

# Franklin High School Academic & Career Planning Course Guide 2016-2017



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**Dear FHS Students:**

The Franklin High School *Academic and Career Planning and Course Guide* has been prepared to help you plan your four-year educational program. A study of the content will reveal the academic strength of the curriculum and the diversity of core-academic, elective and co-curricular offerings. The many options will allow you to individualize your course of study and meet your objectives, needs and interests.

In addition to describing courses, the *Academic and Career Planning and Course Guide* provides information about graduation requirements, credits, grades, career guidance, The 16 Career Clusters, Advanced Placement courses, In-Roads Programing, co-curricular activities and other special programs. It also serves as a practical guide for much of the basic information you need to know. Please use this information with your parents, teachers, and counselor to make informed decisions about your future.

Each year at Franklin High School, students, parent, teachers and counselors are involved in academic and career planning. In consultation with school counselors, students use online career assessment and research tools to guide their decisions and complete high school plans as well as post-high school plans. Please refer to the sample career pathways located on the high school website for more information.

With any long-range planning it helps to remain flexible as needs and interests change. It is important to communicate with your counselor whenever you have questions or when your interests and goals change. The faculty and staff of Franklin High School are committed to helping you make the most of your educational experience. We encourage you to challenge yourself and take advantage of the varied programs offered.

Our personal best wishes are extended to you for a positive, involved and successful school career.

Sincerely,

**Franklin High School Administration**

**Michael A. Nowak, Principal**  
**Susan Rach, Associate Principal**  
**Anita Sundstrom, Associate Principal**  
**Sara Unertl, Activities/Athletic Director**

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# Graduation Requirements and General Information

Graduation Requirements	
English	4.0
Social Studies	3.0
Science	3.0
Mathematics	3.0
Physical Education	1.5
Health: Jr. or Sr. Year	0.5
Electives	13.0
<b>Total</b>	<b>28.0</b>

- Special provision is made for Transfer Students

## **\*Act 55 - WI Civics Graduation Requirement\* NEW**

WI Act 55 (2015) of the 2015-17 biennial state budget requires that beginning with the class of 2017, *"any student graduating from a Wisconsin high school take a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 60 of those questions."*(Section 3266R, 118.33(1m)(a)1.)

*What This Means For Students:*

- Students, starting with the class of 2017, must correctly answer at least 60 of 100 questions identical to the INS citizenship test in order to graduate from a WI public, charter, or private school participating in a parental choice program.
- Students with IEP's must complete the test, but do not have to pass it in order to graduate.
- Students identified as LEP may take the test in their language of choice.

*There are no state funds to supplement this test. DPI is not involved in the procurement, grading, or gathering of test scores for this test. Districts are responsible to give the test, score it, and keep records of student scores/passing.*

## **Grading Scale**

Following is the Franklin High School uniform grading scale and grade point average policy that will be used for all FHS courses:

A = 95-100	C = 77-79
A- = 92-94	C- = 74-76
B+ = 89-91	D+ = 71-73
B = 86-88	D = 68-70
B- = 83-85	D- = 65-67
C+ = 80-82	F = 64 and Below

A = 4.000	C = 2.000
A- = 3.667	C- = 1.667
B+ = 3.333	D+ = 1.333
B = 3.000	D = 1.000
B- = 2.667	D- = 0.667
C+ = 2.333	F = 0.000

## **Weighted GPA Procedure**

- Grade point averages will be calculated using a 4.0 scale
- After the GPA is calculated, .05 points or .025 will be added to the GPA for each semester of the weighted course successfully completed. Successfully completed is defined by a grade of "C" or higher
  - Courses that may result in college credit in a four-year (Bachelor Degree) college program will receive the .05 weighting
  - Courses that may result in credit at a two-year (Technical College/Associate Degree) college program will receive the .025 weighting
- The weighted grade points (.05 or .025) will never be averaged: they will be added to the calculated GPA at the end of each semester

## **Example of Weighted Grade calculation:**

Senior Semester I

Enrolled in AP Chemistry (one semester)	
AP Government (one semester)	
7 <sup>th</sup> semester calculated GPA	3.87
One semester AP Chemistry	+ .05
One semester AP Government	+ .05
Cumulative GPA	3.97

## **Two-Year (.025)**

Accounting	Medical Careers
Advanced Accounting	Interior Design
Business Com Tech	Medical Terminology
Child Development III	Software Applications Expert
Computer Prog in Year 1	Youth Options
Entrepreneurship	3D Animation
Fashion Analysis	
Fashion Marketing & Merchandising	
Hospitality and Tourism	
Interior Design	
Intro to AutoCAD	

## **Four-Year (.05)**

AP Art History	<b>PLTW:</b>
AP Art Studio	Digital Electronics
AP Biology	Intro to Engineering Design
AP Calculus AB	Principles of Engineering
AP Calculus BC	Computer Science & Software Eng
AP Chemistry	Engineering Design & Development
AP English Language	Civil Engineering & Architecture
AP English Literature	Principles of Biomedical Sciences
AP Environmental Science	Human Body Systems
AP European History	Medical Interventions
AP Government	Biomedical Innovations
AP Human Geography	
AP Macroeconomics	
AP Music Theory	
AP Physics 1	
AP Psychology	
AP Statistics	*German V
AP US History	*Japanese V
Youth Options	*Spanish V

\*Franklin High School does not offer Advanced Placement German, Spanish or Japanese. Students taking a fifth in these languages will be awarded .05 weighting for each semester in which they earn a "B" or higher.

## Credit Recovery and Summer School

If a student fails a required class they must make up the credit either during summer school or during the following school year. In order to not fall behind in credits, students should make up credits during summer school. Summer school information is available on line beginning in March.

Both credit recovery and enrichment courses may be offered during Summer School. Summer School classes typically run from mid June until late July. If a class is being taken for credit students may miss no more than three days.

## Schedule Changes

Franklin High School Counselors, Administrators and staff make every effort to create a schedule of the courses requested by students in order to assist each student in developing his/her academic and career capabilities. Courses are offered based on the requests students make at the time of registration. Future changes may be limited due to enrollments established by course requests.

Courses are canceled when less than the required number of students pre-register. When a course is canceled, an alternate is selected from the student's course selection sheet.

Changes to an individual student's schedule may be very difficult once the master schedule has been completed. It is time consuming for everyone and can delay a student's placement in courses before the start of school. To avoid this difficulty, students and parents are strongly encouraged to make careful selections during the course registration process in January and February.

Course additions may be made prior to the start of the semester only if the added class will fit into open time that already exists in the student's schedule. **All requests for schedule changes for the following school year must be made prior to May 27th of the current year.** Any request for a schedule change after this deadline will first require parent/guardian approval, followed by approval from an Associate Principal or the building Principal.

**Schedule changes will be considered prior to the start of each semester and will be limited to absolutely necessary changes due to:**

- ⇒ A change in career plan indicates a new course is indicated
- ⇒ College research indicates an academic need has changed
- ⇒ Student recovered credit during Summer School
- ⇒ Student failed a course needed for graduation

The criteria considered when evaluating these requests include the impact of the change on class size and staffing, and the academic benefit of the change for that individual student.

**Requests that will not be honored:**

- ⇒ Teacher preference
- ⇒ Not completing required summer homework
- ⇒ Lunch period preference
- ⇒ Free Block preference

Note: While Franklin High School staff are committed to accommodating individual student needs, a low or failing grade will not be considered as the sole justification for withdrawal from a course.

No schedule changes will be made on the first day of any semester or the day prior to ensure that attendance reports are accurate when classes begin. The only appointments available on these days will be for students with incomplete schedules. Students will not be allowed to drop a course beyond the 7th day of the semester. This includes AP courses.

## Teacher Change Requests/Free Block/Lunch Period

It is the policy of Franklin High School to deny schedule change requests for the purpose of teacher preference, as well as preference for scheduled Free Block and/or lunch period. All teachers employed at Franklin High School are licensed by the Department of Public Instruction, highly qualified and capable of delivering the approved curriculum using effective instructional methodology. Students are assigned to class sections through a complex process that tries to balance class sizes and provide all students with the best possible chances for accessing the courses of their choice.

Parents and students are asked to refrain from making these kinds of requests. The administration will only consider these requests for approval if there is a documented history between the student and the assigned teacher in which the student struggled academically or exhibited persistently negative behaviors.

## Alternate Year Courses

Select courses are offered every other year. Odd-year courses are offered when the school year ends with an odd-numbered year (i.e. 2016/2017). Even-year courses are offered when the school year ends with an even-numbered year (i.e. 2017/2018).

### Every Other Year Course Offerings

#### Odd-Year 16-17, 18-19, 20-21

Independent Reading  
AP Human Geography  
Web Design for Business  
Fashion Marketing & Merchandising  
Individual Sports II  
Civil Engineering  
Applied Electricity

#### Even-Year 17-18, 19-20, 21-22

Creative Writing  
Cultural Diversity in America  
Advertising & Print Media  
Fashion Analysis  
AP Music Theory  
Digital Electronics  
Residential Architecture

## FHS Counseling Program

Visit our Counselors page at <http://tinyurl.com/fhs-counselors> to access a wealth of information regarding FHS, Academic & Career Planning Services, post high school options, scholarships & financial aid, testing information, & so much more!

The FHS Counseling Program is a comprehensive, developmental program which begins with eighth grade orientation and culminates in planning for post-high school experiences. Counseling is a process which continues through the four years of high school, with specific emphasis for each year.

This program includes orientation, academic career planning, career & interest exploration, assessment, program planning, social/emotional counseling, and post-high school planning.

Counselors are available for consultation during the school day and on selected days during the summer. If you need help or have any questions or concerns, please contact your Counselor. Students are assigned alphabetically to the following counselors:

<u>Counselor Assignment</u>	<u>Class of 2017-2018</u>	<u>Class of 2019 &amp; beyond</u>
Ms. Diane Gilroy	All Students A-F	All Students A-F
Ms. Katharine Reid	All Students G-L	All Students G-J
Mr. Keith Decker	All Students M-R	All Students K-Q
Ms. Mindy Willard	All Students S-Z	All Students R-Z

## Explore WICareerPathways.org & Explore WISCAREERS

Web Site—<http://wiscareers.wisc.edu>

Username—firstnamelastname

Password—student six digit id number

- Explore interests, skills, abilities, occupations and educational paths all in one site
- Identify careers that match their interests
- Map out education and training plans

**Senior Course Free Block:** Seniors who maintain a 2.5 Cumulative or higher GPA, and who maintain good behavior and attendance can qualify for a “free block” (*CFB*). This means that a single “block” in the students schedule would be open for the student to use as he or she wishes. The *CFB* includes the option of leaving campus if the student’s parent or guardian signs a waiver. **When students register in the spring of their junior year, they may register for a *SFB* if the student has a cumulative GPA of 2.5 or higher, has not been issued school discipline for any attendance violations for a semester or more, and who has not had any school suspension for two or more semesters.** The *CFB* is a privilege that can be suspended or revoked at any time for poor behavior, attendance, unserved detentions or a decline in academic performance.

**Volunteer Block:** Junior and Senior students, who are on track for graduation, may register for a Volunteer Block (VB). Students in a VB may serve in a variety of roles including office aides and/or teacher classroom aides. Students in the VB are required to be in attendance at the time and location assigned to them. Students do not receive credit toward graduation as participants in the VB program. On a case by case basis, students may earn credit when working in educational programs in which new projects and new learning are clearly part of the experience. This would necessitate a strong curricular connection to prior FHS coursework and approval by the principal.

## Academic & Career Planning Highlights (Year by Year)

### 8th Grade

- **Academic & Career Planning:** FHS Counselors work with students on career interests and high school course plans in mid January.
- **Freshman Preview Night at FHS (February).** Provides an opportunity to preview the high school programs, meet school counselors and teachers, gather information to use in selecting classes for freshman year.
- **FHS Counselors meet with 8th grade students in February** to plan their schedule for freshman year.
- **New Freshman/New Student Day (April).** For incoming Freshman new to Franklin Public Schools.

### Freshman Year

- **Freshman Orientation Day at FHS (September).** A unique first day of school to assist freshman transition to FHS. Freshman attend a class meeting, orientation sessions and then follow a shortened class schedule. Freshman eat lunch and then go through their schedule for a second time during which sophomores, juniors and senior students are present.
- **Student Planners.** Every year, all students are issued a Student Planner to help with organizing various activities at school, at home and in the community.
- **Academic & Career Planning in Fall.** Topics include: transition to FHS, review of high school graduation requirements, college & technical college admission requirements, co-curricular opportunities, etc.
- **Freshmen take ACT Aspire in spring at FHS**
- **Career & Technical Education Assembly (December)**  
In school opportunity to preview all career/tech ed programs at FHS.
- **Registration** for sophomore year (January)

### Sophomore Year

- **WI Education Fair** (October) Register at: [www.wefs.org/](http://www.wefs.org/) registration.
- **Sophomores take ACT Aspire in spring**
- **Attend Sophomore Parent Night (January)** Counselors conduct sessions regarding planning for junior & senior year and beyond. Counselors review ACT Aspire, ACT and ACT WorkKeys with sophomores and their families.
- **Registration** for junior year (January)
- Academic and Career Planning instruction in spring.

### Junior Year

- **Sign up to attend presentations** by representatives from colleges & universities, technical colleges & the military who visit FHS throughout the year.
- **Juniors take the official ACT and ACT WorkKeys in spring at FHS.**
- **PSAT in October at FHS.** This test is for students considering a 4-year college. The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is the route of entry to National Merit Scholarship Corporation (NMSC) Scholarship Competitions.
- **ASVAB (October):** This is for all students interested in the military assessing their academic & occupational abilities. Go to [www.asvabprogram.com](http://www.asvabprogram.com).
- **Wisconsin Education Fair (October).** Register at: [www.wefs.org/](http://www.wefs.org/) registration.
- **Counselors schedule Individual Academic and Career Junior Conferences.** Counselors meet with juniors and their parents regarding graduation requirements, registration & career planning.
- **Attend Junior Parent Night (Fall)** Speakers from the University of Wisconsin System, WI Private Colleges & Universities, University of WI 2-year Colleges, Technical Colleges, Apprenticeship Programs and the Military give presentations, distribute information and answer questions.
- **Schedule campus visits.**
- **Take the ACT in April and/or June.**
- **Consider ACT Test Prep Courses** (see page 96 & website).

### Senior Year

- **Sign up to attend presentations** by representatives from colleges & universities, technical colleges & the military who visit FHS throughout the year.
- **WI Education Fair (October)** Register at [www.wefs.org/](http://www.wefs.org/) registration.
- **ASVAB (October)** Go to [www.asvabprogram.com](http://www.asvabprogram.com)
- **Counselors meet with seniors in September.** Topics include: Senior Calendar; transcript review of credits, graduation requirements, class rank, GPA & college-prep credits; post-secondary planning opportunities; application process for colleges, technical colleges, military, apprenticeships, scholarships and financial aid programs.
- **APPLY EARLY for Admission!** (September/October). Upon completion of online application, students turn in transcript request form to Student Services.
- UW System schools begin accepting applications September 15.
- Technical Colleges begin accepting applications October 1.
- Complete scholarship form prior to applying for scholarships. (Fall)
- **“Scholarship HOTSHEET”** includes a current list of scholarships and schedule of College Rep Visits at FHS. Check FHS website: Student Services/Guidance.
- **Attend Senior Financial Aid Night.** A College Financial Aid Director guides students & parents through the financial aid process.
- **Financial Aid:**  
Complete the Free Application for Federal Student Aid (FAFSA) form. Website: [www.fafsa.gov](http://www.fafsa.gov)



## Alternatives After High School

### College

#### *College Prep Requirements:*

- 4 years of English
- 3 years of Social Science
- 3 years of Math (Algebra, Geometry, and higher math minimum)
- 3-4 years of Natural Science
- 4 or more courses from the above subjects as well as foreign language, fine arts, computer science, and other areas
- Taking 2-3 years of a single foreign language is strongly advised and is required at some UW System campuses and other out of state universities

Colleges consider high school performance (rigor of course work academic GPA, grade trend, and class rank), ACT or SAT scores, non-academic qualifications (extra curricular activities, leadership, service, and talent, personal statements and recommendations).

### Technical College

#### Top 10 Reasons to Attend a Wisconsin Technical College

1. Ticket to a great paying job
2. Hands-on learning
3. Affordable tuition
4. Shorter time investment
5. Individual attention
6. Strong job placement record
7. Flexible class scheduling
8. Instructors are industry experts
9. Credit transfer to four-year programs
10. 300 career choices that allow you to follow your passion

### Apprenticeships

Apprenticeships is a structured system of training designed to prepare individuals for skilled occupations. It combines on-the-job training under the supervision of experienced journey workers with related classroom instruction. Apprentices who successfully complete the prescribed number of hours of training in an apprenticeship program become certified skilled workers.

### Think Military

The Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program provides tools developed by the Department of Defense to help inform high school students about career exploration and planning. Go to [www.asvabprogram.com](http://www.asvabprogram.com). [www.todaysmilitary.com](http://www.todaysmilitary.com) is THE leading career information resource for the military world of work. This site describes training, advancement and educational opportunities within each of the major Services – (Army, Navy, Air Force, Marine Corps and Coast Guard).



## Honors (H) Courses

Honors courses are offered by the English, Math, and Social Studies Departments. These courses are more rigorous in content and have higher performance expectations than college preparatory courses. FHS offers honors courses for highly-motivated students who possess the proper prerequisite skills. Students in this challenging honors program are expected to complete outside readings on broader philosophical ideas and invest significant academic energy into their studies. The description for each honors course includes a summary of the content and course expectations. In consultation with high school counselors, students and their parents should carefully review the course descriptions to determine whether there is a match between the demands of the course and the student's interests and abilities.

### The Advanced Placement (AP) Program

AP provides students with an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP courses will help your child develop the content mastery and critical thinking skills expected of college students. What's more, by participating in AP, your child has the opportunity to earn college credit and to stand out in the college admission process.

### Articulation Programs

**Advanced Standing (AS)** for technical college courses is a program of articulation between Franklin High School and Milwaukee Area Technical College. Officials from MATC & MSOE have examined certain courses of study offered at FHS and have agreed that the course has an aligned curriculum with a technical college or 4-year college course thereby making the high school course eligible for an "Articulation Agreement." Upon enrolling in college the student is awarded credit for the course (s) taken in high school. This means the student does not have to repeat a basic class in a course of study and may begin their studies at a more advanced level. All Wisconsin Technical Colleges will accept advanced standing from another technical college if the course is comparable to competencies and credits awarded at the second technical college.

**Transcripted Credit (TC)** is an articulation agreement for courses that have been determined to be identical in content to a specific technical college or 4-year college course offering. The high school student can then earn post-secondary credit for successfully completing a college level course through the high school curriculum. A transcript is awarded from the post-secondary institution.

### Youth Options

The Youth Options program allows all public high school juniors and seniors who meet certain requirements to take postsecondary courses at a Wisconsin Technical College or institution of higher education. Form (PI-8700A) used to notify the school board of a student's intent to participate in the program can be obtained from DPI's website: <http://dpi.wi.gov/forms/pdf/pod8700-a.pdf>. This form must be completed and given to the building principal no later than **March 1** for a course to be taken in the fall semester; **October 1** for a course to be taken in the spring semester. Per FPS Board Policy # 6470 governing the Youth Options Program: "if a student receives a failing grade in a post-secondary course, or fails to complete a course at an institution of higher education or technical college, for which the District has made payment, the student's parents/guardian or the pupil if an adult, shall reimburse the District the amount paid on the student's behalf."

## Franklin High School Four Year Planning Guide

Subject	<b>FHS Requirements</b> <ul style="list-style-type: none"> <li>• <b>28 Total Credits</b></li> <li>• <b>Successful completion of the following subject and credit requirements:</b></li> </ul>
<b>English</b>	<b>4 Credits</b> including: <ul style="list-style-type: none"> <li>• Freshman English</li> <li>• Sophomore English</li> <li>• Junior English</li> <li>• Senior English</li> </ul>
<b>Social Studies</b>	<b>3 Credits</b> including: <ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• American Government (.5 credit)</li> <li>• Social Studies Elective (.5 credit)</li> </ul>
<b>Science</b>	<b>3 Credits;</b> one must be from each of the following areas: <ul style="list-style-type: none"> <li>• Biology or Life Science</li> <li>• Chemistry, Physics or Physical Science</li> </ul>
<b>Math</b>	<b>3 Credits</b>
<b>Physical Education</b>	<b>1.5 Credits</b> including: <ul style="list-style-type: none"> <li>• Introduction to Physical Education</li> <li>• 2 additional semester electives in Physical Education</li> </ul>
<b>Health</b>	<b>.5 Credit</b> in Health Education <ul style="list-style-type: none"> <li>• Junior or Senior Year</li> </ul>
<b>Electives</b>	<b>13 Credits</b>
<b>Total Credits</b>	<b>28 Credits</b>

Subject	<b>Entrance Requirements for MOST University of Wisconsin Schools**</b> <ul style="list-style-type: none"> <li>• <b>Rank in the top 30% - 50% of class</b></li> <li>• <b>Successful completion of the following College Prep Credits:</b></li> </ul>
<b>English</b>	<b>4 Credits</b>
<b>Social Studies</b>	<b>3 Credits</b> (4 recommended)
<b>Natural Sciences</b>	<b>3 Credits</b> (4 recommended) (Lab Sciences)
<b>Math</b>	<b>3 Credits</b> including (some colleges require 4 credits) <ul style="list-style-type: none"> <li>• IM 9</li> <li>• IM 10</li> <li>• IM 11</li> </ul>
<b>World Language</b>	<b>Recommended: 2 years</b> of a single World Language (UW-Madison <b>REQUIRES 2 years</b> of a single world language for entrance) Please verify the entrance and graduation requirements for the school (s) you are interested in attending.
<b>Electives</b>	According to UW Help, the stronger the rigor of the course work you complete in high school, the more likely you will succeed in college. <u>Most colleges require a MINIMUM of 17 college preparatory credits.</u> Some campuses may accept technical or career courses for a portion of these credits.

**\*\* Please verify admission requirements with the specific school of your choice. \*\***



## Franklin High School Four Year Planning Guide

Grade 9							
Semester 1				Semester 2			
			Credits				Credits
1	English			1	English		
2	World History			2	World History		
3	Math			3	Math		
4	Science			4	Science		
5	Physical Education			5	Elective*		
6	Elective			6	Elective		
7	Elective			7	Elective		
8	Elective			8	Elective		

Grade 10							
Semester 1				Semester 2			
			Credits				Credits
1	English			1	English		
2	US History			2	US History		
3	Math			3	Math		
4	Science			4	Science		
5	Phy Ed*			5	Elective*		
6	Elective			6	Elective		
7	Elective			7	Elective		
8	Elective			8	Elective		









Grade 11							
Semester 1				Semester 2			
			Credits				Credits
1	English			1	English		
2	American Government			2	Social Studies Sem Elective		
3	Math			3	Math		
4	Science			4	Science		
5	Phy Ed*			5	Elective*		
6	Health* (Jr or Sr Year)			6	Elective*		
7	Elective			7	Elective		
8	Elective			8	Elective		

Grade 12							
Semester 1				Semester 2			
			Credits				Credits
1	English			1	English		
2	Health* (Jr or Sr Year)			2	Elective*		
3	Elective			3	Elective		
4	Elective			4	Elective		
5	Elective			5	Elective		
6	Elective			6	Elective		
7	Elective			7	Elective		
8	Elective			8	Elective		

**\* Semester classes may occur in either semester**

## The 16 Career Clusters ([WICareerPathways.org](http://WICareerPathways.org))

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>

 <b>Human Services</b>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
	<p>Planning, managing and providing legal, public safety and protective services and homeland security are some of the functions of law, public safety, corrections and security careers. This field includes professional and technical support services.</p>
	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>
	<p>Wisconsin Career Pathways are modeled after 16 national career clusters developed by the State's Clusters Initiative. <i>A 17<sup>th</sup> option was developed called Liberal Arts and Sciences. The addition of this option provides a complete picture of the diverse types of education provided by Wisconsin's higher education sectors.</i> Visit <b>WCCareer-Pathways.org</b> for more information.</p>



# Agriculture in Wisconsin

***Includes science, marketing, service, production, supply, processing, the preservation of the food supply, plants, animals and natural resources. This area employs over 12 percent of Wisconsin's workforce.***



## INTERESTS & ABILITIES

### Animals

- Working with sick or injured animals
- Working with companion animals like dogs and cats
- Working with unique species such as fish for food
- A medical field
- Marine biology

### Plants

- Caring for plants in your home or yard
- Designing landscapes for homes or businesses
- Developing new plants or modifying existing ones
- What plants need to grow successfully

### Natural Resources

- Native fish and their aquatic habits
- Forest ecosystems
- Preservation of endangered species
- Wolves and whitetails in Wisconsin

### Foods

- What makes bread rise and pop fizz
- Being a food scientist
- Designing new food flavors
- How science is used to process your food

## PATHWAYS IN THIS CLUSTER

- Food Products and Processing Systems
- Plant Systems
- Animal Systems
- Power, Structural & Technical Systems
- Environmental Service Systems
- Agribusiness Systems

## Related Franklin High School Courses

Chemistry  
 Biology  
 AP Environmental Science  
 Human Anatomy and Physiology  
 AP Biology  
 AP Chemistry  
 Integrated Math  
 Pre-Calculus (or Honors Pre-Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 College Prep English or AP English in senior year  
 InRoads Courses

## Career Options

### FROM HIGH SCHOOL

*On the job training and/or minimal experience*

Bee Keeper	Fisherman	Nursery Worker	Stable Worker
Crop Sprayer	Landscape	Pet Groomer	Vet Hospital Worker
Farm Worker	Laborer	Pet Shop Worker	
	Logger		

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Arborist	Crop &/or Animal Farmer	Genetic Technologist	Quality Food Control
Animal Control Officer	Environmental Technician	Golf Course Manager	Specialist
Animal Nutritionist	Ferrier	Greenhouse Manager	Turf Manager
Bio-Tech Lab Technician	Fish & Game Officer	Horticulturist	Veterinary Tech
Cheese Maker	Forestry Technician	Landscape Designer	Waste Water Tech

### BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE

*Colleges/Universities*

Agricultural Commodities Broker	Animal Scientist	Geneticist	Soil Scientist
Agricultural Economist	Biochemist	Greenhouse Operator	Toxicologist
Agricultural Educator	Entomologist	Landscape Architect	USDA Inspector
Agricultural Engineer	Food Scientist	Marine Biologist	Veterinarian
Agricultural Sales & Communications	Forester	Plant Pathologist	Wildlife Biologist
Agricultural Banker	Game Warden	Soil Geologist	Zoologist
Animal Psychologist			

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills.

### Related Franklin High School Courses (cont.)

Economics  
 Sociology  
 AP European History  
 AP US History  
 Introduction to Foods  
 Foods and Fitness  
 Exploring Foods  
 Foods Around the World  
 Energy and Green Technology  
 Earth/Space Science



**C**areers in designing,  
*planning, managing, building,  
and maintaining the built  
environment.*



## INTERESTS & ABILITIES

### Activities:

- Read and follow blueprints and/or instructions
- Picture in my mind what a finished product looks like.

### Work with my hands:

- Perform work that requires precise results
- Solve technical problems
- Visit and learn from beautiful, historic, or interesting buildings
- Follow logical, step by step procedures

### Personal Qualities:

- Curious
- Good at following directions
- Pay attention to detail
- Good at visualizing possibilities
- Patient and persistent

### School Subjects:

- Math
- Drafting
- Physical Sciences
- Construction trades
- Electrical trades/heat, air conditioning and refrigeration technology education

## PATHWAYS IN THIS CLUSTER

- Design/Pre-Construction
- Construction
- Maintenance/Operations

## Related Franklin High School Courses

Woodworking Technology I and II  
Construction I and II  
Introduction to AutoCAD  
Residential Architecture  
Civil Engineering & Architecture  
Principles of Engineering  
Applied Electricity  
Energy and Green Technology  
Advanced Physics  
Interior Design  
AP Physics 1  
Economics  
InRoads Courses  
Art 101  
Drawing & Painting I/II  
Printmaking



## Career Options

### FROM HIGH SCHOOL

*On the job training and/or minimal experience*

Construction Laborer	Grading & Leveling Machine Operator	Heavy Equipment Operator
Construction Worker/Helper	Groundskeeper and Gardener	Roofer
Fence Builder	Highway Maintenance Worker	Tile Setter

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Architectural Drafter	Drywall Installer	Pipe Fitter
Bricklayer	Electrician	Plasterer
Carpenter	Glazier	Tile Setter
Cement Mason	HVAC Technician	
Civil Engineering Technician		

### BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE

*Colleges/Universities*

Architect	Civil Engineer	Grounds Supervisor
Building Contractor	Cost Estimator	Interior Design
C.A.D. Designer	Electrical Engineer	Landscape Architect

### CLUSTER KNOWLEDGE & SKILLS

Academics, Communications, Problem Solving & Critical Thinking, Information Technology, Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

AP Environmental Science  
 Integrated Math  
 Pre-Calculus (or Honors Pre-Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 College Prep English  
 AP English (Senior year)





***Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.***



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Use my imagination to communicate new Information to others
- Perform in front of others
- Read and write
- Play a musical instrument
- Perform creative, artistic activities
- Use video and recording technology
- Design brochures and posters

### Personal Qualities that describe me:

- Creative and imaginative
- Good communicator/ good vocabulary
- Curious about new technology
- Relate well to feelings and thoughts of others
- Determined/tenacious

### School subjects that I like:

- Art/Graphic design
- Music
- Speech and Drama
- Journalism/Literature
- Audiovisual Technologies

## PATHWAYS IN THIS CLUSTER

- Audio and Video Technology and Film
- Printing Technology
- Visual Arts
- Journalism and Broadcasting
- Telecommunications

## Related Franklin High School Courses

Web Design for Business  
 Business Communication Technologies  
 Advertising & Print Media  
 Software Applications Expert  
 Intro. to Video Production  
 Advanced Video Productions  
 Video Production Company I & II  
 Survey of Technology  
 Integrated Math  
 Films as Literature  
 Digital Multimedia Communication I/II  
 Creative Writing and Publishing  
 Independent Reading  
 Impact of Sports in Society

College Prep English or AP English in senior Year  
 Art 101  
 Drawing & Painting I/II  
 Printmaking  
 Photography 1/II  
 Ceramics I/II  
 Sculpture  
 Digital Art & Design  
 Advanced Digital Art & Design Photoshop  
 InRoads Courses  
 AP Art Studio  
 AP Art History

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Floral Designer	Proofreader	Mural Painter
Food Stylist	Sign Designer/Painter	Photographer
Musician	Stained Glass	Pre-Press
Mural Painter	Vet Hospital Worker	
	Stable Worker	

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Animator	Prepress Technician	Skin Painter
Bookbinder	Printing Press Operator	Potter
Broadcast Technician	Recording Technician	Graphic Designer
Caption Writer	Taxidermist	Music Repair Technician
Communications Line	Public Relations Manager	Recording Technician
Maintainers	Craft Artist	

### BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE

*Colleges/Universities*

Animator	Illustrator	Videographer
Artist	Jeweler	Journalist
Cinematographer	Architect	Musician
Composer	Interior Designer	Music Teacher
Copy Editor	Art Teacher	Music Therapist
Dancer	Art Professor	Composer
Photographer	Art Therapist	Recording Engineer
Potter	Graphic Designer	Music Repair
Set Designers Reporter		

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications, Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

AP Music Theory	Hospitality and Tourism
Band, Orchestra, Choir, Chorus	Interior Design
Economics	Psychology/AP Psychology
Exploring Foods	Sociology
Fashion Analysis	
Fashion Marketing and Merchandising	
Fashion Sewing 1	
Fashion Sewing and Design 2	
Fashion Sewing, Tailoring and Couture Techniques 3	
Fashion Sewing, Tailoring and Couture Techniques 4	
Fitness through Dance and Movement	
World Language	



***B***usiness Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Perform routine, organized activities but can be flexible
- Work with numbers and detailed information
- Be the leader in a group
- Make business contract with people
- Work with computer programs
- Create reports and communicate ideas
- Plan my work and follow instructions without close supervision

### Personal qualities that describe me:

- Organized
- Practical and logical
- Patient
- Tactful
- Responsible

### School subjects that I like:

- Computer Applications/Business and Information Technology
- Accounting
- Math
- English
- Economics

## PATHWAYS IN THIS CLUSTER

- Management
- Business Financial Management & Accounting
- Human Resources
- Business Analysis
- Marketing & Communications
- Administrative & Information Support
- Management

## Related Franklin High School Course

Business Essentials  
 Business Law  
 Entrepreneurship  
 Sports & Entertainment Marketing  
 Career Management  
 Integrated Math  
 Pre-Calculus (or Honors Pre-Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 InRoads Courses

## Career Options

### BEGINNING CAREERS

*On-the-job training and/or minimal experience*

Bank Teller	Sales Clerk	Billing, Cost & Rate Clerk
Caterer	Telephone Operator	Hospital Admitting
File Clerk	Typist	Receptionist
Mail Clerk	Human Resource Clerk	Data Entry Clerk
Meter Reader	Hotel Clerk	

### SEMI-PROFESSIONAL CAREERS

*Community college, technical college, apprenticeship, experience*

Accountant	Small Business Owner	Management Trainee
Administrative Assistant	Stenographer	Word Processor
Computer Operator	Tax Preparer	Retail Sales Supervisor
Court Reporter	Funeral Director	Industrial Clerk
Kennel Owner		

### PROFESSIONAL CAREERS

*Colleges/Universities*

Accountant-CPA	Health Care Administrator	Sales Representative
Advertising Manager	Human Resource Manager	Theatre Manager
Art Director	Instrument	Travel Agency Manager
Business and Industry Consultant	Sales/Manufacturing	Musician's Agent
	Marketing Manager	Event Planner

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

College Prep English  
AP English (Senior year)  
Practical Law  
Economics  
Psychology/AP Psychology  
Sociology  
World Language  
Hospitality and Tourism



***P*lanning, managing, and  
providing education and training  
services, and related learning  
support services.**



## INTERESTS & ABILITIES

Activities that describe what I like to do:

- Communicate with different types of people
- Help others with their homework or to learn new things
- Go to school
- Direct and plan activities for others
- Handle several responsibilities at once
- Acquire new information
- Help people overcome their challenges

Personal qualities that describe me:

- Friendly
- Decision maker
- Helpful
- Innovative/Inquisitive
- Good listener

School subjects that I like:

- Language arts
- Social Studies
- Math
- Science
- Psychology

## PATHWAYS IN THIS CLUSTER

- Administration and Administrative support
- Professional Support Services
- Teaching/Training

## Related Franklin High School Courses

Integrated Math  
Pre-Calculus (or Honors Pre-Calculus)  
AP Calculus AB or AP Calculus BC  
AP Statistics  
Peer Review & On-Line Writing Lab I/II  
Independent Reading  
College Prep English or AP English in senior year  
Art 101  
Drawing & Painting I/II  
Ceramics I/II  
Printmaking  
Sculpture/Photography I/II  
Psychology/AP Psychology  
Sociology  
AP European History

Digital Art & Design  
Advanced Digital Art & Design A  
InRoads Courses

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Aerobic Instructor	Library Assistant
Child Care Assistant	Self Enrichment Teacher
Dance Teacher	

### CAREERS WITH CERTIFICATION/ASSOCIATES DEGREE

*Community college, technical college, apprenticeship, experience*

Computer Installation & Demonstration	Library Technician
Preschool Teacher	Sign Language Interpreter
	Teacher Assistant

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Apprenticeship Consultant	School Psychologist	School counselor
Bilingual Educator	Secondary School Teacher	University Professor
Educational Administrator	Teacher of the Blind	Training Program Manager
Instructional Coordinator	Vocational Education Teacher	Elementary Teacher
Kindergarten Teacher	Librarian	Special Education Teacher
Music Teacher	Speech-Language Pathologist	Adult Literacy Teacher
Music Therapist		

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology System, Safety-Health Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

AP US History  
 AP Government  
 Lifeguard Training  
 Band, Orchestra, Choir, Chorus  
 AP Music Theory  
 Career Management  
 Child Development 1  
 Child Development 2  
 Child Development 3  
 Independent Living  
 Introduction to Foods  
 Foods and Fitness  
 Exploring Foods  
 Hospitality and Tourism  
 ProStart



***P*lanning, services for financial and investment planning, banking, insurance, and business finance management.**



## INTERESTS & ABILITIES

Activities that describe what I like to do:

- Work with numbers
- Work to meet a deadline
- Make predictions based on existing facts
- Have a framework of rules by which to operate
- Analyze financial information and interpret it to others.
- Handle money with accuracy and reliability.
- Take pride in the way I dress and look.

Personal qualities that describe me:

- Trustworthy
- Orderly
- Self-confident
- Logical
- Methodical or efficient.

School subjects that I like:

- Accounting
- Math
- Economics
- Banking/Financial Services
- Business Law

## PATHWAYS IN THIS CLUSTER

- Financial & Investment Planning
- Business Financial Management
- Banking & Related Services
- Insurance Services

### Related Franklin High School Courses

Personal Finance  
 Accounting  
 Advanced Accounting  
 Entrepreneurship  
 Business Essentials  
 Career Management  
 Integrated Math  
 Pre-Calculus (or Honors Pre Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 InRoads Courses



## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Bill & Account Collector  
Brokerage Clerk  
Cashier

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community College, Technical College, Apprenticeship, Experience*

Accountant	Insurance Agent
Brokerage Clerk	Investigator & Adjustor
Claim Adjuster	Loan Officer
Financial Institution Manager	Personal Property Appraiser

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Accountants, CPA	Credit Analyst	Economist
Actuary	Credit Card Operations Manager	Financial Advisor
Auditor	Insurance Underwriter	Stockbroker
Brokerage Clerk	Investment Advisor	Real Estate Appraiser
Business & Industry Consultant	Music Store Accountant	
Controller	School District Business Manager	

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills.

### Related Franklin High School Courses (cont.)

College Prep English or AP English in senior year  
Economics  
Practical Law  
World Language  
Independent Living



## ***E*xecuting governmental**

***functions to include governance;  
national security; foreign service;  
planning; revenue and taxation;  
regulation; and management  
and administration at the local,  
state, and federal level.***



## **INTERESTS & ABILITIES**

### **Activities that describes what I like to do:**

- Be involved in politics
- Negotiate, defend, and debate ideas and topics
- Plan activities and work cooperatively with others
- Work with details
- Perform a variety of duties that may change often
- Analyze information and interpret it to others
- Travel and see things that are new to me

### **Personal qualities that describe me:**

- Good communicator
- Competitive
- Service minded
- Well organized
- Problem solver

### **School subjects that I like:**

- Government
- History
- Math
- World Language

## **PATHWAYS IN THIS CLUSTER:**

- Governance
- National security
- Foreign service
- Planning
- Revenue and Taxation
- Regulation
- Public Management

## **Related Franklin High School Courses**

AP Environmental Science  
Integrated Math  
Pre-Calculus (or Honors Pre- Calculus)  
AP Calculus AB or AP Calculus BC  
Foundations of Statistics and Probability or AP Statistics  
Impact of Sports in Society  
College Prep English or AP English in senior year  
Economics  
Psychology/ AP Psychology  
InRoads Courses

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Mail Carrier	Mail Handling Machine Operator
Postal Clerk	License Clerk
Drivers License Examiner	Infantry Forces

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Coroner	Accountant	Inspector
City Planning	Association Executive	Infantry Forces
Building Inspector	Postmaster	Special Forces
Title Examiner	Transportation	

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/ Universities*

Accountant	Emergency Mgmt. Specialist	Legislator
Apprenticeship	Music Administrator	Consultant
Equal Opportunity Specialist	Political Scientist	Aviation Security Specialist
Special Operations Officer	Infantry Officer	City Manager
Lawyer	Urban Planner	Dean of Students
Translator/Interpreter	Public Utilities Mgr.	Occ. Health & Safety
Peace Corps Volunteer	Social Services Administrator	Specialist

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety Health Environment, Leadership & teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

Sociology  
Two World Wars  
Practical Law  
AP European History  
AP US History  
AP Government  
World Language  
Business Law  
Foods and Fitness  
Foods Around the World



***P*lanning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.**



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- "Work under pressure
- "Help sick people and animals
- "Make decisions based on logic and information
- "Participate in health and science classes
- "Respond quickly and calmly in emergencies
- "Work as a member of a team
- "Follow guidelines precisely and meet strict standards of accuracy

### Personal qualities that describe me:

- "Compassionate and caring
- "Good at following directions
- "Conscience and careful
- "Patient
- "Good listener

### School Subjects that I like:

- "Biological Sciences
- "Chemistry
- "Math
- "Occupational Health classes
- "Language Arts

## PATHWAYS IN THIS CLUSTER

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

### Related Franklin High School Courses:

Foods and Fitness  
 AP Biology  
 AP Physics  
 AP Chemistry  
 Biology  
 Physics  
 Chemistry  
 Human Anatomy & Physiology  
 Medical Terminology  
 Forensic Science  
 Integrated Math  
 Pre-Calculus  
 AP Calculus AB or AP Calculus BC  
 InRoads Courses

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Certified Nursing Assistant  
Clerk  
Food Service Worker  
Hospital Admitting

### CAREERS WITH CERTIFICATION/ASSOCIATION DEGREE

*Community college, technical college, apprenticeship, experience*

Emergency Medical Technician	Surgical Technician	Dental Assistant
Home Health Aide	Translator and Interpreter	Dental Hygienist
Massage Therapist	Ultrasound Technician	Dialysis Technician
Physical Therapy Aid	Medical Assistant	Occupational Therapy Assistant
Radiology Technologist	Registered Nurse	

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*College/Universities*

Athletic Trainer	Pharmacist	Podiatrist
Chiropractor	Primary Care Physician	Oral Surgeon
Dentist	Psychiatrist	Registered nurse
Dietician	Surgeon	Anesthesiologist
Occupational Therapist	Geneticist	
Music Therapist	Statistician	

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety Health Environment, Leadership & Teamwork, Ethics & legal Responsibilities, Employability, Technical Skills

### Related Franklin High School Courses (cont.)

AP Statistics  
College Prep English or AP English  
Economics  
Psychology/AP Psychology  
Sociology  
Practical Law  
Personal Wellness and Fitness  
Conditioning and Weight Training I/II  
World Language  
Software Applications Expert  
Child Development 1  
Child Development 2  
Child Development 3  
Medical Careers  
Principles of the Bio Medical Sciences  
Human Body Systems  
Medical Interventions



**H**ospitality and Tourism  
*encompasses the management,  
 marketing and operations of  
 restaurants and other food  
 service, lodging, attractions,  
 and recreation events and  
 travel-related services.*



## INTERESTS & ABILITIES

Activities that describe what I like to do:

- Investigate new places and activities
- Work with all ages and types of people
- Organize activities in which other people enjoy themselves
- Have a flexible schedule
- Help people make up their minds
- Communicate easily, tactfully, and courteously
- Learn about other cultures

Personal qualities that describe me:

- Tactful
- Self-motivated
- Works well with others
- Outgoing
- Slow to anger

School subjects that I like:

- Language Arts/ Speech
- World Language
- Social Studies
- Marketing
- Food Services

## PATHWAYS IN THIS CLUSTER

- Restaurant and Food/ Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements & Attractions

### Related Franklin High School Courses:

Introduction to Foods  
 Foods and Fitness  
 Exploring Foods  
 Hospitality and Tourism  
 Foods Around the World  
 Biology  
 Chemistry  
 AP Biology  
 AP Chemistry  
 Integrated Math  
 AP Statistics  
 College Prep English or AP English in senior year  
 InRoads Courses  
 Pro Start

## Career Options

### FRANKLIN HIGH SCHOOL

*On –the-job training and/or minimal experience*

Baggage Porter & Bellhop	Gaming Change Person &	Janitor
Cake Decorator	Booth Cashier	Hotel Clerk
Concierge	Guide	Waiter/Waitress
Day Worker	Usher	Short Order Cook
Food Attendant	Wardrobe & Dressing	Restaurant Host/Hostess
Furniture Refinisher	Room Attendant	Hotel/Motel Cleaner

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Club Manager	Restaurant Manager
Conference Planner	Taxidermist
Food Service Supervisor	Translator (Interpreter)
Household Manager	Caterer
Motel & Hotel Manager	Concierge
Recreation Director	Restaurant Cook/Chef

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Archivist	Historian	Resort Manager
Coach	Musicians Agent	Theatre Manager
Conversation Technician	Park Ranger	Translator/ Interpreter
Curator	Recreation Director	Zookeeper

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Course (cont.)

Art 101  
 Drawing and Painting I/II  
 Photography 1  
 Economics  
 Psychology/AP Psychology  
 Sociology  
 World Geography  
 Lifeguard Training  
 World Language  
 Band, Orchestra, or Choir/Chorus  
 AP Music Theory  
 Sports & Entertainment Marketing





**P**reparing individuals for  
employment in career pathways  
that relate to families and human  
needs.



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Care about people, their needs, and their problems
- Participate in community services and/or volunteering
- Listen to other people's viewpoint
- Help people be at their best
- Work with people from preschool age to old age
- Think of a new ways to do things
- Make friends with different kinds of people

### Personal qualities that describe me:

- Good communicator/good listener
- Caring
- Non-materialistic
- Uses intuition and logic
- Non-judgmental

### School Subjects that I like:

- Language Arts
- Psychology/Sociology
- Family and Consumer Sciences
- Finance
- World Language

## PATHWAYS IN THIS CLUSTER

- Early Childhood Development & Services
- Counseling & Mental Health Services
- Family & Community Services
- Personal Care Services
- Consumer Services

### Related Franklin High School Courses:

Career Management  
Business Law  
Child Development I  
Child Development II  
Child Development 3  
Medical Careers  
Hospitality and Tourism  
Fashion Marketing and Merchandising  
Fashion Analysis  
Foods and Fitness  
Interior Design  
Independent Living  
Youth Apprenticeship Program  
Biology  
Art 101  
Drawing & Painting I/II  
Ceramics I/II

# Career Options

## FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Aerobics Instructor  
 Crossing Guard  
 Household Cook  
 Nanny

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Community Organization Worker	Skin Care Specialist
Cosmetologist	Embalmer
Funeral Director	Child Care Assistant
Institutional Cook	Preschool Teacher
Nail Technician	
Preschool Teacher	
Shoe Repairer	

## BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Dietician	Psychologist	Alcohol & Drug Abuse
Investment Advisor	School Counselor	Counselor
Liturgical Minister	Sociologist	Career Counselor
Clergy	Social Worker	Financial Counselor
Music Therapy	Vocational Rehab Counselor	Personal Counselor
Placement Counselor	Religious Worker	
Psychiatrist		

## CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employment & Career Development, Technical Skills

## Related Franklin High School Courses (cont.)

AP Biology  
 Human Anatomy & Physiology  
 Medical Terminology  
 Integrated Math  
 AP Statistics  
 College Prep English or AP English in senior year  
 Economics  
 Psychology/AP Psychology  
 Sociology  
 Practical Law  
 Personal Wellness and Fitness  
 Lifeguard Training  
 World Language  
 InRoads Courses



# ***B*uilding linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services**



## **INTERESTS & ABILITIES**

### **Activities that describe what I like to do:**

- Work with computer
- Reason clearly and logically to solve complex problems
- Use machines, techniques, and processes
- Read technical materials and diagrams and solve technical problems
- Adapt to change
- Play video games and figure out how they work
- Concentrate for long periods without being distracted

### **Personal qualities that describe me:**

- Logic/analytical thinker
- See details in the big picture
- Persistent
- Good concentration skills
- Precise and accurate

### **School Subject that I like:**

- Math
- Science
- Computer Tech/Applications
- Communications
- Graphic design

## **PATHWAYS IN THIS CLUSTER**

- Network Systems
- Information Support & Services
- Interactive Media
- Programming and Software Development

## **Related Franklin High School Courses:**

Intro to Computer Programming  
 Computer Programming in year 1  
 Computer Programming in year 2  
 Math/Computer Lab Aid – Math dept  
 Business Communication Technologies  
 Web Design for Business  
 Advertising & Print Media  
 Software Applications Expert  
 Principles of Engineering  
 Digital Electronics  
 Survey of Technology  
 Software Technologies Expert  
 Advanced Physics  
 InRoads Courses  
 Art 101  
 Drawing & Painting I/II

Ceramics I/II  
 Photography I/II  
 Digital Art & Design  
 Advanced Digital Art & Design A

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Careers in this field require more than minimal experience or on-the-job- training

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Computer Support Specialist  
Computer Systems Analyst  
Recording Engineer

Sound manager  
Tool Programmer  
Webmaster

### BACHELORS/PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Animator  
Computer Engineer  
Computer Network Coordinator  
Computer Systems Analyst  
Medical & Scientific Illustrator

Software Engineer  
Webmaster  
Video Game Designer  
Information Scientist  
Scientific & Engineering Programmer

Computer Programmer  
Computer Security Specialist  
Database Administrator  
Illustrator

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

AP Physics 1  
Integrated Math  
Pre-Calculus (or Honors Pre-Calculus)  
AP Calculus AB or AP Calculus BC  
AP Statistics  
College Prep English or AP English in senior year  
Art 101  
Drawing and Painting I/II  
Photography 1  
Economics  
Practical Law  
3-D Animation



***P*lanning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.**



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Work under pressure or in her face of danger
- Make decisions based on my own observations
- Interact with other people
- Be in position of authority
- Respect rules and regulations
- Debate and win arguments
- Observe and analyze people's behavior

### Personal qualities that describe me:

- Adventures
- Dependable
- Community-minded
- Decisive
- Optimistic

### School subjects that I like:

- Language Arts
- Psychology/Sociology
- Government/History
- Law Enforcement
- First Aid/First Responder

## PATHWAYS IN THIS CLUSTER

- Correction Services
- Emergency & Fire Management Services
- Security & Protective Services
- Law Enforcement Services
- Legal Services

### Related Franklin High School Courses:

Forensic Science  
Chemistry  
AP Chemistry  
Physics  
AP Physics 1  
Biology  
AP Biology  
AP Environmental Science  
Human Anatomy & Physiology  
Medical Terminology  
Integrated Math  
Pre-Calculus (or Honors Pre-Calculus)  
AP Statistics

College Prep English or AP English in senior year  
Economics  
World Affairs  
Psychology/AP Psychology  
Sociology  
InRoads Courses

## ***Career Options***

### **FROM HIGH SCHOOL**

*On-the-job training and/or minimal experience*

Correctional Officer	Parking Enforcement Officer
Crossing Guard	Security Guard
Dispatcher	

### **CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE**

*Community college, technical college, apprenticeship, experience*

Bailiff	Firefighter	Park Ranger
Copyright Law	Legal Secretary	Police Officer
Court Reporter	Musician Law	Fire Inspector
Emergency Medical Technician	Paralegal Assistant	Police Canine Trainer

### **BACHELORS, PRE-PROFFESIONAL or HIGHER DEGREE**

*Colleges/Universities*

Adjudicator	Lawyer	Private Detective
Arbitrator	Park Ranger	State Patrol Officer
FBI Agent	Probation and Parole Officer	Police Officer
Forensic Science Technician	Fingerprint Examiner	Conservation Warden
Judge	Correctional Officer Supervisor	Judicial Law Clerk
Emergency Management Specialist		

### **CLUSTER KNOWLEDGE & SKILLS**

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### **Related Franklin High School Courses (cont.)**

Two World Wars	Medical Interventions
Practical Law	Constructions 1
AP European History	Constructions 2
AP US History	
AP Government	
Lifeguard Training	
Business Law	
Business Essentials	
Career Management	
Personal Finance	
Child Development 1	
Child Development 2	
Child Development 3	
Independent Living	
Hospitality and Tourism	
Principles of the Bio Medical Sciences	
Human Body Systems	



***P*lanning, managing and performing the processing of material into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.**



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Work with my hands and learn that way
- Put things together
- Do routine, organized and accurate work
- Perform activities that produce tangible results
- Apply math to work out solutions
- Use hand and power tools and operate equipment/machinery
- Visualize objects in three dimensions from flat drawings

### Personal qualities that describe me:

- Practical
- Observant
- Physically active
- Step-by-step thinker
- Coordinated

### School subjects that I like:

- Math-Geometry
- Chemistry
- Trade and industry courses
- Physics
- Language Arts

## PATHWAYS IN THIS CLUSTER

- Production
- Manufacturing Production Process Development
- Maintenance, Installation & Repair
- Quality Assurance
- Logistics & Inventory Control
- Health, Safety & Environmental Assurance

### Related Franklin High School Courses:

Fashion Sewing 1  
 Fashion Sewing and Design 2  
 Fashion Sewing, Tailoring and Couture Techniques 3  
 Fashion Sewing, Tailoring and Couture Techniques 4  
 Metals 1  
 Metals 2  
 Metal Manufacturing  
 Applied Electricity  
 Digital Electronics  
 Principles of Engineering  
 Engineering Systems and Robotics  
 InRoads Courses  
 Sculpture



## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Apparel & Home Furnishings  
Dyer  
Brush Painter  
Engraver

Hand Worker  
Oil Well Driller  
Order Filler

Production and Planning  
Production Assembler  
Tire Builder

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Apparel Pattern Maker  
Combination Welder  
Computer Technician  
Electrical Appliance Service  
Electric Motor Technician

Locksmith  
Musical Instrument Repairer  
Quality Control Technician  
Tool and Die Maker  
Machinist

Electronic Engineering Technician  
Electrical Engineer  
Industrial Engineering Technician

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Communications Operations Mgr  
Electrical Engineer  
Electronic Engineer  
Engineering Manager  
Environmental Engineer

Industrial Engineer  
Mechanical Engineer  
Musical Instrument Design  
Occupational Health & Safety Inspector

Production Supervisor  
Stage & Sound  
Equipment Mfg.  
Graphic Communications Management

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

AP Environmental Science  
Physics  
AP Physics 1  
Integrated Math  
Pre-Calculus (or Honors Pre-Calculus)  
AP Statistics  
College Prep English or AP English in senior Year  
Economics  
Hospitality and Tourism  
Exploring Foods  
Fashion Marketing and Merchandising



***P***lanning, managing, and performing marketing activities to reach organizational objectives.



## INTERESTS & ABILITIES

Activities that describe what I like to do:

- Shop and go the mall
- Be in charge
- Make displays and promote ideas
- Give presentations and enjoy public speaking
- Persuade people to buy products or to participate in activities
- Communicate my ideas to other people
- Take advantage of opportunities to make extra money

Personal qualities that describe me:

- Enthusiastic
- Competitive
- Creative
- Self-motivated
- Persuasive

School subjects that I like:

- Language Arts
- Math
- Business Education/Marketing
- Economics
- Computer Applications

## PATHWAYS IN THIS CLUSTER

- Management & Entrepreneurship
- Professional Sales & Marketing
- Buying & Merchandising
- Marketing Communications & Promotion
- Marketing Information Management & Research
- Distribution & Logistics
- E-Marketing

### Related Franklin High School Courses:

Entrepreneurship  
 Sports & Entertainment Marketing  
 Business Essentials  
 Fashion Marketing and Merchandising  
 Fashion Analysis  
 Introduction to Video Production Year or Semester  
 AP Environmental Science  
 Integrated Math  
 Pre- Calculus (or Honors Pre-Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 Computer Programming in Year I/II  
 College Prep English or AP English in senior year  
 InRoads Courses  
 Printmaking  
 Photography I/II

Digital Art & Design  
 Advanced Digital Art & Design A

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Antique/Collectible Dealer	Counter Clerk	Street Vendor
Cashier	Customer Service	Telemarketer
Classified Ad Clerk	Representative	Wedding Planner
News Vendor		

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Advertising Layout Designer	Auctioneer	Buyer
Advertising Sales	Auto Salesperson	Instrument Sales
Representation	Real Estate Agent	

### BACHELORS/PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Advertising Account Executive	Public Relations Manager	Insurance Agent
Advertising Manager	Purchasing Agent	Purchasing Manager
Business Agent	Research Analyst	Market Research Analyst
Marketing Manager	Public Relations Practitioner	Real Estate Broker

### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health- Environment, Leading & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (cont.)

Art 101  
 Drawing and Painting I/II  
 Economics  
 Psychology/AP Psychology  
 Foods and Fitness  
 Sociology  
 World Language  
 3D Animation



***P*lanning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.**



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Interpret formulas
- Find answers to questions
- Work in a laboratory
- Figure out how things work and investigate new things
- Explore new technology
- Experiment to find the best way to do something
- Pay attention to details and help things be precise

### Personal qualities that describe me:

- Detail oriented
- Inquisitive
- Objective
- Methodical
- Mechanically inclined

### School subjects that I like:

- Math
- Science
- Drafting/Computer Aided Drafting
- Electronics/Computer networking
- Technical Classes/Technology Education

## PATHWAYS IN THIS CLUSTER

- Engineering & Technology
- Science & Math

### Related Franklin High School Courses:

Survey of Technology  
 Introduction to AutoCAD  
 Digital Electronics  
 Intro to Engineering Design  
 Engineering Systems & Robotics  
 Principles of Engineering  
 Metals 1  
 Metals 2  
 Metal Manufacturing  
 Introduction to Video Production Year or Semester  
 Advanced Video Production  
 Video Production Company I & II  
 Biology  
 AP Biology  
 Physics

Chemistry  
 Applied Electricity  
 AP Environmental Science  
 InRoads Courses  
 Art 101  
 Drawing & Painting I/II  
 Ceramics I/II  
 Sculpture  
 Photography I/II  
 Digital Art & Design  
 Advanced Digital Art & Design Photoshop  
 Advanced Digital Art & Design Illustrator

# Career Options

## FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Statistical Clerk

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

Biological Technician  
Chemical Technician  
Civil Engineering Technician  
Mathematical Technician

Veterinary Technician  
Mechanical Engineering Technician  
Environmental Technician  
Petroleum Technician

Electronics Engineering Technician  
Nuclear Technician  
Industrial Engineering Technician

## BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Aerospace Engineer  
Anthropologist  
Archaeologist  
Astronomer  
Biomedical Engineer  
Chemical Engineer  
Statistician

Civil Engineer  
Computer Engineer  
Electrical Engineer  
Geologist  
Industrial Engineer  
Mathematician

Mechanical Engineer  
Metallurgist  
Mining Engineer  
Nuclear Engineer  
Physicist  
Solar Engineer

## CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health- Environment, Leading & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

## Related Franklin High School Courses (cont.):

Forensic Science  
Human Anatomy & Physiology  
Medical Terminology  
Integrated Math  
Pre-Calculus (or Honors Pre-Calculus)  
AP Calculus AB or AP Calculus BC  
Foundations of Statistics and Probability or AP Statistics  
Computer Programming in Year I/II  
Introduction to Computer Programming  
3-D Animation  
Impact of Sports in Society  
College Prep English or AP English in senior year  
Economics  
Business Essentials

Accounting  
Advanced Accounting  
Personal Finance  
Entrepreneurship  
Business Communication Technologies  
Advertising & Print Media  
Web Design for Business  
Software Applications Expert  
Medical Careers  
Principles of the Biomedical Sciences  
Human Body Systems  
Medical Interventions



***P*lanning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure Planning and management, logistics services, mobile equipment, and facility maintenance.**



## INTERESTS & ABILITIES

### Activities that describe what I like to do:

- Travel
- See well and have quick reflexes
- Solve mechanical problems
- Design efficient processes
- Anticipate needs and prepare to meet them
- Drive or ride
- Move things from one place to another

### Personal qualities that describe me:

- Realistic
- Mechanical
- Coordinated
- Observant
- Planner

### School subjects that I like:

- Math
- Trade and industry courses
- Physical sciences
- Economics
- World language

## PATHWAYS IN THIS CLUSTER

- Transportation Operations
- Logistics Planning & Management Services
- Warehousing & Distribution Center Operations
- Facility & Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Sales & Service

## Related Franklin High School Courses

Small Engines & Power Systems  
 Energy & Green Technology  
 Transportation Technology I and II  
 AP Environmental Science  
 Physics  
 AP Physics 1  
 Principles of Engineering  
 Integrated Math  
 Pre-Calculus (Or Honors Pre-Calculus)  
 AP Calculus AB or AP Calculus BC  
 AP Statistics  
 InRoads Courses

## Career Options

### FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

Bus Driver	Shipping and Receiving Clerk
Deckhand	Traffic Clerk
Delivery Driver	Taxicab Driver
Highway Maintenance Worker	Light Truck Driver
Reservation and ticket Clerk	Service station Attendant

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, Technical College, Apprenticeship, Experience*

Aircraft Mechanic	Railroad Conductor
Auto Body Technician	Security Consultant
Automobile Painter	Travel Agent
Cartographic Technician	Flight Attendant
Diesel Technician	Motorcycle Technician

### BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

Airline Pilot	Mechanical Engineer
Air Traffic Controller	Mining Manager
Astronaut	Public Health Sanitation
Environmentalist	Travel Agency Manager
Locomotive Engineer	

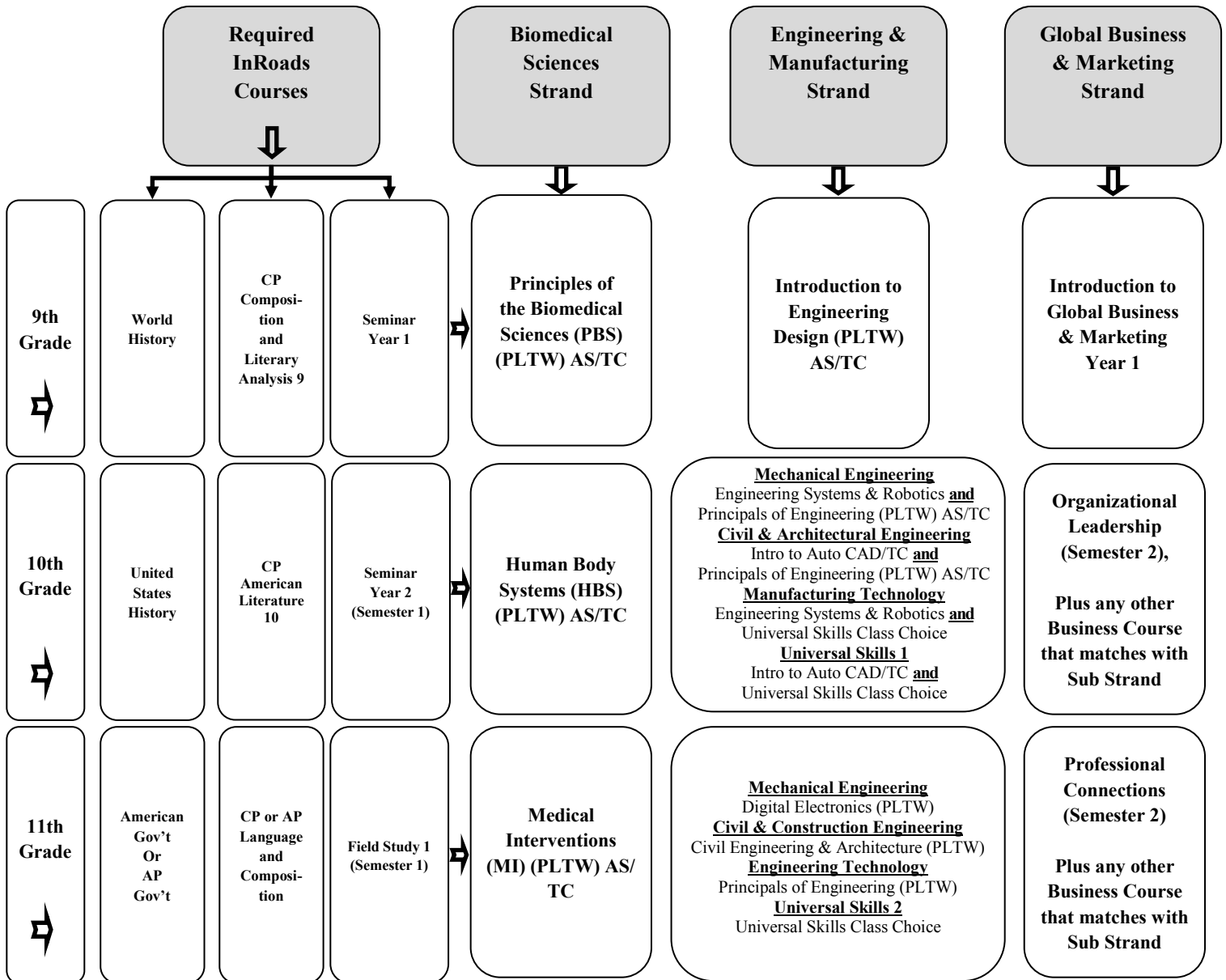
### CLUSTER KNOWLEDGE & SKILLS

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Franklin High School Courses (Cont.)

College Prep English or AP English in senior year  
 Economics  
 World Language  
 Entrepreneurship  
 Sports & Entertainment Marketing  
 Business Essentials

# InRoads





The **InRoads** program was launched for the first time in fall of 2014 for students looking for a highly targeted learning experience around a particular career strand. Students in this program are guaranteed to participate in community placements their junior and senior years and will have opportunities to be better prepared for life beyond high school. The program is further designed to address four goals:

- ⇒ To engage every student in school through hands-on relevant learning experiences chosen by students.
- ⇒ To provide high quality career exploration in high school, so students are better prepared to make career decisions after high school.
- ⇒ To provide students with mentorship opportunities both within the school as well as in the community, provide opportunities for student practice and deeper learning, and engage students in grades 6-12 in deep and meaningful [academic career planning](#).
- ⇒ To secure regular meaningful community placements for the purposes of gaining hands-on experience, exploring career options, and conducting research.

The program began by offering 9th grade students one of three career strands to explore: Biomedical Sciences, Engineering/Manufacturing, and Global Business & Marketing.

To learn more about this exciting program, visit us online at [www.fpsinroads.org](http://www.fpsinroads.org).

## **Required Strand Courses:**

All Students selecting an InRoads pathway will be required to take the following courses:

### **9th Grade**

#### **World History (IR), Course #2015R**

Grade: 9  
Prerequisites: Enrollment in the InRoads Program  
Year  
Credit: 1

World History is a required two semester course that emphasizes the themes of history, politics, and culture across world regions. Through the use of technology and skill building, students will examine how the world has evolved. To make students college ready, we will develop the skills of reading, writing and critical thinking in a student-centered environment comprised of discussion, debate, direct instruction, and inquiry-based projects. A focus on the major themes will help students connect the past to the present and answer the age old question, "Why do we study history?" Students in this course will have the opportunity to earn an Honors designation.

#### **College Preparatory Composition and Literary Analysis-9 (IR) Course #1025R**

Grade: 9  
Prerequisites: Enrollment in the InRoads Program  
Year  
Credit: 1

This college preparatory course introduces students to the principles of effective reading, writing, and oral communication. Word study, vocabulary development, and reading comprehension and analysis will be strengthened through thematic-based reading from a variety of increasingly complex literary and informational texts, as well as student choice of texts. Students will review basic grammar and usage and actively apply research methodology and analytical writing skills in order to develop essays and multimedia products and presentations. Students in this course will have the opportunity to earn an Honors designation.

The purchase of reading selections may be required.

#### **Seminar Year 1, Course #9951**

Grade: 9  
Prerequisites: Enrollment in the InRoads Program  
Year  
Credit: 1

The InRoads Seminar experience exists to support students in the areas of high school transition, academic career planning, engagement, and career exploration. Students in this course will collaborate with peers both within and outside their career strand, counselors, teachers, mentors, and community professionals. This course is a year long and is further designed to build communication skills, academic skills, and confidence as students move through their 9th grade year.

### **10th Grade**

#### **United States History (IR), course #2200R**

Grade: 10  
Prerequisites: Enrollment in the InRoads Program  
Year  
Credit: 1

Historical study focuses on the examination of the human experience through the themes of US History. United States History I & II at Franklin High School is an investigation of the American human experience from the creation of colonies to contemporary events and issues. By means of historical research, discussion, debate, direct instruction, collaborative projects, source analysis and historical writing, students will evaluate the political, economic, cultural and social impacts and development of the United States. As a result of this student-centered examination into the American human experience, students will improve their college readiness with the development of critical thinking, reading, writing, and speaking skills, and be able to make informed decisions about the world in which they live. Students in this course will have the opportunity to earn an Honors designation.

## **College Preparatory American Literature-10 (IR)**

### **Course #1225R**

Grade: 10

Prerequisites: College Prep Comp & Lit Analysis-9 & Enrollment in the InRoads Program

Year

Credit: 1

This college-preparatory course offers students the opportunity to explore the rich traditions, techniques, and genres of American literature. Close critical reading and discussion of both classic and contemporary literature are highlighted with a special emphasis upon clear written expression. Application of active reading strategies, writing techniques, word study, vocabulary development, public speaking, and standardized test-preparation are also integrated into the curriculum.

The purchase of reading selections may be required.

## **Seminar Year 2, Course #9959**

Grade: 10

Prerequisites: Seminar Year 1 & Enrollment in the InRoads Program

Semester

Credit: .5

The InRoads Seminar experience exists to support students in the areas of high school transition, academic career planning, engagement, and career exploration. Students in this course will collaborate with peers both within and outside their strand, counselors, teachers, mentors, and community professionals. This course is first semester only and is designed to prepare students to make informed choices as they move forward in the InRoads programming.

## **11th Grade**

## **American Government, Course #2645**

Grade: 11

Prerequisite: None

Semester

Credit: .5

This course is designed to prepare students to become active citizens in the American political system. Students will examine the government of the United States at the federal, state, and local levels, the role of citizens, and the significance of political parties and special interest groups in a democratic republic. The foundation of this course will be an examination of our founding principles as set forth in the United States Constitution. Students will be expected to evaluate, support and justify arguments using both primary and secondary sources.

## **Advanced Placement Government, Course #2700**

Grades: 10, 11, 12

Prerequisite: None

Year

Credit: 1

Summer reading will be required and an assignment assessing summer reading will be required when the course begins.

Using primary and secondary resources, students will be able to evaluate and justify arguments pertaining to the U.S. government and politics. Using a thematic approach, students will analyze the different branches of government, the election process, and the role of the citizen participation. The class serves to prepare students for the College Board Advance Placement U.S. Government exam which is offered in the spring.

## **College Preparatory Language and Composition (IR)**

### **Course #1460R**

Grades: 11-12

Prerequisites: Successful completion of grades 9 and 10 CP courses & Enrollment in the InRoads Program

Year

Credit: 1

This elective year-long course is designed for the student who plans to attend a college or university after high school graduation and wants to acquire the requisite skill sets for college-level reading, writing, and critical thinking. Special emphasis is given to annotating and note-taking, analytical reading, and research strategies, as well as formal, college-level academic writing. A college-level text book is used and college-level writing is expected of the students by the fourth quarter.

The purchase of reading selections may be required.

## **Advanced Placement (AP) Literature and Composition (IR)**

### **Course #1410R**

Grade: 12

Prerequisite: Successful completion of grades 9-11 Honors or CP Courses & Enrollment in the InRoads Program

Year

Credit: 1

Advanced Placement Literature and Composition is intended for highly motivated students who have an aptitude and an interest in reading and writing about great literature. Students will engage in the careful reading and critical analysis of imaginative literature as they consider a work's structure, style, and themes. In addition, study skills such as reading actively, taking notes, combining information from a variety of sources, and writing for a variety of purposes will be practiced. Students will be prepared to take the Advanced Placement Literature and Composition test as well as other college-level essay and multiple choice tests.

The Advanced Placement Literature and Composition exam is expected upon course completion.

Summer reading [with a follow-up writing assessment upon the student's return to school] and the purchase of reading selections may be required.

## **Field Study I, Course #6770 \*NEW COURSE!\***

Grade: 11

Prerequisite: Seminar Years 1 & 2

Semester

Credit: .5

The Field Study Course extends the InRoads student experience beyond the classroom. Delivered in a fully online environment to provide flexibility in each InRoads student's schedule, this course will address the importance of research in the field and provide opportunities for student immersion in the chosen pathway through shadowing experiences, connections to professionals, strand based discussion, and reflection. This course is first semester only.



## **BIOMEDICAL SCIENCES STRAND**

### **Principles of the Biomedical Sciences (PBS) (PLTW) AS/TC, Course #6700**



Grade: 9

Prerequisites: Enrollment in the InRoads Program. Completion of or concurrent enrollment in Biology/Life Science

Year

Credit: 1

Students investigate the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Supportive laws and ethics are explored. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles, including the design process, feedback loops, and the relationship of structure to function are also incorporated. Embedded in the curriculum are health and science careers associated with the pathologies studied. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

### **Human Body Systems (HBS), (PLTW), AS/TC Course #4665**



Grade: 10

Prerequisite: Principles of Biomedical Sciences & Enrollment in the InRoads Program

Year

Credit: 1

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, perform multiple dissections, and often play the role of biomedical professionals to solve medical case studies. This is a Project-based course.

### **Medical Interventions (MI), (PLTW), AS/TC Course #6720**



Grades: 11, 12

Prerequisite: Completion of or concurrent enrollment in Human Body Systems (HBS) or successful completion (B- or better) of AP

Biology.

Year

Credit: 1

Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course explores current issues, such as "Superbugs," insertion of plasmids to create new drugs, personalized medicine, and transplantation exploration. The students learn how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and

provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course, as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. This is a Project-based course.

## **ENGINEERING & MANUFACTURING STRAND**

### **Introduction to Engineering Design (PLTW) AS/TC Course #6647**



Grades: 9

Prerequisites: Enrollment in InRoads Program

Year

Credit: 1

In IED we embrace state of the art technology to solve current problems that we as a society are facing. IED is an exploration of the design process used by engineers on a day-to-day basis. We will take ideas from concept to solution in a logical sequence of steps to develop the best solution to a specific problem. Models of product-solutions are created, analyzed, and communicated using solid modeling, computer design software, and 3D printers. Sketching, orthographic drawing, dimensioning, assembly, animation, and exploded presentations will be designed. Engineering design briefs, research, scientific method, descriptive geometry, and reverse engineering are taught throughout the course. Example projects: Puzzle Cube, Desktop Organizer, Mini Train, Redesign of existing product and Final Invention project.

### **Engineering Systems & Robotics, Course #6660**

Grade: 10

Prerequisites: Grade of C or better in Intro to Engineering Design & Enrollment in the InRoads Program

Year

Credit: 1

This course builds on the Project Lead the Way courses by focusing on advanced technologies in sophisticated areas of engineering. Students participate in comprehensive project-based units on linkages, complex gears, cams, pneumatic problem solving, welding, molds, descriptive geometry and advanced features in Inventor. Students must apply mechanical advantage ideas threaded throughout the course. This course utilizes ten Vex robotics kits to solve a complicated lift, place, and delivery tennis ball system problem.

### **Principles of Engineering (PLTW) AS/TC Course #6675**



Grades: 10, 11, 12

Prerequisites: Intro to Engineering Design recommended; IM 9 with concurrent enrollment in IM 10

Year

Credit: 1

Principles of Engineering (POE) is a high school level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech Careers. POE gives students the opportunity to develop skills and understanding of course concepts through Activity, Project, and Problem Based (APPB) learning. APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

## Introduction to Auto CAD/TC, Course #6601



Grades: 9, 10, 11, 12

Prerequisites: None

Year

Credit: 1

Introduction to AutoCAD teaches fundamental Mechanical and Architectural drafting/drawing with project based learning for every unit taught. Students will first learn working drawing skills and annotations before drawing a Ranch House Design second Semester. This is the first prerequisite course in our engineering and architecture program at Franklin High School. AutoCAD gives students the opportunity to develop course skills and concepts through Activity, Project, and Problem based (APPB) learning. APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and understanding of the graphic language.

AutoCAD has 7 major units in engineering drawing with projects like Miller Park, 3D Animal Puzzle Design, Chair Design, and the Egg Drop Challenge (Semester 1). Second semester, the world of architecture will be introduced by producing a set of plans for a single story house. Students will be introduced to AutoCAD, Inventor, and Google Sketch Up CAD programs. The cumulative experience helps students choose the correct engineering path and prepares a student to successfully complete Project Lead the Way Courses.

## Digital Electronics (PLTW) AS/TC, Course #6440

### \*ALTERNATE YEAR COURSE\*

Grades: 10, 11, 12

Prerequisites: Freshmen may register only with written instructor consent; IM 9 with concurrent enrollment in IM 10

Year & offered when school year ends with an even numbered year.

Credit: 1



Level TWO course in the new Project Lead The Way (PLTW) engineering sequence. Digital Electronics is a course that teaches the applied digital language/logic to design, test and actually construct circuits and devices. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will use computer simulations on digital devices and control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. This course of study is an important foundation for a student exploring a career in engineering. Students will trouble-shoot through laboratory experiments and simulations. The link between these simple components and today's modern computer is developed through an introduction to basic computer operations and design. After taking Digital Electronics students may continue their PLTW experience by taking Principles of Engineering.

## Civil Engineering & Architecture (PLTW) AS/TC Course #6635

### \*ALTERNATE YEAR COURSE\*

Grades: 11, 12

Prerequisites: Introduction to AutoCAD (formerly Basic Graphics & Residential Architecture) or Introduction to Engineering and Design and Principles of Engineering.

Year & offered when school year ends with an odd numbered year.

Credit: 1



Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

## GLOBAL BUSINESS & MARKETING STRAND

### Introduction to Global Business and Marketing Year 1 Course #6750

Grade: 9

Prerequisites: Enrollment in the InRoads Program

Year

Credit: 1

Students live in the local Franklin Business community, which not only depends on local business and operations, but also extends into domestic and international markets. In this course, students will explore domestic and global business operations, economic and cultural factors, political systems and a survey of marketing within the global economy. Exploration of various aspects of organized leadership in a global world, management styles, global human resource management, global business ethics, world environmental issues, treaties and trade documentation will also be undertaken.

### Organizational Leadership, Course #6760 \*NEW COURSE!\*

Grade: 10

Prerequisite: Enrollment in the InRoads Program

Semester

Credit: .5

Offered in support of the InRoads Global Business strand, students in the Organizational Leadership course will focus on how skills in leadership and management can be developed, and their impact on their organizations and communities. Utilizing a case study approach, this course will look at successful leaders and will consider all aspects of effective leadership. Students will analyze how individuals develop positive leadership skills and act with authenticity, integrity, and creativity, and apply this learning to real world situations. This course is second semester only.

### Professional Connections, Course #6765 \*NEW COURSE!\*

Grade: 11

Prerequisite: Enrollment in the InRoads Program

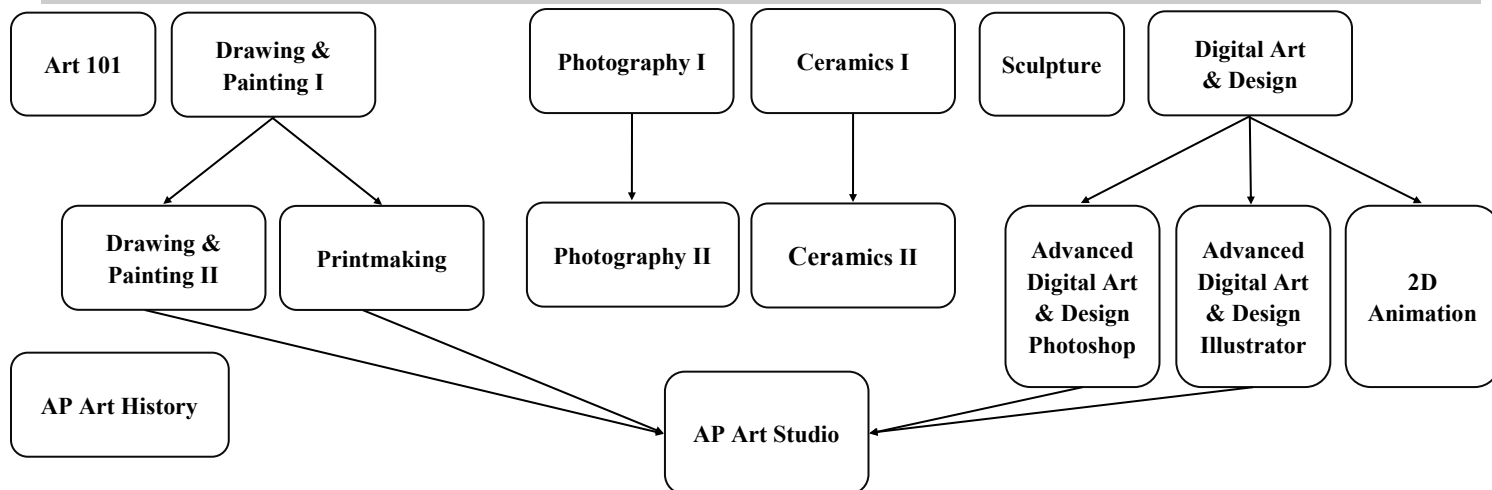
Semester

Credit: .5

Offered in a flexible format, this communication based course is designed to align with experiences outside the classroom, and help students make connections that will help them prepare for their future within their chosen sub-strand of business. Students will learn communication and professional networking skills, as well as how making positive connections can lead to future success. This course is second semester only.



## Art Department



*A Minimal fee will be charged for art classes allowing for the purchase of materials directly used by the student for projects that they will retain. The fees will be included in the student's forms and fees costs.*

### Art 101, Course #8006

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

**This course has a \$25 lab fee.**

Art 101 utilizes the Art Elements and Design Principles in the production of artworks. Through drawing and design, the student will create and explore a variety of media such as graphite, paint, clay, PhotoShop, and more. Through these experiences, students are challenged with problem solving opportunities, critical thinking, constructive criticism, and visual literacy.

### 2D Art Courses

#### Drawing & Painting I, Course #8111

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

**This class has a \$30 lab fee.**

Drawing & Painting I would be an ideal course for student artists who have a strong understanding of the Art Elements and Principles of Design as well as creating a successful composition. Students will explore and experiment with a variety of drawing and painting media and techniques, experience observational drawing, portraiture, and value studies. They will learn to give and receive constructive criticism to create an open and accessible Art community in and out of the Art room.

#### Drawing & Painting II, Course #8115

Grades: 9, 10, 11, 12  
Prerequisite: Drawing & Painting I  
Semester  
Credit: .5

**This course has a \$40 lab fee.**

Drawing & Painting II allows students the opportunity to further explore and experiment with a variety of drawing and painting media and techniques to take their artwork to the next level of skills, creativity and problem solving. Students will experience observational drawing/painting, and portraiture, and a variety of value studies. They will continue using constructive criticism to improve their work and create an open and accessible Art community in and out of the Art room.

### Printmaking, Course #8120

Grades: 9, 10, 11, 12  
Prerequisite: Drawing & Painting I  
Semester  
Credit: .5

**This course has a \$40 lab fee.**

The Printmaking course allows the student artist to experience and explore a variety of printmaking techniques such as relief, intaglio, silk screen, and lithography. The history of printmaking, influential printmakers, and printmaking importance in business and industry will be discussed. Original prints can be applied to anything from paper to T-shirts.

### Digital Art & Design, Course #8255

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

**This course has a \$20 lab fee.**

This course is designed for those interested in learning how to use the computer as a medium for creating art as well as visual communication and graphic design visual literacy. Using the Art Elements and the Principals of Design, students will explore the creative uses of Adobe Illustrator and Photoshop software, design and compositional skills, the use and manipulation of digital images, and explore career opportunities in the design, display and presentation of digital artwork.

### Advanced Digital Art & Design PhotoShop, Course #8285

Grades: 9, 10, 11, 12  
Prerequisite: Digital Art & Design  
Semester  
Credit: .5

**This course has a \$20 lab fee. Optional Exam Fee \$180.**

Advanced Digital Art & Design PhotoShop is a course that focuses on art and technology. Students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use the elements of art and principles of design while learning how to use the computer program Adobe PhotoShop. If a student chooses to become an Adobe Certified Associate, they can choose to take the Adobe Certified Exam with a set test fee of \$180 and will be immediately provided with their official score. Students will still receive course credit even if they opt out of taking the Certification Exam.



### **Advanced Digital Art & Design Illustrator \*NEW COURSE!\***

#### **Course #8295**

Grades: 9, 10, 11, 12

Prerequisite: Digital Art & Design

Semester

Credit: 1

**This course has a \$20 lab fee. Optional Exam Fee \$180.**

Advanced Digital Art & Design Illustrator is a course that focuses on art and technology. Students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use the elements of art and principles of design while learning how to use the computer program Adobe Illustrator. If a student chooses to become an Adobe Certified Associate, they can choose to take the Adobe Certified Exam with a set test fee of \$180 and will be immediately provided with their official score. Students will still receive course credit even if they opt out of taking the Certification Exam.

### **2D Animation, Course #8290**

Grades: 9, 10, 11, 12

Prerequisite: Digital Art & Design

Semester

Credit: .5

**This course has a \$20 lab fee.**

Create your own animations! You will learn to develop characters, create expressions and movement, and design environments and storylines. This course will combine both traditional and digital animation.

### **AP Art Studio, Course #8275**

Grades: 11, 12

Prerequisite: 2D or Drawing Studio-Drawing & Painting I, Drawing & Painting II, 3D Studio- Ceramics I, Ceramics II, and Sculpture

Year

Credit: 1

**This course has a \$40 lab fee and an AP Portfolio Review Fee \$91.**

This class is for highly motivated Art students who are interested in earning college credit. The AP Studio Art portfolio addresses three major concerns: (1) a sense of Quality of expression of a student's work; (2) the student's Concentration on a particular visual interest, problem, or focus; and (3) the student's need for Breadth or an extended area of exploration of an experience in formal, technical, and/or expressive means. Art history, aesthetics, and art criticism are interwoven into this course but students must be willing to work independently to develop their own artistic voice that goes beyond previous course work.

### **AP Art History, Course #8205 \*NEW COURSE!\***

Grades: 10, 11, 12

Prerequisite: None

Year

Credit: 1

**This course has a AP Exam Fee of \$91.**

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art, characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Student become active participants in the global art world, engaging with its form and content, as they experience, research, discuss, read and write about art, artists, art making, and responses to and interpretations of art.

### **3D Art Courses**

#### **Ceramics I, Course #8231**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

**This course has a \$40 lab fee.**

This course allows students the opportunity to create sculptural art, functional and nonfunctional, realistic and abstract ceramic ware utilizing hand built methods of construction. Students will experience surface decoration as well as other finishing techniques.

#### **Ceramics II, Course #8236**

Grades: 9, 10, 11, 12

Prerequisite: Ceramics I

Semester

Credit: .5

**This course has a \$40 lab fee.**

Students will have the opportunity to work on the potter's wheel, further develop hand building skills, surface decoration and glazing techniques. Students will further explore sculptural art, functional and nonfunctional, realistic and abstract ceramic ware utilizing hand built methods of construction.

#### **Sculpture, Course #8266**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

**This course has a \$40 lab fee.**

This course gives students the opportunity to create 3-Dimensional Art using a variety of art techniques and media such as metal, wood, plaster, fibers, clay, and more. Many avenues of expression will be explored with art history, aesthetics and criticism.

#### **Photography I, Course #6901**

Grade: 9, 10, 11, 12

Prerequisites: None

Semester

Credit: .5

**This course has a \$20 lab fee.**

Photography I students will learn how to compose images, how to use the digital 35mm SLR cameras, and basic editing skills of digital images using the industry standard program, PhotoShop.

#### **Photography II, Course #6910**

Grades: 9, 10, 11, 12

Prerequisite: Photography I

Semester

Credit: .5

**This course has a \$20 lab fee.**

Photography II gives students the opportunity to refine, experiment, and add to their camera and compositional skills. This class challenges both the technical and aesthetic aspect of photography and focuses on the development of a personal point of view as an image-maker. Projects are more concept driven and students are expected to explore individual approaches to the medium based on personal interests, creative influences and individual experimentation.

## Business and Information Technology Department

Information Technology	Business & Marketing	Finance
Business Communication Technologies/TC	Business Essentials	Personal Finance
Advertising & Print Media	Entrepreneurship/TC	Accounting/TC
Web Design for Business	Sports & Entertainment Marketing	Advanced Accounting/TC
Software Applications Expert/TC	Business Law	
	Career Management/AS	

### Reality Check



During Semester 2 business students will have the opportunity to participate in a “reality check” experience to simulate how to effectively budget based on a career choice.

#### **Business Communication Technologies/TC**

##### **Course #5111**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

In this course students will enhance their ability to use industry standard software programs (Microsoft Office) as well as emerging cloud/collaboration technology to adapt to today’s rapidly changing world. They will learn how businesses use Facebook, Twitter, and LinkedIn. In addition, they will work with mobile devices to experience how they are incorporated in business and daily life.

#### **Advertising and Print Media, Course #5185**

##### **\*ALTERNATE YEAR COURSE\***

Grades: 9, 10, 11, 12

Prerequisite: None

Semester & offered when school year ends with an even numbered year.

Credit: .5

Graphic design is the process of combining text and graphics to communicate an effective message. This class will teach students how to use industry standard software (Photoshop and InDesign) to create business publications. Students will create projects utilizing marketing strategies to target a specific audience.



#### **Web Design for Business, Course #5220**

##### **\*ALTERNATE YEAR COURSE\***

Grades: 9, 10, 11, 12

Prerequisite: None

Semester & offered when school year ends with an odd numbered year.

Credit: .5

The class begins with an overview of how websites impact global business and how they have changed the way businesses operate. Students will develop web design strategies and techniques through a variety of graphic elements and the study of design principles. HTML (hypertext markup language) will be introduced to enhance students understanding of webpage development. Students will use industry standard software (Adobe Dreamweaver) to create their final projects and will develop skills in critiquing the projects.

#### **Software Applications Expert/TC (MOS Prep)**

##### **Course #5171**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

Excel in our digital world by acquiring software & business productivity skills employers and colleges expect you to know. Students will be encouraged to take the Microsoft Office Specialist (MOS) tests to obtain certification. In addition, students will acquire knowledge regarding medical software used in the health care industry.



### **Business Essentials, Course #5215**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Are you interested in the field of business? This course provides the essential concepts of marketing, law, international trade, and business ownership. Students will be involved with a virtual simulation where they will focus on decision making in order to make a profit.

### **Entrepreneurship/TC, Course #5230**



Grades: 10, 11, 12  
Prerequisite: Business Essentials  
Semester  
Credit: .5

Are you interested in owning your own business some day? Would you like to be your own boss? Get involved in one of America's fastest growing career areas-entrepreneurs! This course provides experiences in the planning, organization, and management of a business. During the semester students will develop a business plan and start a class business.

### **Sports & Entertainment Marketing, Course #5250**

Grades: 10, 11, 12  
Prerequisite: Business Essentials  
Semester  
Credit: .5

Students will be exploring marketing strategies, promotional sales, event planning, and management. Throughout the course students will explore a variety of sports and marketing careers. Students will build upon the marketing concepts taught in the Business Essentials class to analyze how the sports and entertainment industries have become two of the most profitable industries in the United States.

### **Business Law, Course #5240**

Grades: 10, 11, 12  
Prerequisite: Business Essentials  
Semester  
Credit: .5

Students will be introduced to business law through a variety of real-world cases. The case studies will focus on contracts, consumer protection, property/bankruptcy law, environmental concerns, and family law. An emphasis will be placed upon legal/ethical issues in the world of business expanding on the concepts taught in the Business Essentials class. Students will be able to utilize these concepts today and in the future as workers, citizens, and consumers.

### **Career Management/AS, Course #5405**



Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Want to learn how to get your dream job? This course is designed to help students assess their personality and skills to find a career match. The education and training needed, as well as the job hunt process, is explored in this class. Students will have an overview of teamwork and how to interact in a work environment. Students will leave this class with a resume, cover letter, and preparation needed for an interview.

### **Personal Finance, Course #5410**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Do you want to be smart with your money? Learning about money is as important as earning it. Topics in this course include budgeting, saving, investing, banking, credit cards, housing, insurance and taxes. The goal of the course is for students to become wiser consumers and get the most out of the money they earn.

### **Accounting/TC, Course #5310**



Grades: 10, 11, 12  
Prerequisite: Business Essentials  
Year  
Credit: 1

Accounting is an important college prep course for any business major. Often referred to as the language of business, accounting is the key to opening the door to the business world. As a culminating activity, students complete a simulation that takes them through the accounting cycle. At the end of the course, students not only have entry-level skills, but also have a solid foundation for the future study of accounting.

### **Advanced Accounting/TC, Course #5315**



Grades: 11, 12  
Prerequisite: Accounting  
Year  
Credit: 1

In this advanced course students will build on concepts taught in Accounting. Accounting software is integrated in many of the applications. This course is recommended for students planning careers in accounting, business or other post-secondary study.

### **Business Department Volunteer/School Store Aide**

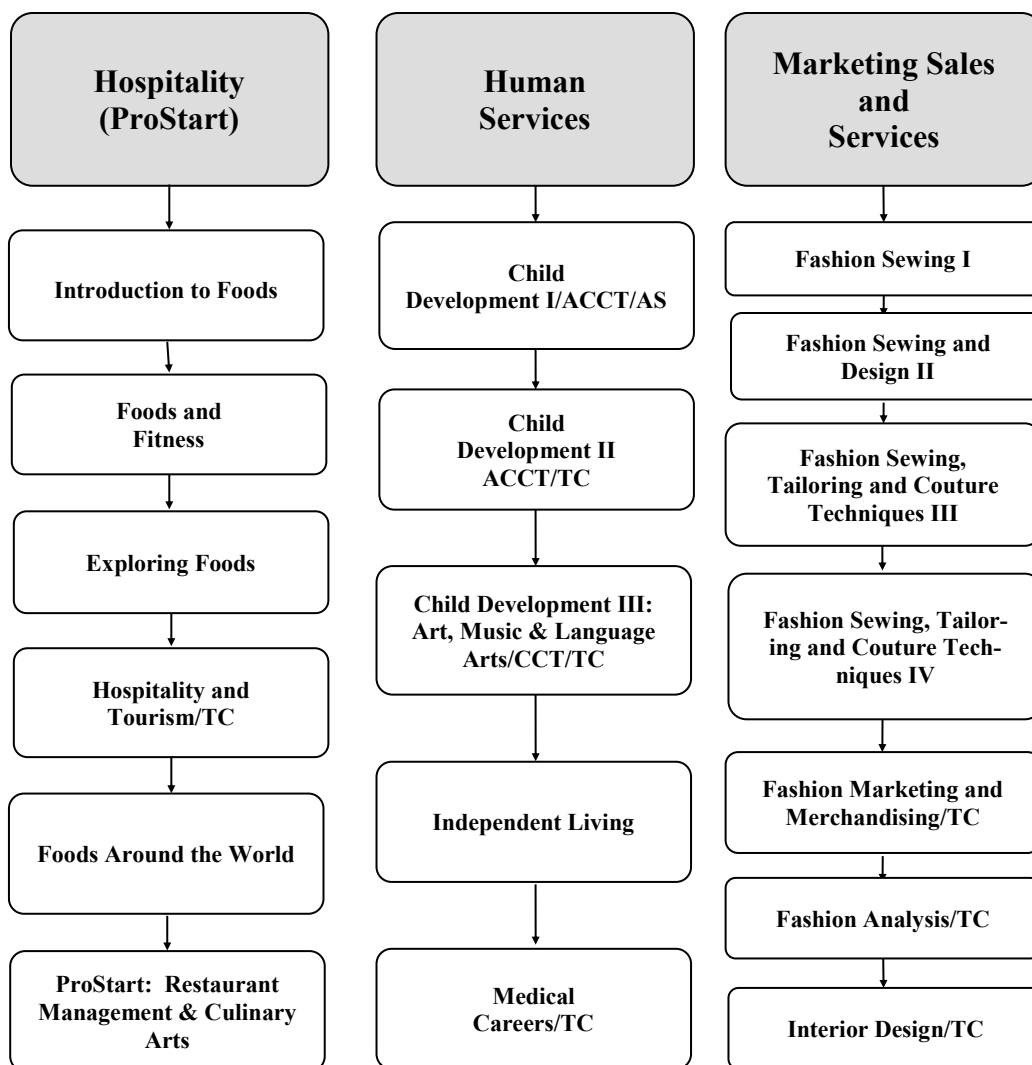
Grades: 11, 12  
Prerequisites: Written consent of instructor; Pass/Fail Grade -- Not In GPA  
Semester or Year  
Credit: None

This program is designed to give students an in-school work experience opportunity in which the student can develop administrative assistant skills. The duties of the assistant will be determined by the business teacher to whom the student is assigned.





## Family and Consumer Science Department



Family & Consumer Science (FACS) Department courses are designed for all students to build 21st century skills. Family and Consumer Science courses prepare students for careers working with individuals and families, as well as being productive members of their own family, community and workplace. Family and Consumer Sciences education prepares individuals for life. Students in FACS actively engage in laboratory and hands-on experiences, demonstrating what they have learned.

### Introduction to Foods, Course #5510

Grades: 9, 10, 11  
 Prerequisite: None  
 Semester  
 Credit: .5

Have fun cooking in class, while expanding your knowledge and experience in the area of nutrition and food preparation. Students will study and apply basic cooking principles and techniques. You will prepare and taste a wide variety of recipes such as lasagna, biscuits, pretzels, pizza, as well as food products on the market. While learning to prepare these foods you will increase your culinary skills and appreciation of great tasting food. Basic skills learned in this class will be built upon in Exploring Foods, Foods Around the World, and Hospitality and Tourism courses.

### Foods and Fitness, Course #5540

Grades: 9, 10, 11, 12  
 Prerequisite: None  
 Semester  
 Credit: .5

Learn how to apply health and nutrition concepts to your individual lifestyle! Use computers to analyze your dietary requirements. Understand portion sizes, and how food choices affect overall health and wellness. Explore the nutritional needs of different individuals including persons with dietary restrictions and athletes. Experiment with a variety of cooking techniques focusing on healthy foods. Taste and learn about functional foods and the latest research in food and nutrition. Develop and implement personal action plans for maintaining health and fitness including planning meals, menus, and fitness routines to promote health. A wide variety of fitness activities like step-aerobics, TaeBo, weight lifting and walking are included in this class.

### Exploring Foods, Course #5525

Grades: 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Exploring Foods is designed for those students who have an interest in food-service related occupations. This course will consist of classroom instruction in food techniques used in the food service industry. You will enhance your marketability and also learn techniques usable for home cooking as well. Students participate in many restaurant simulations throughout the semester. You can also compete at the Culinary Olympics at WCTC.

### Hospitality and Tourism/TC, Course #5550



Grades: 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Are you interested in joining the fastest growing industry in this country today? In this course you will experiment with food favorites all over the USA! Professional techniques in poultry, fish and shellfish cookery will be examined. A chili contest, desserts and preparing edible buffet centerpiece treats are also included. In addition, much will be learned about the fastest growing industry and a major employer in Wisconsin, the hospitality and tourism industry!

### Foods Around The World, Course #5545

Grades: 11, 12  
Prerequisite: None  
Semester  
Credit: .5

This is an advanced food course for those who are interested in experimenting with new and different foods. You will be challenged with creative recipes and techniques in food preparation new to you. Learning about foods of other countries will be explored. Students will discover how foods from foreign lands have influenced today's American cuisine. Some previous experience with cooking is helpful, but not required.

### ProStart: Restaurant Management & Culinary Arts Course #5535

Grades: 11, 12  
Prerequisite: Teacher approval and exemplary completion of multiple food courses with at least a B grade.  
Semester  
Credits: .5

Food Service is one of the largest industries in the United States employing over thirteen million people and it continues to grow. This course may lead to participation in the ProStart Culinary Competition in the spring as a team member. This culinary team works with a mentor chef to develop advanced skills while preparing food specialty items. Students have the opportunity to earn 2 ProStart Certificates, which will convert into 10 credits upon enrollment in the Culinary program at MATC. This is an advanced course and students will only be accepted with teacher approval and exemplary completion of multiple food courses with at least a B grade. If you are interested in pursuing a career in food, nutrition, restaurant management, or the culinary arts, this course should be part of your high school experience.

### Child Development I/ACCT/AS, Course #5816

Grades: 10, 11, 12  
Prerequisites: None  
Semester  
Credit: .5

From prenatal development to birth to development of the brain, body, and emotions, there's a lot going on inside a developing child. Child Development I focuses on the knowledge, skills, attitudes and behaviors associated with supporting and promoting optimal growth and development of infants and young children. Topics include consideration of the responsibilities and challenges of parenthood; prenatal development; the birth process; child development theories; meeting the physical, social, emotional, and intellectual growth and developmental needs of young children, impacts of heredity, environment, and family and societal crisis on development of the child; research-based nurturing and care giving practices and skills; creating culturally and developmentally appropriate environments; and career awareness. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

### Child Development II/ACCT/TC, Course #5826



Grades: 11, 12  
Prerequisite: Child Development I  
Semester  
Credit: .5

Continue to learn about children to enhance your future success as a parent or as an Assistant Child Care Teacher (ACCT). Course competencies include; investigating the history of early childhood education; summarize the types of early childhood settings; identify the components of a quality early childhood education program; integrate developmentally appropriate strategies that support diversity; summarize responsibilities of early childhood professionals; and explore early childhood curriculum models. You will experience being a teacher in the 3-week pre-school for 3 and 4 year olds conducted near the end of the semester. **Students who meet all the requirements of Child Development I & II will be certified with the State of Wisconsin as an Assistant Child Care Teacher and be ready for employment in a Day Care Facility.**

### Child Development III: Art, Music and Language Arts CCT/TC, Course #5836



Grade: 12  
Prerequisite: Child Development I and II  
Semester  
Credit: .5

Do you like to be around children? Are you thinking of a possible career in pediatric nursing, elementary education or child care? Do you have patience, enthusiasm and creativity? If you answered yes to any of these questions, then Child Development III is for you! Child Development 3 provides the opportunity to develop and apply the knowledge obtained in the Child Development I and II classes. Child Development III draws from scientifically-based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed material, and learn letters, numbers, shapes, and so much more! This course will focus on beginning level curriculum development in the specific content areas of art, music and language arts. Course competencies include; integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment; develop activity plans that promote child development and learning; create developmentally appropriate literacy, art, music and

movement activities. Many examples of strategies you can use for teaching these skills are included. Also included are examples of ways to create an environment in your preschool classroom that will nurture children's natural curiosity and their zest for learning. Child Development III is a skill certificate program for seniors who are 17 years of age and who have satisfactorily completed the Assistant Child Care Teacher (ACCT) course during their junior year.

**\*\*\*Students who successfully complete Child Development III, the ACCT certification, and who accumulate work hours in a certified child care center will receive the CCT certification.\*\*\***

### **Independent Living, Course #5800**

Grades: 11, 12  
Prerequisites: None  
Semester  
Credit: .5

Ever plan on being in a relationship, moving out on your own, or having a career? Then Independent Living is for you! This class will focus on making the best choices in your daily life. Students will learn about the management of many important topics including values, goal setting, decision making, personal and family life, relationships with others, peer pressure, finances, consumer concerns, housing, and career choices.

### **Medical Careers/TC, Course #5851**

Grades: 11, 12  
No Prerequisite  
Semester  
Credit: .5

Different medical careers offer professional occupations in either the patient or non-patient environment. Each career differs in the type of duties performed, the education required, and salary earned. Students will learn about careers in areas such as: veterinary, dental, emergency medicine, nursing, phlebotomy, athletic training, medical research, pharmacy, mental health, physical & occupational therapy, radiology, biomedical equipment, speech/language therapy, art/music/dance therapy, and various other medical specialties. Additional topics studied are health care systems, health insurance, current trends, vital signs, infection control, in addition to ethical and legal issues and responsibilities specific to medical professions. Speakers and field trips feature practicing professionals, medical institutions, community agencies, paramedic teams, and medical records personnel. Relevant career research is an important component of this class; as well as emphasis on effective communication and quality patient care in diverse medical workplaces.

### **Fashion Sewing I, Course #5611**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Do you have a passion for fashion? This introductory course is designed for students interested in clothing construction, fashion design, and/or careers in fashion. Students examine clothing construction techniques; selecting patterns; reading a pattern envelope; pattern layout and marking; use and alteration of commercial patterns; parts, use and care of the sewing machine, serger and embroidery machine; consumer decisions; care and maintenance of clothing; and evaluating quality in garments- students own projects as well as ready-to-wear. In this one semester class, students will complete at least 3 sewing projects in addition to technique samples. Students must purchase supplies for each project.

### **Fashion Sewing and Design II, Course #5612**

Grades: 9, 10, 11, 12  
Prerequisite: Fashion Sewing I  
Semester  
Credit: .5

Enjoy improving your sewing abilities. You will increase your skill in pattern and fabric selection, in pattern alteration, and technical and creative skills in clothing design and construction. Practicing using a sewing machine with greater skill will also be a focus for this course. Students learn and develop advanced techniques currently used in the fashion industry. Selecting the right fabric for a particular garment can make a huge difference in how the project turns out. So the more you know about fabric, the more successful your garments will be. This class delves into the wonderful world of *fabrics*: from light-as-a-breeze batiste to oh-so-cozy wool. In this one semester class, students will complete 2-3 sewing projects in addition to technique samples. Students must purchase supplies for each project.

### **Fashion Sewing, Tailoring and Couture Techniques III Course #5613**

Grades: 11, 12  
Prerequisite: Fashion Sewing II  
Semester  
Credit: .5

The term "haute couture" comes from the French language. *Haute* means "high" or "elegant", *Couture* means "sewing" or "dressmaking". The finest sewing techniques as they are practiced in couture workrooms around the world are introduced and provide the basis for understanding haute couture. Learn tailoring and couture techniques in cutting, hand stitching, seam and hem finishes, pocket construction, pressing, and finishing. Students expand their knowledge of couture techniques by exploring various decorative techniques. Learn how to hand bead and apply rocailles, sequins, pearls, and faux gems on different types of fabrics. Create embellishments such as flowers and frog closures from fabric and ribbons, and design original machine embroidery. Through collaboration with the teacher, students create an individualized plan for their semester, based on their own interests and goals, as well as on course requirements. Students must purchase supplies for each project.

### **Fashion Sewing, Tailoring and Couture Techniques IV Course #5614**

Grades: 11, 12  
Prerequisite: Fashion Sewing III  
Semester  
Credit: .5

Take your couture and tailoring skills to the next level-this course is for those who truly have a passion for fashion and garment/home furnishings construction. Perfect your tailoring and couture techniques in cutting, hand stitching, seam and hem finishes, pocket construction, pressing, and finishing. Students expand their knowledge of couture techniques by exploring various decorative techniques. Through collaboration with the teacher, students create an individualized plan for their semester, based on their own interests and goals, as well as on course requirements. Students must purchase supplies for each project.



**Fashion Marketing and Merchandising/TC  
Course #5640**



**\*ALTERNATE YEAR COURSE\***

Grades: 10, 11, 12

Prerequisite: None

Semester & offered when school year ends with an **odd** numbered year.

Credits: .5

This class is for the student who wants to learn more about the business side of the ever-growing Fashion Industry. Fashion cycles, textile manufacturing, design concepts, advertising techniques, planning and promotion of a Fashion Show, fashion retailing and fashion marketing and merchandising careers are all included. This is the perfect partner to the Fashion Analysis class.

**Fashion Analysis/TC, Course #5650**



**\*ALTERNATE YEAR COURSE\***

Grades: 10, 11, 12

Prerequisite: None

Semester & offered when school year ends with an **even** numbered year.

Credit: .5

This class is for those students interested in learning about the components of Fashion. Students will study the elements of design which will help them to evaluate fashion cycles, trends, the classics and today's styles. Learn what styles and colors would look best on you! Students take part in the annual production of the fashion show. This class is a perfect fit for those thinking about pursuing a career in the Fashion Industry.

**Interior Design/TC, Course #5701**



Grades: 11, 12

Prerequisites: None

Semester

Credit: .5

Discover how to transform a boring room into a dynamic living environment. In this course you'll get an overview of the profession and career opportunities as you explore the interior design process, including space planning, furniture arrangements, material and sample selection, and the development of presentation boards. Design concepts with application of floor-planning techniques; color theory for interiors; human factors; and furniture, textiles, and finish selections are introduced. A gradual increase in complexity of design problems reinforces the design process. Class format includes illustrated lectures, discussions, and individual or small group projects and assignments.

**Family and Consumer Sciences Volunteer**

Grades: 11, 12

Prerequisites: Written consent of instructor "B" average in  
Family and Consumer Sciences Pass/Fail Grade,  
not included in GPA

Semester or Year

Credit: None

If you have completed two semesters of high school family and consumer classes, you may apply to be a student assistant in other family education classes. You will help prepare bulletin boards and displays, duplicate and file information, assist with lab duties and setups, as well as a variety of other tasks related to FACS. The teacher must accept your application before you sign up for this course.

**Pre-Engineering, Communications &  
Technology Education**

**Technology Education consists of five different divisions.** The following segments are broken up according to their division in the Technology Education as a whole.

Communications

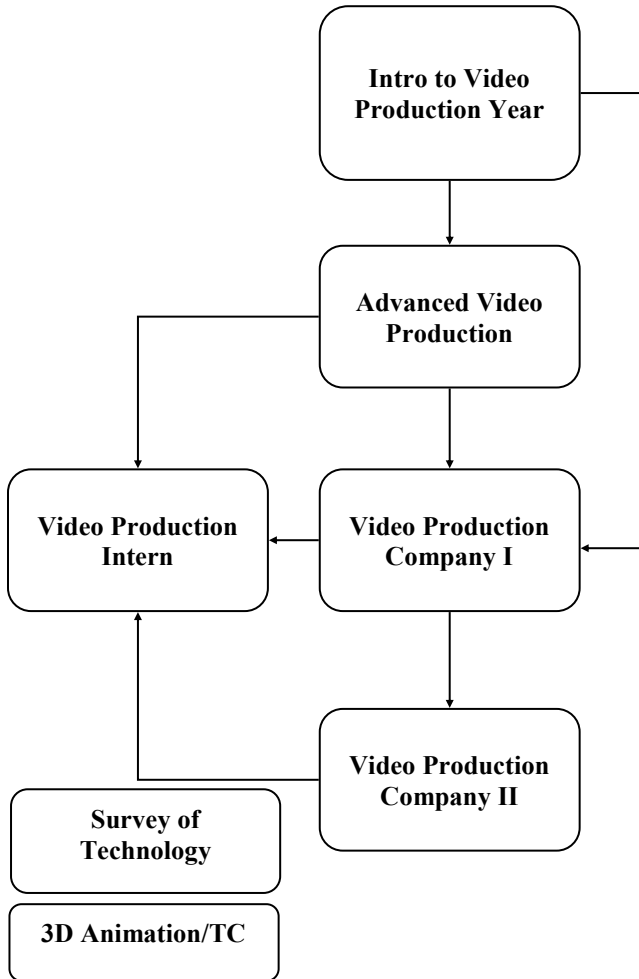
Woods &  
Construction

Transportation

Metals &  
Manufacturing

Engineering &  
Architecture

## Pre-Engineering, Communications & Technology Education Communications Division



### **Intro to Video Production - Year, Course #6810** (formerly Intro to Digital Communication & Media Arts—Year)

Grades 9, 10, 11, 12  
Prerequisite: none  
Year  
Credit: 1

This is the first of four courses in Video Production. Success is led by the power of communication. Students should understand the power of the media and visual communication to succeed in our media saturated world. They will learn storytelling through engaging hands-on activities incorporating video production, visual special effects and motion graphics using Final Cut Pro X, Motion, Photoshop and state-of-the-art TV studio equipment. Today's employers demand employees have strong teamwork, time management, project management and communication skills to succeed. In class students will plan, produce, shoot, edit and deliver powerful videos as they develop a strong work ethic working with their peers. They will think critically and creatively in order to solve problems and communicate effectively to different audiences, all while having fun! This class is recommended for students considering a career in video/film, journalism, art/animation, business areas of marketing, advertising, PR and communication. **Projects include:** TV studio production, news production, commercials, film special effects, film study, public service announcements, media literacy and more.

\*For students who want an introductory semester experience they can enroll in Introduction to Video Production - Semester (formerly Intro to Digital Communication & Media Arts - Sem)

### **Intro to Video Production - Semester, Course #6800** (formerly Intro to Digital Communication & Media Arts—Sem)

Grades 9, 10, 11, 12  
Prerequisite: none  
Semester  
Credit: .5

This is the first semester of the year long Intro course (see above). It is an introduction to the growing field of digital communications through a variety of hands on activities incorporating visual storytelling and video production. Students will get their feet wet with work in the TV studio and with the field equipment, as students become media literate citizens. They will learn how to think critically and creatively in order to solve problems and communicate effectively to different audiences. They will develop life long career skills in teamwork, time management, creative thinking and communication. If students want to continue taking classes in video production they can continue with the second semester of the year long Intro class. This class is recommended for students considering a career in video/film, journalism, art/animation, business areas of marketing, advertising, PR and communication. **Projects include:** TV studio production, news production, media literacy and film study.

### **Advanced Video Production, Course #6820**

Grades: 10, 11, 12  
Prerequisites: Introduction to Video Production - Year;  
Introduction to Video Production - Semester,  
considered and consent of instructor required.

Year  
Credit: 1

This is the second in a sequence of four courses in Video Production. It is a digital communications course designed to build on the skills learned in the Intro class. Student will learn the video techniques of the professionals and experience the complete production process while integrating digital & motion graphics, digital music & sound effects and effective communication. Pre-production includes brainstorming, pitching, storyboarding, scripting, production planning, rehearsing. Production involves shooting. Post Production includes editing, graphics, sweetening and delivering the product. Students will develop and display their creativity, initiative, leadership, decision-making, and time management skills. After this course, students are able to take Video Production Company I or better known as The Saber Roar class and/or become Video Production Interns with instructor approval (see Industrial/Technical Aides).





## **Video Production Company I (The Saber Roar Class)**

### **Course #6835**

Grades: 10, 11, 12

Prerequisite: Advanced Video Production preferred, Intro to Digital Communications & Media Arts -Year considered and written consent of instructor required.

Year

Credit: 1

This is the third in a sequence of four courses in Video Production. It is a workshop course designed to be a student-run video production company where students apply the video production skills learned in the Introduction and Advanced classes. VP Company I students are the reporters & production crew for the weekly student run newscast, The Saber Roar. Students will work together in production teams and rotate through jobs as producers, directors, audio technicians, technical directors, camera operators, graphics operators, editors, reports and on-air talent. Students are responsible for producing news packages for The Saber Roar which is viewed weekly by the student body and community. Students also have the opportunity to produce creative original programs. Programs can include comedy shows and game shows. Class assignments will require time outside of regular school hours for coverage of school and special events. Students will learn project management, teamwork, leadership, communication skills, time management and the how to integrate technology to complete a task. After this course, students are able to take Video Production Company II or concurrent with this course they can become a Video Production Intern with instructor approval (see Industrial/Technical Aides).

## **Video Production Company II, Course #6845**

Grades: 10, 11, 12

Prerequisite: Video Production Company I

Year

Credit: 1

This is the fourth in a sequence of four courses in Video Production. It is a workshop course designed to be a student run video production company. VP Company II students are the producers/management. Students will work together to manage production teams to create The Saber Roar weekly newscast as well as write, produce and direct other creative original productions. The programs are student driven and as open and varied as their imaginations. Class assignments will require time outside of regular school hours for coverage of school and special events. Students will learn project and time management, teamwork, leadership, communication skills, and technology integration to successfully complete quality products. Concurrent with this course, students are able to become a Video Production Intern with instructor approval (see Industrial/Technical Aides).

## **Video Production Intern, Course #9990**

Grades: 10, 11, 12

Prerequisite: Advanced Video Production preferred,  
Intro to Video Production considered  
and written consent of instructor required.

Semester or Year

Credit: .5 or 1

Video Production Interns continue to build their skills through teaching others, producing special video projects, managing digital media, maintaining video equipment and more. You will work with the Video production teacher to effectively run the production studio and edit lab. The tasks are varied and challenging.

## **Survey of Technology, Course #6110**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

Survey of Technology is a one-semester class that has been offered at Franklin High School for twenty years. It has evolved from a static modular curriculum to an ever- evolving list of about 40 activities that students choose from to either complete by themselves or with a partner. Activities are chosen that allow the student to explore the input, processing, manipulation, and output of digital multimedia of all types. Including digital photography, desktop publishing, animation, video editing, graphic design, pod casting, laser graphics and many more.

## **3D Animation /TC, Course #6131**

Grades: 9, 10, 11, 12

Prerequisites: None

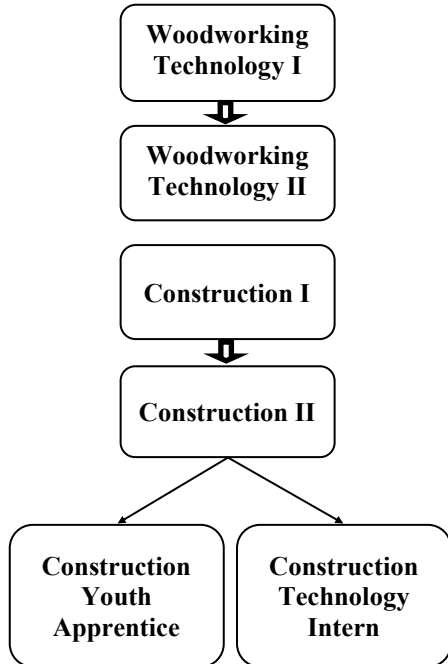
Semester

Credit: .5

We can only imagine where the next generation of artists, designers, engineers and inventors will take 3D applications in the future, but we do know the boundaries are blurring between the arts and sciences, creating new connections that students will need the skills to integrate their ideas across various disciplines. 3D Animation is an introduction to the 3D world from concept, to model, to animation. Using Autodesk 3D applications gives students the opportunity to explore the connections between design and visual communication. Students will learn to see information in a new way.



## Pre-Engineering, Communications & Technology Education Woods & Construction Division



### Woodworking Technology I, Course #6210

Grades: 9, 10, 11, 12  
Prerequisites: None  
Year  
Credit: 1

This two-semester course is a one-credit elective that provides basic information about wood and wood products: selection, safe use, and care of hand and power tools; residential construction applications; and proper woodworking procedures. The course offers exploratory experiences designed to give the student insight into the major areas of woodworking and to serve as a reference for design and wood construction principles and methods. It is intended to help students develop competent technical skills for good performance in the broad field of technology. Woodworking I is intended for all students in high school, preparing them for the future in post-secondary education, apprenticeships, and home ownership. It can also serve as a valuable reference for students in courses in Architecture, Interior Design, and Construction.

### Woodworking Technology II, Course #6220

Grades: 10, 11, 12  
Prerequisites: Woodworking Technology I or written consent of instructor required.  
Year  
Credit: 1

Woodworking Technology II is the second course in the Woodworking/Construction sequence. It is a one-credit elective that provides advanced information and skills about wood and wood products; selection, safe use, and care of tools and equipment; residential construction applications; and proper woodworking procedures. The course offers technical experiences designed to give the student insight into the major areas of woodworking and to serve as a reference for design and construction principles and methods. The course also utilizes many

industrial machines, methods and processes including the latest tools, machines, and materials. This is intended to broaden the scope of understanding for the typical woodworking student. The importance of safety is stressed throughout the course. Woodworking Technology II builds on the basic knowledge and skills obtained in the Woodworking Technology I course. It is intended for all students in high school, preparing them for future post secondary education, apprenticeship, and home ownership. The course is very valuable to future architects, cabinetmakers, finish carpenters, and mill workers.

### Construction I, Course #6230

Grades: 10, 11, 12  
Prerequisites: None  
Year  
Credit: 1

This course introduces sophomores, juniors and seniors to the construction industry. The course covers the construction process from conception to completion. The topics covered include building codes and permits, handling concrete and masonry to framing and finishing. Electrical wiring and plumbing are also emphasized. Students will become familiar with carpentry tools as well as construction tools and instruments. Both model construction and live work are used to provide students with hands-on experience, with safety as a primary focus through-out the course. The course can strengthen a student's math skills through applied mathematics solving real world construction problems. Not all students will enter the trades but the general knowledge of construction will aid the students in future homeownership.

### Construction II, Course #6240

Grades: 11, 12  
Prerequisites: Construction I, written consent of instructor required  
Year  
Credit: 2

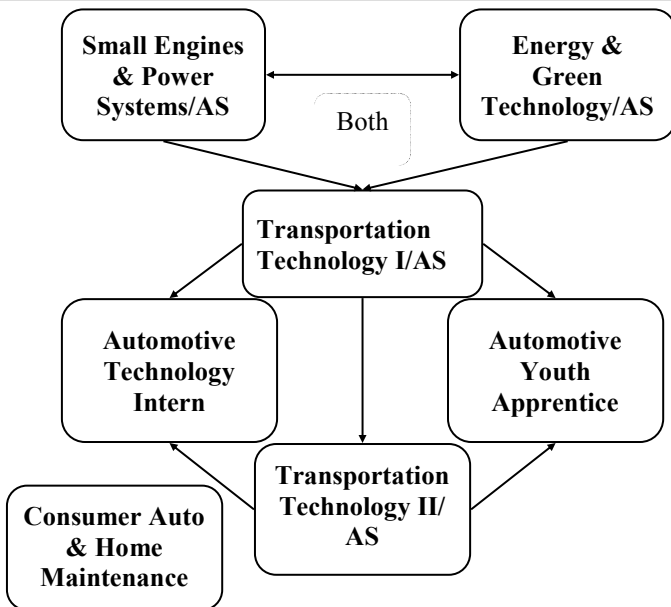
In this off-campus class, students put their knowledge from Construction I to the ultimate test. Students will have a classroom component, but will spend the bulk of their time on actual worksite projects. They'll be remodeling homes and building structures from the footings up. These are projects that Franklin students have had a hand in designing in the Residential Architectural class using AutoCAD. The construction course supports the knowledge needed in fields such as; firefighting, construction management, home inspection and safety inspection.

### Construction Technology Intern, Course #9997

Grades: 11, 12  
Prerequisite: Construction I & II  
Year  
Credit: 2

Construction Technology interns continue to build their skills through teaching others design, blueprint reading, materials ordering, plumbing, electrical, job site safety and specializing in an area of their choice. This is a demanding position and requires instructor preapproval.

## Pre-Engineering, Communications & Technology Education Transportation Division



### Small Engines & Power Systems/AS Course # 6500



Grades: 9, 10, 11, (Grade 12 written consent of instructor required)  
Prerequisite: None  
Semester  
Credit: .5

Small Engines and Power Systems is an exploratory course for students interested in engineering or transportation fields. The course covers principles of mechanical advantage including levers, pulleys, and wheels and axles. The course then proceeds to cover hydraulics pneumatics, and electrical theory and hands on design, construction and operation of these systems. The second half of the course deals with small internal combustion engines, including theory and hands-on experience. Hands-on includes disassembly, measurement, assembly and repair of small gas engines. This course is a prerequisite for the automotive courses.

### Energy & Green Technology/AS Course #6515



Grades: 9, 10, 11, (Grade 12 written consent of instructor required)  
Prerequisite: None  
Semester  
Credit: .5

Energy and Green Technology is an exploratory course for students interested in the engineering or transportation fields. The course covers the development of energy and power, using extensive hands-on experiences. Topics covered include current renewable and non-renewable energy sources, the law of conservation of energy, energy forms, measurement, conversion, and sources. Sources include but are not limited to: coal, oil, natural gas, nuclear, hydroelectric, tidal, geothermal, wind, hydrogen, methanol, bioconversion, active and passive solar, and photovoltaic systems. Students will design, build and operate several types of energy systems and energy conversion systems. The course then covers both AC and DC electrical theory and control including generation and distribution. Extensive hands-on activities are used to help aide in student understanding.

### Transportation Technology I/AS Course #6520



Grades: 10, 11, 12

Prerequisites: Grade C or better in Small Energy & Power Systems and Energy & Green Technology (these two courses were formerly Intro to Energy and Transportation), or senior status and written consent of instructor.

Year

Credit: 1

Trans-Tech is a comprehensive course introducing the student to the automobile through classroom and laboratory experience. In the classroom, students will study the design, assembly, components and systems that comprise the modern automobile. Students will use diagnostic equipment and service tools on both educational test components and live automobiles. Automotive theory and trouble-shooting techniques are presented to enable the student to systematically diagnose and repair malfunctions in automotive systems. Safe service techniques and good technical judgment are stressed in this course. Students may be charged for materials used in personal projects.

### Transportation Technology II/AS Course #6530



Grades: 11, 12

Prerequisites: Grade of C or better in Transportation Technology I and written consent of instructor.

Year

Credits: 2

Trans-Tech II is the capstone course in the energy and transportation sequence. The development of job entry skills and career exploration are the main objectives of this course. Quality service procedures and professional attitude is stressed. Advanced service techniques in tune-up, brakes, engine repair, steering and suspension, and computer engine controls will be studied. Genuine interest in vocational placement is recommended. The class meets two periods per day for the school year. Students may be charged for materials used in personal projects.

### Automotive Youth Apprenticeship Program Diesel Truck/Equipment Youth Apprenticeship Program Auto Body Youth Apprenticeship Program

Grades: 11, 12

Prerequisite: Conference with instructor, student, and parent/guardian.

Year

Credit: 1

All three courses are part of the State of Wisconsin Youth Apprenticeship Program. The courses place the student in a supervised work environment with students working side-by-side with a Journeyman Mentor. These courses require 450 hours of paid work to be performed outside of school hours per year. *Successful completion results in a youth apprenticeship certificate from the State and advanced standing at a Wisconsin technical college.*



## Automotive Technology Intern, Course #9995

Grades: 11, 12

Prerequisite: Transportation Technology 1 and written consent of instructor.

Semester or Year

Credit: .5 or 1

Automotive Technology intern continue to build their skills through teaching others, finishing customer repairs, maintaining shop equipment and specializing in an area of their choice. This is a demanding position and requires instructor preapproval

## Consumer Auto & Home Maintenance, Course #6535

Grades: 9, 10, 11, 12

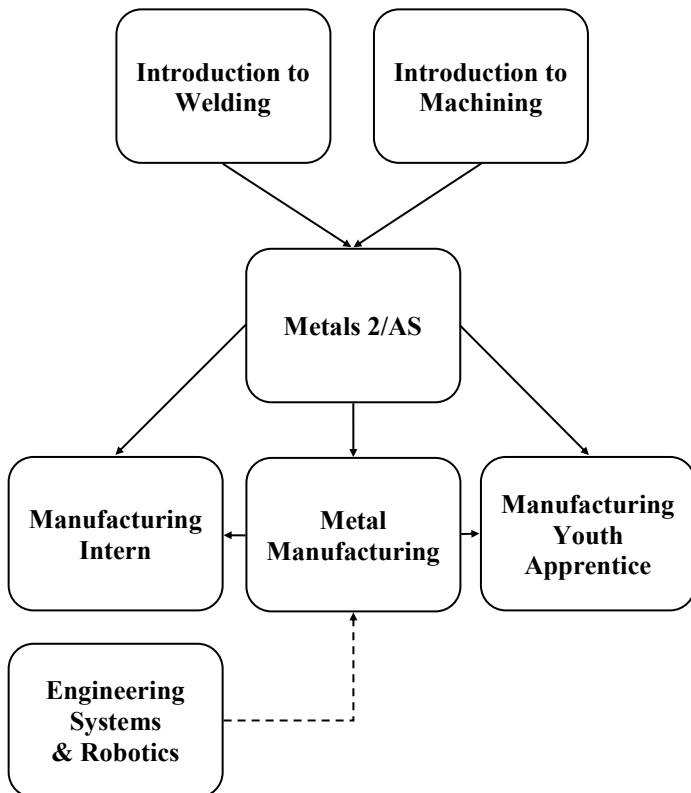
Prerequisite: None

Semester

Credit: .5

In this practical course you will learn how to safely take care of your living space and the vehicle you drive. You will learn the basics of “how things work” in your apartment, house, and car. Through demonstrations, activities, and practical exercises, you will learn how to do basic home and auto repairs and how to recognize when it feasible for the home owner to complete the work or a trained professional. Auto topics include tire pressure, head lights, fluid levels, basic electrical components, basic maintenance, and buying a used or new car (the second biggest investment that people make). Home topics include basic how to purchase a home, mortgages, information in electrical, mechanical systems such as heating, water supply, thermostats, appliances, water damage, painting, sticky doors, and dealing with home improvement contractors. The practical knowledge and skills of this course will help you make informed decisions about the largest purchases of your life.

## Pre-Engineering, Communications & Technology Education Metals & Manufacturing Division



## Introduction to Welding, Course #6345 \*NEW COURSE!\*

Grades: 9, 10, 11, 12

Prerequisites: None

Semester

Credit: .5

Have you wondered how welding is done? Do you want to learn how it is done? In this course we will be covering 3 different types of welding, as well as other welding related skills like: sheet metal work, print reading, and metal cutting processes. Basic skills are taught, so you don't need to know anything about metal or metalwork. All you need is curiosity, interest, and willingness to have fun while trying new things in a safe project based environment!

## Introduction to Machining, Course #6350 \*NEW COURSE!\*

Grades: 9, 10, 11, 12

Prerequisites: None

Semester

Credit: .5

Do you want to learn how to shape metal? Just about everything we use on a daily basis has had machined parts used to either manufacture it or in the product itself. In this course we will be using metal shaping machines to create projects, while focusing machining related skills like: CNC machining, Manual Machining, print reading, and metal cutting processes. Basic skills are taught so you don't need to know anything about metal or metalwork, all you need is curiosity, interest, and willingness to have fun while trying new things in a safe project based environment!

## Metals 2/AS, Course #6355 \*NEW COURSE!\*



Grades: 10, 11, 12

Prerequisites: Intro to Machining and Intro to Welding, or Instructor approval.

Year

Credit: 1

The focus of this course is on making projects with moveable parts, while using methods of manufacturing to get high quality results. In Metals 2, skills and knowledge from Metals 1 will be advanced. CNC will also be introduced into our skillset so that we can make computers do some of the work for us.

## Metal Manufacturing, Course #6360 \*NEW COURSE!\*

Grades: 11, 12

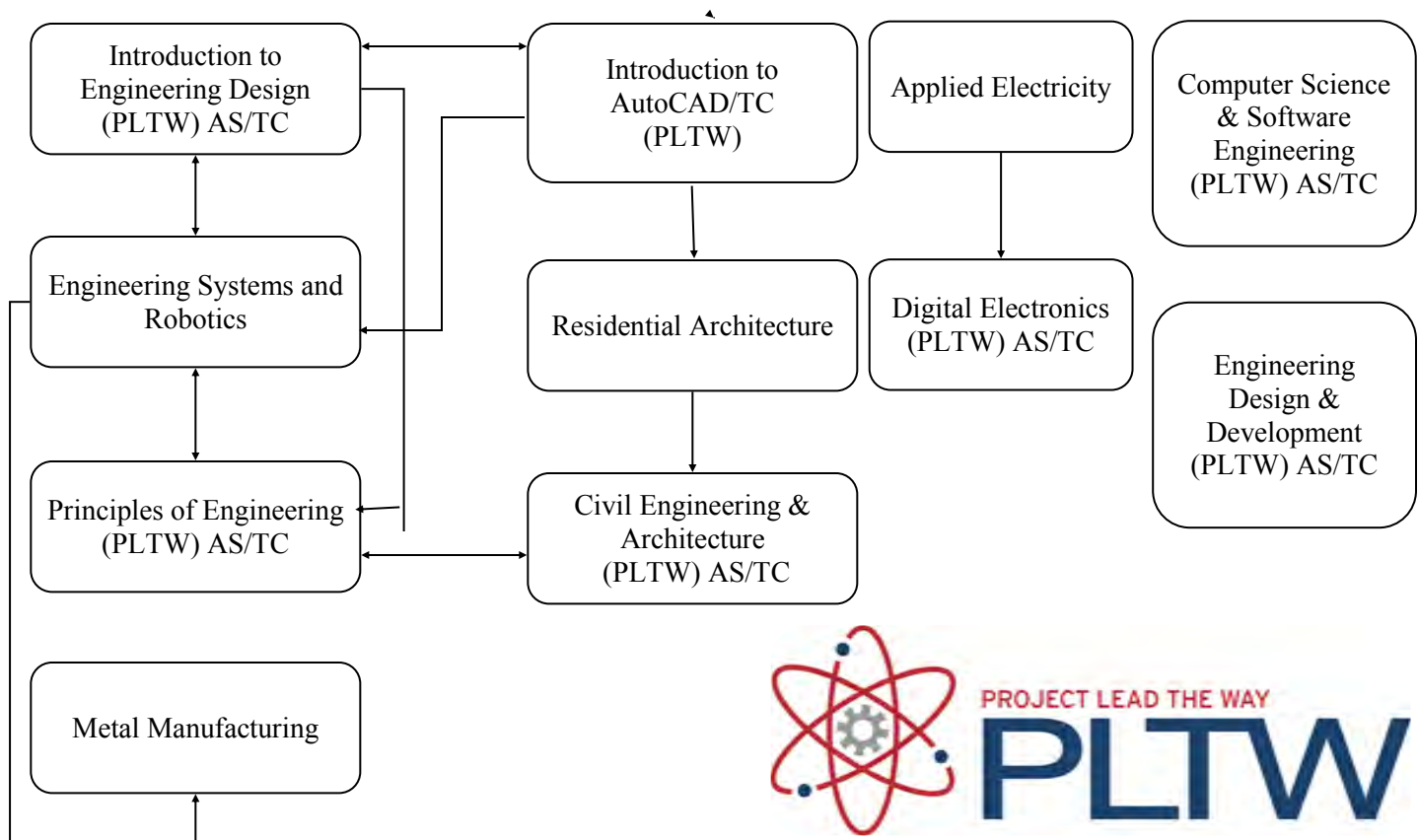
Prerequisite: Metals 2, two years of engineering related courses, or instructor approval.

Year

Credits: 2

This course is designed to be a collaboration between Engineering Students and Metals Students, who work together to design, prototype, and manufacture products and processes. In this course we will dig into how to mass produce usable things with little to no differences between them.

## **Pre-Engineering, Communications & Technology Education Engineering & Architecture**



### **Project Lead the Way (PLTW)**

In an effort to address students' needs in an increasingly technology-driven global economy, Franklin High School's Career and Technology Education Department is revising its core classes with the Project Lead the Way (PLTW) curriculum. The PLTW pre-engineering curriculum incorporates a three or four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

Project Lead the Way is a non-profit organization focused on introducing and preparing high school students for engineering and technical careers of the future. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase opportunities for students in engineering and technical fields. Particularly, PLTW provides a challenging, project-based curriculum meeting national science and math standards, professional development for teachers and guidance counselors and a comprehensive national support network. PLTW courses are accessible to college-bound engineering students as well as students who may not have thought of college and a career in a technical field. The courses are based on problem solving, teamwork, communication and leadership as the students also build the math, science and technology skills to prepare for and succeed in tomorrow's careers. First introduced in the 1997-98 school year in 12 upstate New York high schools, PLTW now offers programs in 2,300 schools in 49 states. Project Lead the Way is a statewide initiative involving the Department of Public Instruction, the Department of Workforce Development, Wisconsin's Technical College System, university partners, the private sector, and public and private schools. Wisconsin had 32 schools join the network in Fall, 2004. Another 32 joined in Fall, 2005. Today there are more than 150 registered schools in Wisconsin. Milwaukee School of Engineering is Wisconsin's PLTW university affiliate which provides teacher and counselor training.

## Introduction to Engineering Design (PLTW) AS/TC Course #6646



Grades: 9, 10, 11, 12

Prerequisites: None Year

Credit: 1

In IED we embrace state of the art technology to solve current problems that we as a society are facing. IED is an exploration of the design process used by engineers on a day to day basis. We will take ideas from concept to solution in a logical sequence of steps to develop the best solution to a specific problem. Models of product solutions are created, analyzed and communicated using solid modeling, computer design software, and 3D printers. Sketching, orthographic drawing, dimensioning, assembly, animation and exploded presentations will be designed. Engineering design briefs, research, scientific method, descriptive geometry and reverse engineering are taught throughout the course. Example projects: Puzzle Cube, Desktop Organizer, Mini Train, Redesign of existing product and Final Invention project.

## Engineering Systems & Robotics, Course #6660

Grades: 10, 11, 12

Prerequisites: Grade of C or better in Intro to Engineering Design & Intro to Auto CAD

Year

Credit: 1

This course builds on the Project Lead the Way courses by focusing on advanced technologies in sophisticated areas of engineering. Students participate in comprehensive project-based units on linkages, complex gears, cams, pneumatic problem solving, welding, molds, descriptive geometry and advanced features in Inventor. Students must apply mechanical advantage ideas threaded throughout the course. This course utilizes ten Vex robotics kits to solve a complicated lift, place and delivery tennis ball system problem.

## Principles of Engineering (PLTW) AS/TC Course #6675



Grades: 10, 11, 12

Prerequisites: Intro to Engineering Design recommended; IM 9 with concurrent enrollment in IM 10

Year

Credit: 1

Principles of Engineering (POE) is a high school level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech career POE gives students the opportunity to develop skills and understanding of course concepts through Activity, Project, and Problem Based (APPB) learning. APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.



## Introduction to Auto CAD/TC, Course #6601



Grades: 9, 10, 11, 12

Prerequisites: None

Year

Credit: 1

Introduction to AutoCAD teaches fundamental Mechanical and Architectural drafting/drawing with project based learning for every unit taught. Students will first learn working drawing skills and annotations before drawing a Ranch House Design second Semester. This is the first prerequisite course in our engineering and architecture program at Franklin High School. AutoCAD gives students the opportunity to develop course skills and concepts through Activity, Project, and Problem based (APPB) learning. APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and understanding of the graphic language.

AutoCAD has 7 major units in engineering drawing with projects like, Miller Park, 3D Animal Puzzle Design, Chair Design and the Egg Drop Challenge semester 1. Second semester the world of architecture will be introduced by producing a set of plans for a single story house. Students will be introduced to AutoCAD, Inventor and Google sketch up CAD programs. The cumulative experience helps students choose the correct engineering path and prepares a student to successfully complete Project Lead the Way Courses.

## Residential Architecture, Course #6625

### \*ALTERNATE YEAR COURSE\*

Grade: 10, 11, 12,

Prerequisites: Grade of C or better in Introduction to AutoCAD

Year & offered when school year ends with an even numbered year.

Credit: 1

Students for post-secondary and university architectural programs must learn codes, design and scale modeling for a two story residential home. Students will design and print the following: floor plans, foundation plan, electrical plans, plumbing plans, structural plans, interior elevation plans, exterior elevation plans, and site plans. Proficiency is gained in multiple design software (e.g. AutoCAD, Google Sketch-Up, and AutoDesk-Revit).

## Civil Engineering & Architecture (PLTW) AS/TC Course #6635



### \*ALTERNATE YEAR COURSE\*

Grades: 11, 12

Prerequisites: Introduction to AutoCAD (formerly Basic Graphics & Residential Architecture) or Introduction to Engineering and Design and Principles of Engineering.

Year & offered when school year ends with an odd numbered year.

Credit: 1

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

## Applied Electricity, Course # 6410

### \*ALTERNATE YEAR COURSE\*

Grades: 9, 10, 11

Prerequisites: IM 9 (may be taken concurrently)

Year & offered when school year ends with an **odd** numbered year.

Credit: 1

Students selecting Basic Electricity will learn the fundamentals of electricity/electronic theory including: what electricity is, how it's generated and the types of components and circuitry used to control it. Students will be involved in the learning process through hands-on activities that will allow them to develop a practical understanding of how today's electronic devices work. Students will develop problem-solving skills to troubleshoot and resolve common electrical problems encountered in our everyday lives. The course provides a general working knowledge of electricity/electronics and is suited for any student interested in engineering, science, or a career in technology.

## Digital Electronics (PLTW) AS/TC

### Course #6440

### \*ALTERNATE YEAR COURSE\*

Grades: 10, 11, 12

Prerequisites: Freshmen may register only with written instructor consent; IM 9 with concurrent enrollment in IM 10

Year & offered when school year ends with an **even** numbered year.

Credit: 1

Level TWO course in the new Project Lead The Way (PLTW) engineering sequence. Digital Electronics is a course that teaches the applied digital language/logic to design, test and actually construct circuits and devices. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will use computer simulations on digital devices and control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. This course of study is an important foundation for a student exploring a career in engineering. Students will trouble-shoot through laboratory experiments and simulations. The link between these simple components and today's modern computer is developed through an introduction to basic computer operations and design. After taking Digital Electronics students may continue their PLTW experience by taking Principles of Engineering.

## Computer Science and Software Engineering (CSE) (PLTW) AS/TC, Course #6662

Grades: 10, 11, 12

Prerequisites: None

Year

Credit: 1

This course is a project and problem based, with students working in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. Students will explore computer science skills, eCommerce and Web-based interactions, as well as be introduced to code writing, network concepts and security. You will use tools such as APP Inventor, HTML, CSS, and PHP. You will learn and use Python and C++ languages to meet various challenges in your projects. You will have an opportunity to explore and develop at least one Android app, explore Cyber Security and investigate and use current computer analysis in the biological and science fields. This is an opportunity to explore all aspects of computers and their use.

## Engineering Design and Development (EDD) (PLTW) AS/TC, Course #6740



Grades: 11, 12

Prerequisites: Completion of two prior PLTW engineering courses (POE, IED, DE, CEA)

Year

Credit: 1

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when..." statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. This course is designed for 11th and 12th grade students.

## Industrial/Technological Volunteers

### Construction

### Electronics

### Graphics

### Horticulture

### Metals

### Survey of Technology

### Woods

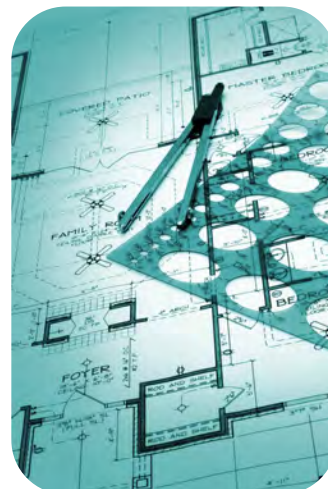
Grades: 9, 10, 11, 12

Prerequisite: Advice of Instructor  
(Pass/Fail Grade -- Not in GPA)

Semester or Year

Credit: None

The industrial/technological aide program is designed for the above average student in technology education desiring to learn more about the operation and maintenance of the technology education classroom procedures beyond that which is taught in the regular technology education courses. The duties of the student are determined by the instructor to whom the person is assigned.





# SCHOOL TO WORK

## Youth Apprenticeship Program

*Wisconsin's Youth Apprenticeship program is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction.*

Franklin High School is a partner in the Wisconsin Youth Apprenticeship Program. These work-based learning settings give students the opportunity to acquire attitudes, skills, and knowledge for work and other life roles by participating in actual work settings related to in-school instructional programs. All of these activities are aimed at the infusion of workplace experiences into the academic environment to assist students in developing work behaviors that will make them more employable and to assist them in making decisions for post-secondary education or training.

The Wisconsin Youth Apprenticeship program is a one or two year program requiring paid work experience and related classroom instruction based on statewide, industry-developed skill standards. A student participating in the two year program will complete at least two years of instruction and 900 hours of related work experience and will earn a Certificate of Occupational Proficiency in addition to school credit. Students in the one year program will complete at least one year of instruction and 450 hours of related work experience. One year students also earn a certificate and school credit.

## Youth Apprenticeship Programs through FHS:

- Architecture & Construction (Architectural Drafting or Planning)
- Auto (Auto Collision; Auto Technician; Logistics/Supply Chain Management)
- Finance (Accounting Services; Banking Services; Insurance Services)
- Graphic Design (Graphic Design & Pre Press)
- Health (Medical Asst; Nursing Asst; Pharmacy Technician; Ambulatory/Support Services)
- Hospitality (Food & Beverage Service; Lodging; Reservation & Tour/Activity; Marketing; Management)
- Information Technology (Hardware; Software; Web & Digital Media)
- Manufacturing (Manufacturing Processes; Machining; Welding; Basic Industrial Equipment)
- STEM: Science, Technology, Engineering and Math (Engineering Drafting; Mechanical/Electrical Engineering; Civil Engineering; Bioscience Applications)

For more detailed information visit: <http://dwd.wisconsin.gov/youthapprenticeship> & contact your Counselor for further information. Please note: Students are encouraged to seek their own employment in their area of interest. The YAP Coordinator will assist students with job seeking skills and opportunities.

Cooperative training/youth apprenticeship programs as part of the Career and Technology Education program are allowed and encouraged whenever they are necessary to implement and support an effective career education course.

Transportation to and from the training site will be provided by the pupil and/or guardian with his/her own automobile if the following conditions are met:

- a. All School Board, administrative and department policies relating to the pupil use of automobiles are adhered to. This includes proper insurance, parental permission, etc.
- b. Approval is obtained from the appropriate building administrator.

## Child Care Teacher Certification

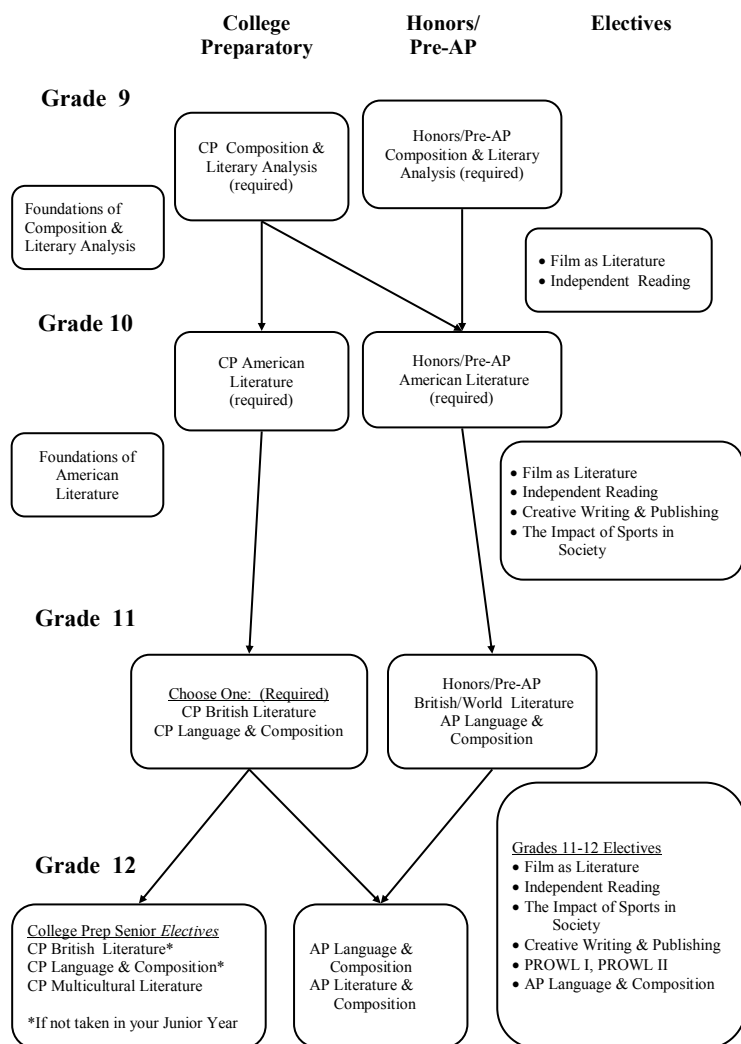
Students who successfully complete Child Development III, the Assistant Child Care Teacher (ACCT) certification, and who accumulate work hours in a certified child care center will receive the Child Care Teacher (CCT) certification. Please refer to p. 51 & contact a Family and Consumer Science teacher for further information.

**To Register, speak with your School Counselor!**



# English Department

## GRADE 9



### Foundations of Composition and Literary Analysis-9

#### Course #1026

Prerequisite: Identification based on standardized tests and other achievement data.

Year

Credit: 1

This course, taken concurrent with CP Composition and Literary Analysis, is intended for freshmen who need additional support in English Language Arts. It is designed to strengthen vocabulary and reading comprehension through thematic-based reading assignments from a variety of literary and informational texts, as well as improve writing skills. A primary focus of this course is to develop independent learners.

### College Preparatory Composition and Literary Analysis-9

#### Course #1025

Prerequisite: None

Year

Credit: 1

This college preparatory course introduces students to the principles of effective reading, writing and oral communication. Word study, vocabulary development, and reading comprehension and analysis will be strengthened through thematic-based reading from a variety of increasingly complex literary and informational texts as well as student choice of texts. Students will review basic grammar and usage, actively apply research methodology, and analytical writing skills in order to develop essays and multimedia products and presentations.

The purchase of reading selections may be required.

### Honors/Pre-AP Composition and Literary Analysis-9

#### Course #1050

Prerequisite: None

Year

Credit: 1

*Students in the honors program are expected to complete outside reading on broader philosophical ideas, invest significant academic energy into the course, and continue to develop as autonomous learners.*

This is an academically rigorous, writing-intensive course that introduces students to the skills necessary for in-depth literary analysis of increasingly complex texts. Throughout the year, students will continue developing in the writing process through a variety of multi-paragraph essays and research papers. It emphasizes advanced speech and composition skills through a series of independent quarterly projects and presentations.

Summer reading AND the purchase of reading selections may be required.

The English curriculum is a four-year sequence that offers students an opportunity to develop their reading, writing, critical thinking, speaking, and listening skills in courses that are challenging, but commensurate with their abilities. The primary goal of the English program is to help students acquire the habits of scholarship necessary for college or career readiness.

All English courses emphasize the acquisition and development of skills relating to academic reading, discussion, and oral presentation as well as mastery of the various forms, modes, and strategies of written composition. Throughout the curriculum, students are encouraged to think both critically and creatively; to work collaboratively and autonomously; to express independent thinking; and to work on clarity of thought in both written and oral communication.

To fulfill state graduation requirements, all students must earn a minimum of four credits in English.

## GRADE 10

### **Foundations of American Literature-10, Course #1002**

Prerequisite: Identification by English department staff  
Year  
Credit: 2 (one elective)

This course, taken concurrent with CP American Literature, is intended for sophomores who need additional support in English language arts. It is designed to increase word analysis skills, fluency, and comprehension skills as well as to improve writing skills. Students will learn and apply active reading strategies to their assignments from American literature class. A primary focus of this course is to develop students as independent learners.

### **College Preparatory American Literature-10, Course #1225**

Prerequisite: CP English-9  
Year  
Credit: 1

This college-preparatory course offers students the opportunity to explore the rich traditions, techniques, and genres of American literature. Close critical reading and discussion of both classic and contemporary literature are highlighted with a special emphasis upon clear written expression. Application of active reading strategies, writing techniques, word study, vocabulary development, public speaking, and standardized test-preparation are also integrated into the curriculum.

The purchase of reading selections may be required.

### **Honors/Pre-AP American Literature-10, Course #1250**

Prerequisite: Honors/Pre-AP English-9 or written consent of instructor  
Year  
Credit: 1

*Students in the honors program are expected to complete outside reading on broader philosophical ideas, invest significant academic energy into the course, and continue to develop as autonomous learners.*

This honors-level course provides rigorous and challenging experiences for students to learn about America's literary traditions and major writers through the close examination of multiple genres. Thematic-based texts, class discussions, and independent quarterly projects emphasize the rich cultural, philosophical, and political diversity illustrated in both classic and contemporary American literature. Literary analysis essays focus on the proof of an arguable thesis and the development of persuasive arguments by reinforcing previously learned research, organization, and synthesis techniques.

Summer reading (with a follow-up writing assessment upon the student's return to school) AND the purchase of paperbacks are required.



## GRADE 11

### **College Preparatory British Literature, Course #1400**

Grades: 11-12  
Prerequisites: Successful completion of grades 9 and 10 CP courses  
Year  
Credit: 1

This elective year-long course is designed as a survey of great British writers from the Anglo-Saxon period through the twentieth century. Students will examine the epic, romantic poetry, essays, short stories, and novels using a thematic approach. Special emphasis is placed on the various styles of college writing, including reviews and analyses. Through guided practice, students will refine their research techniques, especially with regard to online source validity and documentation in order to produce essays, a documented research paper, and multimedia presentations.

ACT preparation is included as well.

The purchase of reading selections may be required.

### **College Preparatory Language and Composition Course #1460**

Grades: 11-12  
Prerequisites: Successful completion of grades 9 and 10 CP courses  
Year  
Credit: 1

This elective year-long course is designed for the student who plans to attend a college or university after high school graduation and wants to acquire the requisite skills sets for college-level reading, writing, and critical thinking. Special emphasis is given to annotating and note-taking, analytical reading, and research strategies as well as formal, college-level academic writing. A college-level text book is used, and college-level writing is expected of the students by the fourth quarter.

The purchase of reading selections may be required.

### **Honors/Pre-AP British/World Literature-11, Course #1350**

Prerequisites: Honors/Pre-AP 9 and 10 or written consent of instructor  
Year  
Credit: 1

*To foster achievement at the highest levels, students should be prepared to cover readings at a greater speed, depth, and sophistication than in previous courses. They are also expected to complete independent, quarterly projects.*

This honors-level course is designed as a thematic survey of great British and World literature. Students read epics from the ancient world as well as contemporary classics and extend the intensive analytical skills acquired in previous courses. Honors/Pre-AP British/World Literature emphasizes an analysis of universal themes, a critical examination of the art and craft of the writing, and relationships among the works across times and periods. Students are encouraged to read and think critically, improve annotation and note-taking skills, and research and writing skills. All of these skills will be incorporated in a substantive research paper that incorporates both literary and informational texts.

ACT preparation is included as well.

Summer reading [with a follow-up writing assessment upon the student's return to school] AND the purchase of reading selections may be required.

## **GRADE 12**

### **College Preparatory British Literature, Course #1400**

Grades: 11-12

Prerequisites: Successful completion of grades 9 and 10 CP courses

Year

Credit: 1

This elective year-long course is designed as a survey of great British writers from the Anglo-Saxon period through the twentieth century. Students will examine the epic, romantic poetry, essays, short stories and novels using a thematic approach. Special emphasis is placed on the various styles of college writing, including analyses. Through guided practice, students will refine their research techniques, especially with regard to online source validity and documentation in order to produce essays and multimedia presentations.

The purchase of paperbacks is required.

### **College Preparatory Multicultural Literature, Course #1440**

Grade: 12

Prerequisites Successful completion of grades 9, 10, and 11 CP courses

Year

Credit: 1

This elective year-long course provides students with the opportunity to examine contemporary literature written by authors from both inside and outside the U.S. A college-level text with a thematic approach is used to illustrate the diversity of cultural contexts from which great writing emerges. Special emphasis is given to the improvement of the following skills: note taking, summarizing, researching, critical thinking, source evaluation, and college writing. Students should expect daily reading assignments, written reflections, and application of higher order thinking skills to collaboratively and individually share insights.

The purchase of reading selections may be required.

### **College Preparatory Language and Composition Course #1460**

Grades: 11-12

Prerequisites: Successful completion of grades 9 and 10 CP courses

Year

Credit: 1

This elective year-long course is designed for the student who plans to attend a college or university after high school graduation and wants to acquire the requisite skills sets for college-level reading, writing, and critical thinking. Special emphasis is given to annotating and note-taking, analytical reading, and research strategies as well as formal, college-level academic writing. A college-level text book is used, and college-level writing is expected of the students by the fourth quarter.

The purchase of reading selections may be required.

**\* if not taken in Grade 11**

## **Advanced Placement (AP) Language and Composition**

### **Course #1480**

Grades: 11, 12

Prerequisite: Successful completion of grades 9 and 10 Honors or CP courses. Enrollment Honors/Pre-AP British/World literature is recommended, but not required.

Year

Credit: 1

Advanced Placement Language and Composition is intended for the highly motivated student who has successfully completed previous English courses. The pace, rigorous college-level curriculum, instructional methods, and assignments are designed for advanced students who plan to attend a college or university after high school graduation. Skills developed include test-taking strategies for college exams and placement tests, essay writing, note taking, and critical reading skills. Students will apply these skills to the classes in which they are currently enrolled and are advised to take this class with other Advanced Placement courses. The Advanced Placement Language and Composition exam is expected upon course completion.

Summer reading [with a follow-up writing assessment upon the student's return to school] and the purchase of reading selections may be required.

## **Advanced Placement (AP) Literature and Composition**

### **Course #1410**

Grade: 12

Prerequisite: Successful completion of grades 9-11 Honors or CP courses.

Year

Credit: 1

Advanced Placement Literature and Composition is intended for highly motivated students who have an aptitude and an interest in reading and writing about great literature. Students will engage in the careful reading and critical analysis of imaginative literature as they consider a work's structure, style, and themes. In addition, study skills such as reading actively, taking notes, combining information from a variety of sources, and writing for a variety of purposes will be practiced. Students will be prepared to take the Advanced Placement Literature and Composition test as well as other college-level essay and multiple choice tests.

The Advanced Placement Literature and Composition exam is expected upon course completion.

Summer reading [with a follow-up writing assessment upon the student's return to school] and the purchase of reading selections may be required.

## **ELECTIVE Course Offerings**

### **Film as Literature, Course #1530**

Grades: 9, 10, 11, 12

Prerequisite: None

Semester

Credit: .5

This elective semester course is designed to enrich a student's understanding of literature through the study of film. They will identify film-making techniques and evaluate how a literary work has been adapted for film. Students will apply critical thinking skills in order to develop criteria for evaluating films. Throughout the semester, students will not only apply these techniques to differing genres of movies, but examine the differences between written and visual texts as well. Students will respond in various modes including, but not limited to journals, reaction essays, and movie reviews.



### **Independent Reading, Course #1520**

#### **\*ALTERNATE YEAR COURSE\***

Grades: 9, 10, 11, 12

Prerequisite: None

Semester & offered when school year ends with an odd numbered year.

Credit: .5

This elective semester course is not designed to teach reading skills, but rather to encourage the deep reading and analysis of fiction and nonfiction texts. After consultation with the instructor, students will read a self-selected body of work with minimal formal instruction. Through journaling, discussions, presentations, short pieces of writing, and a culminating project, students will demonstrate their ability to identify universal themes and connect them to contemporary concerns.

### **The Impact of Sports in Society, Course #1580**

Grades: 10, 11, 12

Prerequisite: CP English 9

Semester

Credit: .5

This elective semester course offers students a thematic approach to understanding sports literature across genres. Students will analyze a wide range of literary and informational texts to examine such topics as violence and corruption, gender, ethics, stereotypes, and hero worship, in sports.

### **Creative Writing and Publishing, Course #1540**

#### **\*ALTERNATE YEAR COURSE\***

Grades: 10, 11, 12

Prerequisite: CP English 9

Semester & offered when school year ends with an even numbered year.

Credit: .5

This elective semester course explores the craft of creative writing in fiction, poetry, drama and creative nonfiction. Analysis of literature in each of these genre develops universal skill in writing. Literary readings provide high level models creative writing. An emphasis on publishing is the focus of this class and students will submit their original writing to various print and on-line media.

### **PROWL I: Peer Review and Online Writing Lab Course #1470**

Grades: 11, 12

Prerequisite: Written consent of current English instructor

Year

Credit: 1

This elective year-long online course is intended for highly motivated students who enjoy writing a variety of genres, collaborating on projects, and helping others. The pace, curriculum, and assignments are designed for advanced students who plan to attend a college or university after high school. Skills developed include research, prewriting, revising, editing, tutoring, and active reading. Students will complete their coursework online; they will use the Resource period for their tutoring responsibilities (both face to face and online). Students can earn flex time to leave the lab during resource by utilizing their PROWL block to help tutor students in classes or in the library intervention room. Students enrolled in this course will attend the morning resource period Monday through Friday to help other students with their writing assignments in the FHS writing lab.

### **PROWL II: Peer Review and Online Writing Lab**

#### **Course #1475**

Grade: 12

Prerequisites: PROWL I and written consent of current English instructor

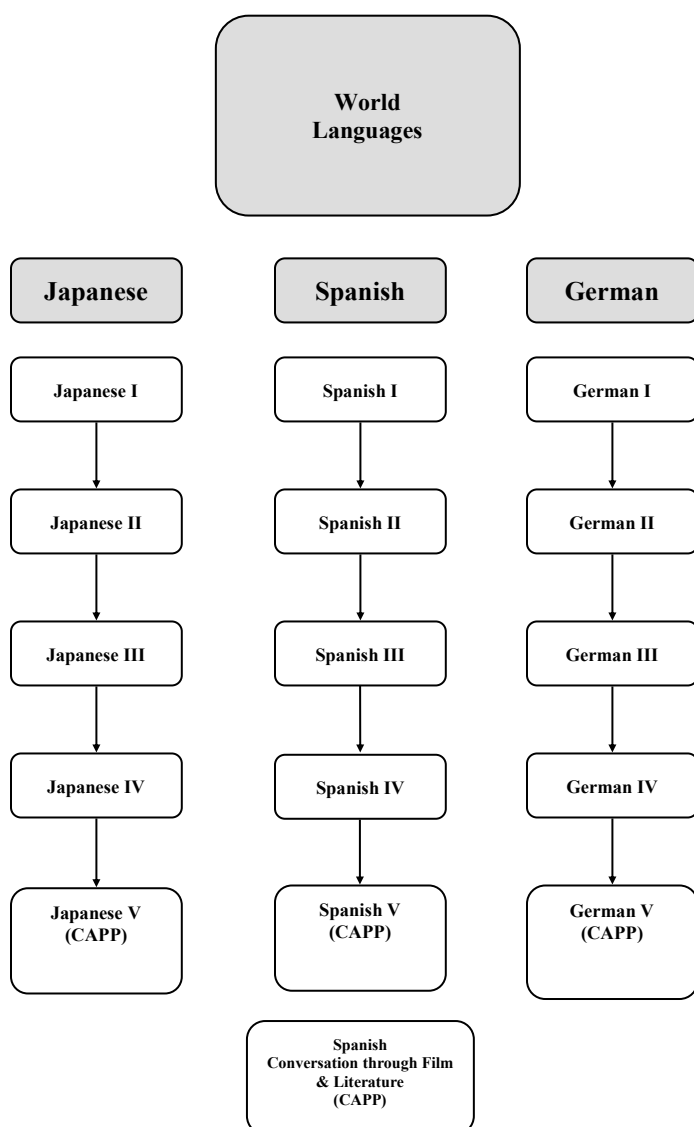
Year

Credit: 1

This elective online course is intended for highly motivated students who have already taken PROWL I and who enjoy writing a variety of writing genres, working independently, and helping others. The pace, curriculum, and assignments are designed for advanced students who plan to attend a college or university after high school. Skills developed include research, prewriting, revising, editing, tutoring, and active reading. Students will complete their coursework online; they will use the Resource period for their tutoring responsibilities (both face to face and online). Students can earn flex time to leave the lab during resource by utilizing their PROWL block to help tutor students in classes or in the library intervention room. Students enrolled in this course will attend the morning resource period Monday through Friday to help other students with their writing assignments in the FHS writing lab.



## World Languages Department



All students are encouraged to study a second language. World language study prepares students for their future as global citizens. Students planning to pursue a university education should be aware that most universities are now requiring a minimum of two to three years of a second language as part of their entrance requirements, and they may require additional second language credits to graduate. The majority of universities will allow students to meet university graduation requirements by using high school second language retroactive credits. Universities may require students to take a proficiency test. Generally, one year of study at the high school level is equivalent to approximately one semester of study at the university level. Therefore, students are encouraged to take a minimum of three consecutive years of a language in high school and to continue through their senior year to be best prepared for proficiency testing.

World language study begins at the middle school, where students select one of the following: German, Japanese, or Spanish. Students who successfully complete language study over the course of 7th and 8th grade may enter high school at level 2 of the target (selected) language. At the high school, levels 1 - 5 of all three languages are offered. The ultimate goal of the program will be for students to speak 100% in the target language in the classroom. Students enrolled in level 5 may have the opportunity to earn up to 16 college credits while still enrolled as a Franklin student.

### German

#### **German I, Course #7110**

Grades: 9, 10, 11, 12

Prerequisites: None

Year

Credit: 1

German I is an introductory year-long course designed for students who have had less than 1 year of a German language program. The course will focus on developing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in German as much as possible, and instruction will be conducted primarily in the target language as much as possible.

#### **German II, Course #7120**

Grades: 9, 10, 11, 12

Prerequisites: German I or Equivalent, written consent of instructor.

Students can enter at level II if they received a 'B' or better in German I in 8th grade.

Year

Credit: 1

German II is a continuing year-long course designed for students who have successfully completed 1-2 years of a German language program. The course will focus on developing and reinforcing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in German as much as possible, and instruction will be conducted primarily in the target language.

#### **German III, Course #7130**

Grades: 10, 11, 12

Prerequisites: German I and II, or Equivalent, written consent of instructor

Year

Credit: 1

German III is an intermediate year-long course designed for students who have successfully completed 2-3 years of a German language program. The course will reinforce and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in German.

## **German IV, Course #7140**

Grades: 11, 12

Prerequisites: German I, II, and III or Equivalent, and written consent of instructor

Year

Credit: 1

German IV is an advanced year-long course designed for students who have successfully completed 3-4 years of a German language program. The course will refine and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in German.

## **German V (CAPP), Course #7150**

Grades: 12

Prerequisites: Successful completion of German IV

Year

Credit: 1

German V will refine the students' communication skills in German. Students will work on extended use of the German language through analysis of authentic materials from various sources, discussing, and defending opinions. Students will continue to develop originality and increasing complexity in both written and spoken German. Students will continue to investigate cultural and historical aspects of Germany and analyze reasons for found similarities and differences. Students will be expected to speak exclusively in German in the classroom on a regular basis. Lessons will be taught almost exclusively in German.

This course may be offered through the Cooperative Academic Partnership Program (CAPP) with the University of Wisconsin-Oshkosh. Eligible juniors and seniors who wish to receive a university transcript must register as a CAPP student and pay the required university tuition for 5 credits. Students who receive any passing grade will receive a university transcript showing 5 credits earned. Students who earn a grade equivalent of 83% or higher will receive 11 retroactive credits plus 5 credits from course 49-248, a total of 16 college credits. Students enrolled in CAPP courses have free access to the University Titan Mail system, Polk Library on-line resources, and many other campus resources. The cost for taking German 5 for CAPP credit is set by the University of Wisconsin-Oshkosh.



## **Japanese**

### **Japanese I, Course #7510**

Grades: 9, 10, 11, 12

Prerequisite: None

Year

Credit: 1

Japanese I is an introductory, year-long course designed for students who have had less than 1 year of a Japanese language program. The course will focus on developing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in Japanese as much as possible, and instruction will be conducted primarily in the target language.

### **Japanese II, Course #7520**

Grades: 9, 10, 11, 12

Prerequisite: Japanese I or approval of Middle School Japanese instructor. Students can enter at level II if they received a 'B' or better in Japanese I in 8th grade.

Year

Credit: 1

Japanese II is a continuing year-long course designed for students who have successfully completed 1-2 years of a Japanese language program. The course will focus on developing and reinforcing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in Japanese as much as possible, and instruction will be conducted primarily in the target language.

### **Japanese III, Course #7530**

Grades: 10, 11, 12

Prerequisite: Japanese I & II or equivalent, written consent of instructor.

Year

Credit: 1

Japanese III is an intermediate year-long course designed for students who have successfully completed 2-3 years of a Japanese language program. The course will reinforce and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in Japanese.



## **Japanese IV, Course #7540**

Grade: 12

Prerequisite: Japanese I-III or equivalent, written consent of instructor  
Year

Credit: 1

Japanese IV is an advanced year-long course designed for students who have successfully completed 3-4 years of a Japanese language program. The course will refine and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in Japanese.

## **Japanese V (CAPP), Course #7550**

Grade: 12

Prerequisite: Successful completion of Japanese IV

Year

Credit: 1

Japanese V will refine the students' communication skills in Japanese as students work on extended use of the Japanese language, discussing and defending their opinions as well as analyzing issues from various perspectives. The students will continue to demonstrate originality in written expression and use the study of Japanese characters to assist in reading higher-level materials such as web resources, magazines and selected literature. Students will continue to investigate similarities and differences while describing the products, practices and perspectives unique to Japan and the Japanese people in culturally appropriate ways. It will be conducted predominantly in Japanese.

This course may be offered through the Cooperative Academic Partnership Program (CAPP) with the University of Wisconsin-Oshkosh. Eligible juniors and seniors who wish to receive a university transcript must register as a CAPP student and pay the required university tuition for 5 credits. Students who receive any passing grade will receive a university transcript showing 5 credits earned. Students who earn a grade equivalent of 83% or higher will receive 5 UW-O credits from course 49-211, and retroactive credits. Students enrolled in CAPP courses have free access to the University Titan Mail system, Polk Library on-line resources, and many other campus resources. The cost for taking Japanese 5 for CAPP credit is set by the University of Wisconsin-Oshkosh.

## **Spanish**

### **Spanish I, Course #7310**

Grades: 9, 10, 11, 12

Prerequisite: None

Year

Credit: 1

Spanish I is an introductory year-long course designed for students who have had less than 1 year of a Spanish language program. The course will focus on developing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in Spanish as much as possible, and instruction will be conducted primarily in Spanish.

## **Spanish II, Course #7320**

Grades: 9, 10, 11, 12

Prerequisite: Spanish I or equivalent, written consent of instructor.  
Students can enter at level II if they received a 'B' or better in 8th grade.

Year

Credit: 1

Spanish II is a continuing year-long course designed for students who have successfully completed the equivalent of Spanish I. The course will focus on developing and reinforcing listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. Students will be expected to speak in Spanish as much as possible, and instruction will be conducted primarily in Spanish.

## **Spanish III, Course #7330**

Grades: 9, 10, 11, 12

Prerequisite: Spanish I, II or equivalent, written consent of instructor

Year

Credit: 1

Spanish III is an intermediate year-long course designed for students who have successfully completed the equivalent of Spanish II. The course will reinforce and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in Spanish.

## **Spanish IV, Course #7340**

Grades: 9, 10, 11, 12

Prerequisite: Spanish I, II, III or equivalent, written consent of instructor.

Year

Credit: 1

Spanish IV is an advanced year-long course designed for students who have successfully completed the equivalent of Spanish III. The course will refine and further develop listening, speaking, reading, and writing skills. Vocabulary, grammar, and culture will be presented in thematic units. This course will incorporate technology in order to maximize student learning and engagement. It will be conducted predominantly in Spanish.



## Spanish V (CAPP), Course # 7345

Prerequisite: Successful completion of Spanish IV

Year

Credit: 1

Spanish V will refine the students' communication skills in the target language using a variety of texts and authentic tools or learning experiences. Participation in oral discussion is crucial in this course. Students are expected to speak exclusively in Spanish during class, as instruction will be given entirely in the target language.

This course may be offered through the Cooperative Academic Partnership Program (CAPP) with the University of Wisconsin-Oshkosh. Eligible juniors and seniors who wish to receive a university transcript must register as a CAPP student and pay the required university tuition for 5 credits. Students who receive any passing grade will receive a university transcript showing 5 credits earned. Students who earn a grade equivalent of 83% or higher will receive 11 retroactive credits plus 5 credits from course 49-248, a total of 16 college credits. Students enrolled in CAPP courses have free access to the University Titan Mail system, Polk Library on-line resources, and many other campus resources. The cost for taking Spanish 5 for CAPP credit is set by the University of Wisconsin-Oshkosh.

## Spanish Conversation through Film and Literature Course #7355

Grades: 11, 12

Prerequisite: Successful completion of Spanish III or equivalent

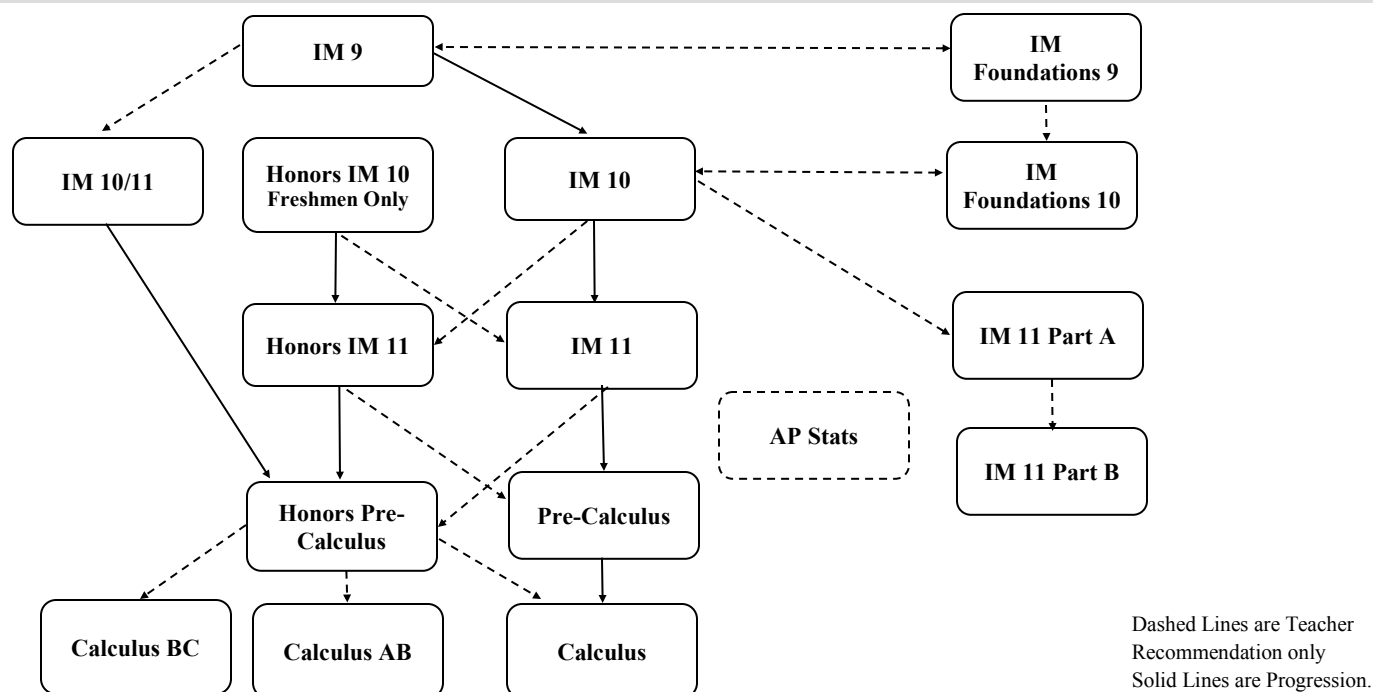
Year

Credit: .5

This elective, semester course is intended for students who have successfully completed Spanish III or its equivalent. It will focus on developing students' conversational skills in Spanish as they explore a variety of historical and cultural topics through film and literature.



**Math/Computer Science Department**



NOTE: Three credits of mathematics, beginning with IM 9 or higher, is required for admission to the University of Wisconsin System.

**MATH/COMPUTER SCIENCE DEPARTMENT**

A primary goal of mathematics education shall be to develop the necessary skills and knowledge in students, so they are able to make logical decisions affecting their daily lives. The 9-12 curriculum shall encompass a variety of competencies for educational and vocational alternatives. Problem solving, both practical and abstract in nature, shall be of prime importance in mathematics instruction. Implementation of traditional and nontraditional applications shall be utilized within the program. Since it is impossible to anticipate all the future needs of students, there shall be a balanced emphasis on recall of facts and definitions, use of algorithms, and problem-solving strategies. In order to meet the needs of all our students, we shall offer courses for various achievement levels. A course sequence leading to calculus shall be available for the mathematically talented student. Of equal importance is the course continuum for average and below average students. All students shall be able to solve a variety of routine and non-routine problems in measurement, probability and statistics, geometry, and algebra. Utilization of calculators and computers for time-consuming computations shall be implemented at all levels. Student success in mathematics is dependent upon quality curriculum and updated instructional techniques, as well as the student's desire and ability to learn. *Please Note: Computer Science courses do NOT count toward meeting the 3 credit math graduation requirement.*

**Integrated Math Foundations 9, Course #3001**

Grade: 9  
Prerequisite: Identification by Math Department Staff  
Year  
Credit: 1 elective credit

Integrated Math 9 Foundations is a specialized program of study which meets on alternate days for the entire year. It is a course for students who have experienced difficulty with mathematics. Students in IM9 Foundations will receive timely interventions that will support their success in their IM9 course. All students enrolled in IM9 Foundations must also be enrolled in IM9. Students will be identified for placement in this course by their academic work and standardized test scores. Upon successful completion of their IM9 course, students will receive 1 math credit for IM9 and 1 elective math credit for IM9 Foundations.

**Integrated Math 9 (IM 9), Course #3025**

Grade: 9  
Prerequisite: None  
Year  
Credit: 1

Integrated Math 9 is a one year course aligned to the Common Core State Standards which emphasizes quantities and relationships, linear and exponential functions, systems of equations and inequalities, statistics and geometric concepts. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an on-line component. Integrated Math 9 is a prerequisite to Integrated Math 10. *Please note that a graphing calculator (TI-84, TI-84 plus silver, TI Inspire) is required for this course.*



## **Integrated Math 10 Foundations, Course #3036**

Grade: 10  
Prerequisite: Teacher Recommendation  
Year  
Credit: 1 elective

Integrated Math 10 Foundations is a specialized program of study which meets on alternate days for the entire year. It is a course for students who have experienced difficulty with mathematics. Students in IM10 Foundations will receive timely interventions that will support their success in their IM10 course. All students enrolled in IM10 Foundations must also be enrolled in IM10. Students will be identified for placement in this course by their academic work and standardized test scores. Upon successful completion of their IM10 course, students will receive 1 math credit for IM10 and 1 elective math credit for IM10 Foundations.

## **Integrated Math 10 (IM 10), Course #3030**

Grade: 10  
Prerequisite: Integrated Math 9  
Credit: 1

Integrated Math 10 is a one year course aligned to the Common Core State Standards which emphasizes geometric concepts, quadratic functions and probability. It includes topics such as proofs, congruence, similarity, 3-dimensional figures, transformations, right triangles and trigonometry and circles. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an on-line component. Integrated Math 10 is a prerequisite to Integrated Math 11.

## **Honors Integrated Math 10, Course #3045**

Grade: 9  
Prerequisite: Grade of A or B in IM9 in 8th Grade and written consent of instructor  
Credit: 1

Honors Integrated Math 10 is an enriched section of IM10 intended for advanced students in grade 9 who have successfully completed IM9 in grade 8. It is a one year course aligned to the Common Core State Standards which emphasizes geometric concepts, quadratic functions and probability. It includes topics such as proofs, congruence, similarity, 3-dimensional figures, transformations, right triangles and trigonometry and circles. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an on-line component.

## **Accelerated Integrated Math 10/11, Course #3055**

Grade: 10  
Prerequisite: A in Integrated math 9 and written consent of instructor  
Credit: 2

Accelerated Integrated math 10/11 is a specialized program of study which meets each day for the entire year. It is a course for students who have excelled in mathematics. Students will complete Integrated Math 10 during semester 1 and Integrated Math 11 during semester 2 of their sophomore year. In addition to the topics listed above for Integrated Math 10, the accelerated course includes statistics, polynomial, rational and radical relationships, trigonometry of general triangles, trigonometric functions and mathematical modeling. Accelerated Integrated Math 10/11 is a part of a sequence of courses which enable a student to take calculus during their senior year. Students will be identified for placement in this course by their academic work and standardized test scores.

## **Integrated Math 11 (IM 11), Course #3070**

Grade: 11, 12  
Prerequisite: IM-10  
Year  
Credit: 1

Integrated Math 11 is a one year course aligned to the Common Core State Standards which emphasizes probability and statistics, multiple functions including; quadratic, cubic, rational, radical, exponential and logarithmic. Students will be expected to understand and create multiple representations of said functions. IM-11 also includes sequences and series as well as trigonometry. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an on-line component. IM-10 is the prerequisite to IM-11. *\*Please note that a graphing calculator (TI-84, TI-84 plus silver, TI Inspire) is required for this course.*

## **Honors Integrated Math 11, Course #3076**

Grade: 10  
Prerequisite: Honors IM-10  
Year  
Credit: 1

Honors Integrated Math 11 is an enriched section of IM-11 intended for advanced students in grade 10 who have successfully completed Honors IM-10 in grade 9. It is a one year course aligned to the Common Core State Standards which emphasizes multiple functions including; quadratic, cubic, rational, radical, exponential and logarithmic. Students will be expected to understand and create multiple representations of said functions. Honors IM-11 also includes sequences and series as well as trigonometry. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an online component. Students who successfully complete this course will be on track for honors pre-calculus their junior year and AP Calculus their senior year. *\*Please note that a graphing calculator (TI-84, TI-84 plus silver, TI Inspire) is required for this course.*

## **Integrated Math 11-A (IM-11A), Course #3085**

Grades: 11, 12  
Prerequisite: IM-10 and written consent of instructor  
Year  
Credit: 1

Integrated Math 11-A is a one year course aligned to the Common Core State Standards. This course is for students who have experienced difficulty with mathematics, therefore the paces is such that it covers approximately 2/3 of the curriculum of IM-11. This course emphasizes probability and statistics, multiple functions including; quadratic and cubic functions as well as exponential and logarithmic functions. Students will be expected to understand and create multiple representations of said functions. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an online component. IM-10 is the prerequisite to IM-11A. *\*Please note that a graphing calculator (TI-84, TI-84 plus silver, TI Inspire) is required for this course.*



## **Integrated Math 11-B (IM11B), Course #3095**

Grade: 12  
Prerequisite: IM11-A  
Year  
Credit: 1

Integrated Math 11-B is a one year course aligned to the Common Core State Standards. This course is for students who have experienced difficulty with mathematics, therefore the pace is such that it covers the remaining 1/3 of the IM-11 curriculum that IM11-A did not cover as well as some pre-calculus concepts. IM11-B content includes sequences and series, trigonometric functions as well as rational functions. Problem solving is integrated throughout the course in daily lessons. Students are exposed to the mathematical concepts via classroom discussions which are supported by an online component. IM11-A is the prerequisite to IM11-B. *\*Please note that a graphing calculator (TI-84, TI-84 plus silver, TI Inspire) is required for this course.*

## **Pre-Calculus (Advanced Mathematics), Course #3100**

Grades: 11, 12  
Prerequisite: IM 11  
Year  
Credit: 1

Pre-Calculus is designed for students who want to continue their study of mathematics. Areas of study include the nature of graphs, conics, combinatorics, probability, statistics, polar coordinates, complex numbers and an in-depth study of the following functions: exponential, logarithmic, trigonometric, polynomial and rational. The content of the course is designed to give the student a thorough background in mathematical topics which are necessary for calculus. Seniors graduating at semester may take this course for half credit. *\*Please note that a TI-83 Plus or TI-84 Plus graphing calculator is required.*

## **Honors Pre-Calculus, Course #3130**

Grades: 11, 12  
Prerequisite: A or B in Honors IM11, IM 10/11 or written consent of instructor  
Year  
Credit: 1

Honors Pre-Calculus is a course for the serious student of mathematics. Areas of study include the nature of graphs, conics, combinatorics, probability, statistics, polar coordinates, complex numbers and an in-depth study of the following functions: exponential, logarithmic, trigonometric, polynomial and rational. Students will be introduced to calculus through the study of limit theory. The content of the course is designed to prepare students for calculus. *\*Please note that a TI-83 Plus or TI-84 Plus graphing calculator is required.*

## **AP Calculus AB, Course #3150**

Grade: 12  
Prerequisite: Honors Pre-Calculus  
Year  
Credit: 1

This course is equivalent to one semester of a college calculus course. Calculus AB includes a study of the elements of calculus together with topics of analytic geometry. The concept of limit, differentiation and integration is defined and applied. Both theoretical and practical examples are used. Extrema, curve sketching, inverse functions, exponential, trigonometric and logarithmic functions are included. All students are encouraged to take the Advanced Placement exam. *\*Please note that a TI-83 Plus or TI84 Plus graphing calculator is required.*

## **AP Calculus BC, Course #3160**

Grade: 12  
Prerequisite: Honors Pre-Calculus and written consent of instructor  
Year  
Credit: 1

This course is equivalent to two semesters of a college Calculus course. In addition to covering all of the topics in Calculus AB, students will study infinite series, vectors, and polar and parametric functions. All students in this course are expected to take the Advanced Placement exam. *\*Please note that a TI83 Plus or TI-84 Plus graphing calculator is required.*

## **Calculus, Course #3145**

Grade: 12  
Prerequisite: Honors Pre-Calculus/Pre-Calculus/written consent of instructor  
Year  
Credit: 1

This course is equivalent to one semester of a college calculus course. Calculus includes a study of the elements of calculus together with topics of analytic geometry. The concept of limit, differentiation and integration is defined and applied. Both theoretical and practical examples are used. Extrema, curve sketching, inverse functions, exponential, trigonometric and logarithmic functions are included.

Students not planning to take the AP test should enroll in this course. All necessary material for taking the AP test will not be covered by the AP test day. *\*Please note that a TI83 Plus or TI84 Plus graphing calculator is required.*

## **AP Statistics, Course #3200**

Grades: 11, 12  
Prerequisite: A or B in IM 11 or written consent of instructor  
Year  
Credit: 1

Statistics is a one-year course which emphasizes the collection, analysis and interpretation of data. Major statistical formulas and formats are covered. Calculators and computers are used to complete daily work projects. This course is equivalent to a one-semester college level course, which is required in such majors as science, health, business, psychology, sociology, economics and other social sciences. *\*Please note that a TI-83 Plus or TI-84 Plus graphing calculator is required.*

## **Introduction to Computer Programming, Course #3601**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

This course is designed for students with no programming experience. Students will be introduced to the fundamentals of computer programming in the Visual BASIC language and its application to problem solving. This language is used in business, industry and science.

## Computer Programming in Year 1, Course #3661

Grades: 9, 10, 11, 12

Prerequisite: A or B in Algebra

Year

Credit: 1

This course introduces students to object-oriented/event-driven programming in the Net environment. Students develop interactive, event-driving applications. Toolbar and toolbox are used to create buttons, scroll bars, menus and other objects. Programming procedures and error-handling are incorporated in developing solutions.

## Computer Programming in Year 2, Course #3670

Grades: 10, 11, 12

Prerequisite: Computer Programming in Year 1

Year

Credit: 1

This course introduces Object-Oriented Programming with JAVA and the Java Development Toolkit (jdk). The focus is on the design and development of well-tested class objects using Test Driving Development (TDD) and JUnit or a similar paradigm. The tested objects become components of general-purpose Java applications. Students enrolled in this class will be able to take the Advanced Placement Java exam.

## Mathematics/Computer Laboratory Volunteer

Grades: 11, 12

Prerequisites: IM 10/Computer Programming in Year 1 grade B or better & written consent of instructor Pass/Fail Grade-Not in GPA

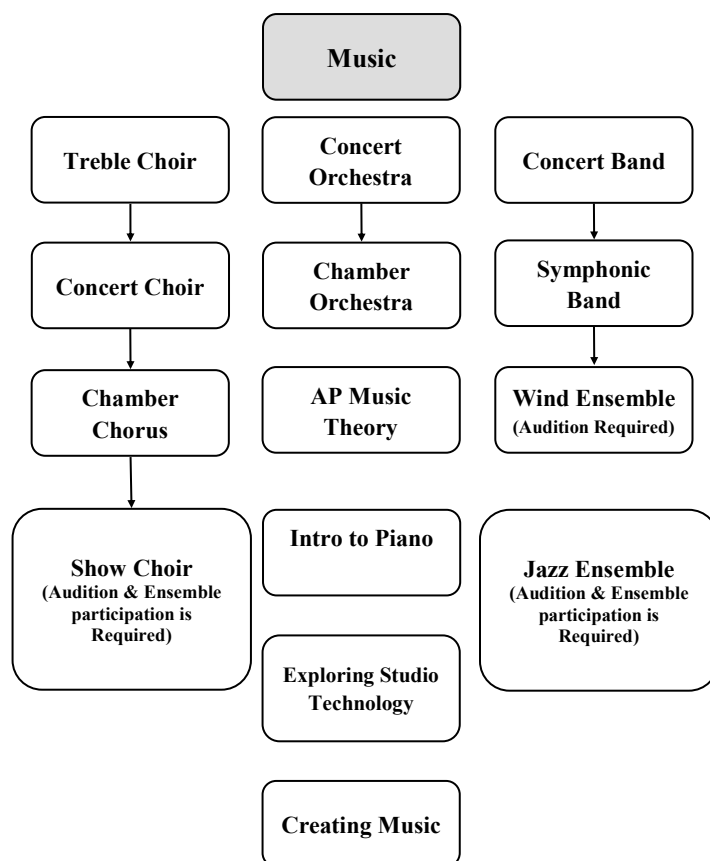
Year

Credit: None

The Mathematics/Computer Laboratory Assistant course is designed for the above-average student in mathematics desiring to learn more about mathematics/computer classroom procedures beyond that which is taught in the normal mathematics course. The duties of the laboratory assistant will be determined by the supervising teacher.



## Music Department



### Treble Choir, Course #8525

Grades: 9, 10

Prerequisites: None

Year

Credit: 1

Treble Choir is an elective year-long course offered to female students in grade 9-10. In this non-auditioned, beginning choir, students work on improving individual and group musicianship through singing techniques and the study of music theory. Students study and perform challenging high school level music from all periods including Renaissance, Classical, Romantic, Twentieth Century, and Popular. Students are expected to participate in public performances outside of the regular school day.

### Concert Choir, Course #8550

Grades: 9, 10, 11, 12

Prerequisite: None

Year

Credit: 1

Concert Choir is a year-long elective course offered to male students in grades 9-12 and female students in grades 10-12; previous singing experience is not required. In this introductory chorus, students study and perform music from all music periods including Renaissance, Classical, Romantic, Twentieth Century, and Popular. Individual and group musicianship is developed through the acquisition of music fundamentals and the development of singing technique. Students are expected to participate in public performances outside of the regular school day.

### **Chamber Chorus, Course #8500**

Grades: 10, 11, 12

Prerequisite: One year of Concert Choir or Treble Chorus. This is an auditioned ensemble.

Year

Credit: 1

Chamber Choir is a year-long elective course. It is an auditioned, advanced ensemble composed of male and female singers from grades 10-12. Students study and perform challenging high school and college level music from all periods including Renaissance, Classical, Romantic, Twentieth Century, and Popular. This group serves as one of the touring ensembles for Franklin High School. Students are expected to participate in public performances during and outside the regular school day.

### **Show Choir, Course #8530**

Grades: 9, 10, 11, 12

Prerequisite: Show Choir is open to any student who also participates in the FHS band, choir, and/or orchestra, and who successfully completes an audition. In order to meet the technical demands of the music, private lessons are strongly encouraged.

Year

Credit: 1

Show Choir is an auditioned ensemble that performs swing, jazz, pop, and show music with choreography. Students must pass a vocal and dance audition to be considered for membership. It is designed to meet the needs of students interested in a more intense study of vocal performance. Show Choir members perform a diverse choral and vocal repertoire, including selections from various musical styles and genres. Show Choir is offered to students who have extensive experience in choral music performance, and concurrently participate in band, choir and/or orchestra. This ensemble requires a high level of musicianship, technique and skill level in dance and voice, and is designed to help young performing artists learn to effectively combine singing, acting and expressive dancing.

### **Concert Orchestra, Course #8700**

Grades: 9, 10, 11, 12

Prerequisite: Middle school Orchestra experience or written consent of instructor

Year

Credit: 1

Concert Orchestra is open to those musicians who have some ability and experience on violin, viola, cello, or bass. Electric bass players are accepted with the understanding that they will be learning some upright bass too. The concert orchestra has an emphasis on learning and performing the great string orchestra works from the 1500s until the present day. Some evening performances are a required part of this class.

### **Chamber Orchestra, Course #8705**

Grades: 10, 11, 12

Prerequisite: Concert Orchestra or written consent of instructor

Year

Credit: 1

This audition-only ensemble is for advanced high school musicians playing violin, viola, cello, or bass. The chamber orchestra has an emphasis on learning and performing the great string orchestra works from the 1500s until the present day, and has a somewhat more demanding concert schedule and repertoire list than the concert orchestra. Some evening performances are a required part of this class.

### **Concert Band, Course #8600**

Grades: 9, 10

Prerequisite: Concert Band is open to any student in grades 9 or 10 who has prior experience playing a wind or percussion instrument in a middle/high school ensemble. Placement will also be based on middle/high school instructor recommendation.

Year

Credit: 1

The primary focus of the Concert Band is to provide students with the opportunity to improve their ability on their instrument through participation in a large ensemble. Though there are opportunities for sectional rehearsals and small ensemble work, most of our rehearsal time is devoted to rehearsing the full ensemble. All Concert Band members perform with the marching and pep bands. Required marching band activities begin in the summer.

### **Symphonic Band, Course #8605**

Grades: 10, 11, 12

Prerequisite: Symphonic Band is open to any student in grades 10-12 who has prior experience playing a wind or percussion instrument in a high school ensemble. Placement will also be based on high school instructor recommendation.

Year

Credit: 1

The Symphonic Band is a course developed for the intermediate instrumental student. Course work in this large ensemble setting focuses on more intermediate literature and studies to help develop knowledge and growth for more advanced courses on one's instrument. Though there are opportunities for sectional rehearsals and small ensemble work, most of our rehearsal time is devoted to rehearsing the full ensemble. All Symphonic Band members perform with the marching and pep bands. Required marching band activities begin in the summer.

### **Wind Ensemble, Course #8610**

Grades: 9, 10, 11, 12

Prerequisite: Placement in the Wind Ensemble is by audition only for returning students and by audition/teacher recommendation for new students. In order to meet the technical demands of the music, private lessons are strongly encouraged.

Year

Credit: 1

The Wind Ensemble is the top band at Franklin High School. The primary focus of the Wind Ensemble is to learn a wide variety of the most advanced repertoire and to perform at an exceptional level. Members are expected to perform as soloists, in small ensembles, and in the full ensemble. All Wind Ensemble members perform with the marching band and pep band, and selected members may also perform with the Orchestra throughout the year as members of Full Orchestra. Required marching band activities begin in the summer.

## Jazz Ensemble, Course #8620

Grades: 9-12

Prerequisite: Jazz Ensemble is open to any student who also participates in the FHS band, choir, and/or orchestra, and who successfully completes an audition. In order to meet the technical demands of the music, private lessons are strongly encouraged.

Year

Credit: 1

The primary focus of the Jazz Ensemble is to provide students with the opportunity to enhance their exposure to and performance of many different styles of jazz from around the world. Instrumentation will be held to a standard big band size: two alto saxes, two tenor saxes, one Bari sax, four trombones, four to five trumpets, and rhythm section—drums, bass, piano, and guitar. Students will improve sight-reading skills, learn basic music theory, and master the stylistic nuances of each genre of jazz. Students will also become learn about past and present jazz performers, ensembles, composers, and compositions.

## AP Music Theory, Course #8800

**\*ALTERNATE YEAR COURSE\***

Grades: 10-12

Prerequisite: A strong knowledge of music fundamentals and music notation. Students should be proficient instrumental or vocal performers and be willing/able to play piano and sing

Year & offered when school year ends with an even numbered year.

Credit: 1

AP Music Theory is a study of advanced music literacy, focusing on aural and written musical skills. This course covers material typically taught at a college freshman level, including notation, harmony, rhythm, ear training, music history, basic composition, form, and analysis. For students who plan to continue musical studies at the college level, this course offers an essential opportunity for in-depth study and preparation.

## Introduction to Piano, Course #8900

Grades: 9, 10, 11, 12

Prerequisite: Less than one year of private piano instruction & written consent of instructor.

Semester

Credit: .5

Introduction to Piano is a semester course offered to all students in grades 9-12 with a year or less of private piano instruction. This course provides students with the opportunity to develop a working knowledge of the skills and techniques required to play the piano. Topics covered include music reading skills, correct keyboard fingering and technique, the study of musical notation and symbols, the performance of simple melodies, standard scales and chord progressions, and general musicality. Students will progress through instruction, practice and performance with their peers.

## Exploring Studio Technology, Course #8570

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Semester

Credit: .5

This unique semester music course gives students the opportunity to learn the science of music technology. Students will become proficient users of a music technology lab, including Mac workstations and MIDI keyboards, and each student will compile a web-based electronic portfolio throughout the semester. Topics covered in this course include Mac basics, acoustics and waveforms, microphones and sound equipment, digital music creation, and multi-track recording. Class projects include participating as an engineer or technician for live concerts and recording sessions. Though not required, prior music experience or knowledge is highly recommended for success in this course.

## Creating Music, Course #8640

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

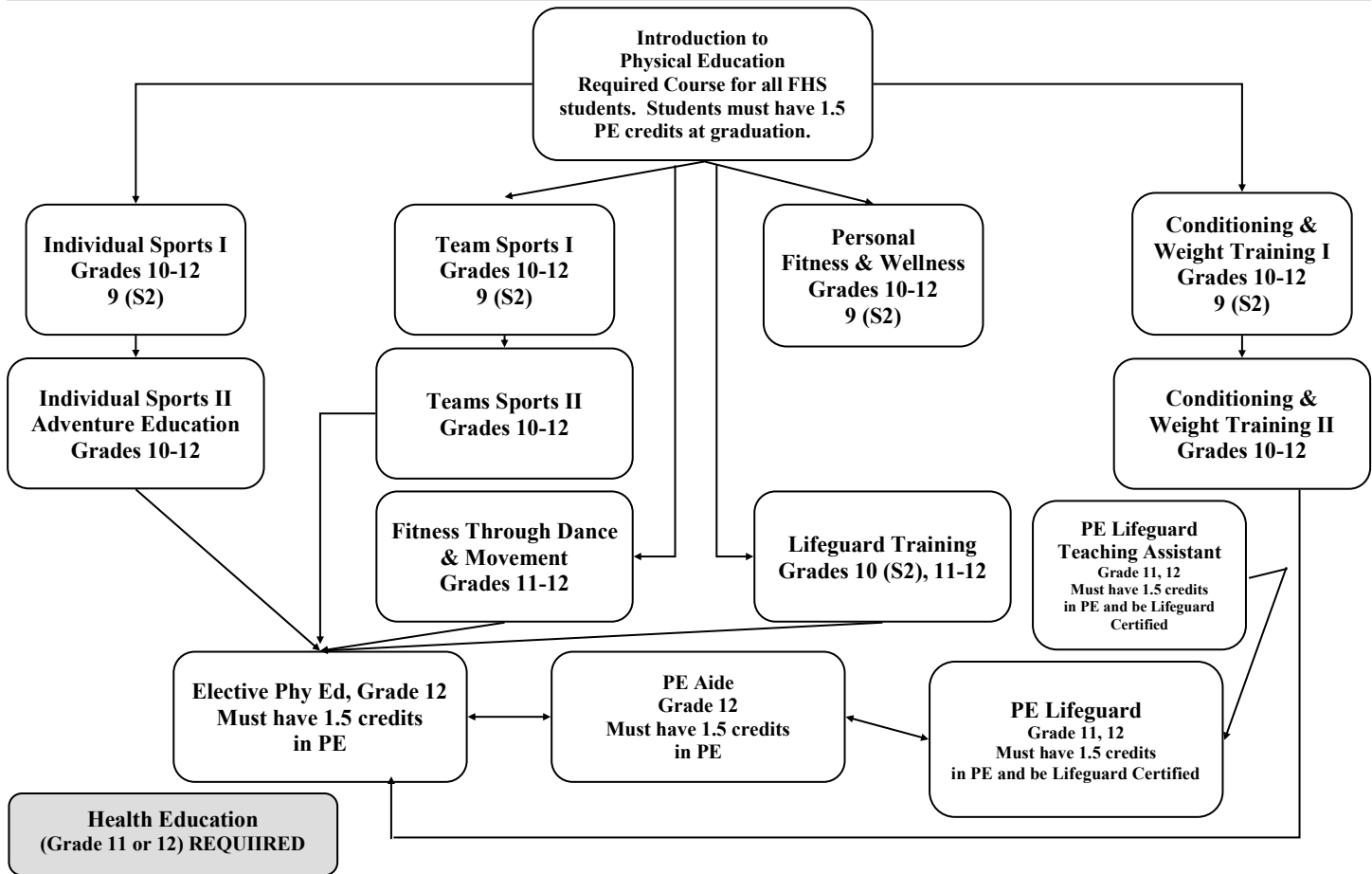
Semester

Credit: .5

Creating Music explores the songwriting and composition process. Using computer generated sounds and musicians from the class, students will realize music created through traditional and non-traditional notation, sequencing software, and other methods. Basic theory, form, the creative process, and roles of composers and music creators in society and business will be explored. The class will culminate in a performance/seminar, and will include a reading session by one of the high school performing ensembles. Some experience playing an instrument or singing is strongly recommended.



## Physical Education/Health Education Department



**\*ALL female students enrolled in Physical Education classes are required to wear a one-piece swimming suit during swimming activities. Males must wear appropriate swim shorts with a draw-string waist.**

### Introduction to Physical Education (PE), Course #9011

Grade: 9, 10  
Prerequisite: None  
Semester  
Credit: .5

Introduction to PE introduces students to a wide variety of activities and sports. Several types of team sports, individual sports and personal fitness activities are experienced throughout the semester. The class gives students a general overview of many different activities that will enable them to determine and pursue future Physical Education courses. Through this course students develop strength, agility, maturity, cooperation, sportsmanship, and an appreciation for physical activity. Two week activity units include: Cardiovascular Fitness, Weight Training, Softball, Volleyball, Swimming, Golf, Badminton, and Football or Soccer. Students also participate in two weeks of Health Education topics based on high-risk behaviors. **A heart rate strap will be required. It can be purchased at the school store.**

### Individual Sports I, Course #9015

Grades: 9 (second semester only), 10, 11, 12  
Prerequisite: Students must have completed and passed Intro to PE Semester  
Credit: .5

The Individual Sports I class emphasizes skill development, game play, and sportsmanship while engaging in lifetime sport activities and physical fitness. All activity units are two weeks in length and may include the following sports and activities: Golf, Bowling, Badminton, Cross Country, Swimming, Pickleball, Track & Field, and Archery. The course fee for the bowling unit is approximately \$18.00. Field trips may be offered with a small expense to the students.

### Team Sports I, Course #9050

Grades: 9 (second semester only), 10, 11, 12  
Prerequisite: Students must have completed and passed Intro to PE Semester  
Credit: .5

The Team Sports I class emphasizes skill development, game play, teamwork, cooperation, and sportsmanship while engaging in lifetime team sport activities and physical fitness. **A competitive spirit is essential for this course.** Volleyball, Basketball, Softball, Football, Soccer, Floor Hockey, Speedball, Team Handball, Team Water Games, Team Building Activities, and Competitive Team Games are many of the topics covered in this course. All activity units are two weeks in length.

## Personal Fitness & Wellness, Course #9060

Grades: 9 (second semester only), 10, 11, 12

Prerequisite: Students must have completed and passed Intro to PE  
Semester  
Credit: .5

Personal Fitness and Wellness allows students to individually improve their personal fitness and overall wellness. Students engage in personal fitness work-outs and class room activities that promote a healthy lifestyle. **Self-Motivation and self-evaluation are essential attributes for this course.** The personal fitness work-outs include cardio work as well as activities to build muscle strength, muscle endurance, improve flexibility and manage stress. The student walks away with over 200 skills that they can apply to their daily lives to make them healthier in body, mind and spirit.

## Conditioning/Weight Training I, Course #9071

Grades: 9 (second semester only), 10, 11, 12

Prerequisite: Students must have completed and passed Intro to PE  
Semester  
Credit: .5

The Basic Conditioning & Weight Training course is designed for students interested in making strength and conditioning gains over the course of the semester. **Self-Motivation and self-evaluation are essential attributes for this course.** Students learn a variety of different strength and conditioning techniques. They also learn the steps in developing a personal fitness program. Facilities include: Weight Room, Track, Multi-Purpose Room, Wrestling Room, Gymnasium, and Pool.

## Individual Sports II/Adventure Education, Course #9025

### **\*ALTERNATE YEAR COURSE\***

Grades: 10, 11, 12

Prerequisite: Students must have completed and passed Intro to PE and Individual Sports I

Semester & offered when school year ends with an odd numbered year.  
Credit: .5

**Lab Fee: \$18 (approx.)**

Individual Sports II & Adventure Education is a continuation of Individual Sports I with an additional emphasis on individual game play, advanced skill development, and adventure education. **A competitive spirit is essential for this course.** The course consists of many of the following activities: Golf, Badminton, Pickleball, Swimming, Track & Field, Archery, Cross Country, Orienteering, Biking, Disc Golf, Rollerblading, Canoeing & Kayaking, Bowling, Snow Shoeing, and Conditioning. The course fee for the bowling unit is approximately \$18.00. Field trips may be offered each semester, with a small expense to the students.

## Team Sports II, Course #9055

Grades: 10, 11, 12

Prerequisite: Students must have completed and passed Intro to PE and Team Sports I

Semester  
Credit: .5

Team Sports II is a continuation of Team Sports I with an additional emphasis on game play, strategy, officiating, and advanced skill development. **A competitive spirit is essential for this course.** The course consists of many of the following activities: Volleyball, Basketball, Softball, Football, Soccer, Floor Hockey, Speedball, Team Handball, Ultimate Frisbee, Team Water Activities, Broomball, Flag Rugby, Lacrosse, Team Building Activities, and Competitive Team Games.

## Conditioning/Weight Training II, Course #9076

Grades: 10, 11, 12

Prerequisite: Students must have completed and passed Intro to PE and Basic Conditioning/Weight Training I  
Semester  
Credit: .5

Advanced Conditioning & Weight Training is a continuation of the Basic Conditioning & Weight Training class. Additional emphasis is placed on strength, speed, and conditioning. An advanced, individual weightlifting and conditioning program is stressed. **Self-Motivation and self-evaluation are essential attributes for this course.** Facilities that will be used include: Weight Room, Track, Multi-Purpose Room, Wrestling Room, Gymnasium, and Pool. We will take two trips to different fitness facilities that may include a small fee.

## Fitness Through Dance & Movement, Course #9035

Grades: 11, 12

Prerequisite: Students must have passed Intro to PE and are Junior or Senior standing  
Semester  
Credit: .5

Fitness Through Dance & Movement is a unique course that promotes physical fitness by student participation in many of the different dance and movement arts. **Self-Motivation, self-evaluation and creativity are important attributes for this course.** Students become physically fit through the different dance techniques of: Modern, Ballet, Jazz, African, Irish-step, Hip-Hop, American Swing, Latin Social and other forms. Students also experience Progressive Rest and Relaxation techniques, Hatha Yoga, Pilates, and different forms of martial arts. No previous dance or movement training is required.

## Lifeguard Training, Course #9045

Grades: 10 (second semester only), 11, 12

Prerequisite: 1. Students must be a second semester sophomore or in junior or senior standing and have completed and passed Intro to PE. 2. The following physical prerequisites are tested within the first three classes and include: a continuous swim of 550 yards; a 2-minute tread in the dive well, no hands allowed; and a 10 pound dive brick retrieval from the dive well. These skills are required for certification.

Semester  
Credit: .5

**Lab Fee: \$85**

The Red Cross (RC) Lifeguard Training course teaches lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies. Course content and activities prepare candidates to recognize and respond quickly and effectively to emergencies, prevent drowning and prevent and manage injuries. Course time is allotted for basic water rescue skills, CPR and AED use, Rescue Breathing and first aid training. **Maturity, self-motivation, self-evaluation and knowledge of the basic swimming strokes are essential attributes for this course.** *The \$85.00 course fee which buys the required textbook, breathing mask, first aid kit, Annie lungs and the Red Cross registration/certification fee is due by the 5th class.*

### **Elective Physical Education-Grade 12, Course #9040**

Grade: 12

Prerequisite: Students must have completed and passed  
3 semesters of Physical Education

Semester

Credit: .5

**Lab Fee: \$18 (approx.)**

Seniors in this course engage in individual and team lifetime fitness activities. The program allows seniors to continue to work on lifetime fitness skills and activities in a competitive atmosphere. A highly competitive spirit is essential. Field trips may be offered each semester, with a small expense to the students. The course fee for the bowling unit will be about \$18.

### **Physical Education Aide, Course #9970**

Grade: 12

Prerequisite: Above average work in Physical Education and approval of the department coordinator and staff. Through this class and competent performance, the student may earn 40 community service hours and a letter of recommendation. This material can be used in the college admissions process.

Semester or Year

Credit: None

The Physical Education Aide Program is designed for seniors who have an interest or career objectives in Physical Education, Coaching, or Recreation work. Students are screened by the Physical Education Department to determine their genuine desire to take part in this class. A student's duties will be determined by the instructor to whom the student is assigned to. Students may work for a semester or a full year. This program may not be used to fulfill the required three semesters of Physical Education.

### **Physical Education - Lifeguard, Course #9971**

Grades: 11, 12

Prerequisite: Current American Red Cross Lifeguard certification and current CPR Pro Certification. Above average work in the FHS Physical Education curriculum and the approval of the FHS Lifeguard Instructor is needed. This is a paid position, when the student performs lifeguard duties as determined by the PE Department.

Semester or Year

Credit: None

**The Physical Education Lifeguard Aide position is a paid position for juniors and seniors with current ARC Lifeguard and CPR Pro Certifications that are interested in a career in Physical Education, Coaching, or Recreation work.** It requires maturity, responsibility, and the ability to work with the entire Physical Education faculty. This person is the lifeguard at the FHS pool for all swimming units that occur within the scheduled block of the aide. The guard receives payment for all lifeguarding duties and functions as a class aide when not lifeguarding. This program may not be used to fulfill FHS Physical Education requirements.

### **Physical Education - Lifeguard Teaching Assistant (TA) Course #9972**

Grades: 11, 12

Prerequisite: Current American Red Cross Lifeguard certification and current CPR Pro Certification are required. Above average work in the FHS Physical Education curriculum and the approval of the FHS Lifeguard Instructor is needed. The student may earn up to 60 community service hours for competent TA work. This material can be used in the college admission process.

Semester or Year

Credit: .5 or 1

The Lifeguard TA position is a credited position for selected, certified, juniors or seniors to function as the teacher's assistant in the Lifeguard Training program. The TA position is scheduled only during LG training blocks. It requires maturity, responsibility, and the ability to work with the Lifeguard Instructor and all class participants. The TA helps the instructor demonstrate and check off skills and give student feedback. The TA receives credit for competent work, up to 60 community service hours and possible job recommendations and letters of recommendation for outstanding performance.

### **Health Education**

As junior and senior students prepare to move into adulthood, Junior/Senior Health provides the young adult with an opportunity to address a variety of health issues from an adult perspective. Discussion are based on current factual information and how that information may be applied to adult decision-making and responsibilities.

### **Junior/Senior Health, Course #9152**

Grades: 11, 12

Prerequisite: Junior/Senior Standing

Semester

Credit: .5

A variety of topics are covered in each of the following areas: wellness, stress management, communication, chronic disease and communicable disease. This course is required for graduation and must be taken Junior or Senior year.



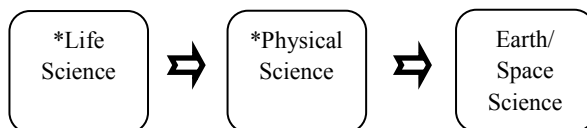


## Science Department

### What are your future plans beyond high school?

I plan to graduate and enter the workforce.

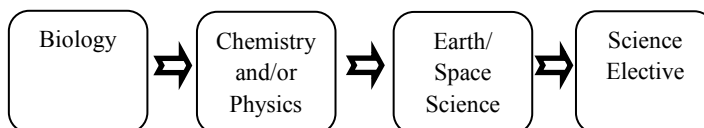
⇒ Three years of science are required to graduate



I plan to go to a 2 or 4 year college and major in a field not related to science or math.

⇒ Most colleges recommend 4 science credits.

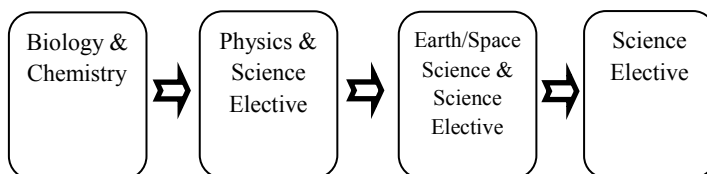
⇒ Which courses you take will depend on your interests and ability



I plan to go to 2 or 4 year college and major in a science, math, or engineering field of study.

⇒ It is highly recommended that you take at least 4 credits of science including Biology, Earth Science, Physics and Chemistry

⇒ Consider taking science electives and/or Advanced Placement classes



#### \*Life Science & Physical Science placement based on standardized test scores

**PLTW Sequence:**  
 Principles of Biomedical Science  
 Human Body Systems  
 Medical Interventions  
 Biomedical Innovations

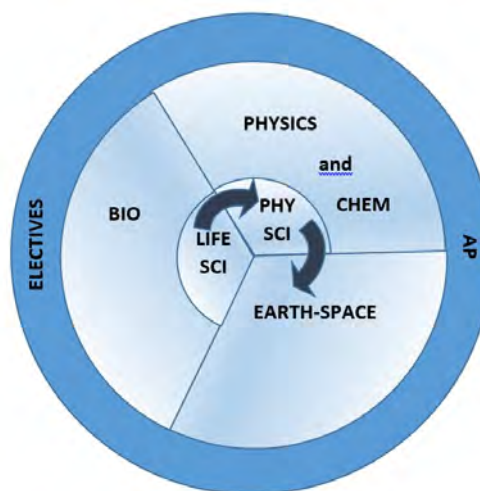
**Electives:**  
 Environmental Science  
 Anatomy & Physiology  
 Medical Terminology  
 Forensic Science

**Advanced Placement:**  
 AP Physics I  
 AP Biology  
 AP Chemistry  
 AP Environmental Science

In accordance with the Next Generation Science Standards, the goal of the science department at Franklin High School is to develop the scientific and technological literacy of each student. Our intent is to introduce students to the idea that science is a human endeavor aimed at a better understanding of the natural world.

The science requirement for graduation at Franklin High School is the completion of three (3) credits: one (1) credit must be from either Life Science or Biology; one (1) credit must be from either Physical Science, Chemistry or Physics; and one (1) credit from any Science area course (s). The specific course descriptions indicate which requirement is met. Along with student and parent input, course placement will be determined from standard based assessments and standardized testing.

Students will be assessed based on four report card areas including modeling, constructing explanations supported by evidence, planning and carrying out investigations, and analyzing/interpreting data. As you select your Science courses, please consult the sixteen career clusters listed at the beginning of the course catalog. Taking 2 or more Science courses in one year is allowed as long as those courses fit into the students' schedules.



## Life Science, Course #4645

Grades: 9 only or 10 with teacher recommendation  
Prerequisite: Qualifying Test Results  
Year  
Credit: 1

This course takes a hands-on, thematic approach to the study of life. Students investigate biology through inquiry, modeling, projects and real-life applications. This lab-based course will cover: Structure and Function of the Cell, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Evolution. The performance expectations for life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. *This course meets the life science graduation requirement.*

## Physical Science, Course #4655

Grades: 10 only  
Prerequisite: Qualifying Test Score  
Year  
Credit: 1

Students will study the properties of elements and the interaction of atoms and energy transfer in chemical and nuclear reactions. Mathematical models will be used to describe interactions, forces and energy transfers between objects on a macroscopic level. Investigations will be planned and models built to demonstrate concepts learned in class. The performance expectations for physical science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. *This course meets the physical science graduation requirement.*

## Biology, Course #4206

Grades: 9, 10, 11, 12  
Prerequisite: None  
Year  
Credit: 1

This course takes a more in-depth approach to the study of life. Students investigate biology through inquiry, modeling, projects and real-life applications. This lab-based course will cover: DNA, Inheritance of Traits, Energy in Organisms and Ecosystems, natural Selection and Evolution, Ecology, and Human Impact on Earth. The performance expectations for biology blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. This class is recommended for college-bound students and/or students intending to take AP science courses. *This course meets the life science graduation requirement.*



## Chemistry, Course #4406

Grades: 9, 10, 11, 12  
Prerequisite: Completion or concurrent enrollment in IM 10 or above.  
Year  
Credit: 1

This course focuses on the mathematical study of the fundamental topics of chemistry. Chemistry involves extensive use of lab activities to facilitate the understanding of the content presented. Topics include atomic structure and theory, chemical bonding and reactions, thermochemistry, stoichiometry and acid-base chemistry. This course is aimed for the students who are interested in attending a four year college. Those who are interested in a Science based college major should consider this class as a stepping stone to AP Biology, AP Chemistry, and/or other Science Electives offered at Franklin High School. *This course meets the physical science graduation requirement.*

## Earth/Space Science, Course #4660

Grades: 11, 12  
Prerequisite: Biology (or Life Science) AND Chemistry or Physics (or Physical Science)  
Year  
Credit: 1

Earth Science is designed for students who want to understand the everyday events associated with our dynamic planet. Concepts covered in the course make the students aware of the forces and principles at work in changing the face of the planet. Topics covered include Earth's structure and motions: Earth's place in the solar system, plate tectonics, earthquakes and volcanoes, erosional processes, oceanography and weather/climate.

## Physics, Course #4506

Grades: 10, 11, 12  
Prerequisite: Completion or concurrent enrollment in Pre-calculus, IM 11 or Honors IM 10, IM 10/11. Science teacher recommendation if in IM 11 A/B.  
Year  
Credit: 1

This course focuses on the mathematical study of the fundamental topics of physics. Physics involves extensive use of experiments related to measurement, graphical analysis including slope, y-intercept and area, vector analysis, kinematics in one and two dimensions, forces, momentum, energy, wave behavior, acoustics and optics. This course is aimed for the students who are interested in attending a four year college. Those who are interested in a Science based college major should consider this class as a stepping stone to other Science Courses. *This course meets the physical science graduation requirement.*

## Environmental Science, Course #4610

Grades: 10, 11, 12  
Prerequisites: Life Science or Biology  
Semester  
Credit: .5

Environmental Science is a semester course offering designed to teach ecological principles and concepts required to understand the interrelationships between humans and the world in which we live. Students will evaluate and analyze environmental issues such as conservation of natural resources and the sources and impacts of pollution. Investigated topics in the course include ethics, water quality, land use, soils, waste management, energy, natural resource conservation, population dynamics, and wildlife management. Students will gain firsthand experiences throughout the course by investigating environmental issues through laboratory investigations, fieldwork, field trips, and guest speakers.

## Forensic Science, Course #4620

Grades: 10, 11, 12

Prerequisite: Life Science or Biology

Semester

Credit: .5

Students will develop an understanding of the scientific concepts and gain experience in the major investigative techniques currently used by forensics scientists, crime scene investigators, and other law enforcement agencies. This lab-based course focuses on analysis of crime scenes and evidence in the areas of observation, DNA, fingerprinting, hair, fibers, handwriting, blood, and death. Students need to be aware that some of the course material, guest speakers, and video topics discussed may be related to violent crime and might be graphic in nature. **Note:** *This course may not be recognized as a lab-based science for college admission.*

## Human Anatomy and Physiology, Course #4330

Grades: 10, 11, 12

Prerequisite: Life Science or Biology

Year

Credit: 1

Human Anatomy and Physiology is a challenging biology course designed primarily for those students interested in the field of biology and, more specifically, the fields of medicine. Topics covered will include the anatomy and physiology of the human body systems both in and out of the state of disease. Extensive student lab work will include the gross anatomy of the cat in relation to that of the human body. Additionally, students will gain experience in microscope work and health related biotechnology techniques throughout the year. Extensive use of medically related terminology along with technical writing skills to effectively communicate information related to anatomy and physiology will be emphasized. Further synthesis of these ideas to make a connection between scientific knowledge and real-world situations, through use of clinicals that include lifestyle decisions will also be implemented.

## Medical Terminology/TC, Course #4800

Grades: 10, 11, 12

Prerequisite: Completion of Biology with a B- or better, Human Anatomy and Physiology recommended but not required

Semester

Credit: .5 TC credit for final grade of B- or better

This semester course focuses on the components of medical terms built from word parts, as well as associated complementary terms. Students will practice formation, analysis, and reconstruction of terms, with an emphasis on spelling, definition, pronunciation, and use in the context of medical documents. Disease, symptomatic, diagnostic, and therapeutic terminology of all body systems will be analyzed in relationship to health careers. **NOTE:** *Students are required to purchase the textbook (ISBN: 978-0323113403) on their own before the class begins. This course is articulated with the statewide technical college three credit medical terminology course. Since this is a college level course, expect the rigor and pacing to be at a college level.*



## Advanced Placement (AP) Biology, Course #4350

Grades: 10, 11, 12

Prerequisite: Completion of both Biology and Chemistry with a grade of B or better in both courses. Students will be issued a textbook and summer assignment prior to the start of the course in the fall.

Year

Credit: 1

Advanced Placement (AP) Biology is a fast paced, challenging, self-directed college level course. This class expands on the concepts learned in the first year biology course. Topics include Biochemistry, cell biology, genetics, evolution, energy, cell communication, and ecology. This class is targeted to those students who are interested in pursuing a career in the medical field, or a Science based college major or who wish to earn college credit for science. There is an emphasis on hands-on lab work to strengthen students' understanding of the complex topics presented in this course. Emphasis will be placed on preparation for the AP Exam given in May. Successful performance on this exam can lead to college credit at accepting institutions.

## Advanced Placement (AP) Chemistry, Course #4410

Grades: 10, 11, 12

Prerequisite: Completion of Chemistry with a B or better and completion or concurrent enrollment in Honors IM 11 or Pre-Calc. Students will be issued a textbook and summer assignment prior to the start of class in the fall.

Year

Credit: 1

Advanced Placement (AP) Chemistry is a fast paced, challenging, self-directed college level course. AP Chemistry covers the topics generally introduced in the first year of a College Chemistry course. This class is tailored for students with an interest in pursuing a career in the Medical or Engineering fields or other Science-based college majors. This course expands the concepts presented in first year Chemistry and introduces higher level curriculum through in depth mathematical and analytical reasoning. Specific topics include Stoichiometry, Molecular Behavior, Chemical Kinetics, Equilibrium, Acid-Base Chemistry and Electrochemistry. There is an emphasis on hands-on lab work to strengthen students understanding of the complex topics presented in this course. Emphasis will be placed on preparation for the AP Exam given in May. Successful performance on this exam can lead to college credit at accepting institutions.



## **Advanced Placement (AP) Environmental Science**

### **Course #4615**

Grades: 11, 12

**Prerequisite:** Completion of both Biology and Chemistry with a grade of B or better in both courses. Students will be required to take part in a summer environmental investigation prior to the start of the course in the fall.

Year

Credit: 1

Advanced Placement (AP) Environmental Science is a college-level course that provides 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. Topics of study include water, energy, air and geochemical cycles and systems, soil and biome processes, population and land development dynamics, human history and influences, community and ecosystem processes, natural resource exploitation and impacts, environmental economics and policy, and future choices. Extensive field investigations, field trips, and problem-solving activities will focus on problem solving and in-depth analysis of complex environmental issues that are local, nationwide, and worldwide. Emphasis will be placed on preparation for the AP Exam given in May. Successful performance on this exam can lead to college credit at accepting institutions.

## **Advanced Placement (AP) Physics 1, Course #4521**

Grades: 10, 11, 12

**Prerequisite:** Completion of or concurrent enrollment in Honors IM 11 or Pre Calculus and completion of Physics with B or better

Year

Credit: 1

Advanced Placement (AP) Physics 1 is a fast paced algebra-based, introductory- level general physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory simple circuits. Through inquiry-based learning where 25% of time is spent on laboratory work, students develop scientific critical thinking and reasoning skills. Emphasis will be placed on preparation for the AP test given in May; successful performance on the AP Physics 1 test may lead to college credit at accepting institutions in algebra-based Physics/general science credit.

## **Principles of Biomedical Sciences (PBS), (AS/TC), PLTW**

### **Course #6700**

Grades: 9, 10, 11, 12

**Prerequisite:** Completion of or concurrent enrollment in Biology/Life Science

Year

Credit: 1

Students investigate the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Supportive laws and ethics are explored. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. Embedded in the curriculum is health and science careers associated with the pathologies studied. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This is a Project-based course.



## **Human Body Systems (HBS), (AS/TC), PLTW**

### **Course #4665**

Grades: 9, 10, 11, 12

**Prerequisite:** Completion of or concurrent enrollment in Principles of Biomedical Sciences (PBS)

Year

Credit: 1

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.

Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, perform multiple dissections, and often play the role of biomedical professionals to solve medical case studies. This is a Project-based course.



## **Medical Interventions (MI), (AS/TC), PLTW**

### **Course #6720**

Grades: 11, 12

**Prerequisite:** Completion of or concurrent enrollment in Human Body Systems (HBS) or successful completion (B- or better) of AP Biology.

Year

Credit: 1

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course explores current issues, such as “Superbugs”, insertion of plasmids to create new drugs, personalized medicine, and transplantation exploration. The students learn how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. This is a Project-based course.



## **Biomedical Innovations AS/TC/PLTW**

### **Course #6710**

Grades: 11, 12

**Prerequisites:** Completion of or concurrent enrollment in Medical Interventions (MI) or successful completion (B- or better) of AP Biology

Year

Credit: 1

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.





## Social Studies Department

### Freshmen Year:

- World History

### Sophomore Year:

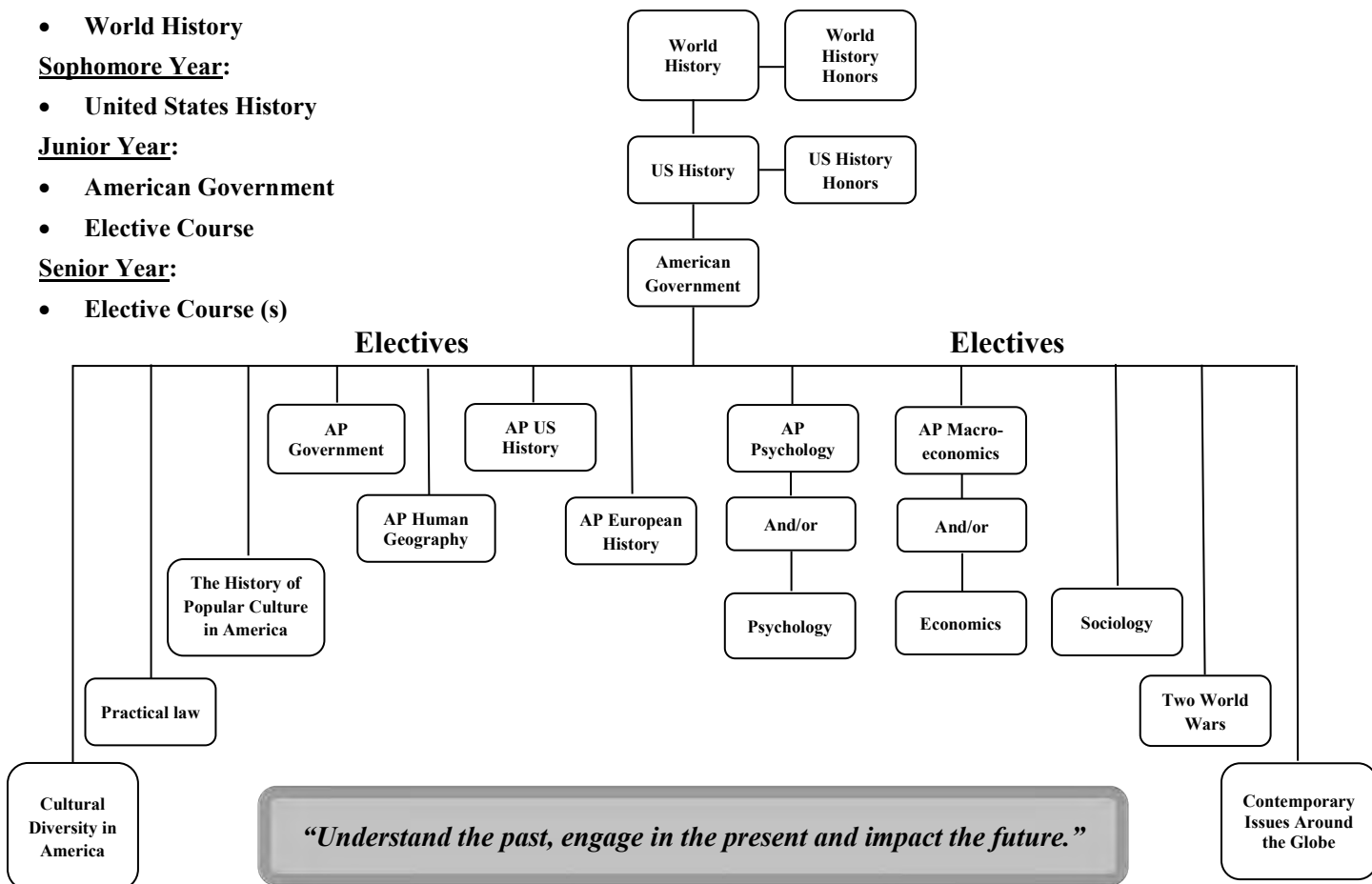
- United States History

### Junior Year:

- American Government
- Elective Course

### Senior Year:

- Elective Course (s)



**Mission Statement:** The mission of the Franklin Public School District social studies curriculum is to engage all students in a rigorous, authentic, student-centered learning environment that fosters social and multicultural understanding and civic responsibilities in our local, national and global societies.

### **World History, Course #2015**

Grade: 9  
Prerequisite: None  
Year  
Credit: 1

World History is a required two semester course that emphasizes the themes of history, politics, and culture across world regions. Through the use of technology and skill building, students will examine how the world has evolved. To make students college ready, we will develop the skills of reading, writing and critical thinking in a student-centered environment comprised of discussion, debate, direct instruction, and inquiry-based projects. A focus on the major themes will help students connect the past to the present and answer the age old question, "Why do we study history?"

### **Honors World History, Course #2020**

Grade: 9  
Prerequisite: Placement based on standardized scores  
Year  
Credit: 1

Honors World History is a two-semester course that emphasizes the history, politics, geography and culture of world regions. Taught thematically, students will learn about world history through a variety of instructional methods such as historical inquiry, independent and collaborative projects, as well as primary and secondary source analysis. The development of college readiness skills, such as reading, writing, speaking and inferential thinking will be emphasized as students prepare to enter into Advanced Placement classes as early as their sophomore year.



## **United States History, Course #2200**

Grade: 10  
Prerequisite: None  
Year  
Credit: 1

Historical study focuses on the examination of the human experience through the themes of US History. United States History I & II at Franklin High School is an investigation of the American human experience from the creation of colonies to contemporary events and issues. By means of historical research, discussion, debate, direct instruction, collaborative projects, source analysis and historical writing, students will evaluate the political, economic, cultural and social impacts and development of the United States. As a result of this student-centered examination into the American human experience, students will improve their college readiness with the development of critical thinking, reading, writing, and speaking skills, and be able to make informed decisions about the world in which they live.

## **Honors United States History, Course #2210**

Grade: 10  
Prerequisite: None  
Year  
Credit: 1

Students in this two-semester course will be immersed in the skills-based study of the history, politics, economics, geography and culture of the United States from its earliest inception of pre-colonial times to the Twentieth century. Students will perform in-depth research and critical analysis of the achievements and failures of American civilization through a wide variety of assessments including direct instruction, independent and collaborative projects, research, evaluation of primary source documents and writing. As this course is highly recommended for students planning on taking Advanced Placement United States History, the study and student-written synthesis of document-based questions will be emphasized.

## **American Government, Course #2645**

Grade: 11  
Prerequisite: None  
Semester  
Credit: .5

This course is designed to prepare students to become active citizens in the American political system. Students will examine the government of the United States at the federal, state, and local levels, the role of citizens, and the significance of political parties and special interest groups in a democratic republic. The foundation of this course will be an examination of our founding principles as set forth in the United States Constitution. Students will be expected to evaluate, support and justify arguments using both primary and secondary sources.

## **Electives**

### **Advanced Placement European History, Course #2410**

Grades: 10, 11, 12  
Prerequisite: None  
Year  
Credit: 1

Summer reading will be required and written work will be submitted prior to the start of the school year. AP European History is a challenging college-level course that is structured around the investigation of five course themes and 19 key concepts in four different chronological periods from the Renaissance to the present. This student-centered class will examine and analyze, through textual material, the most important events in European history and explain their relevance not only to the time period but also to the world today. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. This course may be taken for university or college credit thus while the demands of the course are great the experience can be beneficial for those planning on attending a college or university.

### **Advanced Placement U.S. History, Course #2400**

Grades: 10, 11, 12  
Prerequisite: None  
Year  
Credit: 1

Summer reading will be required and an assignment assessing summer reading will be required when the course begins. This course will be an examination of United States History from 1607 to the present. It will be lecture/discussion in format with an emphasis on historical interpretation, critical thinking and writing skills, and historical themes. This class will be a college preparatory class that will prepare students for the College Board Advanced Placement U.S. History exam administered in May. To that end, there will be a significant amount of outside reading and frequent writing of essays.

### **Advanced Placement Macroeconomics, Course #2305**

Grades: 11, 12  
Prerequisite: None  
Fall Semester Only  
Credit: .5

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. A.P. Macroeconomics will only be offered during the Fall Semester.

## Advanced Placement Government, Course #2700

Grades: 10, 11, 12  
Prerequisite: None  
Year  
Credit: 1

Summer reading will be required and an assignment assessing summer reading will be required when the course begins.

Using primary and secondary resources, students will be able to evaluate and justify arguments pertaining to the U.S. government and politics. Using a thematic approach, students will analyze the different branches of government, the election process, and the role of the citizen participation. The class serves to prepare students for the College Board Advance Placement U.S. Government exam which is offered in the spring.

## Advanced Placement Human Geography, Course #2510

### \*ALTERNATE YEAR COURSE\*

Grades: 10, 11, 12  
Prerequisite: None  
Year & offered when school year ends with an odd numbered year.  
Credit: 1

Summer reading will be required and an assignment assessing summer reading will be required when the course begins. AP Human Geography is a year-long course that will focus on the distribution, processes and effects of human populations on the planet. Units of study include populations, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture and urban geography. Emphasis is placed on geographic models and application skills. Global case studies allow for comparative evaluation of real-world situations and themes. This is a challenging course that may be taken for university or college credit thus outside reading and/or supplemental work is to be expected in order to prepare for the College Board exam in May.

## Two World Wars, Course #2520

Grades: 10, 11, 12  
Prerequisite: Grade of C or higher in U.S. History and World History and/or consent of the instructor  
Semester  
Credit: .5

Using a combination of primary and secondary resource readings and audio-visual materials, students will examine the political, military, social and economic consequences of the First and Second World Wars. Course objectives will focus on comparing and contrasting, evaluation of materials, and speculating how the Two World Wars forever changed the history of the 20<sup>th</sup> century.

## Practical Law, Course #2521

Grades: 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Students will analyze the evolution of the American justice system by carefully reading our Constitution and its Bill of Rights, and then evaluating the Supreme Court's interpretation of both. Students will then take an in-depth look at both civil (lawsuits) and criminal law and evaluate the role that they both play in their lives. This is a project based class, and students will play in role in two mock trials.

## Economics, Course #2310

Grades: 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Economics is a course that teaches the economic skills with which our students need to succeed in a globalized society. Using a thematic approach, students will investigate various economic topics such as investments, taxation, supply and demand, various economic systems, and entrepreneurship. Students will develop and apply their reading and writing skills to critique, interpret, and justify arguments that blend the information learned in class with relevant examples of current and historical economic developments.

## Sociology, Course #2610

Grades: 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

Sociology is a field of social studies focused on the investigation of human relationships in various global societies. As a student of the sociological perspective you will learn to analyze social interactions, social patterns as well as evaluate contemporary patterns of power structures, cultural orientations, social structures and the dynamics of social change. Using research techniques, simulations, and student centered projects this course will evaluate the aforementioned concepts through a study of social control and adaptation, adolescence, adulthood, crime and deviance, social class, poverty, prejudice and discrimination.





## Psychology, Course #2600

Grades: 9, 10  
Prerequisite: None  
Semester  
Credit: .5

Psychology is a social science focusing on the development and evaluation of human and animal behavior and mental processes. Students will acquire insight by identifying psychological concepts, evaluating both clinical and research studies and ultimately applying these concepts to predict behavior. Students will investigate adolescent and adulthood development, motivation and emotion, personality, sleep and dreams, psychoactive drugs, and mental disorders through active learning and observational research strategies.

### OR

## Advanced Placement Psychology, Course #2620

Grades: 10, 11, 12  
Prerequisite: None  
Year  
Credit: 1

Summer reading will be required and an assignment assessing summer reading will be required when the course begins.

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students use psychological research, facts, principles and phenomena within the major subfields of psychology in order to compare, contrast, apply and ultimately predict behavior. They also learn about the ethics and methods psychologists use in their science and practice. AP Psychology students will have the opportunity to take the AP Psychology exam at the end of the school year to earn college credit for taking this course.

## Contemporary Issues Around the Globe, Course #2560

Grades: 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

This course is offered to students interested in studying current political, social, and economic events. Students will evaluate major global themes and their impact using discussion, map, research, and writing skills. Independent and small group inquiry-based projects are the foundation of this course and allow for greater analysis of varied perspectives about our changing world. This class attempts to explain “the why of where” of contemporary issues.

## The History of Popular Culture in America, Course #2570

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

The History of Pop Culture in America will explore the relationship between major historical movements and the music, film, literature, and visual arts created during these eras. Students will develop media literacy skills in this project based experience. Through the study of both primary and secondary sources students will compare, contrast, evaluate, form judgments and speculate how the collective arts shapes an age, and helps define a culture.

## Cultural Diversity in America, Course #2580

### **\*ALTERNATE YEAR COURSE\***

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester & offered when school year ends with an even numbered year.  
Credit: .5

America is a unique nation in that we are truly a multicultural and multiethnic society. Cultural Diversity in America is a one-semester interdisciplinary course that uses a comparative, historical, and current perspectives to analyze the quest to become an American, and the impact these diverse people had on the values and development of the United States. This course will allow for student choice in their research, and emphasize critical thinking, and historical writing skills.



## Special Education Department

### **Literacy Essentials 9, 10, 11, 12**

**Course #1921 (9), Course #1931 (10),  
Course #1941 (11), Course #1951 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Consent of instructor

Year

Credit: 1

Literacy Essentials follows a comprehensive literacy curriculum that addresses word and comprehension skills through a cumulative, integrated six-step lesson structure. Lessons offer practice and mastery of content in the areas of phonics, word recognition, vocabulary, grammar, listening, reading, speaking and writing. In Literacy Essentials 11 and 12 various genres of literature, both fiction and nonfiction are introduced to reinforce elements of word study, vocabulary, and reading comprehension.

### **Literacy Essentials Enrichment 9, 10**

**Course #1921E (9), Course #1931E (10)**

Grade 9, 10

Prerequisite: Concurrent enrollment in Literacy Essentials

Year

Credit: .5

Literacy Essentials Enrichment 9 and 10, is concurrent with Literacy Essentials 9 and 10, and reinforces the skills, strategies, and instruction presented in Literacy Essentials. This course is designed to improve writing skills, increase reading fluency and improve reading comprehension through the application of active reading, writing, and speaking skills.

### **Reading Essentials 9, 10, 11, 12**

**Course #1955 (9), Course #1965 (10),  
Course #1975 (11), Course #1985 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Year

Credit: 1

Utilizing a multi-sensory, systemic reading program, students will be instructed in reading, tailored to their individual needs. Each student will be evaluated and prescribed in specific reading skills through class instruction, small group and/or direct instruction. Emphasis will be placed on the development of reading strategies and communication through oral and written language. Media technology, and literature will encourage independent reading and the development of comprehension. This class meets daily.

### **Functional Language 9, 10, 11, 12**

**Course #1923 (9), Course #1933 (10),  
Course #1943 (11), Course #1953 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Year

Credit: 1

Functional Language course offers a standards based approach that utilizes research based programs and strategies designed to increase literacy skills in reading, writing, listening, and communicating. Assistive technologies will be incorporated in order to assist in creating and understanding text for the purpose of sharing information, gaining knowledge, and providing entertainment. Instruction is individually designed in order to meet personal goals.

### **Math Essentials 9, 10, 11, 12**

**Course #3920 (9), Course #3930 (10),  
Course #3940 (11), Course #3950 (12)**

Grades: 9, 10, 11, 12

Prerequisites: Written consent of instructor

Year

Credit: 1

These math courses build upon skills taught in previous classes with additional advanced computation, in algebraic and geometric concepts. The class is personalized offering individual instruction, small group instruction and online learning. Additional topics include those skills needed for post-secondary living. These skills include budgeting, banking, taxes and comparison shopping. Each course is designed to meet the needs of students, with respect to content modifications, accommodations, pace, and class size.

### **Functional Math 9, 10, 11, 12**

**Course #3923 (9), Course #3933 (10),  
Course #3943 (11), Course #3953 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Year

Credit: 1

Functional Mathematics is a standards based course with emphasis on mathematical skill development necessary to obtain independence in the home, community, and work settings. Mathematical concepts include numeration, whole number operations, measurement, time, and money. Each of these core competencies will be individually designed to meet student needs. Assistive technology will be utilized in order to progress, improve, or maintain functional math skills.

### **Social Studies Essentials 9, 10, 11, 12**

**Course #2925 (9), Course #2935 (10),  
Course #2945 (11), Course #2955 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Year

Credit: 1

Social Studies Essentials focuses on the history, politics, and the culture of world regions, from the Renaissance to the Modern World. Social Studies II focuses on American history. One semester of Social Studies 11 & 12 focuses on the basic economic principals and the function of those in today's society. The other semester focuses on geography, politics, and current events of the world. Instruction, in these courses, is individualized to adapt to students needs and learning styles.

### **Functional Social Studies 9, 10, 11, 12**

**Course #2923 (9), Course #2933 (10),  
Course #2943 (11), Course #2953 (12)**

Grades: 9, 10, 11, 12

Prerequisite: Written consent of instructor

Year

Credit: 1

Functional Social Studies course introduces historical and present day events from a variety of cultures and perspectives as a foundation for analyzing ones role as citizens. The goal for students is to gain the essential knowledge and skills in order to function socially, ethically, and responsibly towards themselves and others.

**Science Essentials 9, 10, 11, 12**  
**Course #4920 (9), Course #4930 (10),**  
**Course #4940 (11), Course #4950 (12)**

Grades: 9, 10, 11  
Prerequisite: Written consent of instructor  
Year  
Credit: 1

Science 9, 10, 11, 12 will focus on learning scientific vocabulary and concepts and their relationship to our World. Life science, earth science and physical science topics will be rotated on a yearly basis. Inquiry based learning will be emphasized through research projects and scientific experimentation. The high school greenhouse will become an extension of our curriculum, learning all aspects for the efficient operation and maintenance of a producing greenhouse.

**Functional Science 9, 10, 11, 12**  
**Course #4923 (9), Course #4933 (10),**  
**Course #4943 (11), Course #4953 (12)**

Grades: 9, 10, 11, 12  
Prerequisite: Written consent of instructor  
Year  
Credit: 1

This course will explore multiple categories of scientific topics as it relates to functional life activities. Topics include earth, space, life, environmental, health, and physical sciences. Sciences will be related to other learning disciplines through inquiry, reading, and math applications.

**Study Skills, Course #1976**

Grades: 9, 10, 11, 12  
Prerequisite: Written consent of instructor  
Semester  
Credit: .5

The Study Skills course is designed to develop and reinforce student application of strategies for reading, writing, organization, note-taking, test-taking, communication, and self-advocacy across the content areas. Learning styles and needs are explored to facilitate greater personal understanding. This course empowers students to develop more responsibility for their own learning. Assistive technologies are presented and available as one strategy to facilitate more efficient and effective learning.

**Physical Education Foundations 9, 10, 11, 12**  
**Course #9161 (9), Course #9162 (10),**  
**Course #9163 (11), Course #9164 (12)**

Grades: 9, 10, 11, 12  
Prerequisites: Written consent of instructor  
Semester  
Credit: .5

Physical Education Foundations 9, 10, 11, 12 is designed to meet the unique needs of a child with a disability, as prescribed in their Individual Educational Program. Specially Designed Physical Education supports a student's individualized goals, for increased motoric skills, improved physical fitness and greater participation in individual or team sports.

**Transition: Life Skills 9, 10, 11, 12**  
**Course #5925 (9), Course #5935 (10),**  
**Course #5945 (11), Course #5955 (12)**

Grades: 9, 10, 11, 12  
Prerequisites: Written consent of instructor  
Year  
Credit: 1

The Transition Life Skills courses are designed to prepare students to successfully transition to the post-secondary environment. The courses are comprised of classroom and community experiences which apply to real life roles such as wage earner, volunteer, student, citizen, and family member. In that respect, students will learn employability and personal social skills necessary to facilitate independent living. Instruction is individualized to address student needs and achieve their goals as identified on their specific Individual Educational Program.

**Transition: Functional Life Skills 9, 10, 11, 12**  
**Course #5965 (9), Course #5975 (10),**  
**Course #5985 (11), Course #5995 (12)**

Prerequisites: None  
Year  
Credit: 1

Transition Functional Life Skills courses are designed to prepare students to successfully transition to the post-secondary environment. This course will provide for each student to reach his/her potential in independence in daily living skills, and social interaction, incorporating functional academic skills with generalization in the community. Instruction is individualized to address student needs and achieve their goals as identified on their specific Individual Educational Program.

**Transition: Recreation and Leisure 9, 10, 11, 12**  
**Course #9165 (9), Course #9166 (10),**  
**Course #9167 (11), Course #9168 (12)**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester  
Credit: .5

This course incorporates opportunities for developing skills, academic and social, while enhancing interests in leisure time activities. Students will participate in group and individual recreational activities, including games, hobbies, relaxation activities, spectator sports, reading, music, and art.

**Peer Mentors for Students with Disabilities, Course #9920**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Semester or Year  
Credit: None

Peer Mentoring provides an opportunity for students to assist individuals with significant disabilities in the classroom. Assistance is in the form of coaching/support during staff directed classroom instruction. Those who are peer mentors in this program, as well as the mentees, gain knowledge, understanding, and friendship through their experiences together.



## **Requirements for Participation in Co-Curricular Activities**

Franklin Public Schools encourages all students to consider participating in a school-sponsored activity as part of their educational and personal achievement goal. While participating in co-curricular activities, students are expected to do their best in their school work and in their behavior, both inside and outside of school. Activities and clubs have varied standards for participation. To be a member of the National Honor Society, a student must maintain a 3.5 academic average or above plus demonstrate qualities of leadership, service, and character. Sports participants must meet standards prescribed by the Wisconsin Interscholastic Athletic Association. Parents are encouraged to work with the student and the school to determine the extent of co-curricular participation. All students must adhere to the school's code of conduct policy, which outlines expectations of academics, attendance and policies regarding alcohol, tobacco and drugs.

Franklin High School provides the following opportunities to its students throughout the school year.

### **Co-Curricular Activities**

(Please note, offerings may vary due to interest of students)

#### **Yearly Activities**

Academic Decathlon  
Anime Club  
Art Club  
Athletic & Activities Council  
Best Buddies  
Chess Team  
Creative Writing Club  
Empowered Women of FHS  
Environmental Conservation & Outdoor Club (ECO)  
FIRST Robotics  
Forensics  
Formula FHS  
Franklin Service Club  
Future Business Leaders of America (FBLA)  
Math Club  
Mock Trial  
Model United Nations  
Multi Cultural Club  
National Honor Society (NHS)  
Psychology Club  
Saber Slate  
Sexual and Gender Equality (SAGE)  
Students Against Destructive Decisions (SADD)  
Student Senate  
Styler Dance  
Visual Arts Club  
Yearbook

#### **Fall Activities**

Boys' Soccer  
Co-Ed Volleyball  
Co-Ed Cross Country  
Fall Play/Stage Crew  
Football  
Girls' Golf  
Girls' Swim and Dive  
Girls' Tennis

### **Fall/Winter Activities**

Cheerleading  
Pom Poms

#### **Winter Activities**

Co-Ed Basketball  
Boys' Swim and Dive  
Co-Ed Bowling  
Girls' Gymnastics  
Hockey  
Wrestling

#### **Spring Activities**

Boys' Golf  
Boys' Tennis  
Co-Ed Track & Field  
Co-Ed Lacrosse  
Girls' Soccer  
Girls' Softball  
Spring Musical/Stage Crew

### **Summer Activities**

Baseball

### **Parent Organizations**

Parents have the opportunity to join the following parent groups:

Ballin' Club (Boys' Basketball)  
Franklin Dance Team (Poms)  
Goal Club (Boys' Soccer)  
Gridiron Club (Football)  
Saber LAX Parents (Co-Ed Lacrosse)  
Saber Spirit Club (Includes all school activities)  
Side Out Club (Co-ed Volleyball)

If you have any questions or concerns or would like more information regarding Co-Curricular Activities, please contact the FHS Athletic Director at (414) 423-4640, Ext. 2005.

**To view the Online Academic & Career Planning & Course Guide,  
or for further information on the following,  
please visit [www.franklin.k12.wi.us](http://www.franklin.k12.wi.us)**

- Sample Academic & Career Pathways
- School Board Policies Relating to Graduation
- Phone Directory
- Teacher and Counselor Websites
- Mission/Vision Statement
- McKinney-Vento Homeless Education Assistance Act
- Non-Discrimination Policy
- Listing of Administrators & Student Services Employees
- Pupil Service Department Information
- Instructional Services Information
- Work Permit Requirements
- InRoads Program

### **FHS Block Bell Schedule**

	<b>7:20-7:58 Resource</b>	
	<b>8:03-9:31 <u>1st</u> Block</b>	
	<b>9:36-11:02 <u>2nd</u> Block</b>	
<b>Early Lunch</b>	<b>Split Lunch</b>	<b>Late Lunch</b>
11:02-11:32 Lunch <u>E</u>	<b>11:07-11:50 <u>3rd</u> Block</b>	<b>11:07-12:33 <u>3rd</u> Block</b>
<b>11:37-1:03 <u>3rd</u> Block</b>	11:50-12:15 Lunch <u>S</u>	12:33-1:03 Lunch <u>L</u>
	<b>12:20-1:03 <u>3rd</u> Block</b>	
	<b>1:08-2:34 <u>4th</u> Block</b>	

### **FHS Block Schedule Features**

**Alternate Days – A/B Days:** In this schedule, students register for eight classes per semester (unless they are a senior with a Course-Free Block) with four meetings per day on an every other day basis. Each day will run as either an “A” day schedule or a “B” day schedule. The following **sample schedules** illustrate what this may look like from a student perspective.

#### **10th Grade (Sample)**

<b>A Day</b>	<b>B Day</b>
<i>Resource (R)</i>	<i>Resource (R)</i>
Honors US History (A1)	Integrated Math 10 (B1)
Symphonic Band (A2)	Spanish 3 (B2)
<b>Early Lunch</b>	Honors/Pre-AP American Lit (B3)
Team Sports 1 (A3)	<b>Late Lunch</b>
Chemistry (A4)	Introduction to Engineering Design (B4)

#### **12th Grade (Sample)**

<b>A Day</b>	<b>B Day</b>
<i>Resource (R)</i>	<i>Resource (R)</i>
Junior/Senior Health (A1)	Wind Ensemble (B1)
<i>Senior Free Block (A2)</i>	Japanese V (B2)
<b>Early Lunch</b>	<b>Early Lunch</b>
AP Calculus (A3)	AP Physics 1 (B3)
CP Multicultural Literature (A4)	Principles of Engineering (B4)

**Early Release Schedule:** On days when students are released early for teacher professional development, school will run on the abbreviated schedule outlined below. The schedule will consist of four abbreviated blocks and those days will alternate throughout the year to balance the instructional time between ‘A’ and ‘B’ days. There will not be a resource period on days with an early release.

<b>Block Period</b>	<b>Bell Schedule</b>
A1 or B1	7:20 - 8:09
A2 or B2	8:14 - 9:03
A3 or B3	9:08 - 9:57
A4 or B4	10:02 - 10:51

## Standardized Exams

### FHS School Code: 500-702 (ACT/CEEB)

The Testing Program provides necessary information used for student placement, college admission and career preparation. The program includes tests that are administered by the school to determine student ability and achievement. The tests are as follows:

### **TEST DATES (2016-2017)**

- **HS Civics Exam:** *All students* take the Civics Exam in February. Please see page 4 for more information about this graduation requirement.
- **ACT Aspire:** *All freshman* take ACT Aspire in spring.
- **ACT Aspire:** *All sophomores* take ACT Aspire in spring.
- **ACT and ACT WorkKeys:** *All juniors* take the official ACT and ACT WorkKeys in spring.
- **ACT:** (optional) Administered throughout the year & in June at FHS

Register online @ [www.actstudent.org](http://www.actstudent.org)

#### ACT Test Dates (2016-17)

September 10, 2016

October 22, 2016

December 10, 2016

February 11, 2017

April 8, 2017

June 10, 2017

- **Wisconsin Forward Exam (Social Studies):** *All sophomores* take the Forward Exam in spring.
- **ASVAB:** (optional) *for Juniors and Seniors* interested in identifying future academic and occupational success in the military may take this test in fall. Please see your school counselor to sign up.
- **PSAT/NMSQT (Preliminary SAT-National Merit Scholarship Qualifying Test):**  
*Juniors & sophomores* interested in taking PSAT should register in Student Services (Sept-Oct) & take exam in October at FHS [www.collegeboard.org/quickstart](http://www.collegeboard.org/quickstart) [www.nationalmerit.org](http://www.nationalmerit.org)
- **SAT:** (optional) Register online @ [www.collegeboard.org](http://www.collegeboard.org)
- **AP (Advanced Placement Exams):** (optional) *AP students* register in February in FHS Student Services & take AP exams in May at FHS. [www.collegeboard.org](http://www.collegeboard.org)

### **TEST PREP OPPORTUNITIES**

- **Preparing for the ACT: Full Length Practice Tests** (Free from ACT) [www.actstudent.org](http://www.actstudent.org)
- **Online Test Prep from ACT** [www.actstudent.org](http://www.actstudent.org)
- **ZAPS ACT Test Prep Workshop** (Offered at FHS and surrounding districts) [www.zaps.com](http://www.zaps.com)
- **UWM ACT Test Prep Classes** (Meets 7 Saturdays in spring or fall; 2 week summer session offered) <http://www4.uwmedu/trio/minicourses-act/>
- **UW-Waukesha ACT Test Prep Classes offered throughout the year** (Call 262-521-5460 for more info)
- **WCTC ACT/SAT Prep Classes** <http://www.wctc.edu/student-services/learningplace/test.php>
- **Kaplan Test Prep** (Multiple test prep options) <http://www.kaptest.com/>
- **Princeton Review** (Online, classroom & private tutoring for ACT, SAT & more) [www.princetonreview.com](http://www.princetonreview.com)



Course #	Course Title	Course #	Course Title	Course #	Course Title
<b>PRE-ENGINEERING, COMMUNICATIONS &amp; TECHNOLOGY EDUCATION (P. 57-61)</b>					
7110	German I	7110	German I	7110	German I
7120	German II	7120	German II	7120	German II
7130	German III	7130	German III	7130	German III
7140	German IV	7140	German IV	7140	German IV
7150	<i>German V (CAPP)</i>	7150	<i>German V (CAPP)</i>	7150	<i>German V (CAPP)</i>
7510	Japanese I	7510	Japanese I	7510	Japanese I
7520	Japanese II	7520	Japanese II	7520	Japanese II
7530	Japanese III	7530	Japanese III	7530	Japanese III
7540	Japanese IV	7540	Japanese IV	7540	Japanese IV
7550	<i>Japanese V (CAPP)</i>	7550	<i>Japanese V (CAPP)</i>	7550	<i>Japanese V (CAPP)</i>
7310	Spanish I	7310	Spanish I	7310	Spanish I
7320	Spanish II	7320	Spanish II	7320	Spanish II
7340	Spanish III	7340	Spanish III	7340	Spanish III
7345	<i>Spanish IV (CAPP)</i>	7345	<i>Spanish IV (CAPP)</i>	7345	<i>Spanish IV (CAPP)</i>
7355	Spanish Conversation thru Film & Lit	7355	Spanish Conversation thru Film & Lit	7355	Spanish Conversation thru Film & Lit
<b>MATH/COMPUTER SCIENCE (74-77)</b>					
3001	Integrated Math 9 Foundations	3001	Integrated Math 9 Foundations	3001	Integrated Math 9 Foundations
3025	Integrated Math 9	3025	Integrated Math 9	3025	Integrated Math 9
3036	Integrated Math 10 Foundations	3036	Integrated Math 10 Foundations	3036	Integrated Math 10 Foundations
3030	Integrated Math 10	3030	Integrated Math 10	3030	Integrated Math 10
3045	Honors Integrated Math 10	3045	Honors Integrated Math 10	3045	Honors Integrated Math 10
3055	Accelerated Integrated Math 10/11	3055	Accelerated Integrated Math 10/11	3055	Accelerated Integrated Math 10/11
3070	Integrated Math 11	3070	Integrated Math 11	3070	Integrated Math 11
3076	Honors Integrated Math 11	3076	Honors Integrated Math 11	3076	Honors Integrated Math 11
3085	Integrated Math 11-A	3085	Integrated Math 11-A	3085	Integrated Math 11-A
3100	Pre-Calculus	3100	Pre-Calculus	3100	Pre-Calculus
3130	Honors Pre-Calculus	3130	Honors Pre-Calculus	3130	Honors Pre-Calculus
3150	<i>AP Calculus AB</i>	3150	<i>AP Calculus AB</i>	3150	<i>AP Calculus AB</i>
3160	<i>AP Calculus BC</i>	3160	<i>AP Calculus BC</i>	3160	<i>AP Calculus BC</i>
3145	Calculus	3145	Calculus	3145	Calculus
3200	<i>AP Statistics</i>	3200	<i>AP Statistics</i>	3200	<i>AP Statistics</i>
3601	Intro to Computer Programming	3601	Intro to Computer Programming	3601	Intro to Computer Programming
3661	Computer Programming in Year 1	3661	Computer Programming in Year 1	3661	Computer Programming in Year 1
3670	Computer Programming in Year 2	3670	Computer Programming in Year 2	3670	Computer Programming in Year 2
<b>MUSIC (P. 77-79)</b>					
8525	Treble Choir	8525	Treble Choir	8525	Treble Choir
8550	Concert Choir	8550	Concert Choir	8550	Concert Choir
8530	Chamber Chorus	8530	Chamber Chorus	8530	Chamber Chorus
8700	Concert Orchestra	8700	Concert Orchestra	8700	Concert Orchestra
8705	Chamber Orchestra	8705	Chamber Orchestra	8705	Chamber Orchestra
8600	Concert Band	8600	Concert Band	8600	Concert Band
8605	Symphonic Band	8605	Symphonic Band	8605	Symphonic Band
8610	Wind Ensemble	8610	Wind Ensemble	8610	Wind Ensemble
8620	Jazz Ensemble	8620	Jazz Ensemble	8620	Jazz Ensemble
8800	<i>AP Music Theory (Not running 16-17)</i>	8800	<i>AP Music Theory (Not running 16-17)</i>	8800	<i>AP Music Theory (Not running 16-17)</i>
8900	Introduction to Piano	8900	Introduction to Piano	8900	Introduction to Piano
8570	Exploring Studio Technology	8570	Exploring Studio Technology	8570	Exploring Studio Technology
8640	Creating Music	8640	Creating Music	8640	Creating Music
<b>PHY ED/HEALTH EDUCATION (80-82)</b>					
9011	Introduction to Physical Education	9011	Introduction to Physical Education	9011	Introduction to Physical Education
9015	Individual Sports I	9015	Individual Sports I	9015	Individual Sports I
9050	Team Sports I	9050	Team Sports I	9050	Team Sports I
9060	Personal Fitness & Wellness	9060	Personal Fitness & Wellness	9060	Personal Fitness & Wellness
9071	Conditioning/Weight Training I	9071	Conditioning/Weight Training I	9071	Conditioning/Weight Training I
9025	Individual Sports II/Adventure Education	9025	Individual Sports II/Adventure Education	9025	Individual Sports II/Adventure Education
9055	Team Sports II	9055	Team Sports II	9055	Team Sports II
9076	Conditioning/Weight Training II	9076	Conditioning/Weight Training II	9076	Conditioning/Weight Training II
9035	Fitness Through Dance & Movement	9035	Fitness Through Dance & Movement	9035	Fitness Through Dance & Movement
9045	Lifeguard Training	9045	Lifeguard Training	9045	Lifeguard Training
9040	Physical Education 12 - Elective	9040	Physical Education 12 - Elective	9040	Physical Education 12 - Elective
9970	PE Aide	9970	PE Aide	9970	PE Aide
9971	PE Lifeguard	9971	PE Lifeguard	9971	PE Lifeguard
9972	PE Lifeguard Teaching Assistant	9972	PE Lifeguard Teaching Assistant	9972	PE Lifeguard Teaching Assistant
9152	Junior/Senior Health	9152	Junior/Senior Health	9152	Junior/Senior Health
<b>STUDENT VOLUNTEERS/AIDES</b>					
(With Teacher Approval & Signature Only/NO CREDIT)					
9910	Department Aide	9910	Department Aide	9910	Department Aide
9911	Office Aide	9911	Office Aide	9911	Office Aide
9901	Volunteer Tutor/Brock	9901	Volunteer Tutor/Brock	9901	Volunteer Tutor/Brock
<b>WORLD LANGUAGES (70-73)</b>					
7110	German I	7110	German I	7110	German I
7120	German II	7120	German II	7120	German II
7130	German III	7130	German III	7130	German III
7140	German IV	7140	German IV	7140	German IV
7150	<i>German V (CAPP)</i>	7150	<i>German V (CAPP)</i>	7150	<i>German V (CAPP)</i>
7510	Japanese I	7510	Japanese I	7510	Japanese I
7520	Japanese II	7520	Japanese II	7520	Japanese II
7530	Japanese III	7530	Japanese III	7530	Japanese III
7540	Japanese IV	7540	Japanese IV	7540	Japanese IV
7550	<i>Japanese V (CAPP)</i>	7550	<i>Japanese V (CAPP)</i>	7550	<i>Japanese V (CAPP)</i>
7310	Spanish I	7310	Spanish I	7310	Spanish I
7320	Spanish II	7320	Spanish II	7320	Spanish II
7340	Spanish III	7340	Spanish III	7340	Spanish III
7345	<i>Spanish IV (CAPP)</i>	7345	<i>Spanish IV (CAPP)</i>	7345	<i>Spanish IV (CAPP)</i>
7355	Spanish Conversation thru Film & Lit	7355	Spanish Conversation thru Film & Lit	7355	Spanish Conversation thru Film & Lit
<b>SOCIAL STUDIES (P. 87-90)</b>					
2015	World History	2015	World History	2015	World History
2020	World History-Honors	2020	World History-Honors	2020	World History-Honors
2200	US History	2200	US History	2200	US History
2210	Honors US History	2210	Honors US History	2210	Honors US History
2645	American Government	2645	American Government	2645	American Government
2410	<i>AP European History</i>	2410	<i>AP European History</i>	2410	<i>AP European History</i>
2400	<i>AP US History</i>	2400	<i>AP US History</i>	2400	<i>AP US History</i>
2305	<i>AP Macroeconomics</i>	2305	<i>AP Macroeconomics</i>	2305	<i>AP Macroeconomics</i>
2700	<i>AP Government</i>	2700	<i>AP Government</i>	2700	<i>AP Government</i>
2510	<i>AP Human Geography</i>	2510	<i>AP Human Geography</i>	2510	<i>AP Human Geography</i>
2521	Two World Wars	2521	Two World Wars	2521	Two World Wars
2520	Practical Law	2520	Practical Law	2520	Practical Law
2310	Economics	2310	Economics	2310	Economics
2610	Sociology	2610	Sociology	2610	Sociology
2600	Psychology	2600	Psychology	2600	Psychology
2620	<i>AP Psychology</i>	2620	<i>AP Psychology</i>	2620	<i>AP Psychology</i>
2560	Contemporary Issues Around the Globe	2560	Contemporary Issues Around the Globe	2560	Contemporary Issues Around the Globe
2570	The History of Popular Culture in America	2570	The History of Popular Culture in America	2570	The History of Popular Culture in America
2580	Cultural Diversity in America (not running 16-17)	2580	Cultural Diversity in America (not running 16-17)	2580	Cultural Diversity in America (not running 16-17)
<b>SPECIAL EDUCATION (P. 91-92)</b>					
1921	Literacy Essentials 9, 10	1921	Literacy Essentials 9, 10	1921	Literacy Essentials 9, 10
1941	Literacy Essentials 11, 12	1941	Literacy Essentials 11, 12	1941	Literacy Essentials 11, 12
1921E	Literacy Essentials Enrichment 9	1921E	Literacy Essentials Enrichment 9	1921E	Literacy Essentials Enrichment 9
1931E	Literacy Essentials Enrichment 10	1931E	Literacy Essentials Enrichment 10	1931E	Literacy Essentials Enrichment 10
1955	Reading Essentials 9, 10	1955	Reading Essentials 9, 10	1955	Reading Essentials 9, 10
1975	Functional Language 9, 10	1975	Functional Language 9, 10	1975	Functional Language 9, 10
1923	Functional Language 11, 12	1923	Functional Language 11, 12	1923	Functional Language 11, 12
1943	Functional Language 11, 12	1943	Functional Language 11, 12	1943	Functional Language 11, 12
3920	Math Essentials 9, 10	3920	Math Essentials 9, 10	3920	Math Essentials 9, 10
3940	Math Essentials 11, 12	3940	Math Essentials 11, 12	3940	Math Essentials 11, 12
3923	Functional Math 9, 10	3923	Functional Math 9, 10	3923	Functional Math 9, 10
3943	Functional Math 11, 12	3943	Functional Math 11, 12	3943	Functional Math 11, 12
2925	Social Studies Essentials 9, 10	2925	Social Studies Essentials 9, 10	2925	Social Studies Essentials 9, 10
2945	Social Studies Essentials 11, 12	2945	Social Studies Essentials 11, 12	2945	Social Studies Essentials 11, 12
2923	Functional Soc. Studies 9, 10	2923	Functional Soc. Studies 9, 10	2923	Functional Soc. Studies 9, 10
2943	Functional Soc. Studies 11, 12	2943	Functional Soc. Studies 11, 12	2943	Functional Soc. Studies 11, 12
4920	Science Essentials 9, 10	4920	Science Essentials 9, 10	4920	Science Essentials 9, 10
4940	Science Essentials 11, 12	4940	Science Essentials 11, 12	4940	Science Essentials 11, 12
4923	Functional Science 9, 10	4923	Functional Science 9, 10	4923	Functional Science 9, 10
4943	Functional Science 11, 12	4943	Functional Science 11, 12	4943	Functional Science 11, 12
1976	Study Skills	1976	Study Skills	1976	Study Skills
9161	Physical Ed Foundations 9, 10	9161	Physical Ed Foundations 9, 10	9161	Physical Ed Foundations 9, 10
9163	Physical Ed Foundations 11, 12	9163	Physical Ed Foundations 11, 12	9163	Physical Ed Foundations 11, 12
5923	Transition: Life Skills 9, 10	5923	Transition: Life Skills 9, 10	5923	Transition: Life Skills 9, 10
5945	Transition: Life Skills 11, 12	5945	Transition: Life Skills 11, 12	5945	Transition: Life Skills 11, 12
5965	Transition: Functional Life Skills 9, 10	5965	Transition: Functional Life Skills 9, 10	5965	Transition: Functional Life Skills 9, 10
5985	Transition: Functional Life Skills 11, 12	5985	Transition: Functional Life Skills 11, 12	5985	Transition: Functional Life Skills 11, 12
9165	Recreation and Leisure 9, 10	9165	Recreation and Leisure 9, 10	9165	Recreation and Leisure 9, 10
9167	Recreation and Leisure 11, 12	9167	Recreation and Leisure 11, 12	9167	Recreation and Leisure 11, 12
9920	Peer Mentors for Students w/Disabilities	9920	Peer Mentors for Students w/Disabilities	9920	Peer Mentors for Students w/Disabilities
<b>WEIGHTED GPA PROCEDURE</b>					
Courses listed in <b>BOLD &amp; ITALICS</b> are weighted for each semester ly completed as defined by a semester grade of "C" or higher except for CAPP classes which are weighted for a "B-" or higher.					