students to get their work published. Students will learn about journalistic writing, photography, video journalism, layout and design, while running the Pantherbook.org website. Students will be graded on homework assignments, quizzes, classroom work, as well as on their writing portfolio. The volume and frequency of work will vary since this is an open honors course.

*Prerequisite(s):**Expectations Supported:* 2, 3A, 3C*Course No.:* 1454.H or 1454.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 1C, 3B, 3D**Course Title: Economics - AP***Grade:* 10,11,12*Department:* Social Studies

*Description:* Advanced Placement Economics prepares students for the College Board macroeconomics examination in May. Students who are enrolled in honors math courses or college preparatory statistics will have an increased chance of success. The course uses a college textbook, and it involves daily homework assignments, class discussion, short papers, and oral presentations. Basic concepts such as supply and demand, GDP, the Federal Reserve System, fiscal and monetary policies, foreign trade, the business cycle, and employment patterns form the basis of this course, which emphasizes analysis, and interpretation of economic models. At the conclusion of the course, students will be able to analyze economic statistics and predict what measures the government, the Federal Reserve Board, and the private sector would likely take. Summer reading is required. In order to be successful, students must complete nightly homework as well as short-term and long-term reading assignments. \*10<sup>th</sup> graders taking AP Economics must complete additional summer reading to supplement knowledge of 20<sup>th</sup> century US History

*Prerequisite(s):* It is recommended that students be enrolled in a math course above Honors Algebra II. Students must have a minimum of B in Honors to move into Advanced Placement along with a teacher recommendation.

*Expectations Supported:* 1C, 2, 3A, 3B*Expectations Assessed:* 3C*Course No.:* 1452*Level:* Advanced Placement*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year

**Course Title: European History - AP***Course No.:* 1450*Offered:* All year*Grade:* 10, 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Social Studies*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* The Advanced Placement course in Modern European History follows a chronological approach to the major events that have shaped European history from 1450 to the present. The course content is consistent with the curriculum prepared by the College Board, and prepares students for the very rigorous Advanced Placement examination. Students will read from a variety of sources in addition to the two textbooks, write analytical essays based on primary source documents, and complete at least one research assignment per term using secondary and primary sources. At the conclusion of the course, students will be able to make comparisons of social, political, and economic developments across different time periods. Students will be in possession of the knowledge and skills necessary to be able to score successfully on the national examination. Summer reading is required of all students. In order to be successful, students must complete nightly homework as well as long-term assignments.

*Prerequisite(s):* Students must have a minimum of B in US History to move into Advanced Placement along with a teacher recommendation.

*Expectations Supported:* 1C

*Expectations Assessed:* 1C, 2, 3C

**Course Title: Psychology - AP***Course No.:* 1453*Offered:* All year*Grade:* 10, 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Social Studies*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice (Taken from the Advanced Placement Course Description in Psychology by the College Board). The aim of the course is to provide the student with a rigorous learning experience, equivalent to most college introductory psychology courses. Students completing this course will also be prepared to take the AP Psychology examination.

*Prerequisite(s):* Students must have a minimum of B in US History to move into Advanced Placement along with a teacher recommendation. It is recommended that students complete or be concurrently enrolled in AP Biology.

*Expectations Supported:* 1A

*Expectations Assessed:* 1C

**Course Title: Psychology I***Grade:* 10,11, 12*Department:* Social Studies*Description:*

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with the major sub-fields within psychology. The curriculum is based upon the American Psychological Association (APA) recommended scope and sequence standards for a high school psychology class. Units of study typically include: Introduction to the field of psychology, biological basis of behavior, life span development, and social psychology. The course, which is primarily theory based, uses a variety of instructional strategies including readings, case studies, role-plays, presentations, demonstrations, problem solving, writing assignments, and selected video analyses. In order to be successful, students are expected to complete assignments in a timely, thorough and reflective manner.

*Prerequisite(s):**Expectations Supported:* 1C, 2, 3C, 4A, 4B*Course No.:* 1439.H or 1439.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 3A, 3B, 3D**Course Title: Psychology II***Grade:* 11, 12*Department:* Social Studies*Description:*

This course is designed as a continuation to Psychology I. Its intention is to continue to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with the major sub-fields within psychology. The curriculum is based upon the American Psychological Association (APA) recommended scope and sequence standards for a high school psychology class. Students will be able to recognize psychology as a scientific study of human behavior and mental processes by studying facts, principles, and phenomena associated with the five major domains of psychology. Units of study typically include: applied research methods, states of consciousness, learning, and psychological illnesses. Psychology II is open to students who possess strong reading comprehension and writing skills. The course, which is primarily theory based, uses readings, case studies, presentations, demonstrations, role-plays, problem solving, writing assignments of varying lengths, research assignment(s), and selected videos to present the major concepts, theories, and methodologies of modern psychology. In order to be successful, students must complete nightly homework as well as short-term and long-term assignments.

*Prerequisite(s):* Students must have successfully completed Psychology I*Expectations Supported:* 2, 3B, 3C, 3D*Course No.:* 1440*Level:* Honors*Affiliated Dept.:* n/a*Offered:* Semester 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 1C, 3B

**Course Title: Sociology***Grade:* 10, 11, 12*Department:* Social Studies

*Description:* Sociology examines human relationships in society. The course affords students the opportunity to learn about themselves and others in group behavior. Students will be introduced to some of the major concepts of sociology including gender, race, and family. Sociology is open to students who possess strong reading comprehension and writing skills. The course uses case studies, readings, and selected videos to present the major concepts, theories, and methodologies of modern Sociology. Students will be responsible for summarizing main ideas and making presentations to the class. In order to be successful, students must complete nightly homework as well as long-range assignments.

*Prerequisite(s):**Expectations Supported:* 2, 3A, 3C*Course No.:* 1444.H or 1444.CP*Level:* Open Honors*Affiliated Dept.:* Franklin Arts Academy*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 1C, 3B, 3D**Course Title: Story of Massachusetts***Grade:* 10,11, 12*Department:* Social Studies

*Description:* This course will feature the political, social, and economic trends of the Bay State from Plymouth Rock to the modern day (1620-present). Specific areas of concentration will include social structure, religion, political leadership, cultural institutions, and increasing ethnic and racial diversity. Time will also be dedicated to the town history of Franklin.

*Prerequisite(s):* U.S. History I*Expectations Supported:* 1, 2, 3, 4A, 4B*Course No.:* 1456.H or 1456.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 1A, 1C**Course Title: Street Law***Grade:* 10,11,12*Department:* Social Studies

*Description:* This course in the practical applications of the law will provide students with an understanding of the legal rights and responsibilities of citizens. We will begin with an overview of the U.S. Constitution and traditions and precedents of American justice, and using this knowledge, examine criminal law, civil (tort) law, family law, and consumer law. Contemporary controversies in the law and Constitution will be an area of particular focus. Open honors students will be expected to complete a research paper and read a teacher selected novel based on a theme involving the law.

*Prerequisite(s):**Expectations Supported:* 1A, 1C*Course No.:* 1448.H or 1448.CP*Level:* Open Honors*Affiliated Dept.:* n/a*Offered:* Semester 1 or 2*Credits:* 2.5*Duration:* Semester*Expectations Assessed:* 1C

**Course Title: US Government and Politics - AP***Course No.:* 1451*Offered:* All year*Grade:* 10, 11, 12*Level:* Advanced Placement*Credits:* 5*Department:* Social Studies*Affiliated Dept.:* n/a*Duration:* Full year

*Description:* AP US Government and Politics will give students an analytical perspective on government and politics in the US. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, beliefs, groups, and ideas that constitute US government and politics. The course content is consistent with the syllabus prepared by the College Board, and it prepares students for the Advanced Placement examination. Students who complete this course will be able to:

- Know important facts, concepts, and theories pertaining to US government and politics
- Understand typical patterns of political processes and behavior and their consequences
- Be able to analyze and interpret basic data pertaining relevant to U.S. government and politics

*Prerequisite(s):* Students must have a minimum of B in US History to move into Advance Placement along with a teacher recommendation.

*Expectations Supported:* 1C, 2, 3A, 3B*Expectations Assessed:* 3C**Course Title: US History Advanced Placement***Course No.:* 1423*Offered:* All year*Grade:* 10,11*Level:* Advanced Placement*Credits:* 10*Department:* Social Studies*Affiliated Dept.:* n/a*Duration:* 2 years

*Description:* The Advanced Placement United History course is a two-year course which covers the curriculum to be tested on the AP US History exam through College Board®. The two-year model is offered as an acknowledgement of the fact that two years of preparation is ideal for the scope of the AP US History curriculum. Students will write analytical essays based on a series of primary source documents, and they will read in books outside of assigned textbook pages. Students will be required to complete research projects, speak in front of the class, work in groups and participate in large and small groups. In addition, students will be required to complete summer reading and an extensive summer assignment in preparation for the course. Students are expected to commit to the two-year as they prepare for the College Board® exam at the end of the second year.

*Prerequisite(s):* Students must have earned a B or better in World History II and obtained a teacher recommendation.

*Expectations Supported:* 2, 3A, 3C, 3D*Expectations Assessed:* 1C, 3B

**Course Title: US History I***Grade:* 10*Department:* Social Studies

*Description:* United States History I will begin in 1750 with the late colonial period of North America and end with a study of American post-Civil War industrial growth. The course will cover major skills and topics presented in the state Social Studies Frameworks. Enrollment in Honors English will be helpful. The honors course will continue to place emphasis on strong reading and writing skills. Utilizing their information problem solving skills, students will continue to strengthen their Internet research skills. Student work will include research assignments, oral presentations, and technology enhanced presentations. In order to be successful, students must complete nightly homework as well as short-term and long-term assignments.

*Prerequisite(s):* B+ in World History II CP or C in World History Honors

*Expectations Supported:* 1C, 2, 3A, 3C, 3D

*Expectations Assessed:* 1C, 3B

*Course No.:* 1422*Level:* Honors*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: US History I***Grade:* 10*Department:* Social Studies

*Description:* United States History I will begin in 1750 with the late colonial period of North America and end with a study of America post-Civil War. Student achievement will be supported by varied teaching strategies that continue to strengthen reading, writing, and organizational skills. Students will engage in Internet research using their problem solving skills. Students at this level will also be required to conduct research and give oral presentations, enhanced by technology. In order to be successful, students must complete nightly homework as well as short-term and long-term assignments.

*Prerequisite(s):*

*Expectations Supported:* 1C, 2, 3A, 3C, 3D

*Expectations Assessed:* 1C, 3B

*Course No.:* 1421*Level:* College Preparatory*Affiliated Dept.:* n/a*Offered:* All year*Credits:* 5*Duration:* Full year**Course Title: US History I – FAA***Grade:* 10*Department:* Social Studies

*Description:* The FAA United States History I course will examine the cultural, political and social forces that shaped the foundation of our country, beginning with events surrounding the American Revolution and ending with the study of the Civil War and its aftermath. Taking an interdisciplinary approach, students will be exposed to and asked to critically analyze the cultural and social movements, along with pertinent literature, music, art, architecture and other forms of artistic expression. The course will be largely project-based, with a heavy emphasis on research skills and primary source analysis. Students will demonstrate understanding of the material in a variety of ways, including oral, written and creative presentations in conjunction with their Creative Literacy. Students may take this course for CP or Honors credit with additional requirements to be met for Honors-level work.

*Prerequisite(s):* Course open to those students who are accepted into the FAA.

*Expectations Supported:* 1A, 1B, 1C, 2, 3A, 3B, 3C, 4A, 5

*Expectations Assessed:* 1D, 1E, 3C, 3D, 4B

*Course No.:* 1480.H or 1480.CP*Level:* Open Honors*Affiliated Dept.:* Franklin Arts Academy*Offered:* All year*Credits:* 5*Duration:* Full year



*Expectations Assessed:* 1C, 3B

**Course Title: US History II**

*Course No.:* 1432

*Offered:* All year

*Grade:* 11

*Level:* Honors

*Credits:* 5

*Department:* Social Studies

*Affiliated Dept.:* n/a

*Duration:* Full year

*Description:* Grade 11 Honors U.S. History is open to students who can read historical documents from a variety of sources and who write with clarity. Enrollment in Honors English is helpful. In keeping with the Massachusetts frameworks, the course will begin with coverage of the progressive movement of the late 19th century and devote the majority of the year to the 20th and 21st centuries. Students will continue to develop their research skills by completing library assignments, and they will also use written as well as oral presentations to demonstrate their proficiency of research assignments. At the conclusion of the course, students will understand the role of the United States in the world, be able to analyze readings for bias and point of view, write historical essays with supporting information and a point of view, and make comparisons among different time periods in history. In order to be successful, students must complete nightly homework as well as long-term assignments.

*Prerequisite(s):* Students must have earned a C in US History I Honors or a B+ in US History I CP.

*Expectations Supported:* 1C, 2, 3A, 3C, 3D

*Expectations Assessed:* 3B

**Course Title: US History II**

*Course No.:* 1431

*Offered:* All year

*Grade:* 11

*Level:* College Preparatory

*Credits:* 5

*Department:* Social Studies

*Affiliated Dept.:* n/a

*Duration:* Full year

*Description:* Grade 11 U.S. History at the college level will begin with a brief review of the late 19th century and devotes the majority of the year to the 20th and 21st centuries. Students will be taught to write an analysis of an historical event based on primary and secondary sources. Students will also work on research skills such as finding the appropriate sources to fit an assignment, summarizing the main points of documents, and preparing a report or paper that incorporates the research and uses appropriate citations. At the conclusion of the course, students will be able to place major historical events in the proper time period, analyze the main institutions of the U.S. government, and write from a point of view. In order to be successful, students must complete nightly homework as well as long-term assignments.

*Prerequisite(s):* Students must have successfully completed or be concurrently enrolled in US History I

*Expectations Supported:* 1C, 2, 3A, 3C, 3D

*Expectations Assessed:* 3B

**Course Title: US History II – FAA****Grade:** 11**Department:** Social Studies**Description:**

This 11th grade integrated Humanities course allows students to make connections focusing on culture and events in the 20th century. Students will be exposed to the incorporation of cultural movements, social trends, mass culture and pertinent literary criticism through units from American History: turn of the century modernism to, minimally, the upheaval of the 1960s and 1970s. Students will be taught to write an analysis of an historical event based on primary and secondary sources. Students will also work on research skills such as finding the appropriate sources to fit an assignment, summarizing the main points of documents, and preparing a report or paper that incorporates the research and uses appropriate citations. The study of humanities promotes civil discussion of conflicts, placing current issues and literature into historical context while providing experiences of arts integration through learning. Students may take this course for CP or Honors credit with additional requirements to be met for Honors-level work. In addition to class work, the student will be required to complete projects related to their artistic studies in the Creative Literacy class.

**Prerequisite(s):** Students must be an active member of the Franklin Arts Academy and have successfully completed US History I

**Expectations Supported:** 1A, 1B, 1C, 2, 3A, 3B, 3C, 3D

**Expectations Assessed:** 1C, 2, 3B

**Course No.:** 1481.H or 1481.CP**Level:** Open Honors**Affiliated Dept.:** Franklin Arts Academy**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: World History II****Grade:** 9**Department:** Social Studies**Description:**

Grade 9 Honors World History is open to freshmen who have demonstrated skill in reading comprehension and writing. Enrollment in Honors English is helpful. The course follows the recommended topics published in the Massachusetts Social Studies State Frameworks. Students will be presented with a thematic overview of world history from the rise of the Absolute monarchs to the 21st century. Students will be introduced to the historical method of research through the use of primary and secondary sources. Students should expect nightly homework assignments as well as short and long-term writing assignments.

**Prerequisite(s):** Students must have earned a C in World History Honors or a B+ in World History CP

**Expectations Supported:** 2, 3B, 3C, 3D

**Expectations Assessed:** 1C

**Course No.:** 1412**Level:** Honors**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year**Course Title: World History II****Grade:** 9**Department:** Social Studies**Description:**

Grade 9 World History at the college preparatory level will follow the same thematic overview as the honors course. More attention will be paid to making sure students have a strong foundation in reading and writing skills, as well as skills in organizing information via different note taking strategies. This will ensure that students can achieve a high level of learning. Students will be presented with a thematic overview of world history from the rise of the Absolute monarchs to the 21st century. College preparatory level students will also learn the skills necessary to become information problem solvers, but will engage in activities designed to give them the necessary support they may need. In order to be successful, students must complete nightly homework as well as short-term and long-term assignments.

**Prerequisite(s):**

**Expectations Supported:** 2, 3B, 3C, 3D

**Expectations Assessed:** 1C

**Course No.:** 1411**Level:** College Preparatory**Affiliated Dept.:** n/a**Offered:** All year**Credits:** 5**Duration:** Full year

## **SENIOR PROJECT**

Senior Project allows students to engage in an academic, professional, and/or personal experience that may ultimately shape the course of their future. Students must submit an initial proposal for Senior Project by the end of their junior year. The proposal is reviewed by faculty members who will determine if the project has the potential to be completed successfully. During the fall of senior year, applicants will submit their final proposal for review. This final proposal includes a student-generated Essential Question to be investigated throughout his/her project. Upon acceptance into Senior Project, students will enroll in a preparatory course during the 3<sup>rd</sup> term of senior year, and then commence an internship at the start of 4<sup>th</sup> term. Students will utilize critical thinking skills and increase their awareness of how to pursue a career, community service/ outreach project, or artistic path of interest. This is interdisciplinary by nature, allowing participants to utilize the academic, social, and civic skills that they have developed over the course of their K-12 education.

### **Course Title: Senior Project Externship**

*Course No.:* 1999

*Offered:* Quarter 4

*Grade:* 12

*Level:* College Preparatory

*Credits:* 8.75

*Program:* Senior Project

*Affiliated Dept.:* All

*Duration:* Quarter

*Description:* The Senior Project Internship occurs during 4<sup>th</sup> term. During this time, students complete the working phase of their project and prepare their Final Exhibition. The working phase will consist of at least 70 hours of professional experience during which time the student has weekly check-in meetings with both an outside mentor and FHS teacher. The working phase also involves the writing of in-depth, weekly reflections. By the conclusion of the internship, students will demonstrate Media Literacy through the creation, maintenance, and sharing of an electronic portfolio. A critical component of the Senior Project Internship is the final public speaking performance assessment (called the Final Exhibition.) For the Exhibition, all Senior Project Students will deliver a presentation to a panel. The following categories will be factored in to the final grade: Weekly journals, advisor and self-evaluations, final exhibition, and electronic portfolio.

*Prerequisite(s):* Successful completion of a Senior Project Seminar course; students must be in good standing with administration and on-track to graduate.

*Expectations Supported:* 1D, 3B, 3C, 4A, 4B

*Expectations Assessed:* 1B

### **Course Title: Senior Project Seminar**

*Course No.:* 1995

*Offered:* Quarter 3

*Grade:* 12

*Level:* College Preparatory

*Credits:* 1.25

*Department:* Business

*Affiliated Dept.:* All

*Duration:* Quarter

*Description:* This 3rd term course prepares students for the Senior Project Internship. The activities in this course allow the instructor to determine students' mastery of the FHS academic expectations in the areas of content knowledge, communication, problem-solving, and responsibility. In response to this formative assessment, the instructor will tailor course content to the needs of the students and prepare them to complete a professional internship during term 4. This will be achieved by focusing on: job preparation, ethics in the workplace, character development, leadership development, and communication and interviewing techniques. Students will reflect on their Senior Project Essential Question as they investigate a topic of interest and write 10-12 page formal research paper. Participants will also create their electronic portfolios and begin brainstorming for the culminating public speaking presentation (Final Exhibition.)

*Prerequisite(s):* Students must have applied to and been accepted for Senior Project.

*Expectations Supported:* 1C, 3C, 4A, 4B

*Expectations Assessed:* 3A, 3B

### **STUDENT DIRECTED LEARNING PROGRAM (SDLP)**

**Course Title:** Student Directed Learning Program

*Course No.:* 1996

*Offered:* Semester

*Grade:* 10, 11, 12

*Level:* n/a

*Credits:* No credit

*Program:* SDLP

*Affiliated Dept.:* n/a

*Duration:* Full year

*Description:* Students will create and execute a plan that explores personal learning and/or career goals through a self-directed learning program (SDLP). This is not a credit-bearing course and is not meant to function as an independent study. Students in the program will develop skills necessary for “life after high school” such as initiative, independence, time management, and personal responsibility while being afforded the opportunity to personalize learning and pursue individual areas of interest. Students apply for the SDLP by creating an independent learning plan that articulates 3-4 measurable learning goals they will meet by the end of their experience. This plan may include on or off campus activities, depending on the unique needs identified by the student in his/her application. The privilege of leaving campus will only be extended to students whose learning plan includes specific and legitimate reasons for doing so. Students who are enrolled in the Self Directed Learning Program must meet monthly with the Self Directed Program Coordinator to demonstrate progress in regard to the specific learning goals. Failure to demonstrate measurable progress will result in the student being placed on an improvement plan and, ultimately, could result in removal from the program.

*Prerequisite(s):* Students must be in good academic standing, generally defined as making progress toward meeting graduation requirements for “on-time” graduation. Students must also obtain administrator acknowledgement that they have demonstrated commitment to responsible conduct, and have maintained appropriate attendance standards during the program. Failure to meet these standards will result in assignment to a teacher-directed study or academic support.

### **SPECIAL EDUCATION DEPARTMENT**

The Special Education Department of Franklin High School offers participating students a curriculum that is based upon each student's specific needs as stated in his/her Individualized Education Plan (IEP). Entrance into this program is in accordance with Chapter 766, Massachusetts Special Education Regulations, which requires referred students to be evaluated through a team process. As a result of a Team Evaluation, an individualized educational plan is developed and implemented which may provide one or more of the following services or course offerings: academic support, replacement academic subjects, inclusion subjects, speech and language therapy, counseling services and/or other specialized services deemed appropriate by the team to accommodate the unique learning style of each participating student. A full range of special education services is available to identified students who need support in order to be successful in regular education classes. The program is designed to provide study skills, reinforce mainstreamed curriculum and enhance basic academic skills.

### **FRANKLIN ARTS ACADEMY**

The Franklin Arts Academy is a pathway within Franklin High School designed to give students with an interest in the performing and visual arts an opportunity to explore their area of passion. These academic classes are designed to deliver high quality standards fully integrating the arts with a process driven curriculum. The areas of art concentration will be: Architecture, Musical Production, Theatre, Video Production, and Visual Arts.

All of the FAA classes will be heterogeneously grouped. All students will have the opportunity to earn Honors credit if they complete the honors level projects and homework. The Franklin Arts Academy will begin in the fall of 2010 with an 11<sup>th</sup> grade cohort of 25-30 students. There is an application process; contact the Guidance Department or Art Director for more information on the application process and deadlines.

#### ***Mission Statement***

The Franklin Arts Academy will inspire students to learn through the Arts. As a nurturing community, the Academy will be a space where students can flourish within an academic and cultural climate that promotes creation, individuality, and critical thinking through an integrated, project-based curriculum.

#### ***Core Goals***

- To create a small learning community that provides students with the skills and opportunities that will foster artistic growth through active participation, engaging them in their own learning
- To connect with and provide culture for the community at large
- To teach the students 21st century skills for our ever-changing and interdependent world
- To provide a learning environment that is heterogeneous, where students can demonstrate their abilities and growth through assessments that meet the levels of proficiency for college entrance
- To introduce work experience through the exploration of employment, internships, and graduate educational opportunities
- To create a thriving art scene

### **ALTERNATIVE EDUCATION (ALP)**

The Alternative Learning Program (ALP) for Franklin High School is designed to provide an educational setting for students who have met with difficulty in the regular course of study. The goal of ALP is to help Franklin students achieve a high school diploma and/or reintegration of students into the regular course of study. The emphasis of the alternative class is to provide the necessary support for students to handle a full or split schedule of classes in regular education. ALP is located at Franklin High School.